



**AVIER**

TEACHING  
SCHOOL  
HUB

# **Appropriate Body Progress Review and Formal Assessment Handbook**

Spring 2023



# 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:



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

# 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 ECT Manager



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.

**Reasons**

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

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# 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..

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

Teachers' Standard 3 - Demonstrate good subject and curriculum kr

## 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 you 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

Feedback from induction tutors has highlighted a greater need for more targeted training so that they are best placed to support their ECTs.

Specific guidance and support regarding expectations for report writing has been requested.

# Writing progress reviews and assessments



As an Appropriate Body (AB) we have evaluated and quality assured our assessments.

- Many of the better ones are relatively succinct.
- When writing assessments, we need to be secure that the ECT has met each Teachers' Standard, but we also need to be 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 their longer-term.

# Using the Evaluation, Subject and Impact (ESI) model



The following ideas may be helpful:

## The Evaluative Statement:

Each of the Teachers' Standards has space on the 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 is observed. 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 not being followed (E) regularly enough and so learners cannot see their own progress. (I)'

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

- 'Continued failure (E) to follow school policies (S) regarding classroom management allows learning to become disrupted for many. (I)'

In short, the evaluative statement section does not need to be long. Two or 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 on \_\_\_\_\_ and \_\_\_\_\_.
- 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 on \_\_\_\_\_ and \_\_\_\_\_.
- 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 observed on \_\_\_\_\_.
- 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.

<b>Focused</b>	Is the afd focused on the specific standard?
<b>Practical</b>	Does the afd provide a practical action?
<b>Developmental</b>	Is the afd likely to develop knowledge, skill, understanding?
<b>Achievable</b>	Is the afd realistic?
<b>Measurable</b>	Will the afd be able to measure this 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.



# Final section written by the ECT

## Final section written by the ECT:

A good 'self-evaluation' would include:

- A statement to say if the ECT is receiving their statutory induction entitlements.
- 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 assessment (this should have been discussed and agreed prior to writing).
- A brief thanks for the support and guidance you have received is always a nice touch.

# 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 to complete induction.
- 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 ECT's 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.

# Evidence collecting



**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. This is why it is important for ECT's to keep records of their mentor meetings and observations on Brightspace or in a file.

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:

# Second year progress reviews and final assessments



- Progress Review 4 and 5 are the same as Progress Reviews 1 and 2. (3 Teachers' Standards of choice)
- The final assessment at the end of term 6 is the same as the assessment at the end of the 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.*

# 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:

<b>Overview of the term</b>
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?
• • •

<b>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.)</b>		
<b>Area of pedagogy:</b>	<b>Teachers' Standard:</b>	
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?
<b>Area of pedagogy:</b>	<b>Teachers' Standard:</b>	

<b>Targets for next term:</b>	<b>Teachers' Standard:</b>
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.	

The self-assessment for ECTs to completed prior to the assessment meeting is the same as the progress reports.

# Part-time ECTs and ECTs leaving part-way through the year



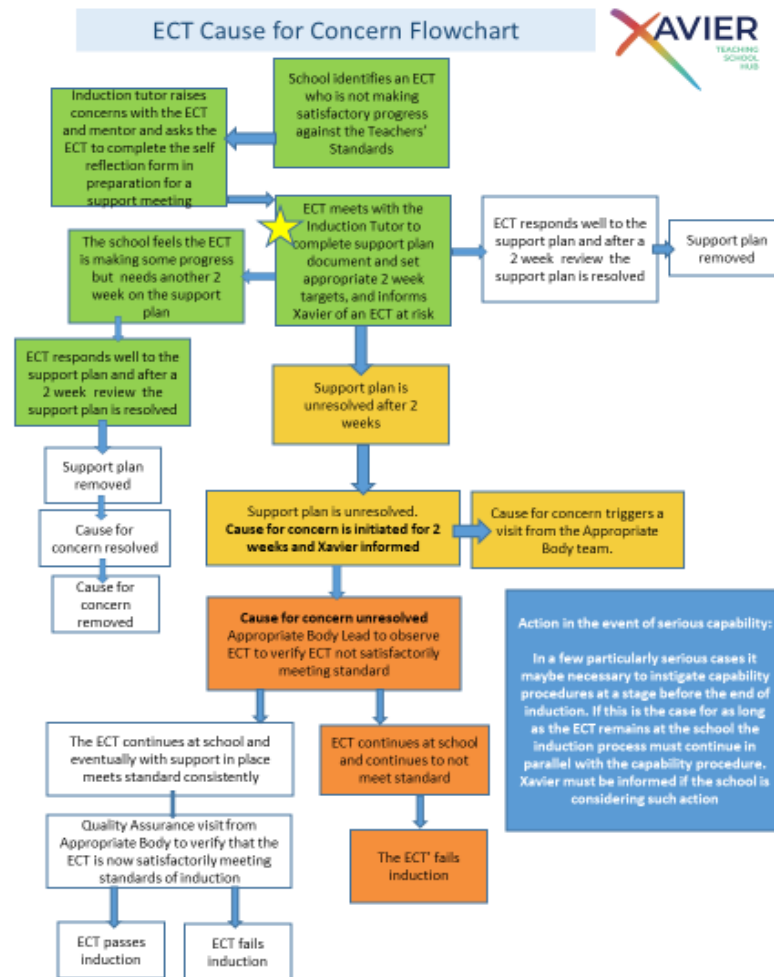
- Part-time ECTs have the choice to complete the ECF curriculum and training in the same timeframe as a full-time ECT.
- A programme adjustment agreement must be completed by the school, setting out the timeframe in which the part-time ECT will proceed with induction.
- Assessment for the ECT will be 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 the equivalent of 3 full-time terms, at which point their formal end-of-year-1 assessment will be completed. The same pattern is followed for year 2.
- There is an option for part-time ECTs to complete induction within 2 years (reduced induction), if the school agrees that they are meeting all the Teachers' Standards in full and the ECT has completed every aspect of the ECF training programme.
- If an ECT leaves part-way through the year, their school **must** complete a full interim assessment against all of the Teachers' Standards.

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



Each year, a very small number of ECTs do not meet the required standards. Where this is the case, the Xavier AB provides additional support to schools.

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



★ 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 2 week time frame. Appropriate targets – Priority targets should be achievable in the 2 week time frame. Appropriate targets should be achievable in the 2 week time frame.

# ECT Manager

<https://xaviertsh.ectmanager.com>

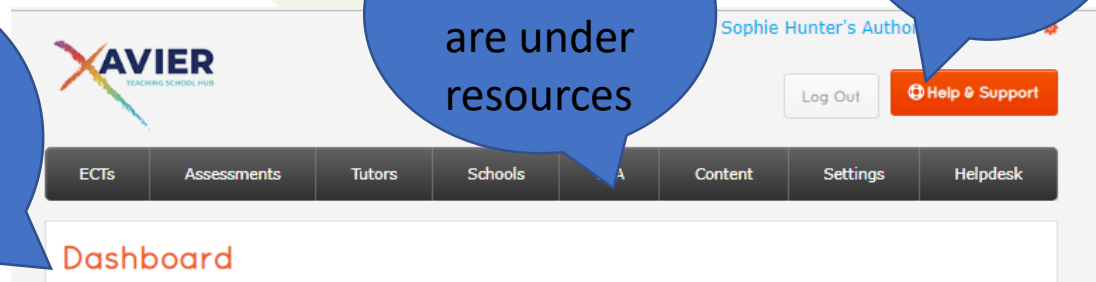


- ECT Manager is the system that we use for the Appropriate body to record progress reviews and assessment,
- Progress reviews and assessments are auto generated by ECT Manager 10 days before their due date.
- Only Headteachers, Induction Tutors/ tutors and ECTs have login access to ECT Manager. **Mentors do not have or need access.**
- Registering ECTs, updating school records and changes are the Induction tutor's responsibility.
- Support plans must be uploaded to ECT Manager by the induction tutor (into the Documents folder). Support plans must also be uploaded every time they are reviewed.
- 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 under resources

Help manuals here



# Xavier TSH Website



Username – [xavierecf@xavier.org.uk](mailto:xavierecf@xavier.org.uk)

Password - Xaviertsh

There is an Induction Tutor area in our secure members area of our website where you will find all documentation for monitoring assessment and support.

A screenshot of the Xavier Teaching School Hub website. The header is dark blue with the Xavier logo on the left. Navigation links include 'HOME', 'ABOUT US', 'TRAIN TO TEACH', 'EARLY CAREER TEACHERS', and 'PROFESSIONAL DEVELOPMENT'. Action buttons for 'ECF MEMBER AREA', 'REGISTER FOR ITT', 'REGISTER YOUR ECT', and 'REGISTER FOR NPQ' are visible. A search icon is on the right. The main content area shows a breadcrumb 'HOME > HOME >' and the title 'ECF Member Area' in large white text.

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HOME > HOME >

## ECF Member Area

# The Xavier ECF team

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<b>Charlotte Carr</b>	<b>Sophie Hunter</b>	<b>Jan Keating</b>	<b>Kay McGregor</b>
			
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Partnership Manager	Operations Officer	ECF Administration Assistant	