



Appropriate Body Progress Review and Formal Assessment Guide

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**For any concerns or questions please contact
the team who are always here to help**



How assessment supports the ECF induction programme

ECF Induction Programme

Delivered by Xavier Teaching School Hub in partnership with;

- Teach First
- Local delivery partner schools

The training element of induction

Appropriate Body Services

Delivered by Xavier Teaching School Hub

The assessment element of induction





Xavier TSH Website & secure ECF member area

Template documents for writing progress reports and assessments

Xavier Teaching School Hub - ECF Member Area
Username - xavierecf@xavier.org.uk
Password - Xaviertsh2024

In the Induction Tutor section of our secure ECF member area on the website, you will find a section on progress reviews and assessments which includes:

- Blank proforma's
- Progress review and assessment audio guidance
- AI report writing guidance for Induction Tutors
- Support procedure and guidance for early intervention support and ECTs not meeting standards

Progress Reviews and Assessments

Please view our [AB Progress Review & Assessment guide below:](#)

Appropriate Body Progress Review and Formal Assessment Guide 2024-25

Further helpful documents are below:

Document	DOCX FILE	DOWNLOAD
Progress review ECT self-reflection	DOCX FILE	DOWNLOAD
Guidance for ECT Formal Assessment	DOCX FILE	DOWNLOAD

In This Section

- Induction tutor training
- Induction tutor checklist
- Programme Members Changes
- ECT support process
- Progress Reviews and Assessments
- AI Support with Progress Reviews and Assessment Writing
- Reduced Induction
- Programme Member Agreement

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How assessments are generated on ECT Manager



Headteachers, Induction Tutors/ tutors and ECTs have login access to ECT Manager. Mentors do not have access as they do not write the progress reviews or reports.

- Once logged into ECT Manager, Induction Tutors can access and track their ECTs assessments from their dashboard, under the heading 'Upcoming reports for ECTs on two year induction.' All progress reviews and assessments will be automatically sent to Induction Tutors/ tutors at the given release date, approximately two weeks before the end of term. When completing reports please save work regularly, ECT manager has a time limit and you could loose work if not saved every couple of minutes.

Xavier Teaching School Hub - ECT Paperless Induction and Assessment Management System

Your ECTs	Assessments	Tutors	School	Resources	My Acc
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Upcoming reports for ECTs on two year induction

The following reports are not due, due, overdue or submitted.

Name	Type	Status	Due
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Overview of assessment of ECTs



Timeframe	Assessment	Recommended Standards Evidenced
Year one of induction		
End of term 1	Progress Review (29/11/24)	1,3,4,7 (Choose 3)
End of term 2	Progress Review	2,5,6,8 (Choose 3)
End of term 3	Formal Assessment	All Teachers' Standards
Year two of induction		
End of term 4	Progress Review	3 Standards of choice
End of term 5	Progress Review	3 Standards of choice
End of term 6	Formal Assessment	All Teachers' Standards



Progress review process

The progress review is an **holistic assessment** of the **ECT's progress** at the end of every term.

- There is no statutory expectation for Induction Tutors/ tutors to observe ECTs for every Progress Review, only assessments. However, some schools still wish to do this and that is a school decision.



Option 1

A collaborative
profession
discussion with
Tutor/Assessor
ECT
Mentor



Option 2

A lesson observation,
then a professional
discussion with
Tutor/Assessor
ECT
Mentor



Progress review end of term 1

Teachers' standards' 1,3,4,7 (Choose 3)

- Induction Tutors to comment on ECT's evidence against 3 of the Teachers' Standards (or Part 2) in the Progress Reviews. Select the Standards that you feel are most pertinent to the ECT's progress. We recommend standards 1,3,4 or 7 as these are the standards most ECTs will be focusing on at this time of their induction. Use the report as a time to celebrate the ECT's achievements over the term. There is no need for ECTs to collect extra evidence over the year, evidence is found in their everyday practice, (lesson observations, mentor meetings, planning etc.)
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ECT self-reflection for progress review form

This document is for ECTs to complete prior to their progress review meeting with their mentor, to help guide their discussions with their Induction Tutor during their progress review.



ECT Self Reflection for Progress Review

The aim of the Progress Review is to provide a holistic assessment of the ECT's progress up to this stage in the programme. It is an opportunity for you to reflect, and celebrate the progress you have made to date and agree with your Induction Tutor your next steps in enhancing your practice even further. You may want to consider the following points in preparation for your progress review:

Overview of the term
What have been the highlights of your term so far?
How have you managed the workload and enhanced your practices?
Which elements of the training or support have you found most useful and why?
Which areas of their role do they need more support with?
Are there any additional points you would like to celebrate or discuss with your Induction Tutor?

ECT self-reflection for progress review form continued



Progress against the Standards (below.)		Please choose two areas of your practice where you feel you have made notable progress this term and complete the reflection	
Area of pedagogy:		Teachers' Standard:	
How have the self-directed study and centralised seminars supported your development in these areas?	How has this progress been seen in your classroom practice?	What positive impact has this had on the progress of your students?	
Area of pedagogy:		Teachers' Standard:	

Targets for next term:	Teachers' Standard:
Which two areas of pedagogy are you going to focus on next term and what measurable actions will you take to achieving them?	

Please upload this document onto Brightspace in notes page alongside your mentor meeting documents.



Your recommendation on ECT Manager

- Before Induction Tutors complete the progress review comments, a judgement is made as to whether your ECT is on track or not. If based on current performance **your ECT is not on track to successfully complete induction, Xavier should have already been informed.** There is a clear process to identify and support ECTs in this situation. ECTs are entitled to time on a support plan prior to any progress review or assessment, to support them to identify areas of development and show evidence of expected progress at review points

Recommendation

At formal assessment points and to successfully complete induction, the ECT's performance against the Teachers' 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 Teachers' Standards (including personal and professional conduct) where there is a cause for concern, how any evidence supports that concern and the agreed development targets.

Reasons

Xavier has made an excellent start to the term, they have settled well and are already making positive contributions to all school life

← Back

Save

→ Save & Continue

Progress review entering ECT's strengths and areas of development



Strengths

- Induction Tutors will find the Teachers' Standards (TS) in a drop-down menu.
- Select your chosen Teachers' Standard and enter a minimum of 3 evidence-based comments for each Teachers' Standard.

Areas for development

- Induction Tutors select 3 Teachers' Standards to identify areas of development.
- These standards can be different to the Teachers' Standards chosen for the ECT's strengths.

Please provide reasons for your answer to whether the ECT is on track:

Teachers' Standard 3 - Demonstrate good subject and curriculum knowledge ▼

Strengths:
Please add your comments for your selected Teachers' Standard here.

• 'Widespread and effective use (E) of visual aids (S) encourages learners to discuss and define technical terms and use them appropriately (I)'

• 'The use of open questioning is frequent and contributes very effectively to the deeper understanding of concepts'

• 'Pupils were clearly engaged by the communication of strong subject knowledge in the observed Year 6 lesson. This subsequently led to some good quality creative writing from most members of the group'.

 Save

Areas for development:
Please add your comments for your selected Teachers' Standard

With your mentor, develop your knowledge of the most relevant and recent research to investigate and help pupils develop their writing to their full potential.

Grow and develop your visual aids to ensure that highly effective visual support is built into every lesson so all learners can access the learning.

 Save

Expectations for induction tutors for writing reports



- Induction Tutors are responsible for ensuring ECTs are assessed against the Teachers' Standards termly, reports are signed and completed within the timeframe set by ECT Manager. Progress reviews and assessment are to be written in the third person, with a minimum of three evidence based comments per standard.
- Progress reviews are professional documents that ECTs and other professionals involved in the ECTs induction have access to, they are also sent to the ECTs employing school if they were to leave role mid induction.
- Induction Tutors are responsible for informing Xavier if at any point their ECT is not making expected progress, no judgements made on the reports should be a surprise to an ECT, transparency is essential. Induction Tutors can expect all progress reviews and assessments to be read and quality assured by the Xavier ECF team. Xavier will comment on the report, accept or reject the report based on the quality of evidence submitted by the school
-



Writing progress reviews and assessments

As an Appropriate Body (AB) we evaluate and quality assure our assessments.

- Progress reviews and assessments do not need to be overly burdensome to the Induction Tutor, they can be short paragraphs or succinct statements, so long as they have clear evidence of progress. We recommend using the ESI model.
When writing assessments, Induction Tutors need to be secure that the ECT has met each Teachers' Standard, but also mindful of having realistic expectations for teachers new to the profession. Both the two-year induction (AB) and the Early Career Framework (ECF) provide the ECT with opportunities to master identified areas for development, experience wider professional training and reflect on priorities and plans for the longer-term. Reports should be reflective of where the ECT is in their induction.
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Using the Evaluation, Subject and Impact (ESI) model

Using the ESI model to standardise progress review and assessment writing for the Induction Tutors.

The following ideas may be helpful:

The Evaluative ESI Statement:

- Each of the Teachers' Standards has space on the progress review or assessment form for you to write an evaluative statement for Strengths and Areas for Development. This should include a qualitative statement along with **something** that is being **judged**, and the **impact** that has been observed in the ECTs practice. This could be described as an ESI statement.

E = Evaluation
S = Subject
I = Impact



Examples of evaluative statements

Three of the Teachers' Standards shown below with examples of evaluative statements. One example in each Standard shows how the ESI statement can be referenced

Demonstrate good subject and curriculum knowledge

- 'Widespread and effective use (E) of visual aids (S) encourages learners to discuss and define technical terms and use them appropriately (I)'

Make accurate and productive use of assessment

- 'Book scrutiny (S) suggests that the school assessment policy is being followed (E) regularly and consistently to enable learners to clearly see their own progress over time. (I)'

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

- 'Continued consistency (E) to follow school policies (S) regarding classroom management allows learning to become accessible for all. (I)'

In short, the evaluative statement section does not need to be long. Three (certainly no more than four) such statements for each Standard is adequate.



Examples of possible evidence

Set high expectations which inspire, motivate and challenge pupils

Learning walks

Book scrutiny focusing on extended essay writing in Year 10

History.

Well-designed homework activities in the Planning File for Year 7.

Written feedback from each mentor session.

•

Plan and teach well-structured lessons

- Lesson observations
- Co-planning in tutor meetings.
- Good quality reflective comments in the learning journal.
- Feedback from student voice.
- Daily informal meeting with the mentor and other teachers in the team.

Adapt teaching to respond to the needs of all pupils

- The increasing number of differentiated resources prepared for Year 5 maths.
- The challenge provided by deep questioning to more able students in the Year 9 geography lesson
- The use of selected sections of text to develop deeper knowledge for more able pupils.
- Effective communication in regular meetings with Learning Support.

Fulfil wider professional responsibilities

- Observation of positive handling of parents at the Year 10 Parents' Evening.
- The observation of good collaborative contributions in year team meetings.
- Effective contributions to the professional learning activities on the two training days



Areas for development

It is expected that a new teacher will always have something to focus on in terms of their everyday practice. You may, on occasions wish to set more than one area for development for a Standard.

Focused	Is the area for development focused on the specific standard?
Practical	Does the area for development provide a practical action?
Developmental	Is the area for development likely to develop knowledge, skill, understanding?
Achievable	Is the area for development realistic?
Measurable	Will the area for development be able to be measured quantitatively or qualitatively?



Examples of areas for development statements

Promote good progress and outcomes by pupils

- Use tracking data to make judgements about which Year 4 pupils need additional guidance in phonics.
- Observe and note the questioning techniques of Ms X following practical sessions in A Level Chemistry and replicate these with your A level Biology group.
- Identify and use a wider variety of Afl techniques in key stage 3 to quickly check understanding. The use of mini whiteboards is an option.

Demonstrate good subject and curriculum knowledge

- Reflect on how you will increase the amount of independent reading undertaken by your pupils, using the departmental guidance. With your mentor, devise a system by which you will monitor the amount of independent reading each pupil does.
- Use the Year 9 test results to identify gaps in knowledge in order to plan the revision sessions at the end of term.

Manage behaviour effectively to ensure a good and safe learning environment

- Be absolutely consistent with how you greet and settle your key stage 3 classes in line with the school behaviour policy. Use the rewards system a little more frequently, particularly with Year 7, so that students settle quickly into their 'do now' tasks.
- With your mentor, devise a seating plan for each subject which will provide your Year 5 pupils with the best possible opportunity for learning



Guidance for ECTs comments

Once the induction tutor has written their comments, the report is automatically sent to the ECT. Please share this guidance with your ECTs to ensure they know what to include in their comments .

- The ECT should enclose a statement to say that the ECT is receiving their statutory entitlements of induction.
Reference(s) to areas of strength/skills that have been developed through professional learning.
- A focus on two or three of the identified areas for development, reflecting, with examples, on what is going to be done to address the identified targets. These should be prioritised following discussion between the tutor (and mentor) and ECT – it's about looking back and looking forward.
Whether the ECT is broadly in agreement with the content of the report, (this should have been discussed and agreed prior to writing).
- A brief thanks for the support and guidance they have received is always a nice touch.
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Once the ECT has commented and signed the report, the induction tutor will be able to sign the report, the headteacher only signs assessments not progress reviews.



Progress review end of term 2

Teachers' standards' 2,5,6,8 (Choose 3)

- Induction Tutors to comment on ECT's evidence against 3 of the Teachers' Standards (or Part 2) in the Progress Reviews.
Select the Standards that you feel are most pertinent to the
- ECT's progress. We recommend standards 2,5,6 or 8 as these are the standards most ECTs will be focusing on at this time of their induction.
Use the report as a time to celebrate the ECT's achievements over the term.
- There is no need for ECTs to collect extra evidence over the year, evidence is found in their everyday practice, (lesson observations, mentor meetings, planning etc.)
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Formal assessment End of first year of induction or term 3

Formal assessment (end of the first year of induction/term 3)



At the end of the year, induction tutors will be asked to complete the first formal assessment for their ECT.

- Separate guidance for ECT formal assessments can be found [here](#)
- Induction tutors will be asked to make a judgement to say the ECT is making/not making satisfactory progress to complete induction. This assessment will be evidenced against all of the Teachers' Standards and Part 2 – Personal and professional conduct.
- The induction tutor sets clear 'Areas for development' for the ECT's second year of induction.
- **At this point any ECT who has accrued over 30 days absence in one year, induction will be automatically extended. Please contact Xavier for clarification of this process as each case is individually managed**
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Evidence collecting

ECTs do not need to collect any extra evidence during induction. ECT's should always keep records of their mentor meetings and observations.

Evidence for progress reviews

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, briefly summarising evidence collected by the Induction Tutor and stating the agreed development targets.

Evidence for formal Assessments

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.**

Induction for early career teachers (England)
(publishing.service.gov.uk)



Second year progress reviews and final assessments

Term 4, 5 and end of the second year of induction/term 6

- Progress Reviews for terms 4 and 5 are the same as format as progress reviews 1 and 2. (with 3 Teachers' Standards of choice)
- The final assessment at the end of term 6 is the same format as the assessment at the end of the first year. Induction Tutors will be asked to confirm the following statement:

The teacher named above has performed satisfactorily against the Teachers' Standard for the completion of induction.



AI prompt sentences for Teachers' Standards

We have incorporated the **ESI model** for writing assessments into these prompts to ensure your comments show the evidence and the impact of the ECTs evidence.

Step 1 - Example of prompt for Teachers Standard 1

Write me a short summary of a teacher's progress in a primary/secondary school [insert subject here] for teacher standard 1, set high expectations which inspire, motivate and challenge pupils, [insert 2 strengths here]. Use the format of ESI which stands for evidence, subject, impact, for evidence please use 3 bullet points, based on the evidence provided. AI prompts for all of the Teachers' Standards can be found [here](#)

Step 2 - ECTs Evidence for AI prompts sheet, exemplar available [here](#) to record evidence in a digital format

Step 3 – Copy into your chosen AI tool. Combine the evidence with the Teachers' Standard prompts to copy into your chosen AI tool to help create an evidenced statement for progress review or assessment



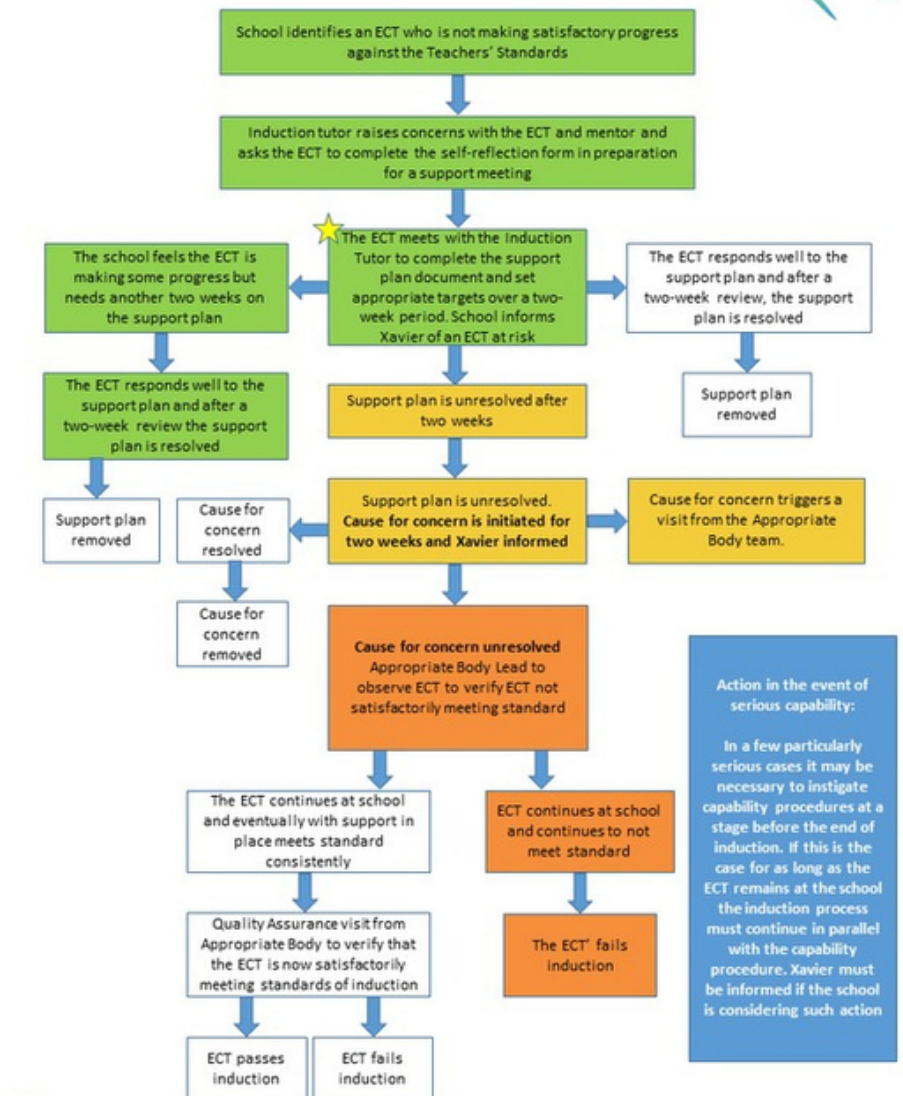
What happens if your ECT is not making the expected progress?

Each year, a very small number of ECTs do not meet the required levels of progress required.

Where this is the case, Xavier appropriate body quality assures the support for ECTs and schools.

If at any time an Induction Tutor has concerns about an ECTs progress, please inform Sophie Hunter s.hunter@xaviercet.org.uk, who will be able to provide guidance regarding the support procedure. Xavier tracks the progress of these ECTS to ensure their statutory entitlements of induction are met.

ECT Cause for Concern Flowchart



★ A support plan is designed to formalise targets that need to be achieved by the ECT in areas of their teaching that is not meeting standard. It also asks schools to show what **extra support** they will put in place in order for ECTs to meet these targets in a two-week time frame. Appropriate targets – Priority targets should be achievable in the two-week time frame. Appropriate targets should be achievable in the two-week time frame.