MID ESSEX ITT
INITIAL TEACHER TRAINING

Quality Assurance Protocol & Procedures from September 2026

Contents

Quality Assurance - Intent and Implementation: ***2***

Quality Assurance - Calendar of Processes ***7***

Quality Assurance - Methods and Timescales ***11***

Quality Assurance – Training Responsibilities ***12***

Quality Assurance – Concerns and Possible Actions ***14***

Quality Assurance – Monitoring of Mosaic ***15***

Quality Assurance – Key Forms ***18***

Abbreviations / Acronyms:

CT – Course Tutor
PT – Professional Tutor
LST – Lead Subject Tutor
LST Steering Group (made up of Lead Subject Tutors)
PT Steering Group (made up of Professional Tutors)
QAWC – Quality Assurance and Wellbeing Committee
SED - Self Evaluation Document

Quality Assurance - Intent and Implementation:

Quality Assurance Principles

Quality assurance draws upon a wide range of evidence, including:

- Trainee outcomes
- Assessment information
- Stakeholder feedback
- External moderation
- Curriculum evaluation
- Committee scrutiny
- Partnership reviews

Findings are triangulated to provide an accurate evaluation of the effectiveness and impact of provision.

Quality assurance operates as an ongoing cycle of:
Review → Evaluate → Improve

Findings inform:

- Self-Evaluation Document (SED)
- Strategic Improvement Plan
- Governance reporting
- Curriculum development
- Partnership development
- Leadership decision making

Strategic Oversight and Accountability
The Strategic Board, Quality Assurance & Wellbeing Committee, Inclusion Committee, Professional Tutor Steering Group and Lead Subject Tutor Steering Group collectively provide challenge, support and assurance regarding the quality and impact of Mid Essex ITT provision.

Focus on Impact
Quality assurance activity evaluates the difference that provision makes to trainees' knowledge, understanding, professional behaviours, wellbeing and achievement rather than simply monitoring whether processes have been completed.

Stakeholder Engagement
Trainees, mentors, Professional Tutors, Lead Subject Tutors, partnership schools and external moderators contribute to quality assurance activities and continuous improvement.

Inclusion and Wellbeing
Quality assurance considers the experiences, progress and outcomes of all trainees and evaluates the effectiveness of support, inclusion and wellbeing provision across the partnership.

1. Inclusion
Intent
To ensure inclusion is embedded across all aspects of Mid Essex ITT provision and that all trainees receive equitable opportunities to succeed, regardless of background, circumstance or need.
Implementation

- Annual review of inclusion, SEND, equality, diversity and accessibility across all programmes.
- Monitoring the progress, retention and outcomes of different trainee groups.
- Regular review of Personal Support Plans, reasonable adjustments and targeted interventions.
- Evaluation of trainee and mentor confidence in adaptive teaching, inclusive practice and SEND provision.
- Partnership working with specialist settings, including SEAX Trust, to strengthen understanding of inclusive practice and SEND.
- Analysis of inclusion-related feedback, trainee experience and outcomes to inform improvement planning.
- Inclusion Committee reviews inclusion data, stakeholder feedback and strategic priorities.
- Inclusion findings directly inform the Self-Evaluation Document and Strategic Improvement Plan.

2. Curriculum, Teaching and Training
Intent
To ensure the curriculum, teaching and training are ambitious, evidence-informed, coherently sequenced and effectively implemented across all programmes and subjects.
Implementation

- Annual review of the curriculum against DfE Accreditation Criteria, the ITTECF and current educational research.
- Quality assurance of Core Training, Subject Expert Training, handbooks and curriculum materials.
- External presenters receive clear expectations to ensure alignment with curriculum intent.
- Training materials and resources are reviewed prior to delivery.
- Core Training sessions are evaluated regularly by trainees.
- Subject Expert Training is evaluated termly through trainee feedback.
- Course Tutors and Leadership Team members observe selected training sessions and provide developmental feedback.
- Evaluation findings are used to strengthen curriculum content, sequencing and delivery.
- Annual training for Lead Subject Tutors to promote consistency across subjects and programmes.
- External specialists contribute to quality assurance of curriculum documentation and training materials where appropriate.

3. Achievement

Intent

To ensure trainees make strong progress, achieve highly, meet the Teachers' Standards and are well prepared for the Early Career Framework phase of their professional development.

Implementation

- Trainee progress is monitored through regular formative and summative assessment.
- Course Tutors regularly review trainee evidence and progress on Mosaic. This includes Weekly Reflection and Mentor Meeting forms, lesson observations, learning plans and curriculum tasks.
- Three Internal Monitoring Points (IMPs) are completed annually.
- The Director regularly samples and moderates evidence and assessment documentation.
- Professional Tutors and Mentors contribute to assessment processes throughout the training year.
- Assessment information is analysed to identify patterns and trends across subjects, phases and trainee groups.
- IMP reports are quality assured by Professional Tutors, Course Tutors and the Director to ensure consistency and accuracy of judgements.
- Exemplar reports and guidance materials are shared with mentors.
- The Final Assessment Board reviews trainee outcomes and recommendations for Qualified Teacher Status.
- External moderation provides independent scrutiny and verification of assessment processes and outcomes.

4. Professional Behaviours, Personal Development and Wellbeing

Intent

To ensure trainees develop strong professional behaviours, confidence, resilience and wellbeing so that they thrive throughout training and into their teaching careers.

Implementation

- Regular evaluation of trainee wellbeing and programme experience.
- Opportunities for trainees to provide feedback through QAWC and Inclusion representatives, evaluations, anonymous forms and direct engagement with leaders.
- The Leadership Team operates an open door approach to supporting trainees.
- Placement evaluations monitor workload, mentoring, support and professional development experiences.
- Attendance, engagement and professional conduct are reviewed throughout the programme.
- Emerging themes are reviewed by the Quality Assurance & Wellbeing Committee and the Inclusion Committe
- Appropriate support and interventions are implemented where concerns are identified.
- Wellbeing findings contribute to self-evaluation and future improvement priorities.

5. Leadership

Intent

To ensure effective leadership, governance and continuous improvement across the partnership.

Implementation

- Mid Essex ITT produces an annual Self-Evaluation Document (SED).
- The SED evaluates provision against:
    - Ofsted Initial Teacher Education Inspection Toolkit
    - DfE Accreditation Criteria
    - ITTECF expectations
    - Strategic priorities
    - Outcome measures
- The SED draws upon:
    - Trainee outcomes
    - Assessment information
    - Stakeholder evaluations
    - External moderation reports
    - Committee feedback

  - Progress against previous priorities
- Progress against priorities is reviewed regularly through governance and committee structures.
- The Director reports regularly to governance committees and partnership stakeholders.
- Leaders engage with educational research, national developments, external networks and professional learning.
- Quality assurance findings are used to identify strengths, risks and future development priorities.
- Leadership effectiveness is reviewed through Trust performance management arrangements.

6. Compliance and Safeguarding

Intent

To ensure all statutory, regulatory, safeguarding and accreditation requirements are consistently met.

Implementation

- Annual review of compliance against DfE Accreditation Criteria and statutory requirements.
- Regular review of safeguarding policies, procedures and training.
- All new placement schools are subject to quality assurance processes before trainees are placed.
- Placement schools are reviewed using a risk-based approach considering:
  - Trainee feedback
  - Mentor capacity
  - Previous quality assurance findings
  - Safeguarding considerations
  - Partnership effectiveness
- Early intervention is implemented where concerns are identified.
- Mid Essex ITT reserves the right to suspend or cease placement arrangements where quality concerns are not resolved.
- External moderators are appointed to provide independent scrutiny of assessment processes and outcomes. This is twofold in approach involving both trainee observations and external compliance.
- External moderation findings are reported to governance committees and inform future improvement planning.
- Policies, procedures and partnership agreements are reviewed regularly to ensure ongoing compliance and inspection readiness.
- Compliance and safeguarding findings are incorporated into self-evaluation, risk management and strategic planning

Quality Assurance - Calendar of Processes

Month	QA of Education and Training	QA of School-Based Experience	QA of Assessment of Trainees
Ongoing / Weekly	• External speakers are sent a list of 'non-negotiables', plus a suggested template to use for the PowerPoint presentation. This includes references to specific trainee needs as well as ITTECF statements needing to cover. • PowerPoint slides/ resources from external speakers are checked in advance • For external speakers, the Leadership Team complete a QA of Core Training form to ensure the speaker has covered the non-negotiables • Trainees complete an evaluation after Core Training session delivered by external speakers (Thursday morning), including Induction. • Mentors, Professional Tutors and Lead Subject Tutors read and sign the role descriptions. They also complete the relevant database. These are completed throughout the year as and when new mentors join or when trainees move to B placement.	• Mosaic is monitored regularly by Course Tutors to ensure: o mentors are marking tasks as completed o mentors are setting SHARP targets o the weekly Mentor Meeting form is uploaded (WRAM) o lesson observations are taking place and written feedback provided to the trainee – this should also align to the weekly target set completing the cyclical structure. • Mosaic is monitored periodically by the Director and to quality assure a sample of trainees. Trainee spotlight Feedback is provided to trainees as required • Course Tutors complete weekly monitoring logs for each trainee on Mosaic to identify patterns in target setting or inaccuracies in completion. • Stage Based tasks are marked and assessed by Course Tutors on a termly basis. • Trainee early checkpoints are completed by trainees at the start of each placement and any issues identified are addressed with follow-up actions logged and recorded. • Mentor meetings are partly recorded during the first half-term and submitted to the Course Tutor for quality assurance purposes. Feedback is provided to the mentor and any follow-up actions are recorded. • Trainees are observed by Professional Tutors termly and these forms are submitted for monitoring.	• Mosaic is monitored weekly by Course Tutors to ensure trainees are engaging with the Curriculum via the School-Based and Stage Tasks. Course Tutors have a spreadsheet and monitor this closely. • Termly IMP reports are monitored and trainee progress tracked. Where required, individual support plans may be utilised.

		• Trainees are observed in placement twice per year by Course Tutors. • Trainees are observed once per year by their Lead Subject Tutor in their placement school. • Mentors complete IMP reports termly for their trainees and this data is analysed. • Risk assessments for all new schools are completed through a visit of the school and completion of the form. • Risk assessment and partner engagement form is completed by all existing schools within the partnership before each academic year begins. Follow up is required as needed • Trainee evaluations are completed at the end of the course and feed into action planning.	
September	• Trainees complete an evaluation of ITaP #1 • Two mentor training sessions are delivered. • Evaluations are sent out after these have taken place to allow the MEITT central team to quality assure the content.	• A 'Trainee Checkpoint' form is completed by all trainees to ensure they have received safeguarding training, a weekly Mentor Meeting and other entitlements • A QA visit to any schools in relation to Ofsted grading below expected is completed in September • A reminder of checklists sent to Professional Tutors and Mentors from July.	• An 'Early Checkpoint' is completed by all mentors to provide MEITT with an indication of how well the trainee has settled into school and to ensure they are meeting expectations in term of professionalism • Trainees to have completed their literacy and numeracy tests by the end of September. • Trainees to have completed Philosophical Statement 1 by 1st September. These will be marked by Course Tutors.
October	• Trainees attend The Houses of Parliament – the MEITT central team attend to QA this. • Any new SET session LSTs are observed by the MEITT central team by Xmas	• Mentor meetings are recorded during the first half-term and submitted to the Course Tutor for quality assurance purposes. Feedback on each meeting is provided to the mentor and any follow-up actions are recorded.	• LSTs to meet with trainee A placement subject mentors to discuss SKA

November	• Trainees complete an evaluation of ITaP #2		• LST to check trainee SKA
December	• Trainees complete an evaluation of their Subject Expert Training	• All trainees will have been observed by their Professional Tutor and their Course Tutor by December.	• Internal Monitoring Point 1 (end of A1 placement) – trainees are assessed against the MEITT Assessment Indicators and a judgment made against Part 2 of the Teachers' Standards
January	• Mentor training sessions are delivered for B placement mentors. Evaluations are sent out after these have taken place to allow the MEITT central team to quality assure the content.	• An 'Early Checkpoint' form is completed by all trainees to ensure they have received safeguarding training, a weekly Mentor Meeting and other entitlements at their B placement school • Mentor meetings are recorded during the first half-term of the Spring Term for any new mentors at B placement and submitted to the Course Tutor for quality assurance purposes. Feedback on each meeting is provided to the mentor and any follow-up actions are recorded.	• An 'Early Checkpoint' is completed by all mentors to provide MEITT with an indication of how well the trainee has settled into their B placement school and to ensure they are meeting expectations in term of professionalism • LSTs to meet with trainee B placement subject mentors to discuss SKA
February	• Wellbeing Evaluation is sent out to all trainees (with a 'wellbeing prize' as an incentive to complete it) • Trainees attend the online DEIB conference – MEITT staff attend online to QA this. • Trainees complete an evaluation of ITaP #3		• Part-Time trainee Final Assessment Board (if applicable)
March	• Trainees complete an evaluation of their Subject Expert Training	• A follow-up QA visit/meeting to any schools in a category of concern is completed in the Spring term • A follow up QA visit to any SET sessions that were of concern will take place this term. • Lead Subject Tutors will have complete their observation of their trainees by March • Professional Tutors will have observed trainees by IMP2	• LST to check trainee SKA • Internal Monitoring Point 2 (end of B placement) – trainees are assessed against the MEITT Assessment Indicators and a judgment made against Part 2 of the Teachers' Standards

		• Course Tutors will have completed any additional and required observations this term	
April			
May	• Trainees complete an evaluation of ITaP#4	• A follow-up QA visit/meeting to any schools in a category of concern is completed in the Summer term	• Mentors complete a form to check that the trainees are currently 'on a trajectory' towards meeting the Teachers' Standards at the end of the course • LSTs to meet with trainee A placement subject mentors to discuss SKA
June	• Trainees complete an end of course evaluation for Mid Essex ITT. • Trainees complete the Trainee Online Questionnaire (TOQ) for Ofsted.	• Professional Tutors will have observed trainees by IMP3 • Course Tutors will have observed trainees by IMP3	• LST to check trainee SKA • Internal Monitoring Point 3 (end of course) – trainees are assessed against the MEITT Assessment Indicators and a judgement made against Part 2 of the Teachers' Standards • Trainees to have completed Philosophical Statement 1 by IMP3. These will be marked by Course Tutors. • Trainees participate in Professional Dialogue with their Course Tutor and complete the Transition to ECT form • Final Assessment Board for full-time trainees – formal recommendations are made if trainees have met all the Teachers' Standards, plus Part 2
July	• Incoming trainees complete evaluation of the three day Induction Training	• Professional Tutors and mentors are sent 'checklists' to ensure they are ready to place trainees in September	• Final Assessment Board for any trainees who have extended their course.

Quality Assurance - Methods and Timescales

Area to be Quality Assured	Method	By Whom	When	Moderated by
Marketing – to ensure the website, brochure and other marketing materials are up to date	Compare the information with the ITT criteria and supporting advice to ensure compliance and complete fidelity	Course Administrator	Annually, or as needed	Director
Recruitment and selection procedures - to ensure the recruitment and selection process is rigorous and meets the needs of the Partnership Schools	Analysis of interview questions Analysis of feedback from the interview days Analysis of induction evaluations Analysis of in-year completion rate	Director and administrators	Annually, before October First QAWC meeting of year Review if trainees drop out on a case by case basis.	QAC/AC/MC
Induction Training	Evaluation of induction training, completed by trainees	Trainees / CTs	Annually, every July	QAWC, also shared with HTs, AC/MC
Quality of Core Training	Analysis of Core Training evaluations Analysis of trainee progress against MEITT Assessment Indicators	CT/Directors Leadership Team	QAC meetings throughout the year Following each IMP, 1-3	QAWC/ Director Leadership Team, QAWC, AC, MC
Quality of Subject Expert Training	Analysis of evaluations Subject Expert Training observations Analysis of trainee progress against MEITT Curriculum	LSTs / Leadership Team Leadership Team Leadership Team	Termly Annual programme Following each IMP, 1-3	Leadership Team Leadership Team Leadership Team, AC, MC, QAC

Area to be Quality Assured	Method	By Whom	When	Moderated by
Mentor training	Mentor visits	CT	Before Christmas as required	Leadership Team, QAWC
	Mentor evaluations	CTs, PMs, LSMs	Following mentor training in July, and again in February	Leadership Team
	Paired observations	CTs	Minimum of 6 per year	Assistant Director
	Mosaic monitoring	CTs	Weekly	Assistant Director
	Recorded mentor meeting feedback	CTs	Before October half-term	Director
Quality of mentoring	Mosaic monitoring	CTs	Weekly	Director/Assistant Director
	Paired observations, including observation of feedback	PMs, CTs, LSMs	Min. 6 per year	Course Tutors
	Observation of mentoring sessions (where necessary)	PMs, CTs	Where deemed necessary from other QA processes	Course Tutor/Directors
	Recorded mentor meeting feedback	CTs	By October half-term	Director

Quality Assurance – Training Responsibilities

Evidence Provided	Training
Subject Knowledge Audit/Plan	The LST has provided trainees with support and guidance to complete the Subject Knowledge audit The Subject Knowledge Audit is related to KS3, KS4 and KS5 content (where appropriate)

	The mentor is regularly supporting the trainee in developing subject knowledge and liaises where appropriate with the LST The mentor is regularly supporting and monitoring subject knowledge development LSTs are providing guidance and advice on how to improve subject knowledge The LST liaises with the subject mentors at specific points throughout the year
School-Based and Stage Tasks	The mentor has supported the trainee in identifying appropriate training opportunities to complete the tasks in school The mentor is monitoring the trainee's stage based and school-based tasks and regularly 'signing off' when completed
Learning Plans	The mentor is regularly monitoring the quality of learning plans and providing guidance and advice whenever necessary
Mentor Lesson Observations	The mentor is observing lessons according to the programme requirement and ensures they provide feedback using the programme lesson observation proformas. Course Tutors monitor these to ensure the quality of target setting and to make sure that this informs the trainee's weekly target.
Professional Tutor Lesson Observation	The PT is observing lessons according to the programme requirement and ensures they provide feedback using the programme lesson observation sheets
Lead Subject Tutor Lesson Observation and Task Setting	The LST is observing lessons according to the programme requirement and ensures they provide feedback using the programme lesson observation sheets LST sets a subject-specific task each week, relating to the curriculum, which is monitored and reviewed
IMP Reports	The mentor, LST, PT, Course Tutor have the skills and knowledge necessary to make informed judgements on the progress being made by the trainee Mentors, PTs and LSTs are confident in using the MEITT Assessment Indicators and have read the Guidance Mentors, PTs and LSTs are trained in how to complete the IMP (Review Point) on Mosaic
Weekly Reflection and Mentoring Form (WRaM)	Mentors ensures reflections have been written and appropriate evidence for making progress has been highlighted Trainees complete these to Mosaic so they can be QA by the Course Tutors
Mentor Meetings	Mentors to use the Mentor Meeting proforma, ensuring all sections of the form are covered every week Trainees complete these on Mosaic every week so they can be checked by the Course Tutors
SHARP target setting	The mentor, LST and PT are providing suitable targets which are SHARP along with actions The SHARP targets are to be set on Mosaic each week so they can be checked by the Course Tutors

Quality Assurance – Concerns and Possible Actions

Area of concern	Possible action
Lack of mentor observations	➢ PT prompts mentor ➢ PT reminds mentor of expectations ➢ CT supports PT in making expectations clear and intervenes as required
Lack of PT observations	➢ CT prompts PT ➢ CT reminds PT of expectations
Lack of LST observations	➢ CT prompts LST ➢ CT reminds LST of expectations
Incomplete or poor-quality school or stage based tasks	➢ Mentor requests report is completed with clear expectations and if necessary rewritten in line with course requirements. ➢ CT informed in order to support as required
Mosaic concerns e.g. paperwork not completed	➢ CT discuss issue with mentor/PT as required ➢ CT/PT supports mentor in completing correctly ➢ CT ensures mentor receives training and intervenes as required
Inappropriate timetables / incorrect teaching load	➢ PT monitors and alerts CT ➢ PT liaises with mentor and Head of Department in order to ensure appropriate timetable ➢ Timetable re-examined and approved by CT
Poor quality or missing SHARP targets	➢ CT has dialogue with mentor and guides them in supporting trainees in completing this, ensuring they are SHARP ➢ CT to monitor Mosaic to ensure the targets set by the mentor improves
Poor quality or missing lesson Plans	➢ CT dialogue with trainee and ensures appropriate knowledge and skill in completing lesson plans ➢ Referred to Director to invoke Cause for Concern Procedures
Trainee missing deadlines	➢ Informal dialogue between PT and trainee with mentor and CT being kept informed in order to support ➢ Formal dialogue between CT and trainee with an Early Support Plan ➢ Referred to CT/Director to invoke Cause for Concern Procedures
Non-attendance at mentor training	➢ CT/Director reminds mentor of expectations as outlined in Partnership Agreement ➢ Sessions recorded and engagement monitored ➢ PT supports scheme and mentor in meeting these expectations ➢ De-selection of mentor procedures followed as outlined in the Partnership Agreement

Department / school not supporting training	➢ CT/Director informs PT ➢ PT guides department and reminds them of the scheme's expectations ➢ LST supports mentor in pointing out requirements for training trainees ➢ De-selection of department procedures followed

Quality Assurance – Monitoring of Mosaic

Area of Mosaic	Frequency of use	What is the purpose for us, the Leadership team at Mid Essex ITT	Advantages for Trainee	Advantages for Mentor	Quality Assurance process	Workload considerations
WRAM form pt 1 Reflection	Weekly – trainees to complete their section on Mosaic ahead of their mentor meeting	Enables us to check that trainees are engaging with the course on a weekly basis and that all trainees have completed this – but does mean we need to check this each week	Opportunity to reflect on the week and their progress (plus engage in Rolfe et al cycle)	Provides mentors with a starting point for the mentor meeting	Weekly: • CTs to check that the trainees are uploading these each week • CTs to read through and check that paperwork is complete • CTs to follow up any concerns/issues raised • No requirement for CTs to write a comment	1 per trainee per week

Area of Mosaic	Frequency of use	What is the purpose for us, the Leadership team at Mid Essex ITT	Advantages for Trainee	Advantages for Mentor	Quality Assurance process	Workload considerations
WRAM form Pt 2 Mentor Meeting Form	Weekly – Mentor to complete on Mosaic (and set target at the same time)	Enables us to check all trainees are getting a meaningful mentor meeting each week, and any issues/actions arising from it and check targets	Ensures they are getting their entitlement of a weekly mentor meeting and that it covers all key areas, including well-being/workload check	Provides structure and guidance for what they should cover	Weekly: • CTs to check that the trainees are completing these each week to the Mentor Meeting section • CTs to check that that the paperwork is complete • CTs to check that mentor has set the target arising from the mentor meeting • CTs to check the quality of the target – is it SHARP? • CTs to follow up any concerns/issues raised or actions arising from it (bottom section) • Dan to have an oversight of these and use them to inform his mentor visits/training	1 per trainee per week
Learning Plans	Periodically – trainees to upload these and save under Files > Secure Foundations	CTs to check a sample of 10 at IMP 1 Enables us to check that trainees are planning lessons to a high standard	Provides trainees with an additional source of feedback (I.e. from the Course Tutor)	Enables mentors to quality assure the lesson that the trainee intends to deliver and provide feedback in advance	Weekly: • No requirement for CTs to check these each week Termly: • CTs to check the sample of 10 at each IMP	5-8 for each IMP
Lesson Observations	Weekly – trainees to upload at least one lesson observation form per week (they must	Enables us to check that all trainees are being observed (using the right form) and given meaningful, detailed	Ensures trainees that they are getting observed and receive high quality feedback	Provides a user-friendly form and structure for feedback	Weekly: • CTs to check that all trainees have uploaded at least one per week	1 per trainee per week

Area of Mosaic	Frequency of use	What is the purpose for us, the Leadership team at Mid Essex ITT	Advantages for Trainee	Advantages for Mentor	Quality Assurance process	Workload considerations
	have two written formal observations per week)	feedback based around an instructional coaching model			• CTs to check that the mentors are using the right form • CTs to check that the forms are filled in to a high standard and feedback is delivered using the instructional coaching method • CTs to check that the LP from the observation form informs the trainee's weekly target	
Target set by mentor	Weekly – mentor to set when they complete the Mentor Meeting form	Enables us to quality assure the targets being set and check they are SHARP	They get a bespoke/ personalised target every week	Mentor can develop their own trainee with personalised targets	Weekly: • CTs to check all trainees have been set a target by their mentor • CTs to QA the target and ensure it is SHARP • Mentors to approve target within the WRaM form when it has been completed by trainee within school – but no need for CTs to comment • Dan to have an oversight of these and use them to inform his mentor visits/training	1 per trainee per week
School-Based Tasks	Weekly – around 3 set each week	Enables us to check that trainees have engaged with the curriculum, understood 'Learn that…' and are now	Ensures schools are providing trainees with the best opportunities to learn	Provides structure to the school-based element of the training	Weekly:	3 per trainee (on average) None set during 80 per cent teaching

Area of Mosaic	Frequency of use	What is the purpose for us, the Leadership team at Mid Essex ITT	Advantages for Trainee	Advantages for Mentor	Quality Assurance process	Workload considerations
		demonstrating that they can 'Learn how to…'.	and develop their teaching practice		• CTs to check all trainees have completed their School-Based Tasks • CTs to read through trainee reflections on the task to QA • Mentors to approve SBTs weekly in mentor meetings and CTs to monitor this.	
Stage Tasks	Termly - Secure Foundations has 6 Stage Tasks	Enables us to check that trainees have engaged with the curriculum on a deeper level (same as above) plus shows our curriculum to be ambitious	Ensures schools are providing trainees with the best opportunities to learn and develop their teaching practice	Provides trainees with extended opportunities to work with expert colleagues	Termly: • CTs to check all trainees have completed Stage Based Tasks • CTs to open up each trainees' Course Files > Secure Foundations and read through trainee reflections on the task • CTs to write a brief comment on each task	6 per trainee per Stage/term
Review Points	Termly – once at the end of each Stage	Assessment of trainees at the end of each Stage	Trainees receive detailed feedback against each of the curriculum strands, plus targets for the next stage	Mentors + PTs + LSTs can all access and complete in 'real time''	• Cohort data to be moderated by the Leadership Team • Director to read IMPs and sign	1 per trainee per Stage/term
Professional Dialogues	At the end of the course				• Professional Dialogues to be written up and saved on Mosaic and used to inform ECT targets	1 per trainee
Trainees Notices	Weekly - updated every week and sent to all	Enables us to ensure trainees are aware of the focus of each week.	Enables trainees to access pre-reading and key information needed		• Notices to be uploaded to Mosaic every week so	MEITT staff to update each

Area of Mosaic	Frequency of use	What is the purpose for us, the Leadership team at Mid Essex ITT	Advantages for Trainee	Advantages for Mentor	Quality Assurance process	Workload considerations
	trainees every Thursday afternoon				trainees can refer back to previous editions	week and Joolz to send to trainees
Course Files on Mosaic	Daily/weekly – new files uploaded by us when they become available	Reassures us that all trainees/ staff can access the up-to-date files.	One-stop-shop for all MEITT documents and files	One-stop-shop for all MEITT documents and files	• Course Files to be kept updated each week	MEITT staff to upload each week or as required

Quality Assurance – Key Forms

See Sharepoint for copies of the following forms:

- Risk Assessment and Partnership Engagement Document

- QA of Subject Curriculums
- QA of Subject Handbooks
- QA of Subject Expert Training (new before Christmas)
- QA of Core Training
- QA of Mentoring Form (Instructional Coaching and Target Setting)
- QA of Mosaic – moderating a sample of trainees
- QA of Course Tutor observations – joint observations of trainees