Progress Review Example- On track

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).

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 TDS routines and sets high behaviour expectations, using house points and behaviour points as needed. Alex observes colleagues to learn different strategies (TS7).

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