



Student, school mentor & academic staff

USING PEBBLEPAD TO EMPOWER COLLABORATIVE,
LEARNER-CENTRED ASSESSMENT FOR UK-BASED
AND INTERNATIONAL TRAINEE TEACHERS

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Who we are and what we do

- On-campus Initial Teacher Training (Undergraduate and PGCE)
- Part-time distance learning (UK-based)
- International distance learning (iQTS)



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Our PebblePad story

- setting the scene
- characters' tales
- plot development
- happily ever after...?

lifechanging



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Why PebblePad?

Ofsted
2022

- Trainee portfolios held individually
- Hard/impossible to gain oversight
- Tracking of engagement, including mentors, challenging



- PebblePad introduced across Primary, Secondary, Further Education and International phases

Ofsted
2023

- “Communication across the partnership is secure”
- “Leaders have secure assessment systems in place”
- “Assessment systems across all routes are suitably designed”
- “The FES age-phase has led the way in piloting new approaches to checking how well trainees are learning and developing”



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How do we use it?

The screenshot displays the PebblePad interface for a TE2 audit. The main content area shows an 'English Grammar and Punctuation Audit = /48' with a score of 'INCORRECT- 0 POINT' and '0 (0 pts)'. A list of audit items is visible:

- 1. Noun
- 2. Plural
- 3. Verb
- 4. Adjective
- 5. Standard English
- 6. Suffix
- 7. Prefix

Below the audit, there is a table for 'Hours taught this week' with columns for days of the week and a total column. The data is as follows:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday		
Hours taught		0	1	2	1	1	1	6

Below the table, there is a section for 'Mentor confirmation' with a checkbox and the text: 'I can confirm that the trainee has completed the hours outlined above'. A 'Released' status is shown with a green dot.



Trainee teacher

School-based mentor

University-based mentor

Placements team

Subject specialist

Personal Academic Tutor

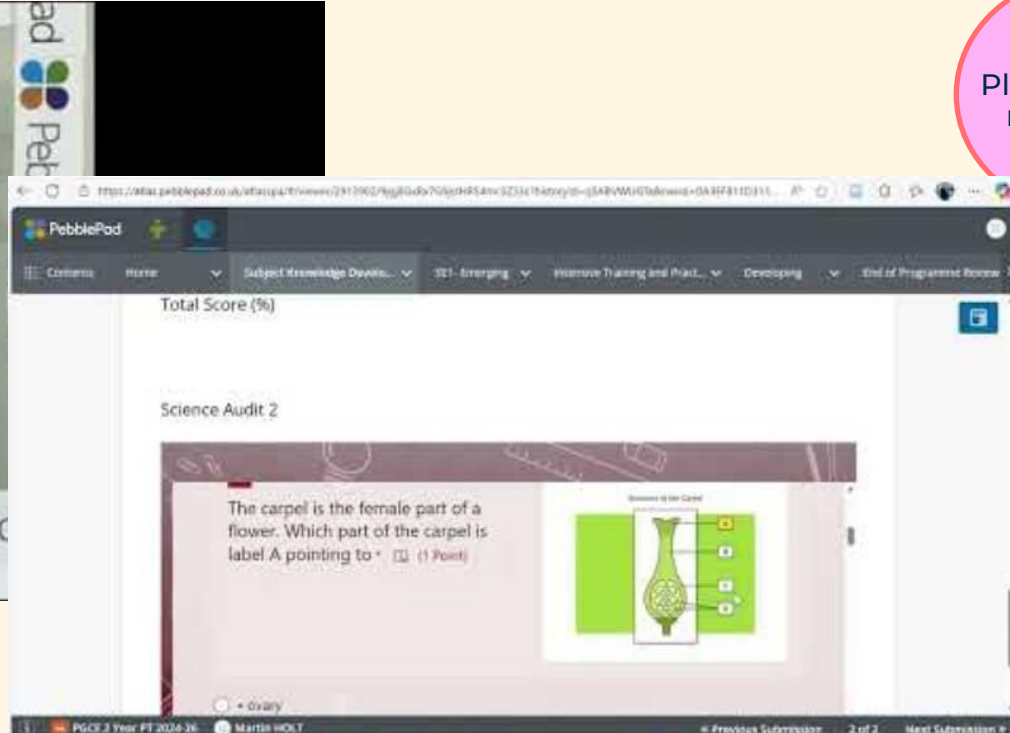
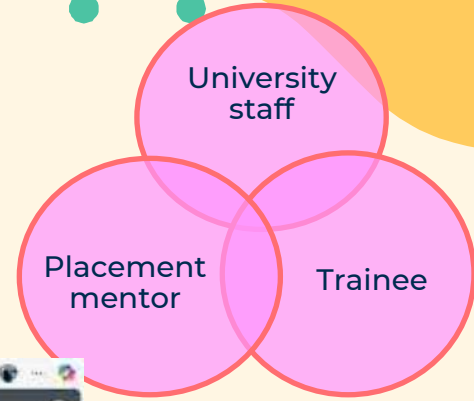
External partners

“Simple Organised Structure...”
“Useful For Planning...”



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Embed External Tools

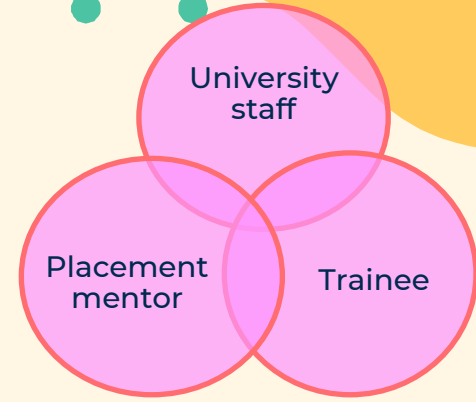
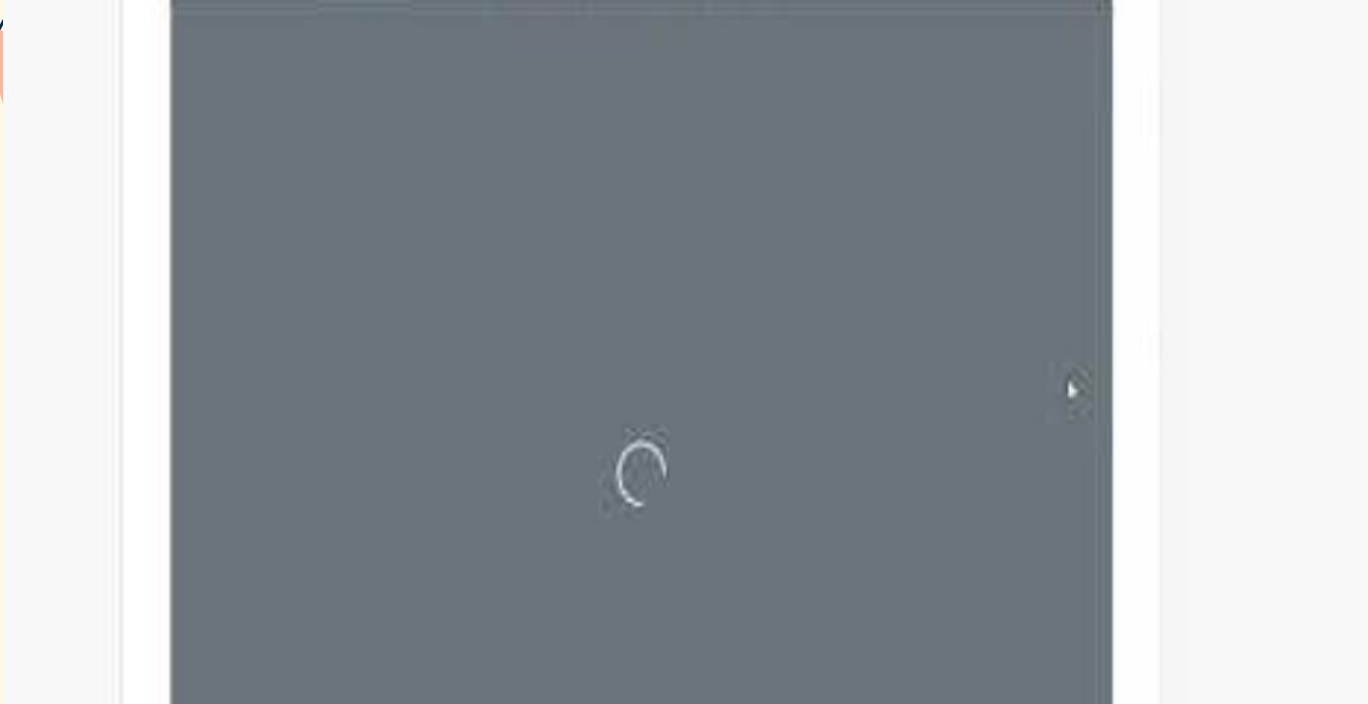


“Subject Knowledge Development...”



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Dialogic assessment



“Easy To Use...”



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Formative Assessment



“Better Than Canvas...”



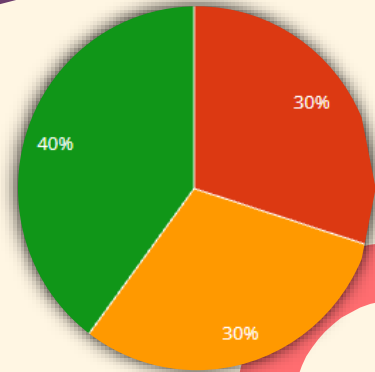
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Powerful data

Quality Assurance by Leadership

As a Mentor, how confident are you in using the Passport with your Trainee to guide discussions?

Not confident	
1	0
2	3 (30%)
3	3 (30%)
4	4 (40%)
Very confident	



Explain how you know your trainee is making good progress in developing their subject knowledge and subject teaching skills

Response

Trainees complete audit with University and mentors look at this to work out where to offer bespoke support Mentors refer to this when supporting trainees to plan lessons and develop subject knowledge. Previously, with School Direct, they have worked with trainees to ensure subject knowledge is up to date. Targets set at observations and reviews. Mentors organise visits for the trainees to see subject teachers from other areas within the school. This helps trainees to see strong subject specific teaching skills being modelled by expert practitioners.

Mentor discussed the need to consistently update subject knowledge to keep up to date with sector changes and qualification specifications - mentor identified the positive use of observations and self/ peer assessment opportunities to identify strengths and areas to improve - Mentor discussed meetings that would proactively look at course demands and discussions that would ensure trainee is best prepared for delivery which may include some opportunities to upskill subject knowledge & practice



Makes Monitoring Easier..”

Supporting innovations

The screenshot displays the ITAP Behaviour platform interface. At the top, there are navigation options for 'ITAP Behaviour' and 'ITAP Questioning'. A sidebar on the left contains a menu with items: 'Back', 'Day 1', 'Day 1', 'Essential Reading', 'Live Lecture' (highlighted), 'Recorded Lectures', 'Videos', 'Case Study', and 'Quiz'. The main content area is titled 'Behaviour Day 1' and features a 'Live Lecture' banner with the University of Sunderland logo. Below the banner, a message states: 'Recording of the live lecture will be uploaded here:'. A video player shows a 'Live Behaviour session' with a slide titled 'Reflect'. The slide contains two columns of questions for reflection:

- Answer these questions in relation to learning:**
 - What indicators of progress do you [a teacher] look for?
 - What methods do you [a teacher] use to
- Answer these questions in relation to behaviour:**
 - What indicators of progress do you [a teacher] look for?
 - What methods do you [a teacher] use to

A video call interface is visible in the bottom right corner of the video player, showing several participants with initials like AR, RM, SH, SS, KB, MM, and AS.

Using PebblePad to support new initiatives, such as the government-mandated *Intensive Training and Practice (ITAP)*

Lead Mentor Training?...



“A One-Stop Shop!”



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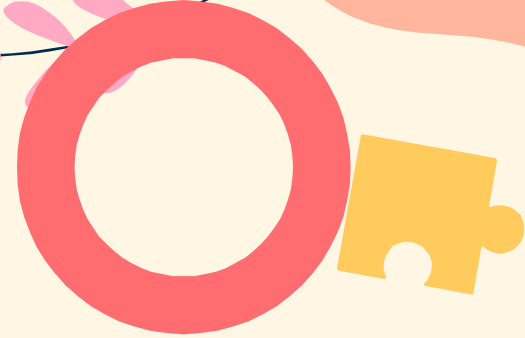
Questions & Comments



Progress tracking?



Mapping and capabilities?



Points and time?

Page verification to
release new pages?

Public-facing websites?



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