

## Teach First QA Feedback on Delivery | January 2026

We have seen some excellent seminar delivery in Term 1 and wanted to bring you an update having carried out our QA. We learn so much from watching sessions and think collectively about how we can support facilitators. The 'Training and Events' page on SharePoint, from where you can access training videos, is a useful resource for facilitators and we will soon be updating Good Practice videos to support you further. At this point in the new term, we wanted to share some quick 'Dos and Don't' as a reminder for facilitators.

### DO

- Engage with Seminar Training Videos so you can feel well informed about the sessions.
- Advocate for the research (verified and approved by the DfE/EEF) to secure confidence in the curriculum.
- Make full use of opportunities to discuss and reflect – this is where helpful processing happens.
- Communicate and understanding of the ECTP/ECF as a whole, support for this is found in slide notes and guidance documents.
- Take feedback from attendees after discussion – what were the main points and what does this mean in relation to the curriculum.
- Make use of "possible responses" suggestions in the notes to guide you as you manage feedback discussions.
- Promote the "Application to Practice" slides – these are specifically designed to support deeper thinking and prevent feelings of repetitious learning.
- Relate learning to any school context specific understanding you may have, such as school wide areas of focus for development.

### DON'T

- Over explain or support – this can take time away from new learning. Notes should help you in your preparation so you can explain concepts succinctly.
- Talk around ideas and discussion too much, particularly at the start. This is happening with settling slides which are designed to set the scene and shouldn't over run.
- Avoid discussions to save time – highly valuable sharing and learning happens during discussions.
- Advise ECTs and mentors to reflect after the session or in their own time – reflection is a key part of the planned curriculum and time is rarely available after sessions.
- Read out sections of the notes from the slide – this can sound robotic and is far less engaging. Use notes to support preparation and understanding.

- Allow discussion to overrun – it isn't disrespectful to limit a discussion, attendees understand there are timing constraints to be considered.