

Sample Progress Reviews for ECTs on track

Please ensure you are providing evidence from your ECT's practice and not just re-stating the Teachers' Standards.

Progress Review 1 – The Guidance states that is acceptable to focus on personal and professional conduct and how well the relationships are working.

XXXX has begun her induction journey very well with us at XXXXX. XXXX has upheld the professional duties and responsibilities as a teacher and shows total professionalism in her dealings with all members of the school community. They clearly enjoy their classes and their manner with them is warm, welcoming, and fair. They have consistently shown excellent communication skills that produce a safe and effective learning environment in lessons as evidenced in senior leader learning walks and departmental quality assurance processes.

XXXX has a clear understanding of the assessment policy at XXXX and is implementing this well across all years. They have also demonstrated excellent subject knowledge over the term so far with a secure understanding of both KS3 and KS4 topics and ensure that their role to address misunderstandings of students' knowledge and through their planning and classroom practice can anticipate any potential misconceptions.

XXXX shows tolerance and fairness to all students, modelling what is required of them and follows the school behaviour policy. XXXX has consistently communicated with students in a way that embodies the values and behaviour expected of pupils at XXXX.

Development areas for next term:

- Make greater use of active monitoring in the classroom to assess where pupils are in their learning
- Challenging more able pupils through written feedback and questioning. Take the opportunity to observe experienced colleagues who are skilled in this area.

Progress Review 2 and Progress Reviews 4 & 5

for teachers on track, highlight strengths and what the ECT has done to secure their development.

XXXX has continued to make good progress against the Teachers' Standards. XXXX has focused this term on developing her understanding of phonics (TS3). She has attended in-house training, observed an experienced colleague and subsequently in a recent observation she was noted confidently implementing strategies for teaching synthetic phonics. The children in her class were able to blend the sounds to form words. XXXX has been encouraged at the reading progress of her pupils as she has become more secure in the teaching of phonics.

XXXX is a well organised teacher who plans meticulously for the learning needs of all the pupils in her class (TS5). Her classroom displays provide bold, colourful, learning walls as reference points for pupils. She was concerned about a few pupils in her class with learning needs who were not progressing in their numeracy. She has been proactive in seeking guidance from the SENCO and Maths Leads on activities to enable them to access tasks. She has re-organised her classroom to create mixed ability groups and is monitoring the progress of pupils to ensure that these new groupings are having the desired effect to develop social skills.

Development areas for next term:

- Work with your Year Group partner to develop Maths resources for your less able pupils
- Develop strategies to maintain a lighthouse view of the classroom whilst supporting individuals and small groups. This will ensure all are kept on task and anticipate any disruption to learning.

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Please ensure that you include evidence from your ECT's practice.

(TS6) Thomas has focused this term on his use of assessment in the classroom and formative assessment in his marking to support him in reducing workload. He has observed experienced colleagues who are proficient in the use of intentional monitoring and live marking, and, marked alongside a colleague to become more precise in explaining next steps to his students. Thomas recognises that if he can monitor student progress in class and provide guidance on misunderstandings to the whole class in the moment, he can ensure greater progress for his students and reduce his marking. He has also developed his use of questioning, and a recent observation noted that he routinely implements a no hands policy and targets students who are on his radar for requiring extra support. His questioning has become more effective at deepening and extending learning rather than just quick recall questions which he tended to focus on.

(TS7/4) With the support and guidance of his Subject Mentor Thomas has made good progress on his behaviour management this term. He is planning his lessons with greater pace and with the use of timings on his Power Point, so his students are clear how long they have to complete a task. Verbal reminders on the timing also add greater pace to his lesson. In a recent lesson he provided his Year 9 class with the lesson agenda, so they knew what they had to complete by the end of the lesson. Thomas ticked items off the agenda as they completed tasks, and this proved motivating to complete activities smartly. It was also noted that he used verbal praise more freely to encourage and motivate students. He has also re-visited his routines in the classroom and ensures he is at the door to welcome students and direct them to the Do It Now task on the board or on their desks. He is now more familiar with the school Behaviour Policy and is enforcing it, as well as awarding praise points to establish a more positive environment for learning. Most classes are responding to Thomas' approach, and he will continue to work with the pastoral team for those students who require a more personalised approach.