

2026-27 ECT2 CALENDAR

AUTUMN TERM: DEVELOPMENT CYCLE 1		
Theme 1: Supporting pupils to develop intrinsic motivation		
14 Sep 2026	Mentor overview	New mentors: Watch DC1 overview video on <i>Brightspace</i> – Unit 3: Supporting an ECT in Year 2 Trained mentors: DC1 mentor overview video (6 mins)
	Diagnostic	ECT and mentor both complete the diagnostic activity.
21 Sep	Refocus Mentor interaction 1 (Handbook pp12-13)	Mentor and ECT reflect on diagnostic outcomes and identify 2 priority development areas for the cycle; one from each theme. Agree the half-term focus from Theme 1.
28 Sep	Self-directed study 1	<i>Brightspace</i> self-study for Theme 1 (25 minutes)
5 Oct	Primary/SEND Seminar 1.1	Attend seminar for Theme 1 (4.00-5.30 pm)
	Secondary subjects Seminars 1.1 and 1.2	Attend combined seminar for Themes 1 and 2 (2.00-5.00 pm)
12 Oct	Refocus Mentor interaction 2 (Handbook pp14-15)	Mentor and ECT discuss learning from the first self-study and seminar(s). Agree clear action steps and success criteria. Plan 'Engage with an expert' discussion or observation.
	Engage with an expert 1	ECT engages with an expert (discussion or observation). ECT uploads form to <i>Brightspace</i> .
19 Oct	Develop Mentor interaction 3 (Handbook pp16-17)	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
	Drop in observation	
Theme 2: Anticipating and addressing common misconceptions		
2 Nov	Self-directed study 2	<i>Brightspace</i> self-study for Theme 2 (25 minutes)
9 Nov	Primary/SEND Seminar 1.2	Attend seminar for Theme 2 (4.00-5.30 pm)
	Secondary subjects	(Buffer week)
16 Nov	Integrate Mentor interaction 4 (Handbook pp18-21)	Mentor provides feedback using the instructional coaching cycle and supports the ECT to reflect the focus or set a new focus from theme 2. Plan a second 'Engage with an expert' discussion or observation
23 Nov	Engage with an expert 2	ECT engages with an expert (discussion or observation). ECT uploads form to <i>Brightspace</i> .
30 Nov	Develop Mentor interaction 5 (Handbook pp22-23)	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
7 Dec	Drop-in observation	
14 Dec	Integrate Mentor interaction 6 (Handbook pp24-26)	Mentor provides feedback using the instructional coaching cycle and reviews progress towards the overall goal. Supports ECT to sustain and embed improvements over time

SPRING TERM: DEVELOPMENT CYCLE 2		
Theme 1: Supporting pupils to develop subject specific skills		
4 Jan 2027	Mentor overview	New mentors: Watch DC2 overview video on <i>Brightspace</i> – <i>Unit 3: Supporting an ECT in Year 2</i> Trained mentors: DC2 mentor overview video (6:31 mins)
	Diagnostic	ECT and mentor both complete the diagnostic activity.
11 Jan	Refocus Mentor interaction 1 (Handbook pp28-29)	Mentor and ECT reflect on diagnostic outcomes and identify 2 priority development areas for the cycle; one from each theme. Agree the half-term focus from Theme 1.
18 Jan	Self-directed study 1	<i>Brightspace</i> self-study for Theme 1 (25 minutes)
25 Jan	Seminar 2.1	Attend online seminar for Theme 1 (4.00-5.30 pm)
1 Feb	Refocus Mentor interaction 2 (Handbook pp30-31)	Mentor and ECT discuss learning from the first self-study and seminar. Agree clear action steps and success criteria. Plan 'Engage with an expert' discussion or observation.
	Engage with an expert 1	ECT engages with an expert (discussion or observation). ECT uploads form to <i>Brightspace</i> .
8 Feb	Develop Mentor interaction 3 (Handbook pp32-33)	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
	Drop in observation	
Theme 2: Using structured talk to develop pupils' literacy		
22 Feb	Self-directed study 2	<i>Brightspace</i> self-study for Theme 2 (25 minutes)
1 Mar	Integrate Mentor interaction 4 (Handbook pp34-37)	Mentor provides feedback using the instructional coaching cycle and supports the ECT to reflect the focus or set a new focus from theme 2. Plan a second 'Engage with an expert' discussion or observation
8 Mar	Seminar 2.2	Attend online seminar for Theme 2 (4.00-5.30 pm)
15 Mar	Engage with an expert 2	ECT engages with an expert (discussion or observation). ECT uploads form to <i>Brightspace</i> .
	Develop Mentor interaction 5 (Handbook pp38-39)	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
22 Mar	Drop-in observation	
	Integrate Mentor interaction 6 (Handbook pp40-42)	Mentor provides feedback using the instructional coaching cycle and reviews progress towards the overall goal. Supports ECT to sustain and embed improvements over time

SUMMER TERM DEVELOPMENT CYCLE 3		
Theme 1: Using meaningful and memorable explanations		
12 Apr 2027	Mentor overview	New mentors: Watch DC3 overview video on <i>Brightspace – Unit 3: Supporting an ECT in Year 2</i> Trained mentors: DC3 mentor overview video (6:07 mins)
	Diagnostic	ECT and mentor both complete the diagnostic activity.
19 Apr	Refocus Mentor interaction 1 (Handbook pp44-45)	Mentor and ECT reflect on diagnostic outcomes and identify 2 priority development areas for the cycle; one from each theme. Agree the half-term focus from Theme 1.
26 Apr	Primary/SEND Seminar 3.1	Attend seminar for Theme 1 (4.00-5.30 pm)
	Secondary subjects Seminars 3.1 and 3.2	Attend combined seminar for Themes 1 and 2 (2.00-5.00 pm)
	Self-directed study 1	<i>Brightspace</i> self-study for Theme 1 (25 minutes)
3 May	Refocus Mentor interaction 2 (Handbook pp46-47)	Mentor and ECT discuss learning from the first self-study and seminar. Agree clear action steps and success criteria. Plan ‘Engage with an expert’ discussion or observation.
10 May	Primary/SEND Seminar 3.2	Attend seminar for Theme 2 (4.00-5.30 pm)
	Secondary subjects	(Buffer week)
17 May	Engage with an expert 1	ECT engages with an expert (discussion or observation). ECT uploads form to <i>Brightspace</i> .
24 May	Develop Mentor interaction 3 (Handbook pp48-49)	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
	Drop in observation	
Theme 2: Developing a coherent curriculum		
7 Jun	Self-directed study 2	<i>Brightspace</i> self-study for Theme 2 (25 minutes)
14 Jun	Integrate Mentor interaction 4 (Handbook pp50-53)	Mentor provides feedback using the instructional coaching cycle and supports the ECT to reflect the focus or set a new focus from theme 2. Plan a second ‘Engage with an expert’ discussion or observation
21 Jun	Engage with an expert 2	ECT engages with an expert (discussion or observation). ECT uploads form to <i>Brightspace</i> .
28 Jun	Develop Mentor interaction 5 (Handbook pp54-55)	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.
5 Jul	Drop-in observation*	
	Integrate Mentor interaction 6 (Handbook pp56-58)	Mentor provides feedback using the instructional coaching cycle and reviews progress towards the overall goal. Supports ECT to sustain and embed improvements over time
12 Jul		