



# Induction Tutor Training – Writing Impactful Assessments

**Dionne Heaven**  
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[cktsh@sharemat.co.uk](mailto:cktsh@sharemat.co.uk)



# Formal Assessments

Formal assessment reports for ECTs need to be written:

- at the end of the first year of the induction period\*
- at the end of the second/final year of the induction period\*
- when an ECT leaves you school and it is not a formal assessment point (interim assessment)

\* *or equivalent if part time or serving non-consecutive terms*



# Formal Assessments

Formal assessment reports must detail how the ECT is (making progress towards) meeting each of the Teachers' Standards.

## Recommendation

- 1 Based on the teacher's performance against the Teacher's Standards within the assessment period, which one of the following statements is applicable?

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Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?

- Making satisfactory progress**  
The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period.
- Not making satisfactory progress**  
The above named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.



# Formal Assessments

## Further Information

Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The Teachers' Standards are available here: <https://www.gov.uk/government/publications/teachers-standards>

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

Save

### TS2 Promote good progress and outcomes by pupils

Save

### TS3 Demonstrate good subject and curriculum knowledge



EVALUATION

SUBJECT

IMPACT



**EVALUATION**

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Amira has been setting high expectations within her learning environment. She has been proactive in updating her working walls and has been modelling to the children how they can use them to help them with their learning. During her recent writing observation, conducted by our English lead, Amira demonstrated adapting her teaching in order to support a focus group of children, and drew upon the working wall scaffolds. The children were able to successfully use this learning prompt during their independent practice, which helped them make progress against their learning goals.



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## IMPACT

Amira has been setting high expectations within her learning environment. She has been proactive in updating her working walls and has been modelling to the children how they can use them to help them with their learning. During her recent writing observation, conducted by our English lead, Amira demonstrated adapting her teaching in order to support a focus group of children, and drew upon the working wall scaffolds. The children were able to successfully use this learning prompt during their independent practice, which helped them make progress against their learning goals.



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IMPACT

Amira has been proactive in updating, and modelling how to use, her working walls, to help children with their learning. Children successfully use the writing wall, which is helping them progress against their learning goals.





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

'All, Most and Some' approaches are used effectively in lessons and displayed, and students are all encouraged to reach their maximum potential. Tasks are differentiated for the weaker pupils. There is always an extension question for the higher level pupils. He often uses different strategies to maintain the interest of students. These are also differentiated with some 'stretch' resources made available. This enables all students to access information that helps them to progress. Ben is good at using praise in his lessons. Positives and negatives are evident on the board – students always respond very well to feedback. 'All, Most, Some' approaches are evident on power point, on every page. Starters are always on the board for student to 'do now' as they enter the classroom- pupils are clearly familiar with this routine.



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**‘All, Most and Some’ approaches** are **used effectively** in lessons and displayed, and students are all encouraged to reach their maximum potential. Tasks are differentiated for the weaker pupils. There is always an extension question for the higher level pupils. He often uses different strategies to maintain the interest of students. These are also differentiated with some ‘stretch’ resources made available. **This enables all students to access information that helps them to progress.** Ben is good at using praise in his lessons. Positives and negatives are evident on the board – students always respond very well to feedback. ‘All, Most, Some’ approaches are evident on power point, on every page. Starters are always on the board for student to ‘do now’ as they enter the classroom- pupils are clearly familiar with this routine.



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**‘All, Most and Some’ approaches are used effectively, which enables all students to access information that helps them to progress.**



## Demonstrate good subject and curriculum knowledge

Emma has demonstrated that she has developed strong subject knowledge at both Key Stage 3 and Key Stage 4. This has been evident in all lesson observations. For example, Emma has actively sought to learn of the case studies taught for GCSE. This was clear during two lesson observations with Year 10 where her subject knowledge was strong. She had a clear understanding of the case study of Japan where, her subject knowledge is secure. Emma encourages students to develop their geographical vocabulary at every opportunity. She is a confident teacher but has more confidence with the Human Geography elements of the GCSE course and yet has also demonstrated a clear understanding of the Hazards unit. In order to develop her subject knowledge for the GCSE, Emma has attended the GCSE revision sessions run by the faculty leader and has actively been reading around all the topics. During a Tutor Meeting, Emma developed her understanding of the climatology topic and volunteered to teach this to a class normally taught by a non-specialist. Subject knowledge has also been secure throughout the KS3 observations, as evidenced by an observation from Deputy Head ('Strong subject knowledge was demonstrated. Emma used key terminology throughout the lesson'). Emma has completed a great deal of background reading and listened to a number of relevant podcasts. She has also studied the subject specification for geography GCSE and for A level although she does not teach at this level yet. Emma undertook CPD with the Trust's Humanities Advisor, linked to marking and feedback. Emma has also supported the faculty leader in quality assuring the work of two non-specialists in the team.

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Her subject knowledge is strong. Emma uses key terminology throughout her lessons, which encourages students to develop their geographical vocabulary at every opportunity.



# Drop-in Q&A sessions

Wednesday 24<sup>th</sup> May 4.00 – 4.45 p.m.

<https://us06web.zoom.us/j/86462554651?pwd=eWVWVWHByUmxRMkJCTzNlVWlqaXcwUT09>

Tuesday 20<sup>th</sup> June 4.00 – 4.45 p.m.

<https://us06web.zoom.us/j/88972029061?pwd=cGtHY1ZxeFZGemhLQ3JQd3lUOXVhZz09>

Contact Dionne Heaven for any further support:

[dionne.heaven@sharemat.co.uk](mailto:dionne.heaven@sharemat.co.uk)

01484 868762

[Calderdale and Kirklees Teaching School Hub - Home \(ckteachingschoolhub.org\)](http://ckteachingschoolhub.org)

