

# Exemplar ECT Progress Reviews

## Progress Review 1

### Example 1

#### Further Information

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

Evidence gathered from XXXX this term demonstrates particular areas of strength against the following Part 1 Teacher's Standards:

Teachers' Standard 7. XXXX has established very effective routines that ensure students are courteous to each other and that a safe learning environment is always the case.

Teachers' Standard 1. XXXX applies the behaviour policy consistently well and this in turn reinforces the safe and stimulating environment for students, with all students demonstrating mutual respect. Stretch and challenge activities are consistently a feature of lessons with students always encouraged to excel.

In respect of Part 2, XXXX has consistently shown very high standards of personal and professional conduct. He has had an exemplary attendance and punctuality record and has acted to uphold the ethos, policies and practices of the school.

Evidence supporting these judgements can be found in the following records: A formal lesson observation conducted by the Induction Tutor on 12/11/21 when XXXX was seen to effectively circulate and monitor students' work correcting mistakes and misconceptions, as well as encouraging and praising students. Stretch and challenge tasks were evident with XXXX providing students with challenge tasks. XXXX modelled the learning with effective use of the screen to do so.

Drop-ins conducted by the induction tutor on 7/9/21, 5/10/21, 12/10/21, 20/10/21, 16/11/21, also indicated consistent stretching and challenging of students and a high level of support provided when circulating round the room. Student led learning was observed as was excellent behaviour for learning.

A departmental Learning Walk report of 12/11 identified that XXXX's questioning was excellent helping students identify their own mistakes. Book looks during this visit also indicated that students produced a large amount of high quality work.

Student voice obtained also indicates that students believe they make good progress in XXXX's lessons.

##### **Briefly describe any agreed development targets**

Areas for development this term have been identified in the following Teacher's Standards: TS5.

Relating to the areas for development, the following targets have been agreed:

- Plan out how methods/concepts can be explained to students with EAL or SEND.
- Team teach a series of lessons with the mentor so that differentiated explanations can be applied.

##### **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

## Example 2

### Further Information

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

Evidence gathered from XXXX this term demonstrates particular areas of strength against the following Part 1 Teacher's Standards: TS1, TS2, TS6 and TS7.

In respect of Part 2, XXXX has shown a professional attitude towards her work this term and always conducts herself in an appropriate manner.

Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor XXX (Yr. 8 English 24.11.21 and learning walk (Yr. 8 by HoD 29.9.21), ECT's planning folder, feedback from HoD, departmental work scrutiny (Yr.8 completed by HOD on 18.11.21) and notes from review meeting with induction tutor (1.12.21).

#### Briefly describe any agreed development targets

Areas for development this term have been identified in the following Teacher's Standards: TS4 and TS5.

Relating to the areas for development, the following targets have been agreed:

- Look at the provision maps for strategies to use with students who have specific learning needs. (TS5).
- To contribute to the design and provision of an engaging curriculum.
- To become more involved in department development plans as regards intent, Implementation and expected impact (TS4).

#### 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

### **Example 3**

#### **Further Information**

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

Evidence gathered from XXXX demonstrates key areas of strength against the following part 1 Teacher standards: TS1, TS3, TS4, TS7, TS8

Evidence supporting these judgements can be found in the following records:

- Lesson observation conducted by induction tutor (Penguin Class English on 11.11.21)
- Lesson plans (XXXX adapts generic lesson PowerPoints to suit the need of pupils in her class).
- Feedback from learning walks conducted by Year Leader, Phase Group Book look conducted in Nov 2021
- Updating end of term assessments on school tracking spreadsheet accurately.
- Notes from review meeting with induction tutor (15.11.21 and 7.12.21)
- Leading year group assembly (10.11.21)
- Effective systems to manage pupil behaviour (reward charts, use of timer, regular meetings/communication with parents).

In terms of Part 2: Personal and professional conduct, throughout this term XXXX has demonstrated high standards of morals in the way of treating the pupils in her care fairly, building rapport with parents, supporting families of children who have emotional and behavioural need and conducting herself in professional manner when liaising and communicating with all stakeholders.

##### **Briefly describe any agreed development targets**

Areas for development have been identified in the following standards: TS5, TS2.

Relating to the areas for development, the following targets have been agreed:

- Extend more able learners by creating opportunities such as giving them a challenge checklist to assess against a piece of work or opportunities to showcase a leading role in group work. This will be a focus for the next formal observation (TS5)
- Ensure robust tracking of end of year target set for every child in the class as well as considering their previous End of Key stage attainments across Reading, Writing and Maths. XXXX will be able to confidently discuss attainment of pupils in Penguin Class in the next review meeting. (TS2)

##### **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

## Progress Review 2/4/5

### Example 1

#### Further Information

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

Evidence gathered for XXXX shows that she is making good progress towards meeting the target set:

TS7: to manage the more challenging behaviour of pupils so all children in class feel safe. Target met.

TS1: to establish a neat, supportive and stimulating work environment.

Target met.

XXXX has liaised with the SENDCo and parents in managing behaviour and setting high expectations in the classroom. The children are reminded of expectations in all lessons I have observed. (TS7)

Time has been spent to ensure learning resources are available, displays/working walls support learning, and pupils take responsibility for their environment. (TS1)

Evidence from lesson observations (Spring 1 and Spring 2) by Induction Tutor and Spring 1 Learning Walk by Deputy Head.

XXXX has also shown particular strength in TS2 and TS3 which has been evident in all lesson observations and Learning Walks. Lessons show pace and XXXX has a strong subject knowledge; with emphasis placed on the correct and consistent use of subject specific vocabulary.

In respect of part 2, XXXX has shown that she is able to undertake planning of core subjects to address the needs of all pupils. She is continuing to develop the learning environment built upon the core values of the school, with pupils supporting each other.

Evidence supporting these judgements can be found in lesson observation notes; observation feedback; learning walk feedback; book looks.

##### **Briefly describe any agreed development targets**

Areas for development this term have been agreed as:

- TS4: using her subject knowledge, plan enquiry lessons to promote creative thinking and collaborative learning.
- TS4/5: develop lesson structure to support the learning of all pupils.

##### **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

## Example 2

### Further Information

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

Evidence gathered from XXXX this term demonstrates progress towards meeting targets set at the last progress review in December.

Progress against previous targets from Autumn Review:

- TS3 Literacy – developing strategies to ensure consistent, explicit teaching of literacy, ensuring literacy resources are effectively embedded into planning and lessons. Target partially met – XXXX continues to consider Tier 2 / 3 vocabulary and is making more concerted efforts to reference this and explicitly teach in her lessons.
- TS5 Clarity of instructions – looking at ways of breaking down instructions and tasks to ensure students are clear of expectations and how to self-regulate as well as how to work independently. Target partially met – XXXX continues to explore different strategies when setting up practical activities.
- TS6 Feedback – continuing to explore effective methods of feedback, ensuring it is diagnostic and actionable; equipping students with the language of self and peer assessment so that they are able to offer precise targets for improvements. Target partially met – XXXX continues to explore strategies for delivering actionable feedforward.

XXXX has demonstrated particular progress in the following standards: TS4 Questioning, TS1 Relationships.

Evidence supporting these judgements can be found in: SLT learning walk notes, lesson observation by induction tutor, lesson planning, notes and feedback from 1-1 meetings with children/parents.

Part Two: XXXX continues to pro-actively seek opportunities to develop her practice and whole-school role: XXXX led a school trip to the V and A, successfully liaising with support staff on the organisation in advance and taking responsibility for the actual running of the day.

Targets: XXXX recognises areas for further development with reference to the Teachers' Standards as: TS5 (Questioning), TS6 (feedforward)

#### Briefly describe any agreed development targets

Relating to the areas for development, the following targets have been agreed:

- TS 5: explore questioning techniques that probe students' understanding and the depth of their knowledge/skills as well as making optimum use of thinking and waiting processing time.
- TS6 develop AfL strategies/resources that explicitly teach students how to self and peer-assess, e.g., metacognition/success criteria or annotated WAGOLs, etc.

**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