

## **Progress review questions with example answers**

### **Read onto page 3 for an example from term 2**

- Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction period? Y/N**
- Give brief details for the reason(s) for your answer to question (1).** 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 cause for concern and how any evidence supports that concern.

**EXAMPLE 1 – ECT ON TRACK** - S has made a good start to ECT induction. Particular successes include the effective routines that S has established with her classes, including the use of a standard Powerpoint slide to ensure that essential start-of-lesson messages are clear. S has also gained confidence in her use of positive reinforcement and has developed positive relationships with her students. Lesson observations and planning documents shows good use of modelling, explanations and scaffolding. They have also been developing their use of a range of question types to extend and challenge pupils.

### **EXAMPLE 2 – ECT NOT ON TRACK**

#### **Standard 8 Fulfil wider professional responsibilities**

G has only attended 50% of mentor sessions this term. Actions agreed after lesson observations are not been completed, leading to limited progress between LOs.

#### **Standard 7 Manage behaviour effectively to ensure a good and safe learning environment.**

G has not yet established clear and consistent routines, leading to disruptive starts and ends to lessons. G is not yet using suggested strategies to reduce low level behaviour in his classes e.g. praising students for their effort and using early and least intrusive interventions as an initial response to low level behaviour. This is evidenced through lesson observations and pupil feedback.

- Briefly describe any agreed development targets.** Even if the ECT's current performance against the Teachers' Standards and the rate of progress indicates that the ECT is on track to successfully complete induction, it is still useful for the ECT's continued development to complete this section. It is expected that these development targets should be reviewed and revised as induction progresses based on the needs and strengths of the ECT.

**EXAMPLE 1 – ECT ON TRACK** As well as her ongoing development through the ECF programme, S's targets are:

(1) To develop your use of formative assessment to improve your understanding of what pupils have understood and secure pupils' progress (Standard 6). Key strategies to embed are:

- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- Monitoring pupil work during lessons, including checking for misconceptions.
- Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
- Providing time for pupils to respond to feedback.

(2) to increase your confidence at tackling low-level disruption with your more challenging classes, drawing on support from your mentor and HOD (Standard 7). Key strategies to embed are:

- Using early and least-intrusive interventions as an initial response to low level behaviour
- Checking pupils' understanding of instructions before a task begins.
- Use the school's system of reward and sanction in the classroom.
- Creating and explicitly teaching routines in line with the school ethos that maximise time for learning.

### **EXAMPLE 2 – ECT NOT ON TRACK**

#### **Standard 8 Fulfil wider professional responsibilities**

**Improve attendance to mentoring sessions.** G will attend 100% of mentoring sessions in term 2. G will prepare effectively for their mentor meetings by completing self-directed study in their ECT release time.

#### **Standard 7 Manage behaviour effectively to ensure a good and safe learning environment.**

**Develop clear and consistent classroom routines and increase use of praise.** G will observe at least two colleagues at the start of term 2, with a focus on classroom routines and use of praise. G will implement observed strategies in his own planning and teaching of lessons (to be seen through lesson plans and lesson observation feedback).

Key strategies to embed are:

- Praising pupils for their effort with tasks, following the school's system of rewards.
- Using early and least-intrusive interventions as an initial response to low level behaviour
- Checking pupils' understanding of instructions before a task begins.
- Explicitly teaching routines in line with the school ethos.

4. **If the ECT is not on track to successfully complete induction, has the ECT been informed? Y/N**
5. **If the ECT is not on track to successfully complete induction, has a support plan been put in place?) Y/N**
6. **Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements? (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met) Y/N**
7. **Is the ECT expected to remain at this school for the duration of the next term? Y/N**
8. *If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.*
9. **Teacher comments** Use this section for the early career teacher to make any brief comments themselves.

Term 2 example:

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

██████████ is able to impart knowledge and develop understanding through effective use of lesson time. She promotes a love of learning and children's intellectual curiosity. ██████████ has a depth of knowledge regarding the individuals' needs and wellbeing, which she uses to inform her support and differentiation within lessons. She has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. ██████████ has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them. She is able to reflect systematically on the effectiveness of her lessons and approaches to teaching. This has been demonstrated during the feedback given during successful lesson observations and book monitoring. ██████████ contributes to the design and provision of an engaging curriculum.

**Briefly describe any agreed development targets**

As well as her ongoing development through the ECF programme, ██████████ targets are:

- (1) To find a variety of methods to support dysregulated pupils.
- 2) To use different strategies to support the LA pupils including those with EAL

**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