

Guidance for writing Professional Progress Reviews and Formal Assessments

We use ECT Manager for ECT reviews and assessments:

<https://goldenthreadtsh.ectmanager.com/login.aspx?ReturnUrl=%2fManagement%2fDefault.aspx>

Video link to how to complete an assessment point on ECT Manager:

<https://drive.google.com/file/d/15c7PzQQPqj6Gv3kzx8omeTep8hC3Ul6Z/view?usp=sharing>

When are professional progress reviews and formal assessments due?

A professional progress review should be completed at the end of term 1, 2, 4 and 5 unless an ECT is leaving your school in which case an interim assessment should be completed. A formal assessment should be completed at the end of term 3 and 6.

What should I complete on the professional progress review?

Step 1: Complete the recommendations at the top to confirm that ECTs are meeting the standards and receiving a personalised programme of support e.g. mentor meetings and the ECF programme. Also make a note of the dates of this assessment period and any absences.

Step 2: You should provide an evaluative statement for every teacher standard and link them to areas of strength and an area to develop. See below for examples of how to complete these comments in a suitable way.

Step 3: Complete whether the ECT is staying with you for the next term (if not please provide details where you can).

Step 4: This is now complete and can be sent to the ECT to add their comment. It will then come back to your as the induction tutor. **The report will also be sent to the headteacher to sign electronically if the report is an interim report or Term 3/6 assessment.**

How do I write the evaluative comments in a suitable format?

Well written assessments come in a variety of forms. Many of the better ones are relatively succinct. When writing assessments, we need to be secure that the ECT has met each Teachers' Standard, but we also need to be mindful of having realistic expectations for ECTs. **Writing of the Professional Progress Review should not be onerous on workload. Keeping comments succinct yet personalised and developmental is key. There are examples of this below.**

The Evaluative Statement for areas of strength:

Each of the Teachers' Standards has space on the assessment form for you to write an evaluative statement. This should include a qualitative statement along with something that is being judged, and the impact that is observed. This could be described as an **ESI** statement where:

E = Evaluation

S = Subject

I = Impact

For TS4 – plan and teach well-structured lessons:

- ‘Pupils were clearly engaged (E) by the communication of strong subject knowledge in the observed Year 6 (S) . This subsequently led to some good quality creative writing from most members of the group’ (I)

For TS6 – make accurate and productive use of assessment:

- ‘Departmental/Year Team marking policies are always followed (E). After each assessment, students are guided in the setting of further targets (S). In term two therefore, the progress students are making can be quantified.’ (I)

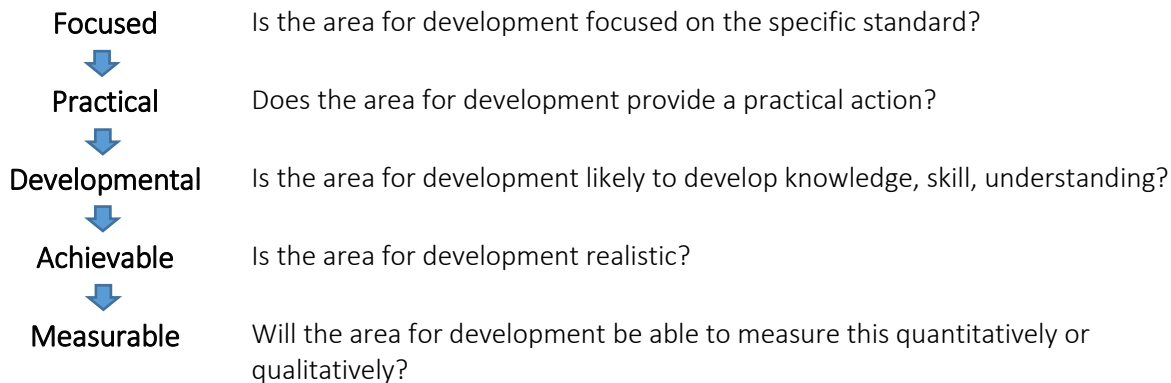
2-3 of these evaluations would be suitable for each of the teachers standards in the ‘areas of strength’ box.

Other examples can be viewed in the below appendix.

Areas for development and targets:

It would be expected that an ECT should have something to focus on for most of the standards. Areas for development may reduce proportionately across the 2 years, however, there should still be some set - nobody is perfect, development is something that should be seen as a career-long process.

When setting an area for development consider the following:



Some examples are below:

For TS7 – manage behaviour effectively to ensure a good and safe learning environment:

- Use some more varied classroom layouts and groupings with the Year 5 class and ensure that three identified pupils are kept separate.

For TS2 – promote good progress and outcomes by pupils:

- Observe and note the questioning techniques of Miss X following practical sessions in A Level Chemistry and replicate these with your A level Biology group.

Other examples can be viewed in the below appendix.

What do I do if an ECT is not on target to achieve a standard by the end of the induction period?

Please contact the hub on TSH@painsley.staffs.sch.uk to discuss this further and as soon as you identify that an ECT is not on target to achieve the standards.

What evidence is required?

You can upload evidence to ECT Manager which should support your judgements against the standards.

Evidence must be uploaded by the end of term 3 to support the first year and new evidence must be uploaded by the end of term 6 to support the second year. At least 1 observation carried out by a member of the leadership team should be uploaded alongside any other evidence and labelled as such. Observations should be conducted in a timely fashion so that the ECT has the opportunity to address any areas for development before Professional Progress Reviews/Final/Formal assessment points.



Appendix

1. Areas of strength with evidence – These are for guidance only.

Evaluation Subject Impact

TS2: Ayaan is using teaching approaches which demonstrate a growing understanding of how children learn. Lessons are 'chunked' in a well thought through manner which develops understanding and therefore pupil confidence. Concepts are always revisited which leads to pupils securing knowledge. Lesson observations / drop-ins provide evidence that these techniques are used frequently.

TS5: Ayaan's confidence is growing in using adaptive teaching methods. This is evidenced by the way in which she groups pupils according to their level of understanding. This is done effectively and has helped Ayaan target students needing additional support which has aided their progress in Maths.

TS3: Harry is good at adapting his teaching to deal with misconceptions. Evidence of this has been seen through some effective groupings of pupils and in his preparedness to adapt the lesson plan as appropriate. Lesson observations have indicated greater confidence in doing this with his key stage 3 classes.

TS8: Harry has demonstrated some positive professional behaviours by working with other colleagues. He has utilised the support of the librarian in a very creative way and has set some independent learning tasks with all of his teaching groups this term. Positive feedback has been received from pupils at both key stages 3 and 4.

TS1: Sophie consistently sets high expectations. This is evidenced by the manner in which she deploys effective classroom management techniques to direct attention. Book reviews show evidence of pupil progress and lesson drop-ins always indicate a purposeful atmosphere which supports learning.

TS3: Sophie has a strong subject knowledge and is able to construct learning pathways to help students navigate a new topic and link to prior learning. She is confident using concrete examples to teach abstract concepts and gradually withdraws these as pupils develop their understanding



examples - These are for guidance only.



For TS2 - Promote good progress and outcomes by pupils

- Use tracking data to make judgements about which Year 4 pupils need additional guidance in phonics.
- More AfL techniques are needed in key stage 3 to quickly check understanding. The use of mini white boards is an option.

For TS3- Demonstrate good subject and curriculum knowledge

- Reflect on how you will increase the independent reading pupils are provided with and use the guidelines provided in the department meeting about how to check this has been completed by pupils.
- Use the Year 9 test results to identify any gaps in knowledge in order to plan the revision sessions at the end of term.

For TS4 - Make accurate and productive use of assessment

- Plan time in lessons for pupils to practice and consolidate their learning, particularly with key stage 3 groups.

For TS6 - Make accurate and productive use of assessment

- Identify patterns / gaps in pupil knowledge and understanding from the use of more regular formative assessment techniques such as exit tasks and wider use of questioning.