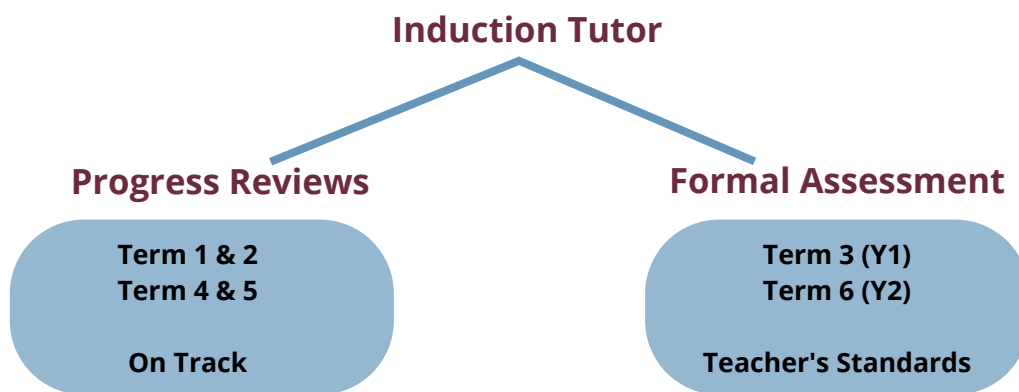


A GUIDE TO COMPLETING AND SUBMITTING ASSESSMENTS ON ECT MANAGER

Assessments are in place to assess your ECT's performance against the Teacher Standards at the end of year 1 and 2. Induction Tutors are required to conduct all reviews and assessments and complete a form on ECT Manager. This is a standard form, based on the DfE guidance



Term	Submission date	What to submit
Autumn	8th December 2023	Progress Report
Spring	14th March 2024	Progress Report
Summer	5th July 2024	Formal Assessment

Please note, this table represents a standard September starter, dates may vary if the ECT is following a non-standard induction route. If this is the case, please contact Caroline Chaloner, c.chaloner@theredhillacademy.org.uk who will be able to advise of personalised dates.

How to access, complete and submit on ECT Manager

- Log into ECT Manager <https://redhilltsh.ectmanager.com>
- Go to the Overview page for the ECT

Your ECTs	Assessments	Tutors	School	Resources	My Account	Help & Support
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- Click 'View' to see your ECT's record. You will see this box below their overview details.

Progress Reviews and Assessments						
Term	Type	FTE	Term	Status	Actions	
3	A	1	19/04/2022 - 28/07/2022 Due: 07/07/2022	Available	<ul style="list-style-type: none"> Fill In Print 	

Term indicates term numbers 1-6. Under **Type**, a progress review is indicated with a 'P'. An 'A' means assessment. **FTE** indicates the ECT's working contract agreement. If any of this information is incorrect, please contact c.chaloner@redhillhub.org.uk to change it.

Each progress review/assessment will be generated as the previous one is completed. Induction Tutors have access to the termly documents from the start of each term but you cannot send to your ECT until 14 days before the submission deadline in order for them to complete their comments section and sign.

You can click on 'print' next to the assessment to download a PDF version of the blank form to show you the form as it appears on ECT Manager. Please note that the questions on the form completed online are more detailed, but the PDF will give you a high level view of the questions. You can also view the form content on the Redhill Teaching Hub website www.redhillhub.org.uk

- Click 'View' to see your ECT's record. You will see this box below their overview details.

Progress Reviews and Assessments						
Term	Type	FTE	Term	Status	Actions	
3	A	1	19/04/2022 - 28/07/2022 Due: 07/07/2022	Available	<ul style="list-style-type: none"> Fill In Print 	

Click on 'Fill in' next to the relevant assessment to be taken through the questions to complete. Complete the questions asked on the following pages.

You will be asked to state whether you feel the ECT has made satisfactory progress or not made satisfactory progress, together with text boxes to complete to provide evidence to show how your ECT has made progress towards each of the Teachers' Standards. There is also a text box to complete with your ECT's areas for development.

Clicking continue saves your work. You can always return to a previous screen using the back button. Below are screen grabs showing the sequence of screens you will need to complete.

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.

← Back

→ Continue

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.

Once you have updated if necessary and pressed continue you will then be asked in your ECT is on track to meet the Teachers' Standards by the end of their induction period (Standard induction is 2 years) and be asked to provide evidence of how they are making progress towards each Teachers' Standard. An example is below:

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.

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/teachers-standards>

TS1 Set high expectations which inspire, motivate and challenge pupils

After the 8 Teachers' Standards there is also a box for Personal and professional conduct and for areas for development:

Personal and professional conduct

Areas for development

Example comments are available at the end of this document.

Once the comments have been saved you will be asked to confirm if the ECT will be staying at your school next term and their contract details.




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 days a week (Full Time) 

Contract Type:

Permanent 

Will this ECT be remaining at this school for all or part of the next assessment period?

☒ **Yes**
☐ **No**

 Back

 Continue

Please note you are unable to send the form to the ECT until 14 days prior to the form submission date. The ECT will receive an email to prompt them to fill in the form.

When the ECT logs in they will be able to access your comments (via the Preview Form button). They should then add their own and sign the form.

After the ECT has added their comments and signed the form, it is returned to you, for you to sign. Please ensure your ECT makes a comment on the progress they have made, the support they have received and the impact this has had on their development.

You as the induction tutor will not be able to sign the form until the ECT has commented and signed the form.

For all assessments the Head Teacher will also be required to digitally sign the form.

If anyone involved forgets their login details they can use the "send me my username and password" button on the login page to have them sent through to them or contact Caroline Chaloner at c.chaloner@theredhillacademy.org.uk for support.

Reminders

When the assessment becomes due for submission, the system will send an email to you a week before. You will continue to be reminded by email the day before it's due, the day it's due, to say it is overdue and then a weekly overdue reminder. When an assessment is due, it will also appear on your dashboard when you log in.

The form should be signed and submitted by the deadline date indicated on page 1.

Once the ECT has completed their part of the form, you will be sent an email and reminded that you need to sign the form next time you log in.

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"/>	Progress Review	Demo ECT
		Read Report
Digitally Sign All Ticked Reports		

ECT Reports that Need Completing

The following reports are due or overdue and need completing or signing.

Name	Type	Status	Due	
Demo ECT	Progress Review	Needs Signatures	24/10/2021	Amend Read Sign
Signed By Tutor: ✗ Signed By ECT: ✓				

We recommend downloading a copy of the report by simply clicking on 'Read Report' and saving or printing for your records.

Digital Signature

Current Signatures

- ✗ Signed By Tutor
- ✓ Signed By ECT

Review Progress Review

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

View Form: [View Printable Form](#)

Sign Progress Review

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 **Training Tutor**, role **Tutor**

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

☐ **Tick this box to Digitally Sign this Progress Review.**

✓ Confirm

The final part of the process is to sign the form and submit.

On the following pages we provide two examples to show the type of comments expected in assessments 1 and 2:

We recommend downloading a copy of the report by simply clicking on 'Read Report' and saving or printing for your records.

Example First Assessment by the Induction Tutor

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.

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.

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.

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.

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.

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.

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.

TS8 Fulfil wider professional responsibilities

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 joined a working group tasked with 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. He is a professional at all times and a role model for others.

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

We recommend downloading a copy of the report by simply clicking on 'Read Report' and saving or printing for your records.

Example Final Assessment by the Induction Tutor

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 her practice accordingly. Indeed, Maria recently presented her work on reflective practice in a whole school staff meeting.

TS5 Adapt teaching to respond to 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.

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.

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.

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.

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.

Areas for development

TS3

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.

TS5

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.