



Appropriate Body Progress Review and Formal Assessment Handbook

Autumn 2022

How assessment supports the ECF programme



ECF Full induction programme:

Delivered by Xavier TSH in partnership with:

- Teach First
- Strategic Lead Schools
- Delivery Partners

The **training** element of Induction.

Appropriate Body service: delivered by Xavier TSH

The **assessment** element of Induction.



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ECT Manager

Demo's online ECT support and induction r
welcome to our new/old ECT Management system. This s

Overview of Assessment of ECTs



Timeframe	Assessment	Recommended Standards Evidenced
Year one of induction		
End of term 1	Progress Review	1,3,4,7 (<i>Choose 3</i>)
End of term 2	Progress Review	2,5,6,8 (<i>Choose 3</i>)
End of term 3	Formal Assessment	All Teachers Standards
Year two 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



Option 1

A collaborative professional discussion with

- Tutor/ Assessor
- ECT
- Mentor

Option 2

A lesson observation, then a professional discussion with

- Tutor/ Assessor
- ECT
- Mentor

- The Progress Review is a **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.

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.
- 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.

Progress review end of term 1 – ECT Self reflection

for mentors to use with their ECTs before the review to guide progress review discussions.



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?
<ul style="list-style-type: none">•••
How have you managed the workload and enhanced your practices?
<ul style="list-style-type: none">•••
Which elements of the training or support have you found most useful and why?
<ul style="list-style-type: none">•••
Which areas of their role do they need more support with?
<ul style="list-style-type: none">•••
Are there any additional points you would like to celebrate or discuss with your induction tutor?
<ul style="list-style-type: none">•••

Progress review end of term 1



Progress against the Standards (please choose two areas of your practice where you feel you have made notable progress this term and complete the reflection below.)		
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?	
1.	
2.	

This document can be uploaded to the ECT's Brightspace to keep a record of progress.

Recommendation



If your ECT is on track, celebrate your ECT here.

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.

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

Reasons

← Back

Save

→ Save & Continue

Progress Review further information



The Teachers' Standards (TS) are multiple choice on a drop down menu, select your chosen TS and enter strengths and areas for development for 3 different TS..

Further information to support your ECT's progress

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

Teachers' Standard 1 - Set high expectations which inspire, motivate and challenge

Strengths:

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

The children now come into class with a clear understanding of the expectations in this safe and positive environment (TS1). The ECT clearly knows the children in her class and pitches the work appropriately, ensuring that it is differentiated, therefore enabling them to be taught effectively over time. The observations with the mentor have shown that the ECT has implemented the approaches raised in the modules, including 'approval and praise'. The ECT has had this as a personal target, which she has now evidently met in relation to using specific praise and providing regular feedback.

Save

Areas for development:

Please add your comments for your selected Teachers' Standard

To ensure that all more able learners are challenged from the start of every lesson, rather than adding challenges at the end.

Save

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.
- Use the report as a time to celebrate the ECT's achievements over the term.

Formal Assessment (end of term 3)



At the end of the year you will be asked to complete the first formal assessment for your ECT.

- You will be asked if your ECT is making satisfactory progress.
- This assessment will be evidenced against all of the Teachers' Standards.
- Comment on Part 2 – Personal and professional conduct.
- Set clear 'Areas for development' for the ECTs second year.

Guidance for ECT Formal Assessment



Steps of Formal Assessment Process	Where will this take place	To Do	Example of good practise
Step 1	Weekly mentor meeting	Using their reflections and uploaded notes from Brightspace, which each ECT has been adding to throughout the year, the ECT shares these with their mentor in their weekly meeting	ECT logs onto their Brightspace to show their mentor examples of uploaded notes and reflections from the year. ECT should have already highlighted areas they feel demonstrate good practise in preparation for this meeting.
Step 2	Self-reflection form	The ECT and mentor select 2 pieces of evidence from their Brightspace reflections/ notes for each Teachers' Standard. Record this evidence on the self-reflection form.	Example of evidence written on self-reflection form <i>Maths observation week 14 – Jennifer models' multiplication and subtraction to all students and checks understanding using 'I do, we do, you do' before moving onto the next activity.</i>
Step 3	Lesson observation	Induction Tutor to arrange lesson observation of ECT and observes lesson.	ECT to provide Induction Tutor with lesson plan well in advance of the lesson. <i>Xavier Lesson observation template available in the resources file on ECT manager.</i>
Step 4	Professional discussion	Induction tutor, mentor and ECT professional discussion following observation.	The Induction tutor gives feedback about the lesson observation. The ECT leads the meeting and presents their evidence against the Teachers' Standards for the year in a professional discussion. Using self-reflection form to inform the meeting.
Step 5	Self-reflection form and ECT manager	Set targets for the following year	3 Targets sets by the Induction Tutor and mentor for the following year in the professional discussion.
Step 6	ECT Manager – Assessments will be sent out on automated email on 01/07/22	The report is completed on ECT manager by the Induction Tutor,	Copies of the Formal Assessment document can be downloaded from ECT manager under Resources.

Self reflection for Formal Assessment



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?
• • •

Progress against the Standards (please choose two areas of your practice where you feel you have made notable progress this term and complete the reflection below.)		
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?	
1. 2.	

Self assessment for ECTs to completed prior to the assessment meeting is the same as the progress reports.

Evidence collecting



Progress against the Teachers' Standards - Please choose a minimum of two pieces of evidence from your practice for each Teacher Standard. (Use your Brightspace notes and reflections uploaded over the year.)

Teacher Standards 1	Evidence:
Teacher Standard 2	Evidence:
Teacher Standard 3	Evidence:
Teacher Standard 4	Evidence:
Teacher Standard 5	Evidence:
Teacher Standard 6	Evidence:
Teacher Standard 7	Evidence:
Teacher Standard 8	Evidence:
Part 2 Personal and professional conduct	Evidence:

ECTs do not need to collect any extra evidence other than what they already have over the year from lesson observations and mentor meetings etc.

Formal Assessments



Formal Assessment Form- Digital form available on ECT manager



TS6- Make accurate and productive use of formal assessment

John has worked hard this year to ensure he has met all the deadlines for uploading his work. He has worked well with his colleagues to ensure that the assessment process is fair and consistent. John has throughout the year improved his classroom. John discussed the assessment process with his colleagues. During the assessment observation John responded to instant feedback.

TS7- Manage behaviour effectively to ensure a safe and productive learning environment

John has clear rules and routines that are consistently followed. During the assessment observation John effectively managed the behaviour of his class. He was lovely to see.

John has worked hard on using praise and encouragement to establish himself in the school and build a positive relationship with his pupils.

TS8- Fulfil wider professional responsibilities

John has been an effective form tutor this year. The Head of year has commended his commitment to the form. John has organised assemblies and sponsored event within his year group and supported the pupils pastorally.

John has built good professional relationships with colleagues. He is aware of how and when to draw on advice and specialist support in order to improve the quality of department meetings and moderation.

Part Two- Personal and Professional Development

John consistently demonstrates high standards of professional conduct. He reflects on his greatest challenges in order to improve his practice. John has engaged in the ECF attendance and has responded well to advise and feedback.

Briefly describe 3 areas of development

-
-
-

TS1 Set high expectations which inspire, motivate and challenge pupils.

It was evident during the assessment lesson observation that John has established a safe and stimulating learning environment. This could be seen through the positive classroom environment and the behaviour that is expected of pupils and ensures that there is mutual respect within his classroom which has embedded from the start of September.

Observation records over time provide strong evidence that John is very mindful of the need to stretch and challenge all pupils in every lesson.

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

John displays a clear awareness of factors that can inhibit students' ability to learn. This is evident in lesson observations over time. This enabled him to effectively teach topics of difficulty and overcome barriers to learning by catering for all student needs.

Within the lesson John responded to the strengths of the pupils and set effective stretch and challenge activities to meet their needs. John discussed the planning and how he uses written exam questions to extend learning at Key stage 4. The Head of Department has commended this approach and the department are using his plenary planning across the department.

Second Year Progress Reviews and Final Assessments



- Progress Review 4 and 5 are the same as Progress Review 1 and 2. (3 Teachers' Standards of choice)
- Final Assessments are the same as the end of first year but you will be asked to confirm the following statement:

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

Part time ECTs and ECTs leaving part way through the year



- Part time ECTs have the choice to complete the ECF curriculum and training as a full time ECT.
- A programme adjustment agreement is required to decide how the ECT wishes in agreement with the school to proceed.
- Assessment for the ECT will be pro rata depending on the ECT's percentage of teaching over the year. (0.4 contract is minimum)
- Part time ECTs will therefore have a Progress Review every term until they have taught for a full 3 terms, at this point their assessment will be generated at the end of 2 year.
- Part time ECTs can fast track if the school agrees that they are meeting all the Teachers Standards in full and have completed all the ECF curriculum.
- ECTs leaving part way through the year, have to leave with an interim assessment which is against all the Teachers' Standards. This has the same requirements as the end of year assessment.

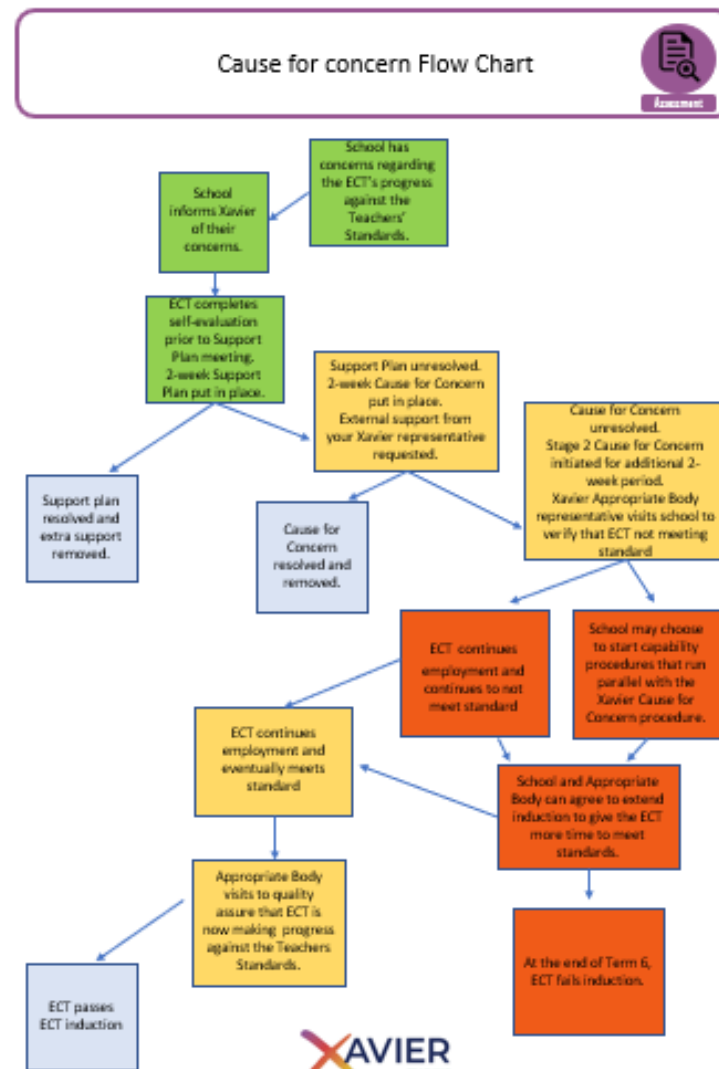
What happens if your ECT is not making the expected progress.



A very small number of ECTs did not meet standard last year as we acted fast and helped schools to support ECTs who were not meeting standard

Your school is entitled to 2 visits from a member of the central team to quality assure the provision, observe and support the process.

All documentation on ECT Manager under Resources



ECT Manager

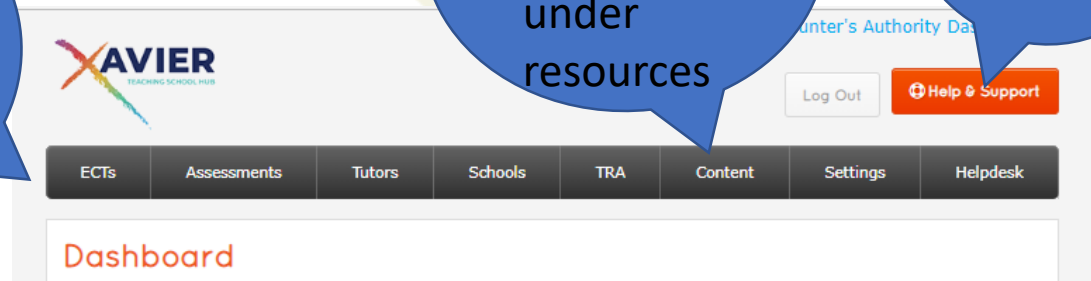


- Only Headteachers, Induction Tutors/ tutors and ECT have access. **Mentors do not have access.**
- Registering ECTs, updating school records and changes are the Induction tutor's responsibility.
- Uploading support plan and any other documentation regarding progress, under **Documents** section
- ECTs do not need to upload any documents to this platform unless they are following the **Core induction Programme.**

Upload documents under ECT profile

All documents are here under resources

Help manuals here





The Xavier ECF team

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<p>Director of Xavier TSH and Teach SouthEast Regional lead for: Sussex</p>	<p>Deputy Director of TSH/ECF lead Regional lead for: Crawley Horsham Reigate & Banstead Waverley</p>	<p>ECT lead and Regional lead for: Bucks Dunstable Elmbridge Luton Runnymede Slough Spelthorne</p>	<p>Induction tutor lead and Regional lead for: Bordon Guildford Mole Valley Rushmoor Surrey Heath Woking</p>	<p>New mentor lead and Regional lead for: Epsom & Ewell Kingston Richmond Tandridge</p>	<p>Partnership Manager</p>	<p>Operations Officer</p>