

Induction tutor report writing guide

2026-27

Contents

Progress reviews

Page 2

- Process
- Submission dates
- Completing and submitting progress reviews on ECT manager
- ECT comments
- Digital signatures
- Exemplar Progress Review structure

End of year assessments

Page 12

- End of year 1 assessments and the statutory guidance
- Completing and submitting assessments on ECT manager
- ECT comments
- Digital signatures
- End of year 2 assessments

How to write a good progress review or assessment

Page 16

- Examples of good practice
- Sources of evidence
- Using AI

Exemplar progress reviews and assessments (year 1 and year 2)

Page 19

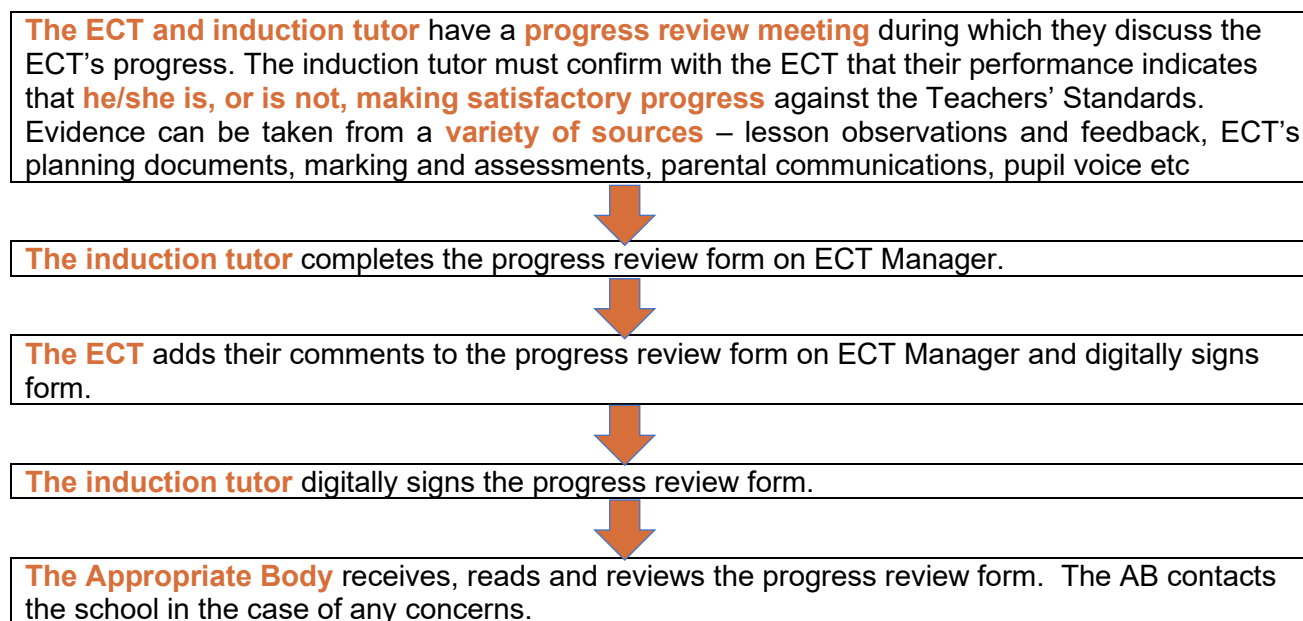
Progress Reviews

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 **two weeks 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 – the deadlines may be different if your ECT started between terms.

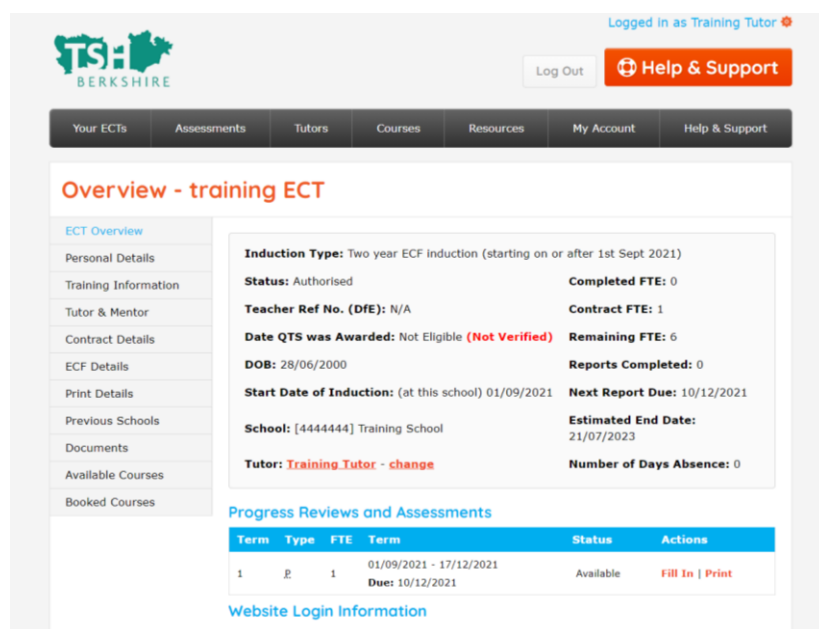
Completing and Submitting Progress Reviews

Induction tutors should complete these on the [ECT Manager](#) system.

If you have forgotten your ECT manager log in details, please contact Sue Watson, TSH Berkshire Operations Manager at 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.



Logged in as Training Tutor

TSH BERKSHIRE

Log Out Help & Support

Your ECTs Assessments Tutors Courses Resources My Account Help & Support

Overview - training ECT

ECT Overview

- Personal Details
- Training Information
- Tutor & Mentor
- Contract Details
- ECF 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 **Completed FTE:** 0

Teacher Ref No. (DFE): N/A **Contract FTE:** 1

Date QTS was Awarded: Not Eligible (**Not Verified**) **Remaining FTE:** 6

DOB: 28/06/2000 **Reports Completed:** 0

Start Date of Induction: (at this school) 01/09/2021 **Next Report Due:** 10/12/2021

School: [4444444] Training School **Estimated End Date:** 21/07/2023

Tutor: Training Tutor - **change** **Number of Days Absence:** 0

Progress Reviews and Assessments

Term	Type	FTE	Term	Status	Actions
1	P	1	01/09/2021 - 17/12/2021 Due: 10/12/2021	Available	Fill In Print

[Website Login Information](#)

If the ECT does not login their username or password, you can send them to them as

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

Induction tutors should the give details about the **ECT's strengths, progress towards meeting previous targets and new developmental targets**. Examples of comments can be found at the end of this section.

Further information

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement.:
List the Teachers' Standards which are particular areas of strength for the ECT, with a summary of the evidence you have used to make this judgement. Please be specific when listing the evidence used.

Summarise the ECT's progress towards targets set at the last review occasion:

Please comment on the ECT's progress towards meeting targets set at the last review point. Were the targets met/partially met or not met/ongoing.

Briefly describe any developmental targets, linked to the Teachers' Standards:

Please give up to 3 developmental targets for the next assessment period for the ECT. These should be clearly linked to the Teachers' Standards.

You will also be asked to say whether or not the ECT has been informed if they are not on track to meet the standards. If the ECT is on track, put NA in this box.

If the ECT is not on track, has the ECT been informed?:

If the ECT is **not on track**, induction tutors should state why the ECT has been marked as not on track **and be very clear about 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 a support plan been put in place? (If yes, please attach the support plan)

Support Plan In Place?

Support Plan To Upload: No file chosen [View Existing](#)

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	Amend	Read	Sign
Signed By Tutor: ✗ Signed By ECT: ✓						

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

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.

Which of the Teachers’ Standards are areas of strength. Include a brief summary of the evidence used to make this judgement. Please also include a comment for Part 2 of the Teachers’ Standards:

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.)

Briefly describe any developmental targets, linked to the Teachers’ Standards:

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....

A word version of this template can be found in the [ECT manager](#) resources area for you to cut and paste into your own reports.

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

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement. Please also include a comment for Part 2 of the Teachers' Standards.

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 24.11.23 and learning walk (Yr. 8 by HoD 29.9.23), ECT's planning folder, feedback from HoD, departmental work scrutiny (Yr.8 completed by HOD on 18.11.23) and notes from review meeting with induction tutor (1.12.23).

Summarise the ECT's progress towards targets set at the last review occasion

Evidence gathered from XXXX this term demonstrates progress towards meeting targets set at the end of their training year:

TS5 Provide more challenging activities for higher ability pupils. Target met.

TS6 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. Target partially met

Briefly describe any developmental targets, linked to the Teachers' Standards

Areas for development this term have been identified in the following Teacher's Standards: TS4, TS5 and TS6.

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 become more involved in department development plans as regards intent, Implementation and expected impact (TS4).
- Ensure feedback to pupils is acted on – plan in specific activities to allow all pupils time to act on feedback given (TS6)

If the ECT is not on track, has the ECT been informed?

NA

Report details which Teacher standards in Part 1 are strengths and an update in reference to Part 2

Detail a range of evidence used to inform judgements, not only lesson observations. Include date as indicated in example

Copy and paste targets from previous report and at the end add Met/Ongoing/Not Met. If target is ongoing add into development targets box along with any new targets

Detail new targets, along with targets continuing from previous report targets. Link targets to Teachers' Standards

What this looks like in the ECT manager system

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement.:

List the Teachers' Standards which are particular areas of strength for the ECT, with a summary of the evidence you have used to make this judgement. Please be specific when listing the evidence used.

Evidence gathered from ECT A this term demonstrates particular areas of strength against the following Part 1 Teacher's Standards: TS3, TS4, TS6.

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), ECT's planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (21.10.21 and 06.12.21).

Briefly describe any developmental targets, linked to the Teachers' Standards:

Please give up to 3 developmental targets for the next assessment period for the ECT. These should be clearly linked to the Teachers' Standards.

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).

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

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement.:

List the Teachers' Standards which are particular areas of strength for the ECT, with a summary of the evidence you have used to make this judgement. Please be specific when listing the evidence used.

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, TS6. TS1 - lesson observations by induction tutor (11.10.24 and 22.11.24) show that the ECT does have high expectations of pupils, although they find it difficult to sustain these consistently.

TS3 - lesson observations by the induction tutor and Head of Department (01.12.24) as well as lesson plans and resources show that the ECT has strong subject knowledge.

TS6 - the ECT has contributed to departmental activities such as Languages Week and they take an active role as a form tutor.

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 - 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 the ECT is not adapting her teaching appropriately, particularly for lower attaining pupils, in order to allow them to progress.

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

TS7 - Lesson observations and discussions with the ECT 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, the ECT 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 11.10.24 and 10C by HoD 01.12.24), ECT's planning folder, feedback from HoD, departmental book look, notes from review meeting with induction tutor (25.10.24 and 06.12.24).

Briefly describe any developmental targets, linked to the Teachers' Standards:

Please give up to 3 developmental targets for the next assessment period for the ECT. These should be clearly linked to the Teachers' Standards.

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.

For all ECTs, there is also a box to comment on **progress towards targets** set at the last reporting occasion. Cut and paste the targets from the previous report, and indicate whether they have been **met/not met/partially met or are ongoing**;

Summarise the ECT's progress towards targets set at the last review occasion:

Please comment on the ECT's progress towards meeting targets set at the last review point. Were the targets met/partially met or not met/ongoing.

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.

For the first progress review, please comment on the targets the ECT was set at the end of their training period.

End of Year 1 Assessments

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. 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.

You will also be asked to comment on the ECT's progress towards targets set at the last assessment point. Cut and paste the previous targets into this box and briefly comment on the ECT's progress towards meeting these targets:

Progress against previous targets

Progress against targets set at last review point:

Please comment on the progress the ECT has made against the targets set at the last review point.

- 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 met – seen in lesson observations by induction tutor (02.05.24) and year lead (11.06.24).
- 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.

For year 1 ECTs there is a final box titled **“Targets”**. You should be set your ECT **2 or 3 SMART targets** for the next assessment period, **clearly linked to the Teachers' Standards**. It is these targets you will be commenting on in the next progress review.

Targets

Please give up to 3 developmental targets, clearly linked to the Teachers' Standards

Targets:

- TS5: 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 Att strategies/resources that explicitly teach students how to self and peer-assess, e.g., metacognition/success criteria or annotated WAGOLs, etc.

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.

End of Year 2 Assessments

The process for completing final assessments is the same as for the end of year 1, with some slight differences in wording.

The recommendation you are making at the start of the process asks you if the ECT has met/not met 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?

☒ **Met the Teachers' Standards**
The above named teacher's performance indicates that **they have made satisfactory progress** against the Teachers' Standards within the induction period.

☐ **Not met the Teachers' Standards**
The above named teacher's performance indicates that **they have not made satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period.

You are then asked to add comments for each of the Teachers' Standards as in a year 1 assessment.

For year 2 ECTs, this final box is slightly different and is titled **"Areas for Development"**. You may still set specific areas related to the Teachers' Standards, but it may be that as ECTs move into their third year of teaching you will want to set wider developmental targets related to leadership etc.

How to write a good progress review or assessment, and what evidence to use

A good progress review or assessment will include the following:

- A clear reference to the ECT's **strengths and areas for development, in relation to individual Teachers' Standards**.
- For an ECT where the overall judgement is that they are not on track at the end of the year, this should include a **clear statement for each standard** indicating whether they are on track or not to meet that particular standard. Progress reviews for ECTs not on track, should also contain **clear statements about which standards are areas of concern**.
- **Specific examples of evidence** to support the judgements being made, not just descriptive statements repeating the words of the standards.
- **Personalised targets for the ECT**, rather than generic targets which could apply to any ECT.
- A **range of evidence**, not just lesson observations. Where lesson observation are used to support judgement, please give details – dates/topic etc and we would not expect that overall judgements are based on one lesson observation.
- Evaluative statement showing the **impact of the ECT's practice**, not just stating what they have done.

Compare the examples below:

Example A

TS1 Set high expectations which inspire, motivate and challenge pupils

ECT A has a professional and respectful relationship with her classes. She has successfully taught pupils with a wide range of abilities and backgrounds, including pupils with SEND and EAL. She has created a purposeful and inspiring classroom environment which motivates the children she teaches and she sets goals that challenge all students at an appropriate level. Expectations have been established with all her classes and there are routines in place in lessons. Pupils are encouraged to treat each other with respect. She demonstrates consistently the positive attitudes, values and behaviour which we expect of pupils.

This comment largely just repeats the wording from the Teacher's Standards. There are no specific examples of evidence given to support the judgement being made.

Example B

TS1 Set high expectations which inspire, motivate and challenge pupils

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

- *ECT B consistently sets high expectations in her teaching and observers commented on the respectful way pupils listened to the teacher and each other, as evidenced in lesson observations (13.05.25, 24.06.25) and SLT learning walks (25.04.25, 30.06.25).*
- *Her comments in pupils' books also show that she has high standards, and this can be seen in marked improvements in several pupils' work over the year (book looks Autumn and Spring terms).*
- *In a recent English lesson (24.6.25), she clearly explained a carousel of activities and used higher attaining pupils to model these effectively, ensuring all children understood the*

expectations. Pupils were carefully grouped and this allowed all pupils to engage meaningfully and produce work of a good quality.

This is a much more effective comment – there is a clear statement at the start to say that the ECT is on track to meet this standard and very specific examples to support that judgement. It is also personalised to the ECT.

Good progress reviews or end of year assessments do not have to be long – it is about how you use the evidence you have, not about writing more. A more effective version of example A above could be:

Example A – revised

TS1 Set high expectations which inspire, motivate and challenge pupils

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

- *ECT A has a professional and respectful relationship with her classes, seen in lesson observations in the Autumn term, where her modelling of appropriate behaviour and language resulted in calm working atmosphere, with routines clearly established (Y7 English lesson observation by induction tutor, 30.09.24, Y10 drama lesson observation by deputy head, 07.11.24 –group work protocols clearly established)*
- *She has successfully taught pupils with a wide range of abilities and backgrounds, including pupils with SEND and EAL. (data shots in Autumn and Spring term show majority of y10 GCSE class on track to meet their targets – where pupils are identified as currently working below their target grade, ECT B has discussed possible strategies with her HoD to work with these pupils).*
- *She has created a purposeful and inspiring classroom environment which motivates the pupils she teaches (Y10 drama lesson observation by deputy head, 07.11.24, pupils were keen to perform the extracts they were working on, and there was little off task activity during the group work phase). This has been observed in other learning walks and drop ins by SLT (3.10.24, 9.12.24)*

Sources of Evidence

While lesson observations will provide much of the evidence, good assessments and progress reviews will refer to a much wider range of sources. This might include:

- ECT lesson plans
- Resources created
- Learning walks/lesson drop ins
- Reflections after lesson observations
- Pupil voice
- Reporting comments
- Data shots/assessments
- Analysis of data/target setting
- Summative assessment
- Examples of pupils' work

- Extra-curricular activities
- Attendance at CPD sessions and implementing ideas from these sessions
- Meetings/discussion with induction tutor
- Contact with parents
- Reflections on early career training programme
- Self-evaluation
- Teaching environment (classroom)
- Attendance/punctuality
- Use of school behaviour policy – rewards/sanctions
- Use of school safeguarding policy
- Pastoral role – feedback from tutor time/Head of year etc
- Pupil review days
- Awareness of SEND/PP/EAL/disadvantaged pupils and how to support them
- Marking/feedback
- Attendance at and contribution to school meetings and events
- Use of TAs and other staff in lessons
- Examples of developing own subject knowledge
- Homework tasks
- Enrichment activities

Using AI in report writing

As an Appropriate Body, we have a neutral stance on the use of AI for report writing – **we don't advocate or prohibit its use.**

We would expect any induction tutor using AI in their report writing to **follow their school's policy** on the use of AI.

You are **accountable for the content** of the report which should still **follow the statutory guidance** in terms of content and purpose and the report should be **personalised for each ECT**. It still needs to be your report.

We would **advise against using a free version of AI**, as this will limit what information you can use. Any details you input into a free version of AI will then be used by the system to inform future outputs, so you can't include anything that could identify the ECT or school, which will prevent the report from being personalised and bespoke to that ECT.

To see how one of our induction tutors uses AI to support the report writing process, watch this short extract from one of our training sessions [here](#).

Exemplar Progress Reviews

Progress Review 1

Example 1

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement.:

List the Teachers' Standards which are particular areas of strength for the ECT, with a summary of the evidence you have used to make this judgement. Please be specific when listing the evidence used.

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 24.11.23 and learning walk (Yr. 8 by HoD 29.9.23), ECT's planning folder, feedback from HoD, departmental work scrutiny (Yr.8 completed by HOD on 18.11.23) and notes from review meeting with induction tutor (1.12.23).

Summarise the ECT's progress towards targets set at the last review occasion:

Please comment on the ECT's progress towards meeting targets set at the last review point. Were the targets met/partially met or not met/ongoing.

Evidence gathered from XXXX this term demonstrates progress towards meeting targets set at the end of their training year:

TS5 Provide more challenging activities for higher ability pupils. Target met.

TS6 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. Target partially met

Briefly describe any developmental targets, linked to the Teachers' Standards:

Please give up to 3 developmental targets for the next assessment period for the ECT. These should be clearly linked to the Teachers' Standards.

Areas for development this term have been identified in the following Teacher's Standards: TS4, TS5 and TS6.

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 become more involved in department development plans as regards intent, Implementation and expected impact (TS4).
- Ensure feedback to pupils is acted on – plan in specific activities to allow all pupils time to act on feedback given (TS6)

Example 2

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement.:

List the Teachers' Standards which are particular areas of strength for the ECT, with a summary of the evidence you have used to make this judgement. Please be specific when listing the evidence used.

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 (XXXX 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.

Summarise the ECT's progress towards targets set at the last review occasion:

Please comment on the ECT's progress towards meeting targets set at the last review point. Were the targets met/partially met or not met/ongoing.

- Plan out how methods/concepts can be explained to students with EAL or SEND. Target partially met – evidence seen in lesson observations but needs to continue to be embedded.
- Team teach a series of lessons with the mentor so that differentiated explanations can be applied. Target met – lessons taught with mentor and discussed in mentor meetings.

Briefly describe any developmental targets, linked to the Teachers' Standards:

Please give up to 3 developmental targets for the next assessment period for the ECT. These should be clearly linked to the Teachers' Standards.

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)

Example 3

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement.:

List the Teachers' Standards which are particular areas of strength for the ECT, with a summary of the evidence you have used to make this judgement. Please be specific when listing the evidence used.

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.

Summarise the ECT's progress towards targets set at the last review occasion:

Please comment on the ECT's progress towards meeting targets set at the last review point. Were the targets met/partially met or not met/ongoing.

Evidence gathered for XXXX shows that she is making good progress towards meeting the targets 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.

Briefly describe any developmental targets, linked to the Teachers' Standards:

Please give up to 3 developmental targets for the next assessment period for the ECT. These should be clearly linked to the Teachers' Standards.

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.

Example 4

Which of the Teachers' Standards are areas of strength for the ECT? Include a brief summary of the evidence used to make this judgement.:

List the Teachers' Standards which are particular areas of strength for the ECT, with a summary of the evidence you have used to make this judgement. Please be specific when listing the evidence used.

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.

Summarise the ECT's progress towards targets set at the last review occasion:

Please comment on the ECT's progress towards meeting targets set at the last review point. Were the targets met/partially met or not met/ongoing.

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.

Briefly describe any developmental targets, linked to the Teachers' Standards:

Please give up to 3 developmental targets for the next assessment period for the ECT. These should be clearly linked to the Teachers' Standards.

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

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.

Exemplar End of Year 1 Assessments

Example 1

TS1 Set high expectations which inspire, motivate and challenge pupils

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

- Lesson observation (17.6.22). XXXXX showed great awareness of a group of children identified as having difficulties with written English and she ensured that the topic was adapted to engage all learners. This was a target from last term. As a result most of the children were prepared to answer questions and they were motivated to at least try and complete their written task.
- The working walls reflect the curriculum that is being taught and they are changed regularly. In lessons observed (25.04.22, 17.05.22), XXXXX frequently refers to the working walls and the children are beginning to use them more independently.
- XXXXX has maintained a consistent approach with the children in her class. Her approach has needed to be adapted for her English groups who need frequent reminders of behaviour and routines and all instructions need to be broken down into more simple steps, as seen in 'learning walks' on 24.06.22, 20.5.22, 13.5.22 and 15.4.22.

TS2 Promote good progress and outcomes by pupils

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

- Ensuring the progress of a small group of her pupils who struggle with written English group has been a real challenge for XXXXX and in discussions she has said how she needs to constantly review prior learning and slowly build on that. In the English lesson observed on 17.6.22, XXXXX demonstrated that she took just one piece of prior learning (using imperative verbs) and built on this for planning a piece of instructional writing. She then gradually introduced the use of conjunctions, so that these pupils were able to build up and add to a piece of written work.
- Book look completed by IT showed that the children made progress in English from the beginning of the unit to the end of the unit. There was also evidence of children carrying out simple self editing tasks.

TS3 Demonstrate good subject and curriculum knowledge

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

- XXXXX has engaged with the course content with our ECF provider to ensure that her subject knowledge is sound – this has been seen in lesson observations and planning discussions.

- She has been working with the Maths Hub on developing her approach to teaching Maths, particularly using concrete materials to support the children's learning as seen in drop in 13.5.22. As a result, pupils were able to talk confidently about the concepts being taught.
- She has worked closely with her Year 5 colleagues to plan History (The Ancient Greeks) using a new program as evidenced in her planning documents. XXXXX has also been able to show and talk through, using the children's books the impact this has had on their learning.

TS4 Plan and teach well-structured lessons

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

- Evidence on planning documents shown by XXXXX at a meeting on 21.6.22 and evidence on other planning documents used this term shows a level of detailed planning.
- In discussions, it is clear that XXXXX is becoming a reflective practitioner and she can give examples of how she has needed to plan different English lessons to the rest of her Year 5 colleagues so that the children can access the curriculum at an appropriate level.
- Lesson observations (25.04.22, 17.05.22) and learning walks (24.06.22, 20.5.22, 3.5.22, 15.4.22) show that XXXXX is consistent in how she delivers lessons ensuring that the teaching focus is clear and misconceptions are addressed.

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

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

- XXXXX has a child who is working in our support unit but returns to class for English and afternoon lessons. XXXXX has continued to adapt her planning so that this child can engage in lessons at the appropriate level, as seen in lesson observations (25.04.22 and 17.05.22).
- She has also used tools such as Google translate and simple colourful semantics to help some of her EAL learners engage in English lessons.
- Key words are evident on the Working Wall with examples of how they could be used. XXXXX also frequently models writing for the children as seen in learning walks.
- She has continued to work on her target of providing for the More able children particularly in Maths and Foundation subjects - there are good examples of 'next steps' in the form of questions relating to the topic they have just learned in History books. In Maths books her targets are succinct and sometimes just a word is needed - 'and another...' inviting the children to give another example.

TS6 Make accurate and productive use of assessment

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

- XXXXX has just completed her formal summer term NTS assessments in reading and Maths. She was able to input all data, create reports and discuss the strengths and weaknesses of the children in her class. She is confident that she can discuss this information with the next class teacher.
- In discussion with her Year team leader and from evidence from in lesson observations and learning walks, XXXXX regularly uses a range of AfL strategies to ascertain where her pupils are. I have seen questioning, 'show me on a whiteboard' and a 'thumbs up/thumbs down' to specific questions.

- Book Looks show that the children do respond to their next steps and that these are acknowledged by XXXXX

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

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

- In lesson observations, learning walks and discussions with her mentor and year team leader, it is clear that XXXXX is consistent with classroom routines and applying rewards and sanctions. In the lesson observed on 17.6.22 it was clear that the children have really adapted to her way of working. There was less moving around the classroom unnecessarily and less calling out.
- XXXXX understands that much of this behaviour is down to attention seeking or the children not fully comprehending the task they have been asked to complete. In this lesson, she realised that the children's lack of understanding was the issue and she stopped the class and explained again. There is a small group of children that call out in her English lessons - this is largely ignored but quickly followed up by making a positive remark about a good learning behaviour shown by another child.

TS8 Fulfil wider professional responsibilities

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

- XXXXX has 2 TAs working with her in English. As XXXXX is aware that she needs to be encouraging the children to work with greater independence, she has discussed with her mentor how to best use her TAs in the lessons. The advice given was to plan for them to work with different groups of children and make sure that this is evident on planning documents - it is. XXXXX has reported that this is working much better.
- On the 24th and 25th of May she completed 2 parents evenings. They were successful and she enjoyed sharing the children's achievements with the parents.
- XXXXX has also taken on responsibility for creating and choreographing a dance to be performed by a group of Year 5 children at a dance event involving different schools across Slough.

Personal and professional conduct

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

- Discussions with Mentor and Year Team Leader and my own observations shows that XXXXX takes ownership of her teaching responsibilities whether that is planning, playground duty or her own professional development. She is a reflective practitioner and is proactive in making the changes she thinks she needs to make. She realises that there are people around her to give advice and support and she is beginning to make better use of this.
- XXXXX has ensured that her Safeguarding training has been kept up to date. The most recent CPD attended on this subject was 8.6.22.

Progress against targets set at last review point

- TS1 Adapt teaching to ensure that pupils identified as having difficulties with written English can access the lesson resources and make progress. Target met – see comment under TS1.

- TS5 Provide a greater level of challenge for higher attaining children particularly in Maths and Foundation subjects. Target met – see comment under TS5.

Targets

- TS3 Work with the planning already in place and use it to ensure that topics not yet planned using this new scheme are compliant with it. Focus on the ‘What is essential information?’ and ‘What do I need to do to engage my learners?’ Evidence of this will be seen in planning documentation, discussions at the next termly review and formal lesson observation in the Autumn term.
- TS5 (TS4) Ensure that time is built into the lesson for pupils to independently review their learning. Evidence of this will be seen in planning documentation, discussions at the next termly review and formal lesson observation in the Autumn term.
- TS6 Develop understanding of criteria for WTS, EXP and GDS. Attend standardisation and moderation meetings with colleagues; look at what children have achieved rather than what is missing.

Example 2

TS1 Set high expectations which inspire, motivate and challenge pupils

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

- Following XXXX’s Spring term lesson observation, he was set a target of including more stretch and challenge for students in his classes. Much work has been done by XXXX in this area for example, team teaching, observing colleagues and XXXX implementing new strategies. This has led to evidence of stretch and challenge activities in his planning (seen in meeting with IT 10.06.22) and in his most recent observations (22.04.22 and 08.06.22).
- Positive attitudes, values and behaviour expectations have developed over time. In SLT learning walks this term, there has been evidence seen of the school behaviour policy being consistently applied, encouraging positive feedback from students and engaging positively with the shared school values (SLT learning walks 10.05.22, 12.06.22).
- The most recent observation (induction tutor 08.06.22) demonstrated XXXX’s respect for his students by the way he treated them individually and addressed challenging behaviour calmly and thoughtfully.

TS2 Promote good progress and outcomes by pupils

In the Autumn term, the range of student capabilities were not being considered during lesson planning. This resulted in planning not building on prior knowledge. Progress was made in this area in the Spring term, however this continued to be a target area.

Evidence from lesson observations currently suggests that the ECT is now on track to meet this standard by these key examples:

- During his most recent lesson observation, XXXX made reference to previous and future learning which demonstrated that he is now considering starting points and student capabilities in his planning. As a result, students are more aware of the “bigger picture” of what they are learning, and are able to make links between lessons.
- The area of study was well researched and appropriate materials were sourced and made – this showed an understanding of the different ways that students engage in their learning.

TS3 Demonstrate good subject and curriculum knowledge

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

- In lessons observed, and also in planning discussions with his Head of Dept, XXXX demonstrates excellent subject knowledge, making reference to previous and future learning. This was evident in the well thought out and reflective questions for learning posed throughout the year 8 history lesson recently observed.
- In addition, XXXX made links to science and geography which enabled students to apply learning from other curriculum areas.

TS4 Plan and teach well-structured lessons

Evidence from lesson observations currently suggests that the ECT is on track to meet this standard by these key examples:

- XXXX has worked with his mentor on planning. He is taking on advice and experimenting with different strategies that he has observed during weekly team-teaching sessions with his mentor.
- This has resulted in better use of resources and a clearer structure to lessons. The subject matter delivered in the recent observed lesson was engaging, stimulating and knowledge rich – this led to high levels of participation from the students. Questions for learning and assessment opportunities were planned and delivered effectively.

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

From Autumn to Spring Term, differentiation was not evident in planning or lesson delivery which led to many students not being able to access the learning and progress, for example lower ability students – this has been an ongoing target.

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

- XXXX and his mentor have focused on considering how matching task to students by differentiation supports and challenges all students to access learning, feel successful and progress. This has been done in mentor and planning meetings as well as during team-teach sessions.
- In his most recent observation, the work that XXXX has engaged in could be seen in many areas, for example a range of resources were used, questions were explored at different levels, challenges were shared and given to key students.
- As a result, students are able to access more of the content of the lesson, which also means there is less low level disruption, as students are more engaged in lesson content (lesson observations and SLT learning walks).

TS6 Make accurate and productive use of assessment

Initially there was limited evidence of assessment strategies being used to support progress and this was a target area.

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

- XXXX has used strategies from the recent ECF module on assessment and adapted these to meet the needs of his students, for example giving students regular feedback in different ways to let them know how they are progressing as well as for teacher assessment.
- Observations and feedback have shown that he is using questions to check understanding in lessons and support, extend and challenge as needed – seen in the KS3 history lessons observed.
- Following a recent end of unit test with year 7, which showed many students struggled to structure the longer answers, XXXX successfully modelled the expectations, giving a scaffold for the students that needed it, whilst at the same time showing students how they can be successful.

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

XXX has worked hard to build relationships with his classes, and this has been an ongoing target this year.

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

- XXXX has worked hard to embed consistent classroom routines in line with the school behaviour policy. This has been evident in learning walks and lesson observations this term, for example late students were challenged, and an incident with a mobile phone was managed in a calm and professional way, with minimal impact on the lesson delivery.
- Low level disruption, including shouting out of answers has significantly reduced (evidence from lesson observations in October and June).

TS8 Fulfil wider professional responsibilities

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

- XXXX has engaged in all school INSET sessions and the ECF programme.
- He has taken advice and support from a range of colleagues including his mentor, induction tutor, SLT and DSL within the school.
- XXXX has carried out all required duties.
- He has engaged with parents, using the school behaviour system and attended parents' evenings, both as a class teacher and form tutor.

Personal and professional conduct

In respect of Part 2, XXXX has shown a professional attitude towards his work this term and conducts himself in an appropriate manner. He has formed positive and respectful relationships with his mentor, team and the wider staff community.

Progress against targets set at last review point

- TS1 include more stretch and challenge for students. Target met - see comment under TS1.
- TS2 considered the range of student prior attainment when lesson planning. Ensure that your lessons build on prior knowledge. Target met – see comment under TS2.
- TS5 when planning lessons, adapt activities and approaches so that all pupils can access the learning. Target ongoing but progress made - see comment under TS5.

Targets

- TS2 use the data available to target your planning, focussing on specific students who are currently working below their target grade. Start by focussing on year 10 group. Evidence to be seen in Autumn term planning and results of end of topic assessments.
- TS3 look at the year 11 GCSE topics and research independently to ensure that your subject knowledge is secure. Observe a parallel year 11 group in the Autumn term to gauge level required.
- TS7 focus on the year 9 group that has been problematic this year. Apply the same levels of consistency but adapt to meet the needs of the different types of students you teach. Evidence to be seen in Autumn term lesson observation.

Exemplar End of Year 2 Assessments

Example 1

TS1 Set high expectations which inspire, motivate and challenge pupils

Evidence currently suggests that the ECT has met this standard as shown by these key examples:

- ECT coordinator observation on 9/5/24 with a year 9 class - Key strength of this lesson is that pupils know where they stand as XXXX is always consistent in reinforcing high expectations.
- Evidence gathered from HOD observation with a year 7 class on 19/6/24 – there are clear and concise explanations which enable students to understand concepts eg. tone.
- Lesson observations throughout the induction period have evidenced these expectations, and this has also been evidence by the head of year during form tutor time.

TS2 Promote good progress and outcomes by pupils

Evidence currently suggests that the ECT has met this standard as shown by these key examples:

- Lesson observation by the ECT coordinator from year 9 observation on 9/5/24 - Range of questioning allows for a lot of formative assessment to monitor understanding. XXXX makes links during this lesson to how inferencing is a GCSE requirement so that pupils see the big picture.
- Lesson observation by of a year 7 class on 19/6/24 - Interleaved Do Now activity supported students in revisiting existing knowledge from previous lessons. XXXX is aware that XXXX needs additional support and is able to offer additional support, including verbal prompts where needed. The pupil is then able to complete some of the tasks herself.
- XXXX has adapted resources for SEND students so that they can access the learning (resources seen during meeting between ECT coordinator and ECT).

TS3 Demonstrate good subject and curriculum knowledge

Evidence currently suggests that the ECT has met this standard as shown by these key examples:-

- Learning walk by SLT on 20/5/24 - High standards of literacy and oracy – this is shown through think, write, share and a range of other strategies.
- Lesson observation by HOD observation of a year 10 class on 30/4/24 - A glossary was provided for the text aid understanding.- Do Now included asking students to correct common literacy errors. This supports one of the Dept's key priorities which is including accuracy in writing.
- ECT contributions to lesson resources and team planning meetings.

An area for development from last report was identified in the following Teacher's Standard: TS3. Relating to the area for development the following target was set:

TS3 – To continue to read around set texts and historical context in order to allow for opportunities to interest students in the study of literature more widely and share your passion. XXXX has shown strong evidence of working towards meeting this target through both recent observations outlined above and through the resources she has produced and shared with the other members of the department.

TS4 Plan and teach well-structured lessons

Evidence currently suggests that the ECT has met this standard as shown by these key examples:-

- There are examples from all lesson observations of clear planning and well structured lessons, e.g. year 9 observation on 9/5/24 showed clear timings given for tasks which meant there was a good pace to the lesson.
- Evidence gathered from HOD observation of a year 10 class on 30/4/24 – students given a clear L/O and explain the focus of the lesson which helps students understand the progression of the learning in the lesson and where this fits into the scheme overall.
- Discussions with ECT coordinator throughout the year have shown that XXXX's planning is a strength (evidence seen in lesson planning resources).

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

Evidence currently suggests that the ECT has met this standard as shown by these key examples:-

- Lesson observation by ECT coordinator from year 9 observation on 9/5/24 - SEND and SSLP strategies - range used for example strategic seating plan/XXXX and XXXXX sat next to HA student where they're able to share and build on ideas. XXXX and XXXX – front row for accessibility. Use of chunking activities and targeted questions for students to focus on.
- Evidence gathered from HOD observation of a year 8 class on 19/3/24 - Adaptive teaching – XXXX is aware of the needs of all students and consistently promote challenge as well as supporting students who need extra help.
- The ECT liaises regularly with the LSAs about the best ways to support SEND students in her classes.

TS6 Make accurate and productive use of assessment

Evidence currently suggests that the ECT has met this standard as shown by these key examples:

- Evidence gathered from ECT coordinator from year 9 observation on 9/5/24 - Formative assessment throughout through use of random questioning and lesson plan was adapted when it became clear there were some misconceptions that needed addressing.
- Medium term lesson planning showed that a sequence of lessons was adapted following an end of topic test which showed that pupils needed further practice in developing evaluative writing skills.

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

Evidence currently suggests that the ECT has met this standard as shown by these key examples:-

- All lesson observations have commented on XXXX's positive relationships with pupils and effective behaviour management.
- Observation by ECT coordinator from year 9 observation on 9/5/24 commented specifically on the high expectations are evident and this ensures pupils know the rules and routines for behaviour.
- The schools' behaviour policy is implemented consistently and praise is used regularly. Behaviour points and rewards are recorded on the school system.

TS8 Fulfil wider professional responsibilities

Evidence currently suggests that the ECT has met this standard as shown by these key examples:-

- XXXX runs a lunch time debating club for KS\$, focussing on set texts.
- Weekly duty.
- Attendance at all in house CPD sessions.
- Attended CPD on English language paper run by AQA
- Attended collaborative planning and moderation within the department.

Personal and professional conduct

The ECT works closely with her colleagues in the department, sharing resource and contributing to joint lesson planning.

She takes her role as a form tutor seriously and has worked with the head of year to support a member of her tutor group.

She has high professional standards conducts herself appropriately at all times.

Progress against targets set at last review point

TS3 – To continue to read around set texts and historical context in order to allow for opportunities to interest students in the study of literature more widely. Target met – see comment under standard 3 in main report.

Areas for development

Develop a greater understanding of the A level syllabus in preparation for teaching Year 13 next academic year. Read some secondary literature on the set texts and look at the support material provided by the exam board to understand the level required by students.

Work with the head of department to develop KS3 schemes of work for department.

Example 2

TS1 Set high expectations which inspire, motivate and challenge pupils

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

•Lesson observation (22.01.24). ECT A sets high expectations in her lessons by modelling what she expects from the children. For example, she read out loud and focused on how to use punctuation when reading for effect. She also explored new language to ensure children had a good understanding and were appropriately challenged.

•The displays in ECT A's classroom show the modelling both for literacy and maths so children have a reference point throughout the week's work. These displays focus on vocabulary, lay out and help to give children a good structure to follow and increases their confidence when it comes to their independent tasks.

•ECT A has maintained a firm but fair approach with the children in her class in terms of behaviour. She is able to spot when a child needs support or a form of intervention before their behaviour goes awry. For example, during an observation she gave a child who was lacking in focus a copy of his own book which helped regained focus and follow better. ECT A has considered her seating plan

carefully, observing which pairs work well and which need a change. SEN children work alongside suitable pairs to support their learning.

TS2 Promote good progress and outcomes by pupils

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

- ECT A has promoted good progress by adapting lessons on a weekly basis to meet the needs of her LA maths set. With her mentor, she has engaged in discussions and has considered what differentiated question types to include as well as how to adapt the main task.
- She has encouraged children to reflect on their learning and respond to marking so that they can identify and improve on misconceptions. At the start of math lessons, she has covered common areas of misunderstanding.
- Before assessments, children have had the opportunity to practice assessment style questions to give them familiarity and confidence.
- Spring term data from autumn to spring for reading shows good progress for the majority of the class- this will be reviewed once the summer data is ready.

TS3 Demonstrate good subject and curriculum knowledge

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

- ECT A has sought advice regularly when she has been uncertain in terms of new content, assessment and progression. For example, she asked for advice from the maths team to support her with ideas on how to adapt for the LA maths set. In PPA sessions, she has also worked closely with her more experienced colleagues to gain more knowledge about how to model effectively in literacy lessons.
- ECT A has also developed her subject leadership knowledge in RE by conducting book looks, pupil voice and planning checks across the Key Stages.
- 20/06 observation - ECT A clearly explained step by step method on how to solve a 2 step problem.

TS4 Plan and teach well-structured lessons

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

- Evidence in Maths planning throughout the year where ECT A used visuals to engage pupils, e.g. Autumn fractions unit.
- In discussions, it is clear that ECT A is able to reflect on strengths and areas of development. She is aware that lessons can take longer than one session and that understanding of foundation concepts must be solid before moving the learning further on.
- 28/06 observation - ECT A uses lesson time effectively to allow children consolidate understanding and apply this in their work.

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

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

- In Autumn, ECT A had a student in her class with significant language barriers and she adapted the literacy activities in order to make it accessible for this student.
- During each term, ECT A has created and adapted learning plans for students carefully making sure that objectives are SMART.

- Through discussions, ECT A is developing an awareness how to challenge the more able.

TS6 Make accurate and productive use of assessment

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

- ECT A has completed formal assessments and is developing an understanding of how to use data to inform her teaching. For example, in Spring, she analysed the arithmetic paper and used this to create resources targeting areas of need.
- Book look - ECT A has taken part in moderation with her mentor and team to ensure writing judgements are more accurate and targets are appropriately set considering progression.
- ECT A has developed her marking language to ensure that it is developmental and requires action from the children.
- Lesson observations - ECT A asks a range of questions to ascertain knowledge and clarifies misconceptions with verbal and visual explanations.

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

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

- In lesson observations, learning walks and discussions with her mentor, it is evident that ECT A has in place clear routines in order to enable the smooth management of day to day classroom routines. Children are focused, calm and engaged in their learning and there is an atmosphere of mutual respect. The school's behaviour policy is implemented and ECT A is confident using a mixture of reward and sanction as needed.

TS8 Fulfil wider professional responsibilities

Evidence currently suggests that ECT A has met this standard as shown by these key examples:

- ECT A has taken on a more active role in the RE team this year. She has conducted book looks, pupil voice and reviewed planning. She has fed back her findings to year groups and has organised for a religious visitor to come in and deliver a workshop for KS1.
- ECT A has completed two parents' evenings as well as completing the end of year reports accurately.
- ECT A has also overseen the 'eco warrior community' within the school ensuring that meetings take place amongst the children and that they are fulfilling their responsibilities.

Personal and professional conduct

ECT A has consistently shown a high level of professionalism. She has a good relationship with her colleagues and pupils alike, and fulfils her professional duties in a timely manner. She has a willingness to improve her own practice, and responds well to advice and feedback from her mentor, year lead and other colleagues. She works within the school's policies. She has had safeguarding training and understands the procedures to follow should she have any concerns.

Progress against targets set at last review point

- To review Reading and Maths assessment from Spring 2 and identify question styles that children struggled with in order to address these in lessons through starters. Carry out a gap analysis. (TS6) Target met – seen in lesson observations and ECT's planning notes.
- To group children according to Big Write marking and work with a group focusing on their area of need. (TS5 and TS6) Target met – these children now making better progress.

- To consider carefully marking in literacy and what children's prior knowledge as well as identifying what the suitable next step must be. (TS5 and TS6) Target partially met – ongoing.

Areas for development

•TS8 – Deploy support staff effectively. ECT A should continue to develop her use of support staff in lessons ensuring they are being used to support the learning of the pupils effectively. Sophyia should ensure she spends time with support staff prior to the lesson so they are clear on the lesson outcomes and their role within in.

•TS6 - Make accurate and productive use of assessment. Whilst there have been improvements, this will remain a focus for next year. ECT should ensure work is marked in a timely manner so the pupils can act on feedback immediately. As a school, we will be reviewing the marking policy for next year and therefore, it is relevant for this to remain a target as it will be a whole school area for development too.