

ECT Induction Tutor Network

November 2021

Agenda

- Quality Assurance cycle
- Progress Reviews
- Making good use of time
- Making good use of ECT Manager

Quality Assurance Cycle

- 1st half term – observation of teaching and learning
- 2nd half term – observation of T&L (repeat for each half term)
- End of 1st term – Meeting with mentor, ECT and Progress Review (repeat for terms 2, 4 and 5)
- End of 3rd term – Meeting with mentor, ECT and Formal Assessment
- End of 6th term – Meeting with mentor, ECT and Formal Assessment (including recommendation for completion of induction)

1st Lesson Observation

- As part of Appropriate Body quality assurance, please upload a copy of the lesson observation feedback to the Documents tab of ECT Manager for each teacher.
- Following the first fully planned lesson observation, there is an expectation in the statutory guidance that detailed, written feedback is provided. This is not required for all learning walks, drop ins, etc.
- Ensure that time is built in to your school calendar for lesson observations and feedback thereof.

Appropriate Body Quality Assurance Cycle

Over the course of the induction, the appropriate body will continue to check that the ECT is receiving their entitlements and that regard is had to the statutory guidance.

The Appropriate Body will check:

- In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers
- In the second year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers
- An ECT's teaching is observed at regular intervals and has prompt follow up discussion
- An ECT observes experienced teachers
- The ECT has access to a structured induction programme based on the ECF

As part of the assessment processes, appropriate bodies may consider:

- Offering a clinic targeting induction tutors who are new to the role and need additional support in understanding the assessment process.
- Observing how the school conducts an ECT's lesson observation to quality assure that the assessment process is fair and consistent.
- Providing feedback on poor quality reports and praising outstanding examples.
- Requesting further evidence from schools and conducting follow-up discussions where there is cause for concern on the assessment forms.
- Taking into account the whole induction period including intelligence gathered during site visits, lesson observations and advice from school improvement advisers.
- Setting up independent moderation arrangements to verify the consistency of the appropriate body's approach to assessment reviews.

Progress Reviews

- Change to previous practice to support teacher workload
- Progress Review designed to indicate whether an ECT is 'on track' or not
- Should provide a brief summary of the progress they have made to date
- Formal assessments in terms 3 and 6 require greater detail

Progress Reviews

2.46 The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment (see paras 2.52 – 2.57) is not scheduled.

2.47 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.

2.48 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.

Progress Reviews

2.49 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.

2.50 Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

2.51 It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the induction tutor believes the ECT is not making satisfactory progress (see para 4.1) it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews if requested.

Progress Reviews on ECT Manager

Progress Reviews and Assessments

Term	Type	FTE	Term	Status	Actions
1	P	1	01/09/2021 - 30/09/2021 Due: 29/09/2021 Submitted: 29/09/2021 Reviewed: 29/09/2021	Reviewed	Change Print Edit Admin
2	P	1	30/09/2021 - 08/10/2021 Due: 06/10/2021 Submitted: N/A Reviewed: N/A	Due	Fill In Print Edit Admin



[+ Add](#)

[Regenerate Assessment PDFs](#)

Progress reviews are marked with a 'P'.

Formal assessments will be marked with an 'A'.

Progress Reviews

The first key question you will be asked is whether the ECT is on track or not.

- Please use your professional judgement when answering this question. It may be difficult to answer with certainty early in the induction period.
- This recommendation will not impact on the completion of the induction period if the ECT gets back on track.
- Bear in mind that the last two years of ITT training have been severely disrupted and there may be gaps in knowledge and understanding.
- If you judge that the ECT is not on track, the Appropriate Body will contact you to offer additional support to get the ECT back on track as quickly as possible.

Progress Reviews on ECT Manager

Further Information

Give brief details for the reason(s) for your answer to whether the ECT is on track

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

N/A

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

N/A

Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Not Answered

If no, please explain why an ECT-based induction has not been accessed or why statutory entitlements have not been met

N/A

Click on 'Preview' to see the questions you will be asked in the Progress Review.

Progress Reviews on ECT Manager

Further Information

Give brief details for the reason(s) for your answer to whether the ECT is on track

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

N/A

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

N/A

Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements?

Not Answered

If no, please explain why an ECT-based induction has not been accessed or why statutory entitlements have not been met

N/A

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 cause for concern and how any evidence supports that concern.

Progress Reviews on ECT Manager

When a progress review is due it will appear in the tutor's dashboard when they log in.

ECT Reports that Need Completing

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

Name	Type	Status	Due				
Elton John	Progress Review	Needs Signatures	29/09/2021		Amend	Read Sign	
		Signed By Tutor: ✘	Signed By ECT: ✔				
Ryan Reynolds	Progress Review	Needs Signatures	29/09/2021		Amend	Read Sign	
		Signed By Tutor: ✘	Signed By ECT: ✘				
Tim Henman	Progress Review	Due	06/10/2021		Fill in	Read	
		Report cannot be signed until comments are completed by the tutor and ECT					
Will Smith	Progress Review	ECT to Comment	29/09/2021		Fill in	Read	
		Report cannot be signed until comments are completed by the ECT					

Progress Reviews on ECT Manager

- The tutor clicks on 'Fill in' next to the relevant progress review and they will be taken through the questions to complete in an online form.
- At the end of the questions they can then either save the form to return to at a later date or if it is due they can release the form to the ECT. The ECT will receive an email to prompt them to fill in the form. When the ECT logs in they will be able to access the tutors comments and then add their own. The ECT then signs the form.
- After the ECT has added their comments and signed the form, the tutor will then be able to sign the form. If a form is awaiting signatures a reminder email will be sent to prompt those who need to sign.

Progress Reviews

- Some Appropriate Bodies may ask slightly different or additional questions on the Progress Reviews and Formal Assessments. ECT Manager uses the DfE suggested basic template so you will always be asked for the statutory minimum information.
- If you require any support with uploading your Progress Reviews, please contact your AB contact.
- Please stick to all deadlines for submission set by your AB. This is to ensure that they can be reviewed in line with DfE timelines and school holidays/annual leave. It also ensures that any ECTs not on track can be identified immediately and follow up support offered.

Progress Reviews

Depending on how far into induction the ECT has progressed, more or less detail may be suitable:

Term 1: it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well the relationships are working.

Term 2: it is probably most helpful to consider how likely the teacher is to require additional support and consider their progress across each of the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.

Terms 4 and 5: for teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress.

Progress Review Term 1 – an example

Pat has fitted in well to the school team and is building excellent relationships with staff and pupils. They are willing to participate in meetings and training, and ask for help and support when they feel they need it. There is a warm atmosphere in their classroom and pupils say they feel comfortable in Pat's lessons (TS1, TS8 and Part 2).

The first lesson observation focused on subject knowledge (TS3) and planning a sequence of learning (TS4) as Pat has identified this as an area to develop after their ITT year. Pat showed a good understanding of the topic, having read around it in preparation, and pupils were able to articulate their understanding well at the end of the lesson. We looked at where this lesson fit in to the teaching sequence and Pat showed they are now more confident in building up a series of lessons with an end outcome in sight.

Pat's action plan targets are to ensure they consistently employ the school's relationships policy (TS7) and to use a wider range of assessment strategies during and straight after lessons (TS6).

Progress review Term 2 – an example

Building on Pat's successful first term, they have continued to improve their planning, teaching and assessment (TS2,3,4,6). Pat has also been working on consistently applying the relationships policy (TS7). This is developing, but will be an ongoing target for them.

This term Pat has been observed teaching groups of differing abilities. These have been variable in their success, so Pat has observed other colleagues and worked with the SENCO to discuss adapting their lessons to enable all pupils to make good progress. Pat's next steps need to be ensuring that higher ability pupils are also appropriately challenged too (TS1, TS2, TS5).

Pat is already a core member of the school team who embodies the school's values and vision in their everyday work (TS8 and Part 2). Pat is on track with their induction, and there are no serious concerns over their progress.

ECTs and Ofsted

115. Inspectors must meet ECTs where possible and may wish to visit lessons given by ECTs. In doing so, inspectors should take into account the fact that ECTs have less experience than other teachers, ***but must assess the effectiveness of the support and professional development put in place for ECTs***, to ensure that ECTs have the knowledge and skills necessary to teach in their chosen subject or phase. This must include the ***quality of mentoring*** and what the school has done to support their development in ***areas for improvement identified by initial teacher training providers***. Inspectors should discuss how ECTs are supported by the school in managing pupils' behaviour. ***Inspectors must meet with mentors and where possible, the induction tutor.***

Making good use of time

Tutor and Co-ordinator role

As a tutor/co-ordinator:

- Are end of term meetings with the mentor and ECT already diaried?
Has everyone been freed up to meet for an appropriate length of time?
- Have you planned in when you will write the progress reviews?
- Have you planned in sufficient time at the end of the year to write the formal assessment report?

Making good use of time

The ECT role

- Is the ECT making good use of their ECT time? Is it being appropriately directed?
- Is the ECT being encouraged to look for training opportunities to support their own development?
- If the ECT requires additional support, is sufficient time being provided to them and other staff to enable this?
- Is the ECT managing their work/life balance?
- Does the ECT need any support with time management?

Making good use of ECT Manager

- Keep information up to date
- Remove any tutors or other staff who have left
- Use the School Administrator function
- Store documents relating to the school
- Store documents relating to each ECT
- Find support in User Manuals
- Find support in Resources

Time for Questions

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