



MANOR
TEACHING SCHOOL HUB
*Proudly serving South Staffordshire,
Walsall and Wolverhampton*

ECT INDUCTION FIRST AND FINAL ASSESSMENT FORM GUIDANCE



Completion of the First and Final Assessment Forms

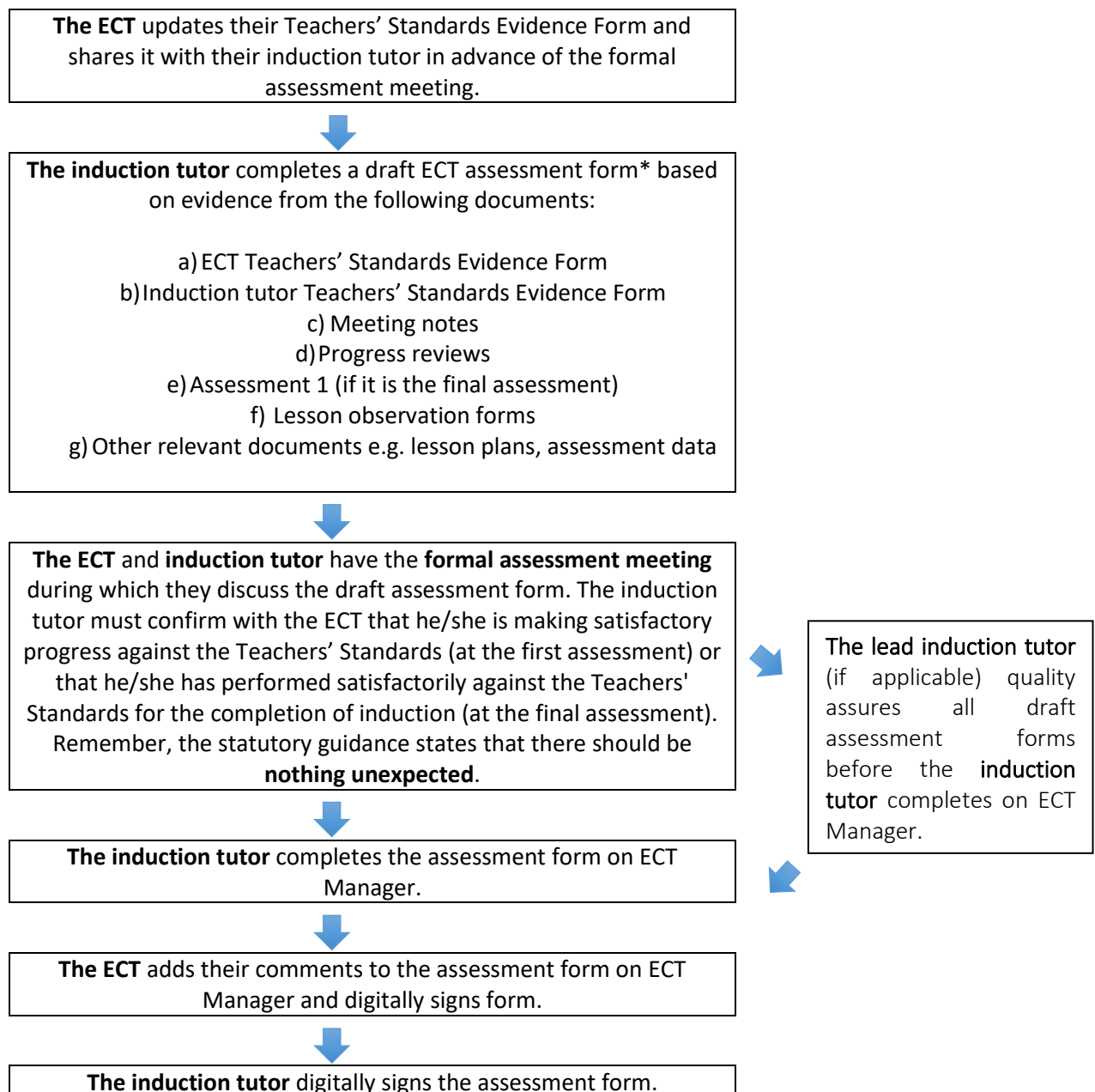
Assessment of an ECT takes place at the end of the first and second years of the ECTs full-time employment. This is a statutory process that is in addition to the completion of the Early Career Framework (ECF) CPD programme that the ECT will be receiving.

In the case of a full-time ECT, who began induction on the first day of the autumn term in year 1, the final assessment form will be due 10 working days before the end of the summer term of year 2.

The submission date for an assessment form for a part-time ECT, or those beginning induction mid-year, will be automatically calculated by **ECT Manager** (which is the software system utilised by Manor Teaching School Hub when delivering Appropriate Body services) and may be viewed online in the ECT's individual record.

Please note: Assessment Forms submitted after the published deadline may not be reviewed until the beginning of the following term and therefore may delay the completion of the induction period.

The process is as follows:



The head teacher digitally signs the assessment form.



The appropriate body receives, reads and reviews the assessment form.

The appropriate body accepts or rejects the form, providing feedback on any amendments required.

The appropriate body notifies the TRA of the ECT's progress.



Collaboration



Integrity



Innovation



Impact

The induction tutor completes this draft assessment form and discusses it with the ECT during the formal assessment meeting before uploading the information to ECT Manager.

<https://manortsh.ectmanager.com/login.aspx>

Please DO NOT send this form directly to the Manor Teaching School Appropriate Body.

ECT	
Induction tutor	
Lead induction tutor (if applicable)	
Days served during this assessment period	
<input type="text"/>	Number of days employed during this assessment period, including absence
Days absent during this assessment period	
<input type="text"/>	Number of days absence during this assessment period
Final Assessment only:	
<input type="text"/>	Number of days reduction, if applicable
Recommendation – First Assessment Form	
<input type="checkbox"/> The above named teacher’s performance indicates that they are making satisfactory progress against the Teachers’ Standards within the induction period.	
<input type="checkbox"/> The above named teacher’s performance indicates that they are not making satisfactory progress against the Teachers’ Standards within the induction period.	
Recommendation – Final Assessment Form	
<input type="checkbox"/> The teacher named above has performed satisfactorily against the Teachers’ Standards for the completion of induction.	
<input type="checkbox"/> The teacher named above has not performed satisfactorily against the Teachers’ Standards for the completion of induction.	

Continued...

<p>Further Information Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. The Teachers' Standards are available here: http://www.gov.uk/government/publications/teachers-standards</p> <p>In addition, there is a box to complete two or three areas for development, which relate to the Teachers' Standards. The relevant Standards must be referenced or the form will be rejected.</p>
<p>TS1 Set high expectations which inspire, motivate and challenge pupils</p>
<p>TS2 Promote good progress and outcomes by pupils</p>
<p>TS3 Demonstrate good subject and curriculum knowledge</p>
<p>TS4 Plan and teach well-structured lessons</p>
<p>TS5 Adapt teaching to respond to the the strengths and needs of all pupils</p>

Continued...

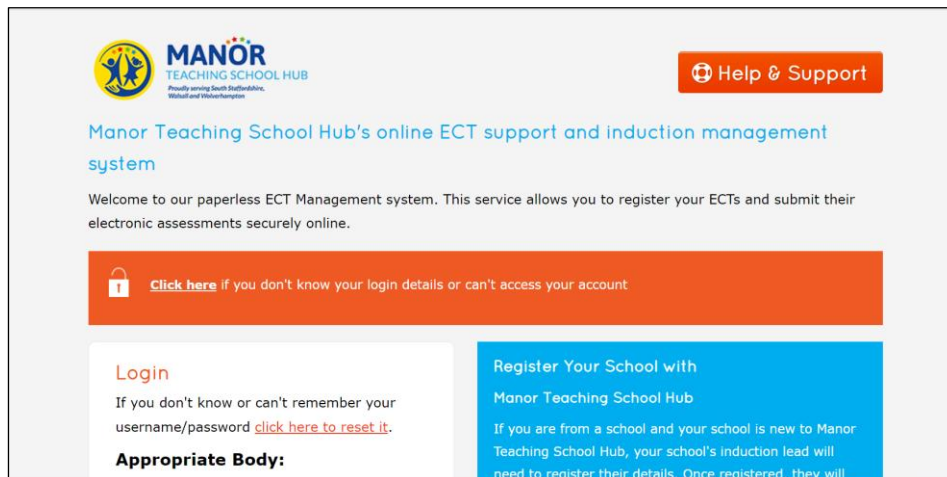


TS6 Make accurate and productive use of assessment
TS7 Manage behaviour effectively to ensure a good and safe learning environment
TS8 Fulfil wider professional responsibilities
Personal and professional conduct
Areas for development



All ECT induction assessment forms must be submitted to the appropriate body using the ECT Manager website. <https://manortsh.ectmanager.com/login.aspx>

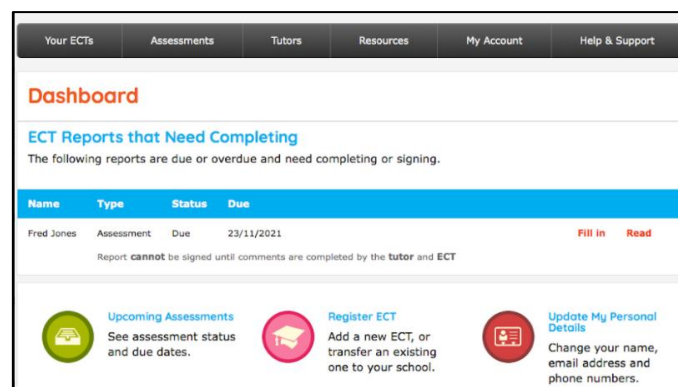
All ECTs, induction tutors and head teachers should already have received login details for ECT Manager when ECTs were registered with Manor Teaching School Hub Appropriate Body for induction. If you do not have your login details, please email info@manorteachingschoolhub.com and we will send them to you again.



1. The induction tutor logs into ECT Manager.

Induction tutors will be taken to their dashboard, which provides links to any tasks that need completing.

When assessments are ready for completion, these will appear on the dashboard with the ECT's name along with the status of that task, e.g. due or overdue and the due date. Induction tutors should click on **Fill in** and they will be taken to the relevant assessment form.



2. Confirmation of contract details

The induction tutor must confirm the ECT's contract details for the term to which the assessment relates.

This term's contract details:

Before completing the form, please confirm contract details for the term below. When you press 'Continue', you will then be taken to the form.

Contract Type: Permanent
Days Per Week: 5

If any of these details are incorrect, please [click here to update them](#) before continuing.

Would you like to see what questions you will be asked?

[Click here to view a read only version of this form.](#) **Do Not** fill this in - this is to help you gather the information before you fill in the online version by clicking 'Continue' above.

If the contract details are correct, click **Continue**.

If the details are incorrect, then please update them, click **Save** and return to the dashboard to complete the assessment form.

3. Days served during this assessment period

Enter the number of days served during this assessment period. Part-time ECT's days will need to be counted in accordance with their contract.

Days served between 01/09/2021 and 23/11/2021

The number of days that the ECT has worked **during this period**, not including weekends, bank or school holidays, but including absences. For example working 5 days per week (1FTE) would be 54 days if no contract changes.

Days employed during this period: (including absences)

4. Days absent during this assessment period

Enter number of days absent during the assessment period.

Days absent between 01/09/2021 and 23/11/2021

The number of days that the ECT should have been working but was absent. This should not include weekends, bank holidays, or days when the ECT was not contracted to work, for example if they only work 3 days per week.

Has this ECT had any absences during this period?

Absences prior to this period

5. Final Assessment only - Reductions

Please enter the number of day's reduction, if this has already been agreed with OTSA. If not, leave as 0.

Days Reduced

How many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with the appropriate body

Days reduced:



6. Recommendation

The first time that you visit the assessment page the induction tutor will be asked to make a recommendation about whether the ECT is making satisfactory progress or not. **Please note:** You cannot change the recommendation once selected so ensure that you select the correct option.

If you are unsure about which to select contact Manor Teaching School Hub Appropriate Body on info@manorteachingschoolhub.com

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.

Final assessment only – If the box is ticked, at the final assessment, to indicate that the ECT has not made satisfactory progress and has not met the Teachers' Standards, a drop down box will appear to either recommend a failure or to request an extension.

7. Further Information

The induction tutor should briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. The Teachers' Standards are available here: <http://www.gov.uk/government/publications/teachers-standards>

In addition, there is a box to complete two or three areas for development, which relate to the Teachers' Standards. **The relevant Standards must be referenced or the form will be rejected.**

Please note that all boxes needs to be completed. Please refer to the example completed assessment forms at the end of this guidance document.

We recommend that you complete the assessment form in draft first (see the template on pages 4-6) and then copy (ctrl C) and paste (ctrl V) the text into the box in ECT Manager.

If you choose to type directly into ECT Manager please note that there is a tight security system. If you are inactive for more than 20 minutes, you will be automatically logged out. This will mean that your work will not be saved. We therefore recommend that you periodically save your work at least every 10 minutes.



Further information

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/the-standards-for-qualified-teacher-status>

TS1 Set high expectations which inspire, motivate and challenge pupils

TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well-structured lessons

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

TS6 Make accurate and productive use of assessment

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

TS8 Fulfill wider professional responsibilities

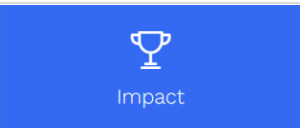
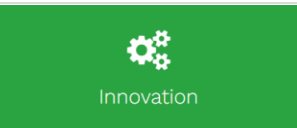
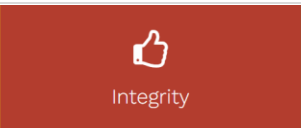
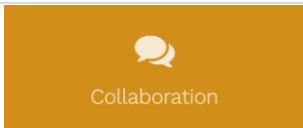
Personal and professional conduct

Areas for development

← Back

Save

→ Save & Continue



First Assessment only – If the *not on track* box was ticked, the following screen will appear:

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

Support Plan In Place? Please Select

If **yes** is ticked, the following screen will appear and the personal support plan will need to be uploaded before you are able to move to the next screen.

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? Yes

Support Plan To Upload: Choose File no file selected

8. First Assessment only - Next term's details

The induction tutor should confirm contact details for the next term.

Next Term's Contract Details for - Fred Jones

Assessment was successfully saved

Next Term's Details

To ensure that we keep our records up to date and that your next assessment will be generated at the correct time, we ask that you please confirm what the ECT's contract details will be **next** term. Next term's contract details will be:

How Many Days per week: 5.0 days per week
(Please contact your Appropriate Body to make any changes to this information)

Contract Type: Permanent

Will this ECT be remaining at this school for all or part of the next assessment period? **Yes** **No**

If the ECT is not remaining at the school, the following screen will appear and forwarding details should be completed. Click **Continue**.

At the time of writing it is also a requirement to notify the DFE of changes to ECT employment within your school at the following site [Manage training for early career teachers \(education.gov.uk\)](https://www.education.gov.uk/management-and-operations/early-career-teachers).

Forwarding Details

Name of school/appropriate body the ECT is moving to:

Please enter contact information in case the appropriate body needs to contact the ECT.

Address Line 1:

Address Line 2:

Town:

County:

Postcode:

Country:

Telephone Number:

Email Address:

9. Complete the assessment

At this point, you can either choose to complete the assessment at a later date or continue to completion.

Have you finished this Assessment?

Please select one of the options below

If you have **not yet completed** all of the Assessment and wish to **make further changes**, then select this option.

I have not yet finished this Assessment and I will come back to complete it later

If you have completed all of your part of the Assessment and now you would like the ECT to comment, then select this option.

I have completed my part of the Assessment and it is ready for the ECT to add their comments

[← Back](#) [→ Continue](#)

If you are certain that the assessment form has been correctly and fully completed, please select the ***I have completed ...*** box and click ***Continue***.

10. ECT's Comments

Once the induction tutor has completed the assessment form, the ECT will receive an email notifying them that the assessment has been completed.

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

Overview - Fred Jones

- ECT Overview
- Personal Details
- Training Information
- Tutor & Mentor
- Contract Details
- ECF Details
- Print Details
- Registration Questions
- Previous Schools
- Documents

! Your tutor has completed your Assessment and you will now be able to leave your comments [here](#)

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

Status: Authorised **Completed FTE:** 3 (inc. 2 previously)

Teacher Ref No. (DFE): 8888888 **Contract FTE:** 1

Date QTS was Awarded: (Not Verified) **Remaining FTE:** 3

DOB: 26/09/1997 **Reports Completed:** 1

Start Date of Induction: (at this school) 02/09/2021 **Next Report Due:** 23/11/2021

School: [12345] Test School **Estimated End Date:** Not Available

Tutor: Diane Jones **Number of Days Absence:** 0

Progress Reviews and Assessments

Term	Type	FTE	Term	Status	Actions
1	P	1	01/09/2021 - 08/10/2021 Due: 08/10/2021	Reviewed	• Print
2	A	1	01/09/2021 - 23/11/2021 Due: 23/11/2021	ECT to Comment	• Comments • Print

The ECT should click on ***Comments***.

The ECT will now be asked to confirm the recommendation, start date, end date, days served and days absence.

ECT Confirmation

! Below is a list of information supplied by your tutor. Please verify that this information is correct before leaving your comments. **If any of this information is incorrect, please contact your tutor to ensure that this gets updated.** [Click here to view the full form](#)

Confirm Details

If you are happy with the information below, please click on the 'confirm' button to move to the next step and add your comments.

Recommendation: **Making satisfactory progress**
The above named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period

Start Date: 01/09/2021
End Date: 23/11/2021
Days Served: 59
Days of Absence: 0

If the ECT is happy with this information, they should click on **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.

ECT Review

View Form:

We would like you to reflect on this period of your induction and to record your responses to the following questions.

If you answer 'no' to any of these questions, or there are any additional areas where you feel you require further support from your school, please comment in the box below.

Comments

Have you discussed this report with the induction tutor and/or headteacher?

Discussed report:

Please enter any comments on this report and/or your performance in the report period you wish to make below.

Comments:

Have you continued to access a programme of support based on the Early Career Framework and received all of your statutory entitlements?

Received Support and Entitlements?

Reflection on period of induction

Are you having weekly meetings with your mentor, focused on the ECF?:

Are you having half-termly meetings with your induction tutor focused on meeting the Teachers' Standards:

Are you clear about the actions and documents which need to be completed as part of your ECF Programme?:

Are you clear about the actions and documents which need to be completed as part of your statutory ECT induction?:

Are you clear about your strengths and areas for development?:

- The ECT should click **Preview Form** in order to see the assessment form that has been completed by their induction tutor.
- The ECT should respond to the question about discussing the report with their induction tutor by selecting **Yes** or **No** from the dropdown menu and then make additional comments in the **Comments** box.
- The ECT must then confirm that they have continued to access a programme of support based on the Early Career Framework and that they have received all of their statutory entitlements. If **No** is selected, the following screen appears and the ECT should explain why an ECF based induction has not been accessed or what statutory entitlements have not been met.

Received Support and Entitlements?

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met.

Reasons

d)The ECT should also answer the questions under *Reflection on period of induction*.

Click **Save and Continue**.

11. *Digital Signature - ECT

The following screen will appear and the ECT should tick the box to digitally sign the assessment and then click **Confirm**.



Digital Signature

✓ ECT Comments saved successfully.

Current Signatures

- ✗ Signed By Head
- ✗ Signed By Tutor
- ✗ Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything. Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **Fred Jones**, role **ECT**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

[Confirm](#)

12. *Digital Signature - Induction Tutor

Once the ECT has added their comments to the assessment 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 assessment.

The induction tutor will need to login to ECT Manager.

A list of ECT forms to be signed will appear on the dashboard. The induction tutor should click on **Read Report** and they will be able to see the ECT's comments.

Dashboard

Reports that Require Your Digital Signature

Below is a list of ECT reports that **you** need to digitally sign. Once you have read each report you can tick the box next to the ECT's name and then click the 'Sign All Ticked Reports' button at the bottom of the list. This will automatically sign and submit the reports to your appropriate body for review.

Type	Name	
<input type="checkbox"/>	Assessment	Fred Jones Read Report

[Digitally Sign All Ticked Reports](#)

Tick the box next to the ECT's name and then click **Digitally Sign All ticked Assessments**. The induction tutor should then sign.



Digital Signature

Current Signatures

- ✗ Signed By Head
- ✗ Signed By Tutor
- ✓ Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything. Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **Kate Baker**, role **Head**. **You are also the Tutor.**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

[Confirm](#)

13. * Digital Signature – Head teacher

Once the ECT has added their comments to the assessment and digitally signed the form, the head teacher will receive an email notifying them that the ECT has added their comments and that they should digitally sign the assessment.

The head teacher will need to login to ECT Manager. A list of ECT forms to be signed will appear on the dashboard.

Dashboard

Reports that Require Your Digital Signature

Below is a list of ECT reports that **you** need to digitally sign. Once you have read each report you can tick the box next to the ECT's name and then click the 'Sign All Ticked Reports' button at the bottom of the list. This will automatically sign and submit the reports to your appropriate body for review.

Type	Name	
<input type="checkbox"/>	Assessment	Fred Jones Read Report

[Digitally Sign All Ticked Reports](#)

The head teacher should click **Read Report** for the ECT to read the report and the ECTs comments. Once the head teacher has reviewed the assessment form, they should tick next to each of the ECTs names and then click **Digitally Sign all Ticked Assessments**.

Digital Signature

Current Signatures

- ✘ Signed By Head
- ✔ Signed By Tutor
- ✔ Signed By ECT

Review Assessment

If you wish to, you can review again now before signing.

View Form: [View Printable Form](#)

Sign Assessment

Your digital signature is a very important part of the ECT process. Rather than using paper forms, we require you to digitally "sign" the forms, without ever having to put pen to paper or post anything.

Digitally signing the assessment is considered the same as signing a paper copy in legal terms. Only the signatory themselves must use their digital signature.

You are currently logged in as **Kate Baker**, role **Head**

To digitally sign, just tick the box below and then click the 'Confirm' button.

Tick this box to Digitally Sign this Assessment.

[✔ Confirm](#)

* The Digital Signature

The digital signature is a very important part of the ECT Induction Assessment process and is considered the same as signing a paper copy in legal terms. Only the signatory themselves may use their digital signature.

Example First Assessment – Further Information

<p>TS1 Set high expectations which inspire, motivate and challenge pupils James sets high expectations in his lessons, creating a safe and positive learning environment, in which pupils are motivated to enjoy their studies in English, and to achieve. In order to inspire and motivate all learners, James puts a lot of effort into making resources that are engaging and challenge students. In a recent lesson observation, students were taken out of their comfort zone and encouraged to consider challenging questions about a text, which resulted in focused discussion and students making clear progress in their learning.</p>
<p>TS2 Promote good progress and outcomes by pupils Through the ECF, James has developed a rich conceptual understanding of pupil learning and memory and he has applied this to his teaching through carefully structured activities that connect theory to his practice. He makes good use of assessment data to plan lessons and contribute to department planning. Lesson plans take into account students' prior knowledge and any possible misconceptions, as evidenced by a year 7 lesson observation, where misconceptions of vocabulary were explained.</p>
<p>TS3 Demonstrate good subject and curriculum knowledge James has strong subject knowledge across both Key Stage 4 and 5 and this has been further enhanced by training in AS and A Level English Language. He has addressed pupils' misunderstandings and encourages pupils to create their own glossary of new words at the back of their books. He has participated in a School Improvement Group this term for English, and has made positive contributions to this group by sharing ideas and resources, including green pen marking.</p>
<p>TS4 Plan and teach well-structured lessons James constantly strives to plan and teach well-structured lessons that develop and sustain interest throughout and he has been planning clearly structured series of lessons. He has developed a range of resources, which incorporate assessment objectives and are relevant to the overall outcome of learning. He is proactive in liaising with colleagues and willingly shares good practice and innovative ideas for teaching and learning. Recently, he shared good practice of teaching vocabulary at a whole staff meeting. He has also engaged with the ECF on Developing Quality Pedagogy and has been exploring with his mentor and then applying strategies to support high quality planning.</p>
<p>TS5 Adapt teaching to respond to the the strengths and needs of all pupils James is able to plan a variety of engaging tasks that respond to the needs of pupils across all ability groups and he clearly enjoys the challenge of teaching a wide range of students. He adapts his teaching methods both to stretch the most able, and to support the most vulnerable. In a recent year 8 lesson observation, he provided different models at different levels for students to look at and this allowed all students to access the task and make progress.</p>
<p>TS6 Make accurate and productive use of assessment As part of the ECF, James has been investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom. He makes clear and frequent reference to success criteria and mark schemes in his lessons. He has participated in GCSE moderation sessions with the department and has demonstrated sound judgements on pieces of work. Pupil books demonstrate that he schedules regular responses to marking and peer assessment tasks to ensure that pupils are aware of how to make further improvements. This allows pupils to make significant and often outstanding progress and to manage their own learning.</p>
<p>TS7 Manage behaviour effectively to ensure a good and safe learning environment James's ECF learning has given him some practical strategies for shaping the learning environment to enable pupil learning and a recent lesson observation showed that these have been deployed to good effect with his year 9 English class. He has high expectations for behaviour and makes effective use of the school's behaviour management systems, issuing appropriate sanctions where necessary. He has authority in his classroom and creates a secure learning environment as a result, as evidenced by lesson observations this year. He has very good relationships with the students in his classes.</p>
<p>TS8 Fulfil wider professional responsibilities</p>



Through the ECF, James has been building skills in working with others within and beyond the school to improve teaching and manage professional development across his career. He has started to revise the KS5 scheme of work, and he has also taken charge of growing the number of quality sixth-form applicants at the school in the coming year, extending his contribution to the school beyond his immediate teaching responsibilities.

Personal and professional conduct

James has maintained high standards of behaviour both within and outside school and continues to uphold public trust in the profession. He treats students with dignity and respect and always observes proper professional boundaries. He is clear about safeguarding procedures and has followed them this year. He is tolerant of and has respect for the rights of others and has not undermined fundamental British values. Finally, he has not expressed personal beliefs that exploit pupils.

Areas for development

TS4

Although lesson planning is a strength, there is scope for James to make further improvements in this area through including homework tasks with greater differentiation. This will allow pupils to consolidate learning more effectively, and to prepare for upcoming classes. This will be a target for James during year 2.

TS7

Classroom management has been noted as good in James's observations to date, however, he has identified that he would like to further improve engagement with some individual students. A more consistent use of the tracker system in the English department to deal systematically with pupils who lack motivation would help James to track progress and intervene as necessary.

Example Final Assessment – Further Information

TS1 Set high expectations which inspire, motivate and challenge pupils

Maria always sets high expectations which inspire, motivate and challenge students, for example her year 10 group have been very engaged in the current topic and have been producing work at a standard above their target grades. Students in her classes say they feel challenged by their work and feel safe to make contributions. Throughout the year, pupils have been observed working in her classroom safely and with enthusiasm and when some pupils have occasionally struggled to do this, Maria has sought advice from colleagues about how best to deal with this. She has trialled different approaches to find what works for her.

TS2 Promote good progress and outcomes by pupils

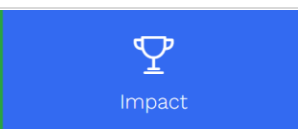
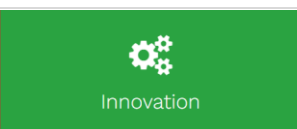
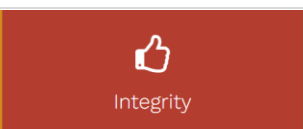
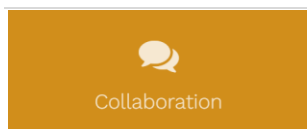
Maria promotes good progress and outcomes by pupils. A particular strength in this area is in guiding pupils to reflect on their progress and in then identifying their emerging needs by use of responses to formative feedback and use of independent project work. Her ECF Inquiry into engaging pupils in learning demonstrated that Maria has a very clear understanding of how pupils learn and how this impacts on her own teaching.

TS3 Demonstrate good subject and curriculum knowledge

Lesson observations show that Maria has excellent subject knowledge. Her understanding of the GCSE and A level curricula has grown as her teaching experience has become more extensive across Key Stages 3, 4 and 5 and she is working with the department on the development of new schemes of work. She has worked hard with KS4 and 5 groups to promote the value of scholarship by encouraging them to tackle difficult but not examined topics. Maria has shown her understanding of the importance of literacy and evidence in students' books show that she promotes high levels of literacy. She also has a classroom display of key connectives used in writing.

TS4 Plan and teach well-structured lessons

Maria has continued to plan and teach well-structured lessons all year. She chooses activities wherever possible that promote intellectual curiosity. She is very adept at reflecting on her teaching practice and it is evident that she constantly reviews how lessons and learning have gone and she is not afraid to change



<p>her practice accordingly. Indeed Maria recently presented her work on reflective practice in a whole school staff meeting.</p>
<p>TS5 Adapt teaching to respond to the the strengths and needs of all pupils Lesson observations show that Maria has increased her repertoire of differentiation. She took part in a whole school CPDL session on making adaptations for more vulnerable learners and shared some strategies that she uses with other colleagues. She always ensures that a hearing-impaired student in her year 9 class can fully access her lessons and has spent time discussing this student with the SENCo.</p>
<p>TS6 Make accurate and productive use of assessment Maria's ECF Inquiry into developing quality pedagogy and making productive use of assessment showed a deep understanding of how to assess and by sharing her findings with the department, we have been able to make some changes to our departmental assessment policy. She has an appropriate understanding of assessment including statutory requirements and she makes accurate and productive use of assessment. Maria marks books regularly as per department policy and follows data collections cycles using data to identify underachievement and act accordingly. She has made valuable contributions to discussions in the department about assessment. Lesson observations show Maria giving excellent verbal feedback.</p>
<p>TS7 Manage behaviour effectively to ensure a good and safe learning environment Maria has clear rules for her classroom and follows the school behaviour policy. She maintains good relationships with students in her lessons and in her tutor group. In her ECF Inquiry into enabling pupil learning, her understanding of a clear framework for discipline was evident and she has developed her range of strategies for managing behaviour across the course of this year.</p>
<p>TS8 Fulfil wider professional responsibilities Maria contributes to the wider life of the school by running an after school club and also a lunchtime club, which not only offers students the chance to try different activities but is also a safe haven for some of our vulnerable students. Another key strength is Maria's communication with parents both when she has concerns and to congratulate students on achievement.</p>
<p>Personal and professional conduct Maria demonstrates consistently high standards of personal and professional conduct, and she is a highly diligent, conscientious professional. She upholds public trust in the profession, has acted within the statutory frameworks and has a proper regard for the school's policies and practices. Her attendance and punctuality have been exemplary. She has had a very successful two years of ECT induction, and we are looking forward to continuing to work with her as her career progresses next year.</p>
<p>Areas for development</p> <p><u>TS3</u> Continue to develop an understanding of the A level curriculum. Use past A level papers to assess her own understanding of the curriculum and identify any areas that need more dedicated practice.</p> <p><u>TS 5</u> To develop a greater understanding of the adaptations that can be made to support students with SEND or EAL. Make adaptations for SEND students explicit in lesson plans and request time with SENCO to explore possible adaptations.</p>

