

**Northamptonshire
Teaching School Hub**

led by Brooke Weston Trust

Welcome //

Monday 2nd December 2024

Rebecca Lewis | Appropriate Body Lead



Northamptonshire Teaching School Hub

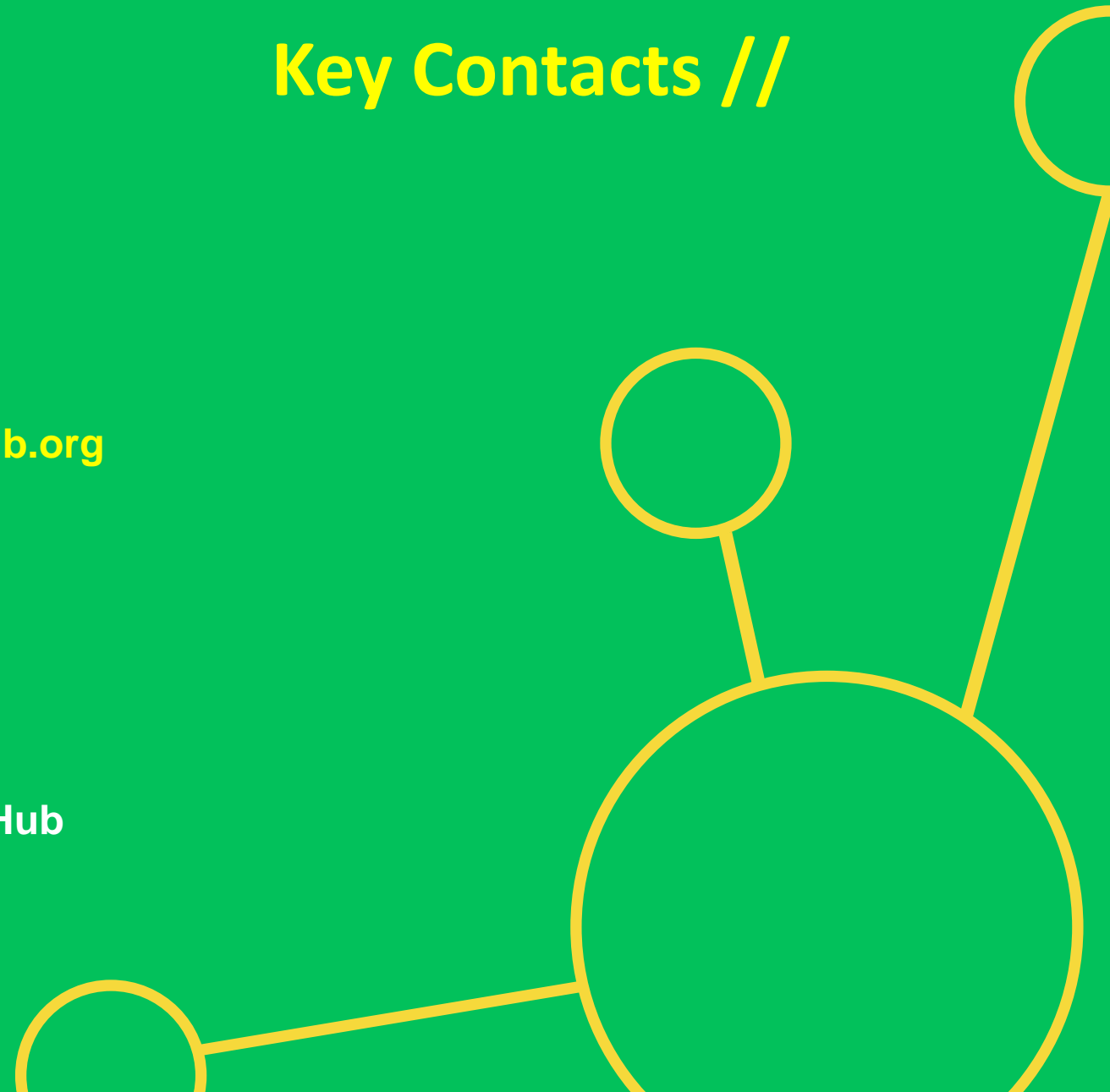
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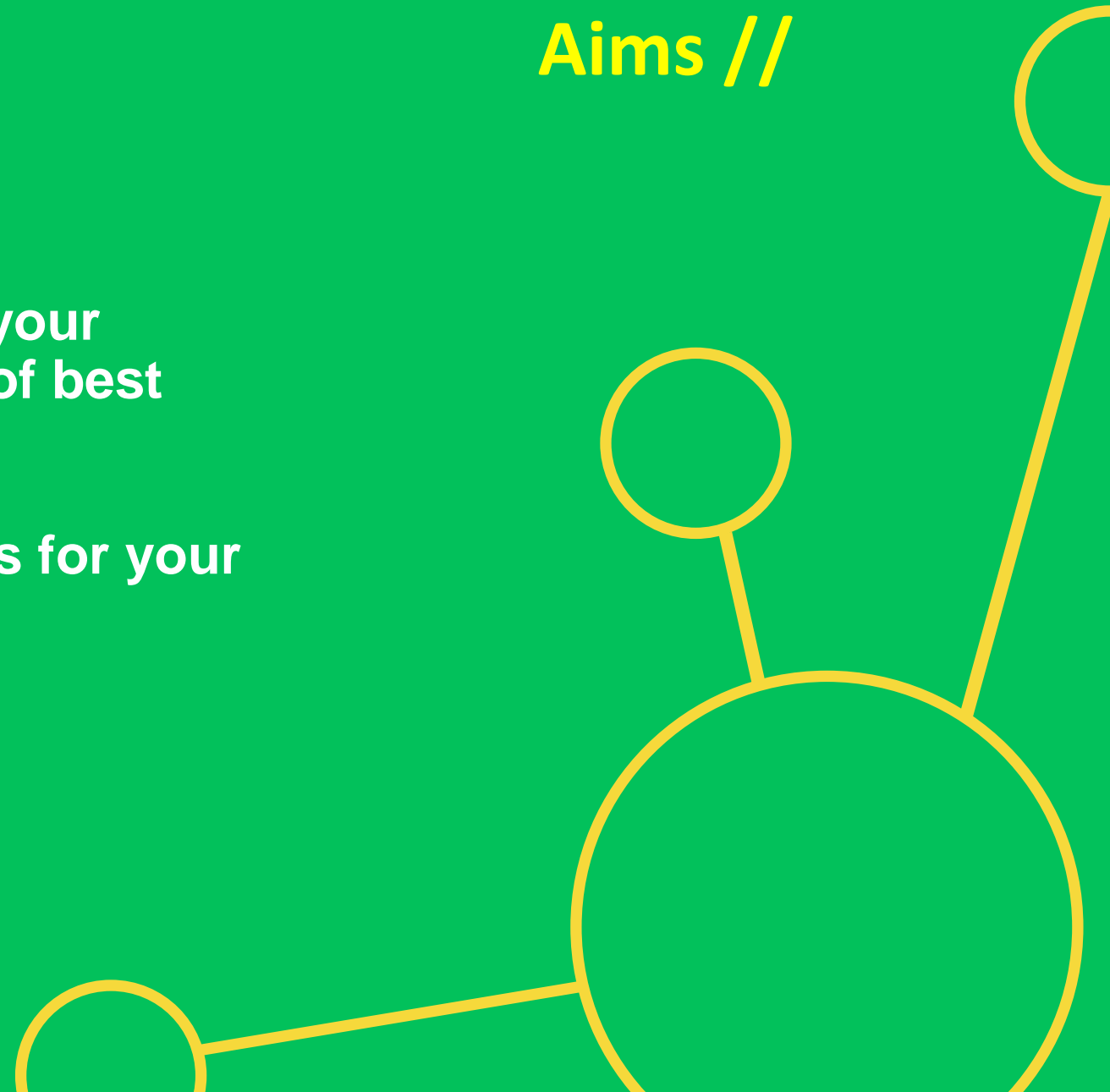


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Aims //

- 1. How to successfully complete your Progress Review, with examples of best practice**
- 2. How to set tangible action steps for your ECTs, post-progress review**



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Induction Tutor check list//

Essential

- Be in the process of having observed your ECT(s) teach at least once this term in a summative process against the Teachers' Standards (separate to the formative weekly obs feedback from their mentor).
- Shared written and verbal feedback from the observations linked directly to the ECT's progress against the Teachers' Standards- strengths and development areas
- Met/in process of meeting with ECT(s) and mentor(s) to gather wider feedback about ECT's progress – combine with feedback meeting from observation where possible
- Monitor ECT and mentor engagement in the ECF training
- Upload progress review 1 to ECT manager by **Friday 6th December**

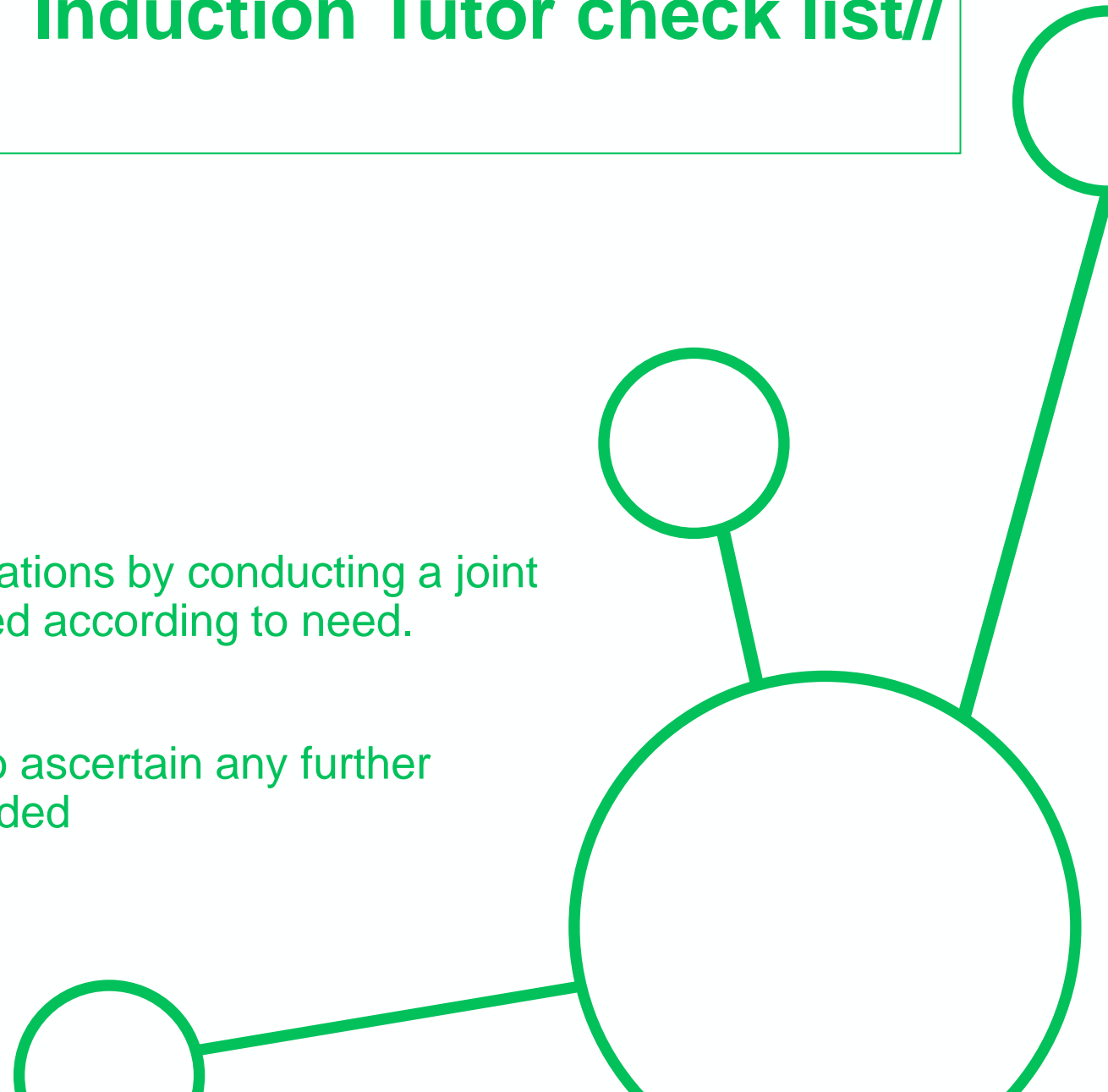
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Induction Tutor check list//

Best practice

- Quality assure mentoring (formative) observations by conducting a joint observation. Feedback and training delivered according to need.
- Conducted survey with ECTs and mentors to ascertain any further training needs- contact NTSH if support needed



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Assessment Dates 2024-2025

Progress Review 1- 6th December

Progress Review 2- 21st March

Formal Review- Term 3- 2nd July



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How to navigate ECT Manager//

Northamptonshire Teaching School Hub's online ECT support and induction management system

Welcome to our paperless ECT Management system. This service allows you to register your ECTs and submit their electronic assessments securely online.



[Click here](#) if you don't know your login details or can't access your account

Login

If you don't know or can't remember your username/password [click here to reset it](#).

Appropriate Body:

Northamptonshire Teaching School Hub

If this is not your appropriate body, please [click here](#) to select the correct one.

Username:

RLewis

Register Your School with

Northamptonshire Teaching School Hub

If you are from a school and your school is new to Northamptonshire Teaching School Hub, your school's induction lead will need to register their details. Once registered, they will then need to be authorised by Northamptonshire Teaching School Hub.

Register your school



Help Centre

If you need any help logging in, please click

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How to navigate ECT Manager//

Go to 'Your ECTs'

Main menu, list of ECTs

**Click 'view ' for each ECT and there is a
link to get to the ECT's page**

**There is a link to click to complete the
progress review in the section**

Completing the Progress Review//

You must complete all relevant parts:

- Confirm if the ECT is on track to complete induction successfully
- Give details of the reasons why
- Confirm that the ECT has been informed if they are being marked as not on track
- Confirm that a support plan has been put in place if the ECT is **not on track**
- Confirm that the ECT has had access to the ECF (statutory entitlement question)
- Confirm that the ECT is staying at the school
- ECT comments
- Signatures of the Induction Tutor and ECT

Progress Review Example



Alex has made an excellent start to his ECT year, creating a safe and productive learning environment, especially for lower ability classes. He maintains high expectations and designs seating plans to foster a positive atmosphere (TS1).

Teaching various KS3 and KS4 classes, Alex tracks progress through termly tests and recently moderated Year 11 mock papers. He connects lessons to prior knowledge (TS2) and demonstrates strong subject knowledge, seeking advice when needed. He participates in CPD sessions and shows interest in new scientific discoveries (TS3).

Alex uses faculty workbooks effectively, following the 'I do, we do, you do' approach, and promotes a love of learning. He reflects on his teaching with his mentor and colleagues, sets regular homework, and monitors performance (TS4). He adapts resources for SEND students and simplifies activities for lower ability sets (TS5).

Evidence from range of sources

Precise examples of where the ECT has developed

References areas of ongoing development need

Progress Review Example



Using a range of assessment strategies, Alex checks for understanding with effective questioning and cold calling. He provides tailored feedback after tests (TS6). He has embedded classroom routines and sets high behaviour expectations, using behaviour points as needed. Alex regularly observes colleagues to improve specific areas of his practice and has been focusing particularly on his explanations (TS7).

References to Teacher Standards (not mandatory)

As a valued science faculty member, Alex has developed strong relationships with colleagues. As a post-16 tutor, he delivers PSHE and 'preparing for the workplace' activities. He communicates well with parents, participating in parents' meetings for Years 7, 9, and 11 (TS8).

Briefly describe any agreed development areas

In preparation for the teaching of KS5, consolidate your understanding of the curriculum plans, and exam board specifications. (TS3)

Continue to focus on your embedding of explanations, being crisp and concise, and observe other colleagues for any specific action steps that are set. (TS2, TS8)

Precise examples of development

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Alex has created a safe, productive learning environment and tracks student progress effectively. He connects lessons to prior knowledge, adapts resources for SEND students, and promotes a love of learning. Alex uses various assessment strategies and sets high behaviour expectations. He has strong relationships with colleagues and communicates well with parents.

Progress Review non example //

Too brief

Not specific enough

Progress Review not on track example//

It was felt after observations by the Induction Tutor and Headteacher that Alex was not demonstrating meeting the expected level of expertise at this stage of his ECT journey in some of the Teacher Standards; comments below

TS1 Set high expectations which inspire, motivate and challenge pupils

Alex aligns expectations with the school's tailored medium-term plans and overall behavioural policies. Most pupils in the class are eager to learn and respond positively to the challenges presented. However, more attention should be given to extending and challenging all students, including those with SEND.

TS2 Promote good progress and outcomes by pupils

Alex effectively follows long-term plans using the school's curriculum, ensuring consistent progression throughout a unit of work or term. Enhancing the use of children's retrieval and recall of prior learning as part of Assessment for Learning will further support good outcomes and sustained progress.

Early awareness of areas of development need

Good knowledge of ECT's strengths

Specificity on areas for improvement

Sense of strong relationships

Attitude of high expectations and belief that ECT will improve over 2 year period

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Progress Review not on track example//

TS8 Fulfil wider professional responsibilities

Maintains positive professional relationships with colleagues and is open to receiving and considering their advice and support, though the implementation of this advice is not always evident. Alex shows enthusiasm for attending professional development sessions both within and outside the school. He also makes thoughtful contributions in staff meetings and CPD sessions.

Personal and professional conduct

Alex collaborates effectively as part of the school team, actively contributing to staff meetings and integrating well with the entire staff. He maintains appropriate and professional conduct with parents, colleagues, and pupils.

Early awareness of areas of development need

Good knowledge of ECT's strengths

Specificity on areas for improvement

Sense of strong relationships

Attitude of high expectations and belief that ECT will improve over 2 year period

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'Briefly describe any development targets..'

Briefly describe any agreed development areas

Extending and challenging all students, including those with SEND (TS1)

Embed consistent adaptive teaching strategies (TS6)

A support plan will be in place from Monday 9th December which will be reviewed bi-weekly.

Precise examples of development

If the ECT is **not on track**, then you will need to

- Create a support plan
- Upload it to ECT manager

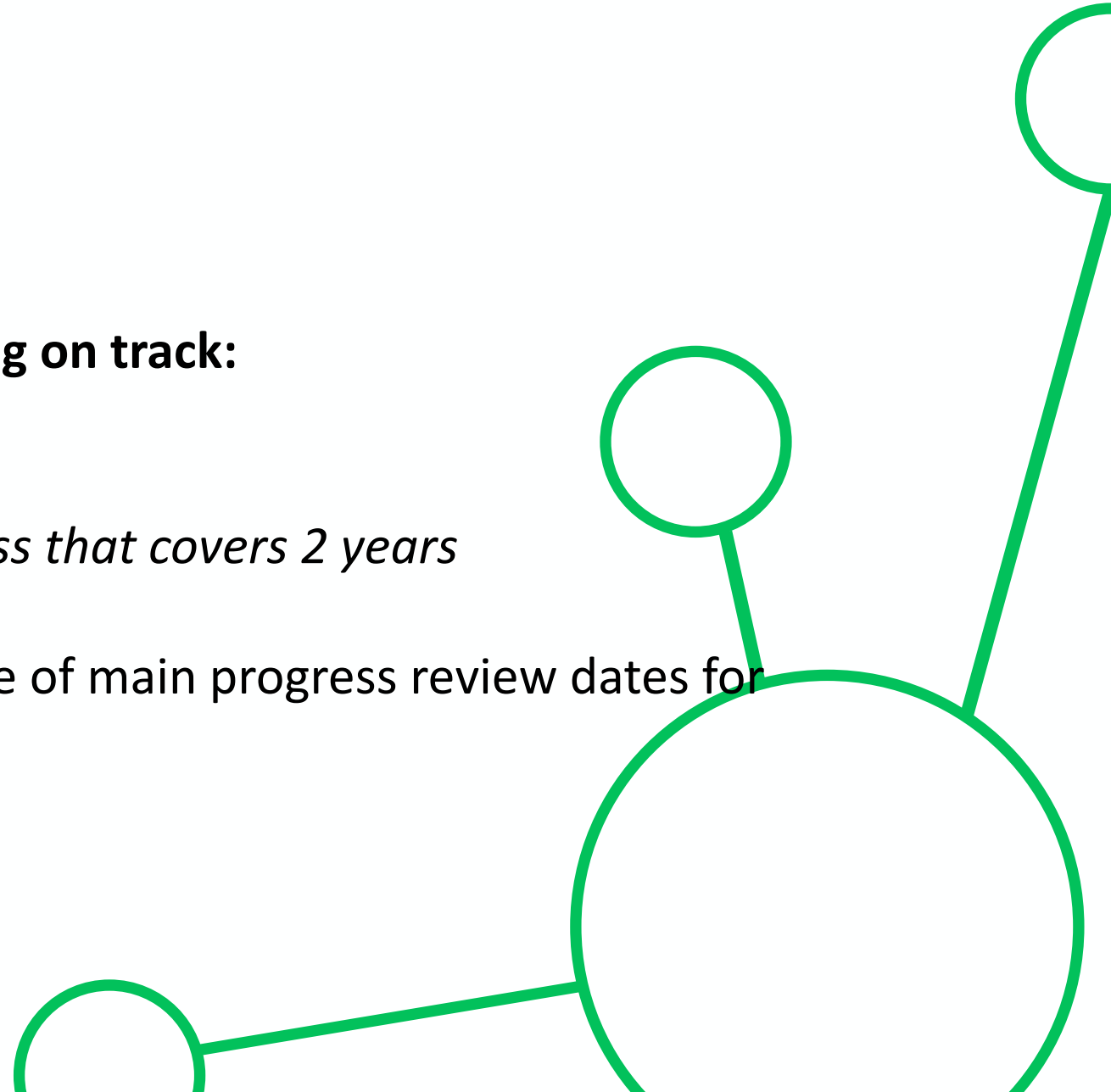
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Making a judgement about an ECT not being on track:

Remember, they are on a journey and process that covers 2 years

- Induction Tutors can contact the AB outside of main progress review dates for advice and support
- Visit by NTSH AB Lead in subsequent term



What should a support plan look like?

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SUPPORT PLAN

Development area and TS	Desired actions	Support/Training to be Provided	Measures of Success	Review Date	Review Notes
Current strengths: Positive relationships with pupils, personal and professional conduct					
Classroom Expectations and Behaviour Management (TS 1 & 7)	<ul style="list-style-type: none"> - Clearly communicate good learning behaviours to prevent disruptions. - Use whole-school expectations like raising hands for silence. - Encourage students to take pride in their work. - Model desired behaviours, such as partner talk. - Ensure rewards and consequences are clear and fair, using positive reinforcement publicly and addressing issues privately. 	<ul style="list-style-type: none"> - Observe colleagues to develop behaviour management strategies and deconstruct in weekly mentor meetings - Support from mentor/granular action steps set weekly to embed strategies 	<p>Demonstration of, and consistency of:</p> <ul style="list-style-type: none"> -Strong Voice And What to Do -raising hand/non-verbal signal for silence -Use of partner Talk prefaced by a clear What To Do -Use of anonymous correction and RADAR/Be Seen Looking -Use of positive framing and Precise Praise 	<p>11.10.24</p> <p>25.10.24</p>	<p>Meeting on 11.10.24</p> <ul style="list-style-type: none"> - Improved understanding of expectations and learning behaviours, but some disruptions persist. - Closer adherence to whole-school expectations, with room for refinement. - Good modelling of desired behaviours. - Further development needed in using positive praise. -To be reviewed 25.10.24 <p>Meet on 25.10.24</p> <p>Positive reinforcement is being used- positive framing, but not consistently. Mentor to observe and support with granular feedback in weekly meetings- this will be the focus for the next few weeks. To be reviewed on 01.12.24.</p>

- Specific
- Actionable- how will these be achieved
- Linked to Teacher Standards
- Make sure you share these and talk them through with your ECT
- Is a 'working document'- keep a record of actions achieved
- 'RAG rating' might be useful

What should a support plan look like?

Formative Assessment (TS6)	<ul style="list-style-type: none"> - Plan formative assessment tasks linked to lesson objectives. - Identify and act upon knowledge gaps or misconceptions 	Scripting and rehearsing with mentor in deliberate practice/Instructional Coaching meets/ setting of granular action steps	<ul style="list-style-type: none"> - Hinge questions evident in planning - Hinge questions being delivered to class and data acted upon 'there and then' - Misconceptions unpicked or revisited in subsequent lesson 	<p>Meeting on 11.10.24</p> <ul style="list-style-type: none"> - There is a sound understanding of hinge questions and integration of plausible distractors which is a real positive, but the delivery of these hinge questions is not always being delivered with fidelity, or the data acted upon. - Review on 01.11.24
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Specific

Actionable- how will these be achieved

Linked to Teacher Standards

Make sure you share these and talk them through with your ECT

Is a 'working document'- keep a record of actions achieved

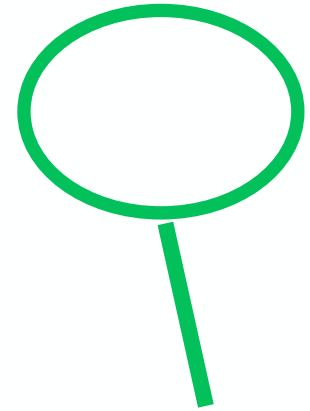
'RAG rating' might be useful

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Next Steps

- **Completion and submission of Progress Review for the 6th December**
- **Submit a support plan if your ECT is off track**
- **Complete an observation if you haven't done so already**



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Questions?



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THANK YOU //

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