

ECT Induction Assessment

Assessment for the first year (or equivalent) of Induction

ECT's Personal Details

Full Name:

Date of Birth:

Teacher Reference Number:

Date of award of QTS:

Reviewed

**Northamptonshire
Teaching School Hub**

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.

Confirmation of Induction

Start Date:

End Date:

Days Completed: 192

Days Absent:

Year 1 Absences Prior to this report period:

The ECT worked **Full Time** throughout this report period

Institution Details

Appropriate Body

Further Information

TS1 Set high expectations which inspire, motivate and challenge pupils

ECT has set, and maintained, high expectations with her classes and has implemented these with recent new classes too. During the formal assessment, ECT spoke about how she has embedded these within her classroom such as, with routines from the beginning, reinforcing expectations, seating plans and a Do Now as soon as students enter. She meets and greets students warmly at the door. ECT's classroom environment is calm, quiet and safe, as evidenced through lesson observations and learning walks conducted by both mentor and tutor. She has created an initiative with her Y7 tutor group whereby students have a 'punch card' for attendance and behaviour. This has been well received by her class and the students have often shown these to me before my lessons too which shows their impact! ECT has been instilling pride and resilience with her students. In a recent lesson observation, her use of praise and encouragement to motivate the students was great. When individuals fall below her expectations, she has spoken to them outside of lesson time about their behaviour choices and to foster teacher-student relationships.

TS2 Promote good progress and outcomes by pupils

ECT has developed her understanding of tracking students' progress and she has been responsible for data entries from all of her classes. She has updated the school data systems regularly in line with the deadlines. One area that ECT has worked on is students reflecting on their successes and progress as well as their next steps. Here, this was evidenced through student work, student voice and lesson observations where the students were able to talk about their sculptures. There was a clear love of learning here and it was a pleasure to see students so enthusiastic about their learning. They were also able to support each other in a positive manner which ECT has created within her room. ECT has also supported Y11s with their art exam. Whilst this obviously involves the preparation of the exam board requirements and promoting prior knowledge, it was also the way that ECT supported individuals to encourage their success. Additionally, ECT has worked on digital media during this academic year. Despite the challenges as ECT was less confident with this area, ECT has had support with this subject to ensure that she understands the content.

TS3 Demonstrate good subject and curriculum knowledge

ECT's subject knowledge is good, as supported by her mentor. She has supported with long term and short term planning. Additionally, she has created worked examples of sketchbooks for all year groups such as, her Year 9 sketchbook project to set high expectations. This was a fantastic model for students to use which ECT shared during the formal assessment. Through discussions with her mentor, she will be using this to highlight the success criteria to the students. ECT is also using it for students who have missed lessons. ECT has also attended training on BTEC Tech Award in Art and Design Practice: Marking and Moderation, and has found a course on Rosenshine that she is interested in to develop her pedagogy. Furthermore, she has joined in the faculty department meetings for planning, looking at the sequence for the year groups. For digital media, she has successfully completed the moderation for Unit 2 where all student grades were approved.

TS4 Plan and teach well-structured lessons

ECT's lessons have consistently shown an effective use of lesson time which are also conducted in a calm manner. ECT feels that she has developed her teaching from her ITT course and both her Induction Tutor and mentor can see this progression as evidenced through lesson observations and learning walks. Particular strengths include brightening the lines, clear

explanations and the use of modelling. ECT encourages perseverance in such a positive manner in lessons. Moving forwards, ECT will be using the success criteria more explicitly and using modelling alongside this to help students identify what levels they are working at. This follows on

from a meeting with the lead for Teaching and Learning for the Trust. ECT has also worked with her mentor on the learning journeys for Sixth Form for next year and will be working with her on the brief for the subject.

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

ECT has attended all CPD sessions on SEND and has kept accurate records for her classes. In the formal assessment, ECT spoke about using structure strips and ambition tasks to support and challenge students within her classes. Live marking features heavily in ECT's practice and she uses this to support or stretch students as needed. For example, ECT explained that she checks on her SEND students first in lessons, asks them to repeat instructions and models on the table for individuals where needed. The individual modelling is also used to stretch the more able students. During a learning walk recently, ECT had the Y8 nurture group who were all on task and following ECT's clear 'I do, we do, you do' approach with successful results. This step by step approach was great! As part of recent CPD, ECT has been looking at data led planning and creating context sheets which helps her identify those who are not making progress. This is something that will be used within school next year. Additionally, ECT has been trying to raise her Y11 class's aspirations to attain the higher grades by creating a safe environment and sharing examples.

TS6 Make accurate and productive use of assessment

As previously mentioned, ECT's use of verbal feedback is evident throughout her lessons and her feedback is in line with the faculty policy. She also encourages students to self and peer assess their learning. ECT has a more secure understanding of both subject areas that she has taught this year. Whilst digital media has been a challenge, ECT has had support from OCR and the Trust, as well as members of her faculty. She has attended a video call with the moderator from OCR last month to discuss the moderation with successful results. ECT should feel confident about her work here and she should always know to ask for support where needed. ECT will also be working closely on the Sixth Form art brief, as guided and supported by the expertise of her mentor who will help with the process. During the formal assessment, ECT's mentor explained how this support will look and will involve the planning and delivery. It is this great level of guidance that ECT will benefit from again next academic year which should again improve ECT's confidence when tackling something new.

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

ECT has established and maintained good relationships with students over the course of the year. Her calm, quiet classroom environment has been developed in line with the school policy and ECT has promoted good behaviour through praising publicly and reprimanding in private. It was great to see her Y7 class so eager to impress ECT in her recent lesson observation! When sanctions need to be issued, ECT does this following the behaviour policy. Through lesson visits by her mentor and induction tutor, it is clear that ECT has established good routines. This is a real strength of ECT's practice, especially as the nature of her subject means that she needs to be clear with instructions. Here, ECT uses brightening the lines to ensure the instructions are explicit. During the formal assessment, ECT explained that reiterating expectations (such as, lining up) has been key to maintaining the routines. As a Y7 tutor, ECT has monitored behaviour of her group using Class Charts and when a student was getting negative points in other subjects, ECT followed this up with an email to the year team and a phone call home.

TS8 Fulfil wider professional responsibilities

ECT has been fully involved in the Arts and Culture faculty. She is currently working on props for the summer end of year drama production where she also attends rehearsals. For the other school

productions this year, ECT has also supported these by attending all the evenings and being involved in various backstage aspects of the show. For this summer's show, she will be front of

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house. ECT has also attended all parents' evenings and open evenings. In addition, ECT runs a KS3 art club after school on Thursdays which is very popular. In her recent lesson observation, students were asking if they could attend! She has also created resources for the upcoming Y5 days to be shared across the faculty. ECT has also closely with members of her faculty and knows the support that is available to her.

Personal and professional conduct

ECT conducts herself professionally at all times and has completed all training. She follows safeguarding procedures and has reported concerns. She is punctual and attended all CPD sessions. ECT is a valued member of school and her calm, quiet manner models the expectations to students. She reiterates politeness and manners at all times. ECT has been a Y7 tutor where she has delivered the tutor programme which incorporates British Values, as well as including these within lessons.

It is a pleasure to be ECT's induction tutor. Through taking ownership of her classes and the planning, assessment and delivery that comes with it, ECT has developed massively from her ITT course. She should feel very proud and confident of her achievements this year and with the support that she has around her and ECT's consistent hard work, I am sure that she will continue to progress next academic year.

Areas for development

1. Create the Sixth Form brief and plans as guided by her mentor. (TS2/4/6)
2. Adaptive teaching for the nurture groups. During gained time, we discussed ECT starting this now by tracking students in other lessons, observing other members of staff (joint, with either her mentor or tutor) and speaking to them about how they cater for the varying needs as well as meeting with the SENCO. (TS5)
3. Continue the work on Success Criteria following the meeting with SLT from the Trust. EG: narrating the process, modelling different levels, relating it to the criteria and using consistent language of the levels. (TS6)

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

N/A

ECT's Comments

The ECT has discussed this report with the induction tutor and/or head teacher.

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

Yes

The ECT will be remaining at this school for the next report period.

Signatures

Head Teacher/Principal

Date

DIGITALLY SIGNED

Full Name:

ECT

Date

DIGITALLY SIGNED

Full Name:

Induction Tutor

Date

DIGITALLY SIGNED

Full Name: