



Writing formal assessment reports – a quick guide

In the formal assessment report for your ECT, you will be prompted to write responses to the following:

1. **Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards** (you will need to write a response for **EACH** Teachers' Standard).
2. **Briefly describe any areas for development.** (Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.)

Read on for examples and top tips for each part of the form.

1. **Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards**

Top tips:

- ✓ Approximately 50-100 words per Teachers' Standard is advised.
- ✓ Start each response with 'Evidence currently suggests that the ECT is on track / not on track to meet this standard as shown by these key examples;'
- ✓ There is no expectation to write an area for development for each standard.

Examples:

TS1 Set high expectations which inspire, motivate and challenge pupils

Created a class charter and own table point reward system which has been effective in maintaining focus and motivation.

Setting expectations for talk and collaborative tasks to ensure well-managed interactive time.

Individualised challenges after main tasks within a lesson.

Lesson observations demonstrate a very good rapport with the class, well developed pupil-teacher relationships.

TS4 Plan and teach well-structured lessons

██████████ is able to plan and teach well structured lessons, though he is not required to produce a lesson plan, it can be seen that he is able to produce an effective single or double lesson with a clear start, middle and end. ████████ is learning the schools assessment system and is embedding its use into his lessons.

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

Adapted texts are used in class for history lessons where needed. In guided reading, texts are accessible. Word mats and sentences stems are used to support children with writing where needed. Some children are given fidget toys and other adjustments are used when necessary and their use assessed frequently for effectiveness.

Evidence shows that questioning is well managed and directed.

Maths focus group based on previous day's feedback in regular use.



TS7 Manage behaviour effectively to ensure a good and safe learning environment

██████████ is aware of the different needs of our pupils, he has put SCERTs practise into his classroom to ensure there is consistent structure, and pupils have the opportunity to self regulate and manage their own behaviour needs by communicating effectively using symbols and sign. ██████████ manages low level behaviour effectively and is learning strategies with the support of an AHT to manage more complex behaviour displayed by our SEN pupils.

2. Briefly describe any areas for development.

Top tips:

- ✓ Include reference the Teachers' Standard(s) which each area for development relates to
- ✓ 2 – 3 areas for development in total would be appropriate in most circumstances
- ✓ Include actions the ECT can take to move forward with their area for development as part of the description (see examples below)
- ✓ Add detail to narrow down the focus of the area for development where appropriate / make it specific, so it is achievable in approximately a term.

Examples:

TS1 – Address low-level disruption by using school behaviour systems consistently. If necessary, re-establish classroom expectations. Focus on year 9 group. Observe other teacher of this group for additional strategies and discuss with mentor

TS2 and TS6 – Use AfL, questioning in particular, and book marking to promote student's progression. Give adequate lesson time for DIRT feedback activities.

Reference the Teachers' Standard

Make it specific

Include actions the ECTs can take

1. Can mentors join formal assessment meetings?

It is the Induction Tutors role to monitor and assess the ECT against the Teachers' standards and therefore the Induction Tutor should lead this meeting with the ECT. It is the responsibility of the Induction Tutor to coordinate input from other colleagues prior to this meeting. It is not necessary for the mentor to attend this meeting along with the Induction Tutor, but individual settings might choose to include the mentor.

2. To clarify, you said that the onus was on the ECT to provide evidence illustrating their progress towards the TSs. Any clarity as to what this might/might not constitute/look like would be useful given the requirements to not be too onerous but also to address all the TSs.

Statutory guidance states:

ECTs should provide evidence of their progress against the Teachers' Standards.

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.

An example could be:

ECT, IT (and mentor) have access to an electronic folder. During the course of the year evidence is dropped into this folder e.g. lesson observations, notes from progress review discussions, feedback from book looks, pupil progress meeting notes, mentor meeting notes.

It would be important that ECTs and ITs add to this folder as and when, so that the burden doesn't fall on the ECT when a formal assessment meeting is approaching, to search around for these documents.

Another example:

All colleagues monitoring an ECT (and the ECT themselves where appropriate) add feedback onto a 'Teachers' Standards' tracker over the course of the year. (For an observer, this would be instead of and not as well as standard lesson observation written feedback forms). By adding feedback little and often, when a formal assessment conversation approaches, evidence has already been collated against each standard which can then be discussed.

Finally:

Prompt the ECT to reflect on the Teachers' Standards prior to the meeting and what evidence they could point to which shows progress towards meeting each standard. Provide the ECT with a guide of how long they should spend on this e.g. 30 mins each week for 2 weeks prior to formal assessment meeting (1 hour in total) and provide time for this where possible e.g. ECT is not expected to attend an after school meeting / CPD session. Don't expect extensive written notes. A couple of bullet points for each standard to prompt the

discussion / act as a reminder to the ECT or a verbal response in the meeting might be sufficient depending on what other systems are in place for evidence collation over the course of the year.

3. Is it the same procedure for ECT1 and ECT2's

For ECT2s you will hold a final assessment meeting. A final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation is recorded on the final assessment report. Apart from this, the procedure and report is the same.

4. Would you recommend writing the assessment during the meeting together?

It is a good idea to make a note of key evidence / examples referenced during your discussion with the ECT so this can form the basis of your formal assessment report.

5. If you have many ECTs can the formal assessment meeting be more than 10 days before writing the report?

Try to make it less than or as close to 10 days as possible.

6. How soon can we write the reports?

Formal assessment reports are available on ECT manager 28 days before the due date.

7. Should final monitoring observations take place before the formal assessment conversations take place.

Yes. When considering the timings of observations in the term of a formal assessment meeting, try to schedule them early in the final half-term so they are completed ahead of the formal assessment conversation.

Please contact me AB@teachwestlondon.org.uk if you have any further questions.