

Completion of Progress Reviews and Assessment Reports

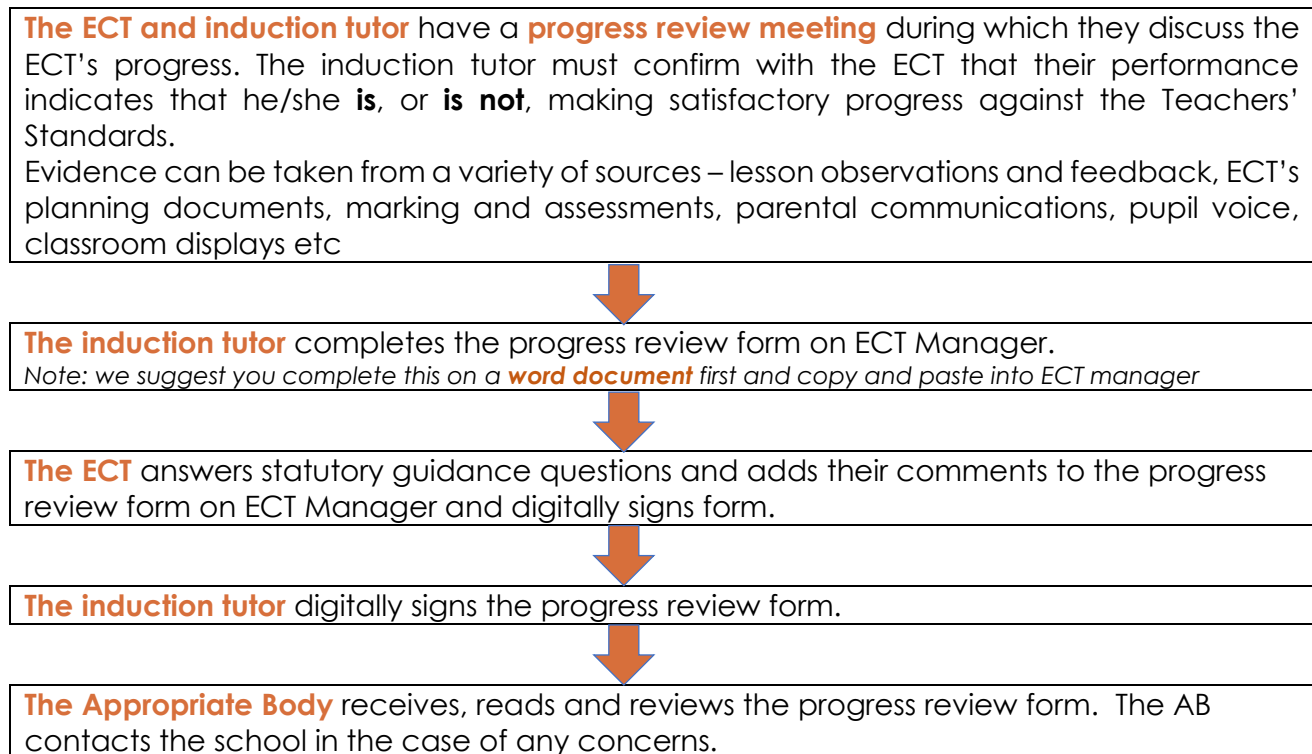
Progress Reviews

Progress reviews are due at the end of terms 1,2,4 and 5 (Christmas and Easter) of each year of induction (if you start statutory induction in September).

This is what the DfE [statutory guidance](#) says about progress reviews:

- Progress reviews are expected to be *informed by existing evidence* of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.
- Progress reviews are not formal assessments and there is *no requirement for ECTs to create evidence specifically to inform a progress review*. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.
- A *written record* of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that *objectives are reviewed and revised* in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

The process is as follows:



Progress Review Submission dates

Progress reviews are due **two weeks before the end of term (you have been sent the dates for 2023-4)** for those ECT who start at the beginning of a term. You can check the deadlines by looking at your ECT's overview page on ECT manager. Please note that non-standard ECTs may have different due dates as based on start date and part-time hours and possible extension due to absence days exceeded 30 days in year 1 or 2. ECT manager automatically generate these dates but please contact us if you have any questions/queries about report dates.

Completing and Submitting Progress Reviews

Induction tutors should complete these on **ECT Manager:**

[ECT Manager](#) page – select THAMES SOUTH

If you have forgotten your ECT manager log in details, please contact Sally Booth, Thames South TSH administrator, on thamessouthtsh@nestschools.org

Induction Tutor Comments

On your ECT's overview page, you will see the progress review under the section “Progress Reviews and Assessment” along with the status, e.g. available, due or overdue and the due date. Induction tutors should click on **Fill in** and you will be taken to the progress review form.

The system then takes you through a series of checks and statements to confirm including:

- **Confirmation of contract details**
- **Days served and days absent** during this induction period – the days served will be automatically calculated from the terms dates already in the system. Then enter the number of days absent during the induction period (*please note that this can only be submitted 1 week before submission date so you may need to return to your*

- **Support and Entitlements.** The induction tutor should confirm that the ECT has received an ECF based induction programme and their statutory entitlements.
- **Confirmation of next term's contract.** You will also be asked if the ECT is remaining at the school for the next assessment period (i.e. the next term). If not, you will be asked where they are moving on to.
- **Recommendation.** The induction tutor will be asked to make a recommendation about whether, based on current performance and rate of progress, the ECT is on track to successfully complete induction or not.

Recommendation

At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed. Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?

- The ECT is on track**
Based on current performance and rate of progress, the ECT **is on track** to successfully complete induction by the end of their induction
- The ECT is not on track**
Based on current performance and rate of progress, the ECT **is not on track** to successfully complete induction by the end of their induction

If the ECT is **on track**, induction tutors should complete the following sections:

Examples of comments can be found at the end of this section.

- **Free text box 1:** Give brief reasons for whether your ECT is/is not on track stating the evidence you have used to make that judgement (e.g. lesson observation, lesson planning, pupil voice, pupil work etc) . We suggest that 3-5 strengths/concerns in relation to the Teachers' Standards are given and links are explicitly made back to the previous targets set (from progress review 2 onwards)
- **Free text box 2:** Areas of development have been discussed during progress review meeting and 2-3 SMART targets have been agreed for the term ahead.

If the ECT is **not on track**, the following screen will appear. Induction tutors should state why the ECT has been marked as not on track **and list the Teachers' Standards that are a cause for concern** and how the evidence supports that concern. Examples of comments can be found at the end of this section. The induction tutor should then confirm that the ECT has been informed and that a support plan is in place – **Thames South will provide a proforma for the support plan which must be uploaded to ECT Manager**. Please contact us before the submission date if your ECT is on not on track to meet the teachers standards. Please note that you cannot continue to the next screen until you have uploaded the personal support plan.

Recommendation

At formal assessment points and to successfully complete induction, the ECT's performance against the Teaching Standards will be assessed. Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?

The ECT is on track
 Based on current performance and rate of progress, the ECT **is on track** to successfully complete induction by the end of their induction

The ECT is not on track
 Based on current performance and rate of progress, the ECT **is not on track** to successfully complete induction by the end of their induction

Further Information

Give brief details for the reason(s) for your answer to whether the ECT is on track. Where an ECT is deemed not to be on track to successfully complete induction, list any teaching standards (including personal and professional conduct) where there is a cause for concern and how any evidence supports that concern.

Reasons

If the ECT is not on track to successfully complete induction, has the ECT been informed?

Has the ECT been informed?

If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan)

Support Plan In Place?

Support Plan To Upload: no file selected

You will then be asked to confirm you have discussed the following questions with your ECT in the Progress Review meeting. You select Yes/No and then select an option to state level of evidence. A comment is only required if you select 'still needed' to give a reason for areas still needing development.

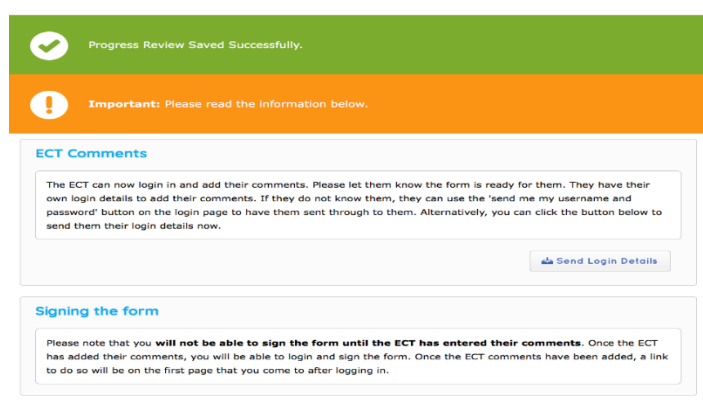
ECT Personal and Professional conduct

1. The ECT upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside the school: Discussed? Yes/No
Evidence:
Still needed/ Some evidence/ Strong evidence

2. The ECT has proper and professional regard for the ethics, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality. Discussed? Yes/No
Evidence:
Still needed/ Some evidence/ Strong evidence

3. The ECT has an understanding of, and always acts within, the statutory frameworks which set out their professional duties and responsibilities. Discussed? Yes/No
Evidence:
Still needed/ Some evidence/ Strong evidence

Once you have completed all your sections, you should get the following message:



ECT Comments

Once the induction tutor has completed the progress review, the ECT will **receive an email** notifying them that the progress review has been completed.

The ECT should login into ECT Manager. They will be taken to their overview screen and the progress review will be shown at the bottom under **Progress Reviews and Assessments**.

The ECT should click on **Comments**.

A new screen will open which asks the ECT to confirm the information provided by the induction tutor: recommendation; start date; end date; days served; days of absence. If the ECT is happy with this information, they should click **Confirm**.

If any of the information is incorrect, they should contact their induction tutor.

Once the ECT has clicked on confirm, a new screen will open which asks for the ECT's comments. ECT should click **Preview Form** in order to see the progress review form that has been completed by their induction tutor. The ECT should **respond to the questions** listed by selecting Yes or No from the dropdown menu and then make **additional comments** in the *Comments* box. ECTs do not have to make extensive comments, but we would encourage them to reflect on their practice and the progress they are making, including strengths and areas for development.

All will be required to answer these questions with Yes/No- if no, please comment

1. Do you have a reduced timetable of teaching? (10% in year 1 and 5% in year 2)?
2. Are you having regular meetings with your mentor focusing on the ECF?
3. Are you participating in an ECF based induction programme?
4. Have you been formally observed against the Teachers' Standards and received both written and verbal feedback?
5. Have you had a meeting with your induction tutor this term, focused on how you are meeting the Teachers' Standards?
6. Have you observed other teachers?
7. Do you have any concerns about your induction? If you answer yes to this question, the Appropriate Body will contact you to discuss this further.

Click **Save & Continue**.

Digital Signatures

Once the ECT has completed their comments they will now be asked to tick a box to **digitally sign** the progress review and then click **confirm**.

Once the ECT has added their comments to the progress review and digitally signed the form, the **induction tutor will receive an email** notifying them that the ECT has added their comments and that they should digitally sign the progress review.

The induction tutor will need to login to ECT Manager.

A **list of ECT forms to be signed** will appear on the dashboard.

Dashboard

ECT Reports that Need Completing

The following reports are due or overdue and need completing or signing.

Name	Type	Status	Due	
Fred Jones	Progress Review	Needs Signatures	10/10/2021	Amend Read Sign
Signed By Tutor: ✘ Signed By ECT: ✔				

The induction tutor should click on **Read** to read the ECT's comments. When ready to sign, click **Sign and tick the box** to digitally sign.

Exemplar Progress Review Structure – PR1 end of first term of induction

The following is a **suggested structure** for the induction tutor sections of the progress review, under the recommendation of on track/not on track.

You can use the same basic structure for all your ECTs and just adapt according to each ECT's individual strengths/areas for development.

As a general rule, if you have an ECT who is not on track to meet the standards, then you will need to provide more detail than for those who are on track.

For an ECT who is on track:

Box one: Evidence gathered from (insert name) this term demonstrates particular areas of strength against the following Part 1 Teacher's Standards:.....(for 3-5 standards met with where evidence is from for each)

Evidence that can be used to support these judgements include (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc after each strength)

Box 2: Areas of development have been discussed during progress review meeting and these (2-3) SMART targets have been agreed for the term ahead. (add targets)

Exemplar completed Progress Review 1 for an ECT who is on track

Evidence gathered from **Ben** this term demonstrates particular areas of strength against the following Part 1 Teacher's Standards TS1 - *Evidence gathered from Ben's lesson observation on 2/11/23 show he has created a classroom environment that is very safe and positive where students are enjoying coming to lessons and their learning experience. He has produced a wall display which promotes good examples of pupils' work. This is regularly updated. It not only includes examples of stretch and challenged work but also work from lower ability students which has had a positive impact on their effort in trying to get on to 'the wall'.*

TS5 - **Ben's** confidence is growing in using adaptive teaching methods. This is evidenced by the way in which he groups pupils according to their level of understanding. This is done effectively and is particularly helpful in targeting necessary support for those that have developed some misconceptions. This was observed in lesson 2/11/23 and through discussion in progress review meeting showing seating plans.

Areas of development have been discussed during progress review meeting and these (2-3) SMART targets have been agreed for the term ahead.

Relating to the areas for development the following targets have been agreed:

- *TS5 - Provide more challenging activities for higher ability pupils. Observe HoD with top set year 9 and try to include some of these activities in your KS3 planning. This will a focus for the next formal lesson observation.*
- *TS6 - Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Choose one class to focus on initially – evidence to be seen in pupils' books at next progress review.*

Not on Track Progress Review

Box 1: Evidence gathered from (insert name) shows that there has been some progress towards meeting the following Part 1 Teacher's Standards.

However, it has not yet been possible to demonstrate expected progress against the following Teacher Standards.....(add TS not met)

Evidence supporting these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc.)

Box 2: Key areas identified and agreed for development are.... (add details of agreed focus) with specific short term targets.....(add details of targets)

Please see attached support plan for further details.

Exemplar completed Progress Review 1 for an ECT who is not on track

*Evidence gathered from ECT B this term shows that there has been some progress towards meeting the following Part 1 Teacher's Standards: TS1, TS3, TS8. **EXAMPLES CAN BE GIVEN***

However, it has as not yet been possible this term to demonstrate expected progress against the following Teacher Standards:

TS2 – Lesson observations and planning shows that ECT B is not taking into account pupils' prior learning and as a result the lessons are often pitched at an inappropriate level.

TS4 – Both lesson observations this term have raised concerns. The lessons needed a clearer structure, explanations were often muddled and there was insufficient opportunity for pupils to practise the skills being taught.

TS5 – Lesson observations show that ECT B is not differentiating appropriately, particularly for lower ability pupils, in order to allow them to progress.

TS6 – Assessment is not being carried out in line with departmental policy. ECT B should give pupils regular feedback and use assessment results to inform future planning.

TS7 –Lesson observations and discussions with ECT B have shown that she is not following the school behaviour for learning policy. Although she has established good relationships with some pupils, a lack of consistency means that pupils are often unsure of the expectations in lessons.

In respect of Part 2, ECT B has not shown the expected professionalism. She is frequently late and has made inappropriate comments within earshot of pupils. She has been spoken to on several occasions for not following the school dress code.

Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (8F German 11.10.21 and 10C by HoD 08.11.21), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (21.10.21 and 06.12.21).

Key areas identified and agreed for development are:

- *TS4 planning and structure of lessons*
- *TS7 clear and consistent behaviour management in line with school policies*
- *TS6 ensure that assessment is carried out regularly in line with departmental policy and that assessment is used to inform your planning and teaching.*

With specific short term targets as follows:

- *Meet with HoD once a week to discuss planning for year 10 groups specifically. Plan a sequence of lessons for the topic of holidays which include a range of skills and activities, with at least one opportunity for pupils to produce an extended piece of writing.*
- *Discuss with HoD how you should be applying the departmental assessment policy. Use the results from the upcoming end of unit test with year 7 to inform how you plan the next topic.*
- *Familiarise yourself with the school behaviour for learning policy and observe how other teachers use it. Apply the basics of the policy consistently in lessons – this will be a focus of the next lesson observation.*

Please see attached support plan for further details.

Exemplar Progress Review Structure – PR2 end of term 2 of induction

You should follow the same basic structure as for the first review, but include a comment on progress made towards meeting the targets set at the first review point.

As a general rule, if you have an ECT who is not on track to meet the standards, then you will need to provide more detail than for those who are on track.

For an ECT who is on track:

Box 1:

Evidence gathered from (insert name) this term demonstrates progress towards meeting targets set at the last progress review.

Cut and paste targets from Progress Review 1 and indicate whether they have been met/partially met/not met.

(ECT name) has also demonstrated particular areas of strength against the following Part 1 Teacher's Standards:.....add teachers' standards met (3-5 standards discussed with where evidence is from)

Evidence to support these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc.)

Box 2:

Areas of development have been discussed during progress review meeting and these (2-3) SMART targets have been agreed for the term ahead. (add in details of targets)

Exemplar completed Progress Review 2 for an ECT who is on track:

Free text box 1:

Evidence gathered from ECT A this term demonstrates progress towards meeting targets set at the last progress review (TS5 and TS6)

- Provide more challenging activities for higher ability pupils. Observe HoD with top set year 9 and try to include some of these activities in your KS3 planning. This will a focus for the next formal lesson observation (TS5). **Target met as observed in lesson 2/11/23.**
- Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Choose one class to focus on initially – evidence to be seen in pupils' books at next progress review (TS6). **Target partially met – not all pupils are completing follow up tasks.**

ECT A has also demonstrated particular areas of strength against the following Part 1 Teacher's Standards: TS5, TS7, TS8.

TS8 and TS5 – ECT A's professional behaviours are impressive and she is building good working relationships with teaching assistants and using them effectively to support key students with specific needs. This is planned using guidance from the SENCo. ECT A is also communicating effectively on a regular basis with parents about the achievements of

their children. This in turn encourages the pupils and their enjoyment of learning. Positive feedback has been received from parents via email and examples shown.

Areas for development this term have been identified in the following Teacher's Standards: TS6

Relating to the areas for development the following targets have been agreed:

- Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Establish routines more consistently in feedback lessons and focus on the group of pupils who struggle to complete the follow up task. Evidence to be seen in pupils' books at next progress review and in formal lesson observation. (TS6).

Not on Track Progress Review

Evidence gathered from (insert name) shows that there has been some progress towards meeting targets set for the following Part 1 Teacher's Standards:

Cut and paste targets from Progress Review 1 and indicate whether they have been met/partially met/not met.

Progress has also been made in the following Teachers' Standards:.....

However, it has not yet been possible to demonstrate expected progress against the following Teacher Standards.....

Add in comments about the standards where there are still concerns.

Evidence supporting these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc.)

Key areas identified and agreed for development are....(add details for areas of development) with specific short term targets.....(add target details)

Please see attached support plan for further details.

IF YOU HAVE AN ECT WHO IS NOT ON TRACK YOU MUST UPLOAD A SUPPORT PLAN TO ECT MANAGER.

Exemplar completed Progress Review 2 for an ECT who is not on track

Evidence gathered from ECT B this term shows that there has been some progress towards meeting the targets set for following Part 1 Teacher's Standards: TS4, TS6, TS7.

- Meet with HoD once a week to discuss planning for year 10 groups specifically. Plan a sequence of lessons for the topic of holidays which include a range of skills and activities, with at least one opportunity for pupils to produce an extended piece of writing. **Target met.**

- Discuss with HoD how you should be applying the departmental assessment policy. Use the results from the upcoming end of unit test with year 7 to inform how you plan the next topic. **Target met**
- Familiarise yourself with the school behaviour for learning policy and observe how other teachers use it. Apply the basics of the policy consistently in lessons – this will be a focus of the next lesson observation. **Target partially met – school policy being applied with some classes. Successfully used in the Y7 lesson observed but not consistently with KS4 classes.**

Progress has also been made in the following standards: TS1, TS3 and TS8

However, it has as not yet been possible this term to demonstrate expected progress against the following Teacher Standards: TS2, TS5.

TS2 – Lesson observations and planning shows that ECT B is not taking into account pupils' prior learning and as a result the lessons are often pitched at an inappropriate level.

TS5 - Lesson observations show that ECT B is not differentiating appropriately, particularly for lower ability pupils, in order to allow them to progress.

TS7 - Continued failure to follow school policies regarding classroom management allows learning to become disrupted for many.

In respect of Part 2, ECT B has shown an improvement in attendance and punctuality and there have been no reports of unprofessional behaviour.

Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (7F German 08.02.22 and 10C by HoD 08.11.21), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (18.02.22 and 28.03.22).

Key areas identified and agreed for development are:

- TS2 ensure lessons are pitched at an appropriate level
- TS5 scaffold materials to support lower ability pupils
- TS7 clear and consistent behaviour management in line with school policies

With specific short term targets as follows:

- Meet with KS3 coordinator to discuss curriculum map and how topics are covered and revisited across the key stage. Take this into account when planning and make use of retrieval activities as starters to gauge pupils' knowledge. Focus on year 9.
- Meet with school SENCO to discuss strategies to use to scaffold materials for lower ability pupils. Joint plan with mentor (who teaches parallel class) and do peer developmental observation.
- Apply the school behaviour policy consistently in lessons with KS4 classes – this will be a focus of the next lesson observation. Arrange to observe other recently qualified teachers with KS4.

Please see attached support plan for further details.

Year 2 Progress Reviews (end of term 4 and 5)

For progress reviews in year 2, follow the same structure as for the progress review 2. In the Autumn Term, induction tutors should refer to the targets set on the end of year 1 report.

End of Year 1 Assessment

End of year assessment reports and the statutory guidance

- ECTs should have **formal assessments carried out by either the headteacher/principal or the induction tutor.**
- **Mentors should not carry out formal assessments** unless they are also acting as the induction tutor.
- ECTs should receive an assessment in the final term of the first year (**term 3**) and in the final term of the second year of induction (**term 6**).
- ECTs should be kept up to date on their progress. **There should be nothing unexpected.**
- The reports should clearly show **assessment of the ECT's performance against the Teachers' Standards** at the time of the assessment.
- Evidence for assessments **must be drawn from the ECT's work** as a teacher during their induction.
- To ensure evidence gathering is **not burdensome** for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment.
- This will consist of **existing documents and working documents.**
- There is **no need for the ECT to create anything new** for the formal assessment, they should draw from their work as a teacher and from their induction programme.
- Judgements made during the induction period should **relate directly to the Teachers' Standards** and should **not be made against the ECF.**

Completing the Assessments on ECT manager

Induction tutors will log into ECT manager in the normal way to complete the assessment. This time you are asked to comment on each standard individually. We recommend that you write your comments in a word document first, and then cut and paste into ECT manager, to avoid issues with work being lost.

You will be asked to confirm whether or not the ECT is making satisfactory progress against the Teachers' Standards:

Recommendation

Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

Making satisfactory progress

The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period.

Not making satisfactory progress

The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.

You then have to **comment on each standard (link [here](#))**. Please indicate **whether or not the ECT is on track** to meet that standard, giving a couple of examples, and also indicate any current **areas of development** for that standard if required. You should make reference to progress towards meeting **previous targets**, under the relevant standard.

See the **exemplars** below for a **sample** of the Standards and detail/evidence required:

TS1 Set high expectations which inspire, motivate and challenge pupils

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- Lesson observation by Induction tutor on 3/5/22 demonstrated high expectations of pupils and clear routines in the classroom which promoted a calm and productive classroom where pupils made progress
- Student voice feedback demonstrating that pupils feel you value them and feel suitably challenged in your lessons, especially in a lesson on global aid.

TS2 Promote good progress and outcomes by pupils

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- Effective use of questioning in the observed lesson 3/5/22 to conduct AfL
- Demonstrated awareness of students prior knowledge from data sources and recent assessments and how they use this to inform their planning
- In his mixed attainment teaching he uses a 'low floor, high ceiling approach to support progress for all as was seen in his recent observed year 7 lesson.

TS3 Demonstrate good subject and curriculum knowledge

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- developed strategies to make some of the more challenging content accessible to GCSE students, as demonstrated through his support in the targeted interventions sessions in the lead up to the exams.
- Recent work on developing a DIRT lesson following the year 12 exams provided the opportunity to think carefully about the requirements of the specification and how teachers can ensure the assessment objectives are successfully met.

TS4 Plan and teach well-structured lessons

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- In the year 7 lesson we observed his use of a diagnostic question website enabled tasks for all to access but also provided challenge in a mixed ability setting.
- Use of OneNote to deliver lessons means they are consistent in structure and students are aware of the format of the lesson which has improved confidence of some learners

TS5 Adapt teaching to respond to the strengths and needs of all pupils

TS6 Make accurate and productive use of assessment

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- **Target from previous review met** – time is now regularly planned in for pupils to act on feedback given (lesson plans, book look and lesson observation 3/5/23)
- ECT has attended an online course about GCSE assessment criteria and attended moderation meetings with department. Worked with ECF mentor to mark and moderate assessments

Current areas of development:

- Use pupil data to inform planning – look at year 10 moving into year 11. Some of the higher ability pupils are currently below their target grade so aim to include more challenging activities.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- ECT uses praise in the interactions with the students, as demonstrated in the year 12 lesson, which motivates and inspire the students. ECT also successfully uses the school rewards system.
- ‘The warm welcome pupils always receive when entering the classroom provides a positive introduction to lessons and encourages good behaviour from the pupils.’
- ‘In all lessons observed varied activities have been planned that have engaged learners in a positive way resulting in good learning behaviours being demonstrated.’

Current area of development

- Occasionally low-level chat can impact on progress and this can be addressed by consistent implementation of silence when you request it – review your ‘non-negotiables’ in a lesson.

TS8 Fulfil wider professional responsibilities

Evidence currently suggests that the ECT is on track to meet this standards as shown by these key examples;

- She has developed effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support and this has enhanced her professional practice – evidenced when working with lead teachers on AfL strategies
- She participated in a recent trip to Museum of London which demonstrates her willingness to contribute fully to the wider school community whilst also fulfilling her professional responsibilities.

Part Two: Personal and professional conduct

- ECT is always professional both in and out of school as noted by colleagues.
- Has attended the school safeguarding training and read all required documents and is aware of the reporting procedure via MyConcern.
- All students are treated fairly and rewarded or sanctioned in line with school policy. She is a very valued colleague in both the French department and the school.

At the end of the report there is a final box titled "Areas for Development". This should be used for new **targets** for your ECT. Distil the areas for development identified throughout the report into **2 or 3 SMART targets** for the next assessment period. It is these targets you will be commenting on in the next progress review. Additional suggestion for targets at the end of this document.

Targets:

TS1 – Address low-level disruption by using school behaviour systems consistently. If necessary, re-establish classroom expectations. Focus on year 9 group. Observe other teacher of this group for additional strategies and discuss with mentor

TS2 and TS6 – Use AfL, questioning in particular, and book marking to promote student's progression. Give adequate lesson time for DIRT feedback activities.

If the ECT is **not on track** to meet that standard, please indicate why and include specific areas for development.

ECT Comments

Once you have completed the assessment, the **ECT will be asked to add in their comments**. They are also asked some **additional questions** as part of our QA of the statutory process:

All will be required to answer these questions with Yes/No- and add comment if no

1. Do you have a reduced timetable of teaching? (10% in year 1 and 5% in year 2)?
If no, please comment
2. Are you having regular meetings with your mentor focusing on the ECF?
3. Are you participating in an ECF based induction programme?
4. Have you been formally observed against the Teachers' Standards and received both written and verbal feedback?
5. Have you had a meeting with your induction tutor this term, focused on how you are meeting the Teachers' Standards?
6. Have you observed other teachers?
7. Do you have any concerns about your induction? If you answer yes to this question, the Appropriate Body will contact you to discuss this further.

Digital Signatures

Once the report is completed, it needs **digital signatures** from the ECT, the induction tutor **and the Headteacher**. Assessments can only be reviewed once everyone has signed.

Final Assessment Report

The same guidance as above is used when completing the final assessment report on ECT manager but you are making a final judgement whether the ECT has satisfactorily met the Teachers Standards.

Recommendation

Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

- Met the Teachers' Standards**
The above named teacher's performance indicates that **they have made satisfactory progress** against the Teachers' Standards within the induction period.
- Not met the Teachers' Standards**
The above named teacher's performance indicates that **they have not made satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.
- This ECT has not met the induction standards and we wish to recommend failure**
- This ECT has not met the induction standards and we would like to request an extension**

Evidence currently suggests that the ECT **has met/not met** to meet this standards as shown by these key examples:

*you can write sections as continuous prose or as bullets points but please state the evidence that you are basing the judgement that the standard has been satisfactorily met.

You must contact the Appropriate Body in advance if considering marked the ECT as 'Not met' the Teachers' Standards'.

Additional ideas for SMART targets to adapt for context of ECT's developmental needs:

TS1: Improve the progress of higher attaining pupils by providing more challenging tasks for them.

Focus observations on how higher attaining learners are stretched. Identify clearly in my lesson plans how the needs of more able learners will be met, assess and review their learning in my evaluations

TS1: Demonstrate and reward consistently the positive attitudes, values and behaviours, which are expected of pupils.

Read the school's behaviour policy and use the school's reward scheme for encouraging good behaviours. Observe mentor teaching and note how they use rewards as a tool for behaviour

TS2: Use effective plenaries to review learning and progress made.

Plan for how you will review learning, celebrate achievement, identify misconceptions and move children on during plenaries. Plan for a 10-minute plenary at the end of all lessons taught with a specific class/topic. Consider more engaging ways to build on the pupil's prior knowledge and review what they know e.g. interactive games

TS2: Ensure more regular opportunities are provided for learners to review their understanding and achievements, so that they are fully aware of their progress.

Ensure planning identifies review points (mini plenaries) which revisit and review progress. Ask my ECF mentor and other department/phase staff to focus on the effectiveness of these in observations of my teaching in coaching observations.

TS2: Take account of how children learn and adopt effective scaffolding to ensure the best outcomes.

Plan ways to support pupil progress through use of effective scaffolding. Consider how tasks and activities will be scaffolded to support pupil progress. Reflect on any misconceptions / misunderstandings that may have arisen

TS3: Demonstrate a secure grasp of concepts/teaching points taught.

Research the L.O. of the lesson to be sure of the steps required to explain a concept or skill clearly on areas which require you find more challenging to teach. Discuss any questions with your ECF mentor

TS3: Identify and use subject specific vocabulary when teaching.

Include more subject vocabulary in the next series of lessons and develop ways to review understanding and continued use.

TS4: Use partner talk to stimulate learning.

Plan for using partner talk during specific lessons. Add opportunities for collaborative learning to your lesson plan. Evaluate the effectiveness of this strategy used to stimulate learning.

TS4: Model content clearly and correctly.

When planning lessons, consider the different steps required to model a task effectively and accurately. Review at the end of the lesson considering how well the children understood the tasks set.

TS5: Establish the specific needs of SEND pupils in my class.

Arrange to speak with the SENDCO and discuss any EHCP plans in place for any children in my class. From discussions, consider how their needs could be met in the lessons I teach.

TS5: Evaluate the current progress of my SEND learners in order to plan to meet their needs.

Look carefully at the work produced by my SEND learners; identify the difficulties they face and how they are given feedback. Use my evaluations to support lesson planning.

TS6: Set appropriate questions to build upon pupils' capabilities and prior knowledge.

Use open ended questions to encourage higher level thinking (e.g. why... how do you know... what would happen if....) Plan for differentiated questioning to provide challenge for all ability groups.

TS6: To use a range of formative assessment strategies to support children's learning and to inform planning and teaching.

Use talk task activities to listen and engage with children to gauge understanding and progress. Adapt my teaching during the lesson in response to the level of understanding.

TS7: Inspire and maintain pupils' attention and interest through the use of your voice.

Vary the volume and pitch of your voice along with speed of delivery (try whispering instructions at times and then projecting your voice at other times). Use a clear voice and articulate well.

TS7: Establish better routines at the end of lessons so that classroom management is positive throughout and the end of lesson review of learning isn't rushed.

Make notes when observing other staff to identify strategies used to ensure an orderly and positive end to lessons. Check my lesson plans to give sufficient time for this.

TS8: Deploy support staff effectively.

Share planning with support staff to encourage them to support and facilitate children's learning. Spend time post lesson to review TA feedback/assessments of the children they were working with.

TS8: Get involved/lead an extra-curricular club to contribute to the wider life and ethos of the school.

Support the Geography/Art/Science club. Build a good rapport with children in other classes to understand other's learning needs