

## Completion of Progress Reviews and Assessment Reports 2023-24

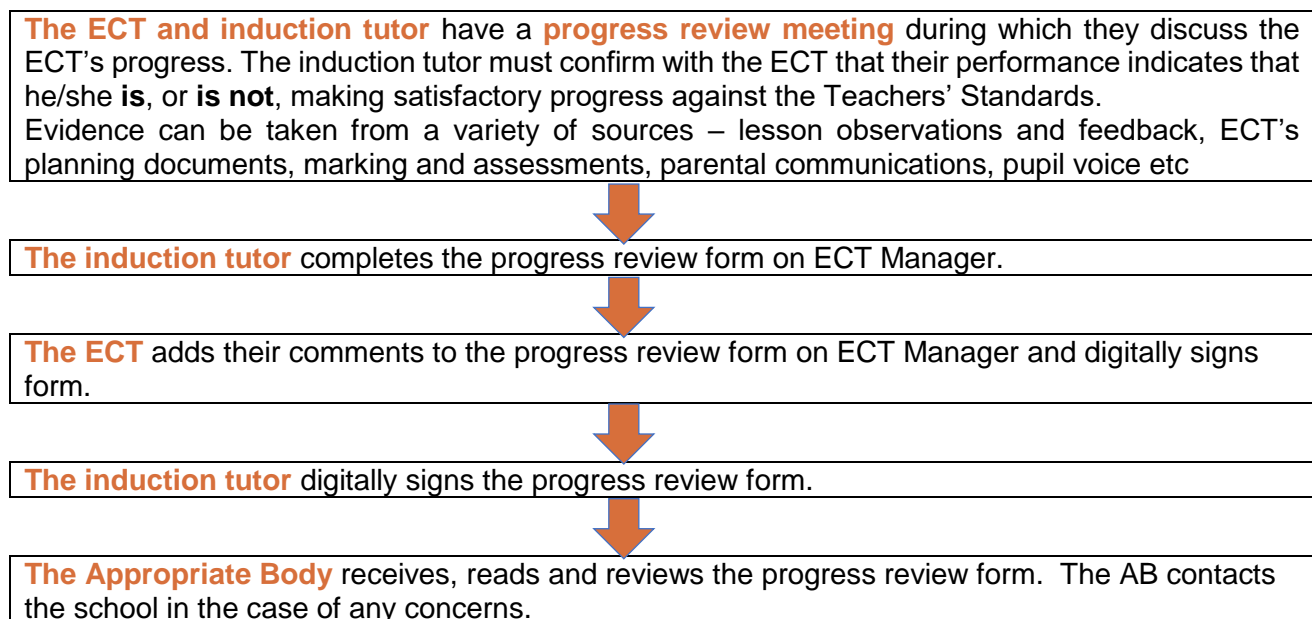
### Progress Reviews

**Progress reviews** are due at the end of terms 1,2,4 and 5 of each year of induction. For most ECTs this will be December and Easter. If your ECT started part-way through a term it will be slightly different – the review will be due at the end of an equivalent length of time to one term.

**This is what the DfE statutory guidance says about progress reviews:**

- *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.*
- *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.*
- *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.*

**The process is as follows:**



## Progress Review Submission dates

Progress reviews are due **one week before the end of the autumn and spring terms**. This is the same for full and part time ECTs. You can always check the deadlines by looking at your ECT's overview page on ECT manager.

## Completing and Submitting Progress Reviews

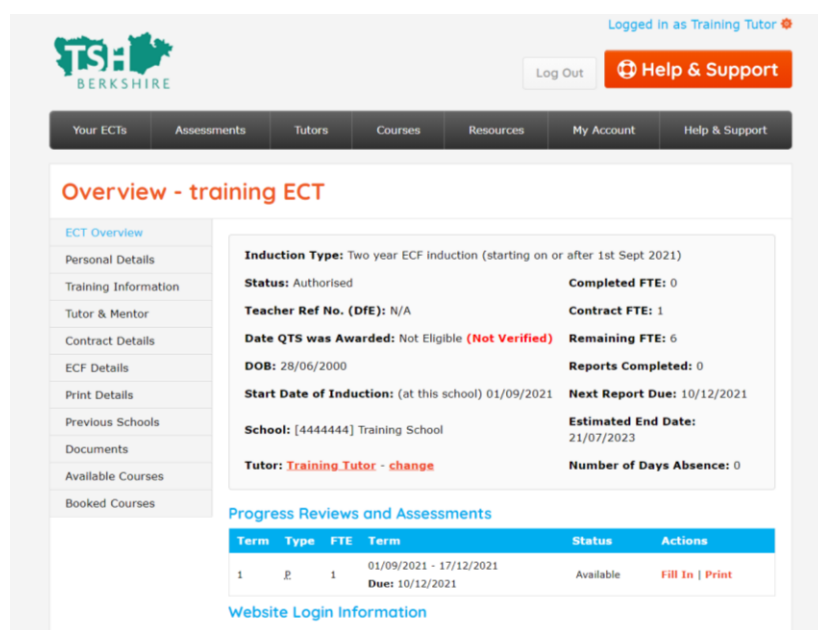
Induction tutors should complete these on **ECT Manager**:

<https://tshberkshire.nqtmanager.com/Login.aspx>

If you have forgotten your ECT manager log in details, please contact Sue Watson, TSH Berkshire Operations Manager at [susanwatson@lgs.slough.sch.uk](mailto:susanwatson@lgs.slough.sch.uk)

## Induction Tutor Comments

On your ECT's overview page, you will see the progress review under the section "Progress Reviews and Assessment" along with the status, e.g. available, due or overdue and the due date. Induction tutors should click on **Fill in** and you will be taken to the progress review form.



**Overview - training ECT**

**ECT Overview**

- Personal Details
- Training Information
- Tutor & Mentor
- Contract Details
- ECT Details
- Print Details
- Previous Schools
- Documents
- Available Courses
- Booked Courses

**Induction Type:** Two year ECF induction (starting on or after 1st Sept 2021)

**Status:** Authorised

**Teacher Ref No. (DFE):** N/A

**Date QTS was Awarded:** Not Eligible (**Not Verified**)

**DOB:** 28/06/2000

**Start Date of Induction:** (at this school) 01/09/2021

**School:** [4444444] Training School

**Tutor:** Training Tutor - [change](#)

**Completed FTE:** 0

**Contract FTE:** 1

**Remaining FTE:** 6

**Reports Completed:** 0

**Next Report Due:** 10/12/2021

**Estimated End Date:** 21/07/2023

**Number of Days Absence:** 0

**Progress Reviews and Assessments**

Term	Type	FTE	Term	Status	Actions
1	E	1	01/09/2021 - 17/12/2021 Due: 10/12/2021	Available	<a href="#">Fill In</a>   <a href="#">Print</a>

**Website Login Information**

The system then takes you through a series of checks and statements to confirm including:

- **Confirmation of contract details**
- **Days served and days absent** during this induction period – the days served will be automatically calculated from the terms dates already in the system. Please do not alter this unless your ECT is part time. Part-time ECTs' days for that term will be counted in accordance with their contract. Then enter the number of days absent during the induction period.
- **Support and Entitlements.** The induction tutor should confirm that the ECT has received an ECF based induction programme and their statutory entitlements.
- **Confirmation of next term's contract.** You will also be asked if the ECT is remaining at the

school for the next assessment period (i.e. the next term). If not you will be asked where they are moving on to and the system will change the progress review to an “interim assessment”.

- **Recommendation.** The induction tutor will be asked to make a recommendation about whether, based on current performance and rate of progress, the ECT is on track to successfully complete induction or not.

### Recommendation

At formal assessment points and to successfully complete induction, the ECT’s performance against the Teaching Standards will be assessed. Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?

- ☐ **The ECT is on track**  
Based on current performance and rate of progress, the ECT **is on track** to successfully complete induction by the end of their induction
- ☐ **The ECT is not on track**  
Based on current performance and rate of progress, the ECT **is not on track** to successfully complete induction by the end of their induction

If the ECT is **on track**, induction tutors should give brief reasons in the further information box and add development targets. Examples of comments can be found at the end of this section.

### Further Information

Give brief details for the reason(s) for your answer to whether the ECT is on track. 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 a cause for concern, how any evidence supports that concern and the agreed development targets.

Reasons

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.

Briefly describe any agreed development targets

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Save

→ Save & Continue

If the ECT is **not on track**, induction tutors should state why the ECT has been marked as not on track **and list the Teachers' Standards that are a cause for concern** and how the evidence supports that concern. Examples of comments can be found at the end of this section.

The induction tutor should then confirm that the ECT has been informed and that a support plan is in place – **TSH Berkshire will provide a pro forma for the support plan which must be uploaded to ECT Manager**. Please note that you cannot continue to the next screen until you have uploaded the personal support plan.

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


Has the ECT been informed? Please Select ▼

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


Support Plan In Place? Please Select ▼

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→ Save & Continue

Once you have completed all your sections, you should get the following message:



Progress Review Saved Successfully.



**Important:** Please read the information below.

**ECT Comments**

The ECT can now login in and add their comments. Please let them know the form is ready for them. They have their own login details to add their comments. If they do not know them, they can use the 'send me my username and password' button on the login page to have them sent through to them. Alternatively, you can click the button below to send them their login details now.

[Send Login Details](#)

**Signing the form**

Please note that you **will not be able to sign the form until the ECT has entered their comments**. Once the ECT has added their comments, you will be able to login and sign the form. Once the ECT comments have been added, a link to do so will be on the first page that you come to after logging in.

## ECT Comments

Once the induction tutor has completed the progress review, the ECT will **receive an email** notifying them that the progress review has been completed.

The ECT should login into ECT Manager. They will be taken to their overview screen and the progress review will be shown at the bottom under **Progress Reviews and Assessments**.

The ECT should click on **Comments**.

A new screen will open which asks the ECT to confirm the information provided by the induction tutor: recommendation; start date; end date; days served; days of absence. If the ECT is happy with this information, they should click **Confirm**.

If any of the information is incorrect, they should contact their induction tutor.

Once the ECT has clicked on confirm, a new screen will open which asks for the ECT's comments. The ECT should click **Preview Form** in order to see the progress review form that has been completed by their induction tutor. The ECT should **respond to the questions** listed by selecting Yes or No from the dropdown menu and then make **additional comments** in the *Comments* box. ECTs do not have to make extensive comments, but we would encourage them to reflect on their practice and the progress they are making, including strengths and areas for development.

Click **Save & Continue**.

## Digital Signatures

Once the ECT has completed their comments will now be asked to tick a box to **digitally sign** the progress review and then click **confirm**.

Once the ECT has added their comments to the progress review and digitally signed the form, the **induction tutor will receive an email** notifying them that the ECT has added their comments and that they should digitally sign the progress review.

The induction tutor will need to login to ECT Manager.

A **list of ECT forms to be signed** will appear on the dashboard.

Dashboard			
ECT Reports that Need Completing			
The following reports are due or overdue and need completing or signing.			
Name	Type	Status	Due
Fred Jones	Progress Review	Needs Signatures	10/10/2021
Signed By Tutor: <span>✗</span> Signed By ECT: <span>✓</span>			
Amend Read Sign			

The induction tutor should click on **Read** to read the ECT's comments. When ready to sign, click **Sign** and tick the box to digitally sign.

## Exemplar Progress Review Structure – PR1 end of first term of induction

The following is a **suggested structure** for the induction tutor comment in the “further information” section of the progress review, under the recommendation of on track/not on track.

**You can use the same basic structure for all your ECTs and just adapt according to each ECT’s individual strengths/areas for development.**

**As a general rule, if you have an ECT who is not on track to meet the standards, then you will need to provide more detail than for those who are on track.**

### For an ECT who is on track:

Evidence gathered from (insert name) this term demonstrates particular areas of strength against the following Part 1 Teacher’s Standards:.....

In respect of Part 2, (insert name) has shown.....

Evidence supporting these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student’s books etc.)

Areas for development this term have been identified in the following Teacher’s Standards....

Relating to the areas for development the following targets have been agreed....

## Exemplar completed Progress Review 1 for an ECT who is on track

*Evidence gathered from ECT A this term demonstrates particular areas of strength against the following Part 1 Teacher’s Standards: TS3, TS4, TS8.*

*In respect of Part 2, ECT A 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 (8F German 11.10.21 and 10C by HoD 08.11.21 ), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (21.10.21 and 06.12.21).*

*Areas for development this term have been identified in the following Teacher’s Standards: TS5, TS6*

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

- *Provide more challenging activities for higher ability pupils. Observe HoD with top set year 9 and try to include some of these activities in your KS3 planning. This will a focus for the next formal lesson observation (TS5).*
- *Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Choose one class to focus on initially – evidence to be seen in pupils’ books at next progress review (TS6).*

### Not on Track Progress Review

Evidence gathered from (insert name) shows that there has been some progress towards meeting the following Part 1 Teacher's Standards: .....

However, it has not yet been possible to demonstrate expected progress against the following Teacher Standards.....

In respect of Part 2, (insert name) has shown.....

Evidence supporting these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc.)

Key areas identified and agreed for development are.... with specific short term targets.....

Please see attached support plan for further details.

### Exemplar completed Progress Review 1 for an ECT who is not on track

*Evidence gathered from ECT B this term shows that there has been some progress towards meeting the following Part 1 Teacher's Standards: TS1, TS3, TS8.*

*However, it has as not yet been possible this term to demonstrate expected progress against the following Teacher Standards:*

*TS2 – Lesson observations and planning shows that ECT B is not taking into account pupils' prior learning and as a result the lessons are often pitched at an inappropriate level.*

*TS4 – Both lesson observations this term have raised concerns. The lessons needed a clearer structure, explanations were often muddled and there was insufficient opportunity for pupils to practise the skills being taught.*

*TS5 – Lesson observations show that ECT B is not differentiating appropriately, particularly for lower ability pupils, in order to allow them to progress.*

*TS6 – Assessment is not being carried out in line with departmental policy. ECT B should give pupils regular feedback and use assessment results to inform future planning.*

*TS7 –Lesson observations and discussions with ECT B have shown that she is not following the school behaviour for learning policy. Although she has established good relationships with some pupils, a lack of consistency means that pupils are often unsure of the expectations in lessons.*

*In respect of Part 2, ECT B has not shown the expected professionalism. She is frequently late and has made inappropriate comments within earshot of pupils. She has been spoken to on several occasions for not following the school dress code.*

*Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (8F German 11.10.21 and 10C by HoD 08.11.21 ), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (21.10.21 and 06.12.21).*

*Key areas identified and agreed for development are:*

- *TS4 planning and structure of lessons*
- *TS7 clear and consistent behaviour management in line with school policies*
- *TS6 ensure that assessment is carried out regularly in line with departmental policy and that assessment is used to inform your planning and teaching.*

*With specific short term targets as follows:*

- *Meet with HoD once a week to discuss planning for year 10 groups specifically. Plan a sequence of lessons for the topic of holidays which include a range of skills and activities, with at least one opportunity for pupils to produce an extended piece of writing.*
- *Discuss with HoD how you should be applying the departmental assessment policy. Use the results from the upcoming end of unit test with year 7 to inform how you plan the next topic.*
- *Familiarise yourself with the school behaviour for learning policy and observe how other teachers use it. Apply the basics of the policy consistently in lessons – this will be a focus of the next lesson observation.*

*Please see attached support plan for further details.*



## Exemplar Progress Review Structure – PR2 end of term 2 of induction

You should follow the same basic structure as for the first review, but include a comment on progress made towards meeting the targets set at the first review point.

**As a general rule, if you have an ECT who is not on track to meet the standards, then you will need to provide more detail than for those who are on track.**

### For an ECT who is on track:

Evidence gathered from (insert name) this term demonstrates progress towards meeting targets set at the last progress review in TS.....

Cut and paste targets from Progress Review 1 and indicate whether they have been met/partially met/not met.

(ECT name) has also demonstrated particular areas of strength against the following Part 1 Teacher's Standards:.....

In respect of Part 2, (insert name) has shown.....

Evidence supporting these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc.)

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

Relating to the areas for development the following targets have been agreed....

## Exemplar completed Progress Review 2 for an ECT who is on track:

*Evidence gathered from ECT A this term demonstrates progress towards meeting targets set at the last progress review (TS5 and TS6)*

- *Provide more challenging activities for higher ability pupils. Observe HoD with top set year 9 and try to include some of these activities in your KS3 planning. This will a focus for the next formal lesson observation (TS5). **Target met.***
- *Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Choose one class to focus on initially – evidence to be seen in pupils' books at next progress review (TS6). **Target partially met – not all pupils are completing follow up tasks.***

*ECT A has also demonstrated particular areas of strength against the following Part 1 Teacher's Standards: TS2, TS7, TS8.*

*Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (8F German 08.02.22 and 9C by HoD 08.11.21 ), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (18.02.22 and 28.03.22).*

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

*Areas for development this term have been identified in the following Teacher's Standards: TS6*

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

- *Ensure that your feedback to pupils is acted upon. Plan in time for them to respond to/act on your feedback when you mark their work. Establish routines more consistently in feedback lessons and focus on the group of pupils who struggle to complete the follow up task. Evidence to be seen in pupils' books at next progress review and in formal lesson observation. (TS6).*

### Not on Track Progress Review

Evidence gathered from (insert name) shows that there has been some progress towards meeting targets set for the following Part 1 Teacher's Standards: .....

Cut and paste targets from Progress Review 1 and indicate whether they have been met/partially met/not met.

Progress has also been made in the following Teachers' Standards:.....

However, it has not yet been possible to demonstrate expected progress against the following Teacher Standards.....

Add in comments about the standards where there are still concerns.

In respect of Part 2, (insert name) has shown.....

Evidence supporting these judgements can be found in the following records... (add in details of documents/evidence such as meeting notes/ lesson observation feedback/ feedback notes from mentor, planning, student's books etc.)

Key areas identified and agreed for development are.... with specific short term targets.....

Please see attached support plan for further details.

**IF YOU HAVE AN ECT WHO IS NOT ON TRACK YOU MUST UPLOAD A SUPPORT PLAN TO ECT MANAGER.**

### Exemplar completed Progress Review 2 for an ECT who is not on track

*Evidence gathered from ECT B this term shows that there has been some progress towards meeting the targets set for following Part 1 Teacher's Standards: TS4, TS6, TS7.*

- *Meet with HoD once a week to discuss planning for year 10 groups specifically. Plan a sequence of lessons for the topic of holidays which include a range of skills and activities, with at least one opportunity for pupils to produce an extended piece of writing. **Target met.***
- *Discuss with HoD how you should be applying the departmental assessment policy. Use the results from the upcoming end of unit test with year 7 to inform how you plan the next topic. **Target met***
- *Familiarise yourself with the school behaviour for learning policy and observe how other teachers use it. Apply the basics of the policy consistently in lessons – this will be a focus of the next lesson observation. **Target partially met – school policy being applied with some***

**classes. Successfully used in the Y7 lesson observed but not consistently with KS4 classes.**

*Progress has also been made in the following standards: TS1, TS3 and TS8*

*However, it has as not yet been possible this term to demonstrate expected progress against the following Teacher Standards: TS2, TS5.*

*TS2 – Lesson observations and planning shows that ECT B is not taking into account pupils' prior learning and as a result the lessons are often pitched at an inappropriate level.*

*TS5 - Lesson observations show that ECT B is not differentiating appropriately, particularly for lower ability pupils, in order to allow them to progress.*

*In respect of Part 2, ECT B has shown an improvement in attendance and punctuality and there have been no reports of unprofessional behaviour.*

*Evidence supporting these judgements can be found in the following records: lesson observation by induction tutor (7F German 08.02.22 and 10C by HoD 08.11.21 ), ECTs planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (18.02.22 and 28.03.22).*

*Key areas identified and agreed for development are:*

- *TS2 ensure lessons are pitched at an appropriate level*
- *TS5 scaffold materials to support lower ability pupils*
- *TS7 clear and consistent behaviour management in line with school policies*

*With specific short term targets as follows:*

- *Meet with KS3 coordinator to discuss curriculum map and how topics are covered and revisited across the key stage. Take this into account when planning and make use of retrieval activities as starters to gauge pupils' knowledge. Focus on year 9.*
- *Meet with school SENCO to discuss strategies to use to scaffold materials for lower ability pupils. Joint plan with mentor (who teaches parallel class) and do peer developmental observation.*
- *Apply the school behaviour policy consistently in lessons with KS4 classes – this will be a focus of the next lesson observation. Arrange to observe other recently qualified teachers with KS4.*

*Please see attached support plan for further details.*

## **Year 2 Progress Reviews (end of term 4 and 5)**

For progress reviews in year 2, follow the same structure as for the progress review 2. In the Autumn Term, induction tutors should refer to the targets set on the end of year 1 report.

## End of Year 1 Assessment

### End of year assessment reports and the statutory guidance

- ECTs should have **formal assessments carried out by either the headteacher/principal or the induction tutor**.
- **Mentors should not carry out formal assessments** unless they are also acting as the induction tutor.
- ECTs should receive an assessment in the final term of the first year (**term 3**) and in the final term of the second year of induction (**term 6**).
- ECTs should be kept up to date on their progress. **There should be nothing unexpected**.
- The reports should clearly show **assessment of the ECT's performance against the Teachers' Standards** at the time of the assessment.
- 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.
- Judgements made during the induction period should **relate directly to the Teachers' Standards** and should **not be made against the ECF**.

### Completing the Assessments on ECT manager

Induction tutors will log into ECT manager in the normal way to complete the assessment. This time you are asked to comment on each standard individually. We recommend that you write your comments in a word document first, and then cut and paste into ECT manager, to avoid issues with work being lost.

You will be asked to confirm whether or not the ECT is making satisfactory progress against the Teachers' Standards:

#### Recommendation

**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.

You then have to **comment on each standard**. Please indicate **whether or not the ECT is on track** to meet that standard, giving a couple of examples, and also indicate any current **areas of**

**development** for that standard. You should make reference to progress towards meeting **previous targets**, under the relevant standard. See the **exemplars** below:

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

Evidence currently suggests that the ECT is on track to meet this standard as shown by these key examples:

- lesson observation by HoD on 03.05.22 described high expectations of all pupils.
- ECT consistently demonstrates a positive attitude and models the behaviour we expect in our pupils.

### TS2 Promote good progress and outcomes by pupils

Evidence currently suggests that the ECT is on track to meet this standard as shown by these key examples:

- Lesson plans show that the ECT has a clear sequence of learning in mind for each topic.
- Book look during SLT learning walk (06.06.22) showed that pupils are encouraged to reflect on their learning.

Current areas of development are:

- Use outcomes from end of unit tests to inform planning.

### TS6 Make accurate and productive use of assessment

Evidence currently suggests that the ECT is on track to meet this standard as shown by these key examples:

- Target from previous progress review has been met – time is now regularly planned in for pupils to act on feedback given (lesson plans, book look and lesson observation by HoD 03.05.22)
- ECT has attended an online course about GCSE assessment criteria and attended moderation meetings with rest of department.

Current areas of development are:

- Use pupil data to inform planning – look especially year 10 moving into year 11. Some higher ability pupils are currently below their target so aim to include more challenging activities.

If the ECT is **not on track** to meet that standard, please indicate why and include specific areas for development.

### TS3 Demonstrate good subject and curriculum knowledge

Evidence currently suggests that the ECT is not on track to meet this standard as shown by these key examples:

- Lesson observations and planning show that although the ECT has a sound understanding of KS3 material, subject knowledge in KS4 topics is not secure (lesson obs by HoD 05.05.22)
- Book look during SLT learning walk (06.06.22) showed that some misconceptions and major inaccuracies have not been addressed.

Current areas of development are:

- Look at GCSE specification to identify key topics where subject knowledge is an issue, and use GCSE text book and other materials to study these topics. Observe teachers who currently teach parallel classes to see how they approach difficult concepts.

At the end of the report there is a final box titled “Areas for Development”. This should be used for new **targets** for your ECT. Distil the areas for development identified throughout the report into **2 or 3 SMART targets** for the next assessment period (Autumn Term). It is these targets you will be commenting on in the next progress review.

#### Areas for development

TS2 - use end of unit assessment results to inform future planning - next assessments at October half term so medium and short term planning for second half of term should build on these results. Evidence to be seen in formal lesson obs in Autumn term and in next review with induction tutor.

TS6 - look at the GCSE target data for year 10 moving into year 11 and plan to include more challenging activities for the higher ability pupils. Evidence to be seen in lesson plans and in pupil work

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## ECT Comments

Once you have completed the assessment, the **ECT will be asked to add in their comments**. They are also asked some **additional questions** as part of our QA of the statutory process:

- *Are you having regular meetings with your mentor focussing on the ECF? (weekly in year 1 and fortnightly in year 2 of induction)*
- *Have you had a meeting with your induction coordinator this term, focussed on how you are meeting the Teachers' Standards?*
- *Are you clear about the actions and documents you need to complete as part of your ECF programme?*
- *Are you clear about the actions and documents you need to complete as part of the formal, statutory induction process?*
- *Do you have any concerns about your induction? If you answer yes to this question, the Appropriate Body will contact you to discuss this further.*

## Digital Signatures

Once the report is completed, it needs **digital signatures** from the ECT, the induction tutor **and the Headteacher**. Assessments can only be reviewed once everyone has signed.