

## Secondary sample of ECT Formal Assessment 1

### **PART ONE: Teaching. A teacher must:**

#### **1 Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitude, values and behaviour which are expected of pupils
- Set high expectations which inspire, motivate and challenge pupils

Rebecca has been diligent throughout the year at implementing the school behaviour policy to ensure that students who demonstrate positive learning habits are rewarded and students who attempt to disrupt lessons are sanctioned accordingly. Her diligence in following school structures has been noted by school leaders and Rebecca is now ranked in third place on the staff leader board on Go4Schools for awarding praise points and negative points. Additionally, Rebecca has continued to exploit the use of seating plans to manage behaviour to minimise disruptions to lesson time. For example, Rebecca has changed the seating plan for a Year 8 class multiple times to ensure that her SEN students are sat accordingly to meet their needs whilst ensuring those students who are prone to disrupting are sat near to the front and not in their friendship groups.

Rebecca ensures that challenge is available for all students by providing extensions to all tasks, which include translations and verb conjugations. Rebecca continues to plan well-sequenced lessons in to “reinforce previous knowledge and lead students to security in new learning” and as a result, create confident learners. Additionally, Rebecca continues to represent the MFL department at some whole school CPD sessions and then reports back on effective strategies and research to the MFL team to then embed in their current practice.

In the classroom Rebecca promotes a can-do attitude and actively encourages students to attempt tasks and learn from any mistakes they make. Students are encouraged to draft out answers and show their corrections in their written work as part of the learning process. In tutor time Rebecca frequently discusses the skills needed for learning such as resilience, taking an active approach to their learning and ensuring they are prepared for learning. This includes conducting regular equipment checks so they are ready for all their lessons that day.

Rebecca has high behaviour expectations and uses questioning to ensure students are appropriately challenged and engaged. Her subject leader commented in a recent observation “good questioning so that students are engaged, and their knowledge and understanding is developed”. Additionally, Rebecca has communicated these high expectations to parents, as demonstrated in a recent online Year 12 Parents’ Evening, in which Rebecca communicated to parents that students must have a vast knowledge of current affairs on the Hispanic world to access a wide range of skills across the course.

#### **2. Promote good progress and outcomes by pupils**

- Be accountable for pupils’ attainment, progress and outcomes
- Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take responsibility and conscientious attitude to their own work and study

Throughout the year Rebecca has ensured key data is logged on Go4Schools in line with data submission deadlines for each Year group. This has helped her to identify any students who are particularly under

target and has communicated these to her Head of Department and the steps she is taking to improve their learning. Furthermore, Rebecca has liaised with parents via email and phone calls to ensure those students who are of a particular concern are attending intervention sessions and regularly completing homework. Rebecca has also supported the delivery Year 11 intervention sessions created to address key areas of weakness in response to the data from the Trial exams ahead of students' final GCSE exams. Rebecca continues to plan well-sequenced lessons that build upon prior knowledge in line with schemes of work and knowledge organisers. This was recently praised in a recent Deep Dive feedback session. Additionally, Rebecca continues to liaise with more experienced colleagues to decide whether students are ready to move onto the next learning question or if a lesson on consolidation is worthwhile. Rebecca also provided post-Easter interim assessment feedback lessons to her Year 11 students. These lessons involved identifying common errors, modelling how to overcome these and then allocating time for students to respond to teacher feedback following the MFL department's feedback sheets. These sessions allowed Rebecca to offer guided reflection time for students to understand their current progress. Rebecca will continue to develop effective AFL techniques and embed these into lessons to encourage students to reflect upon their understanding of the learning question. Rebecca attended MFL CPD sessions on the importance of recall strategies and developing resilience, which have been instrumental in developing Rebecca's understanding of effective learning. By realising the sheer amount of content that students must be able to recall, Rebecca has attempted to embed fun, low-stake quizzes in lesson time to encourage the constant need to recall content without making it anxiety inducing. Throughout the year Rebecca has encouraged autonomy at A Level by including more independent research tasks into her Year 12 planning to encourage students to take more ownership of their work. At times the desire to cover all elements of the specification has led to a teacher centred approach but following a lesson observation and guidance from her mentor Rebecca has become more confident at creating the context for greater student independence.

### **3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Rebecca has secure subject knowledge of Spanish and observations throughout the year have commented that she is able to address misunderstandings and adapt her approach because of her confident grasp of Spanish. Her personal anecdotes of her two years working in Spain engage students and allow Rebecca to demonstrate a working knowledge of the language and culture.

Rebecca's main language is Spanish and therefore to deepen her knowledge of French she has attended online TSST French sessions throughout the year. These have also broadened her knowledge of MFL pedagogy and subject knowledge. This is then consolidated by independent work carried out online on Rosetta Stone to practice reading, listening and writing skills in French. Additionally, recent curriculum training on how to embed prior knowledge recall has been instrumental in allowing Rebecca to carry out the writing of some Year 9 French schemes of work and to collaborate with a colleague to create a GCSE French scheme of work that fosters interest in culture and encourages a sound understanding of key tenses. Rebecca is hoping to consolidate her knowledge of French further through team teaching some French A Level lessons during the remainder of the Summer Term and being the joint teacher of a GCSE French class next year.

Rebecca continues to be kept up to date with developments in the subject by participating in TSST training sessions that focus on different pedagogical approaches to address the key skills of listening,

reading and speaking. Rebecca has also participated in a recent Deep Dive carried out by Faculty Leaders that has given her insight into OFSTEDs' updated objectives regarding curriculum and the importance of having a sound knowledge of the long-term vision for students.

When assessing students work Rebecca uses literacy codes that students have stuck on the front on their books to reinforce high standards of literacy, for example, use of capital letters and spelling.

Additionally, Rebecca reinforces grammatical structures in English when teaching new grammatical structures in Spanish. For example, when teaching the past tense, of which there is more than one in both English and Spanish, she encourages students to explain to her in English the different past tenses in English before then attempting to access the past tenses in Spanish.

#### **4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lessons
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching

Throughout the year Rebecca has been praised for her delivery of well-structured lessons. She utilises a format for lessons that ensures students have a Do It Now activity to settle them and focus them at the start of lessons. She also ensures a plenary takes place to assess learning objectives have been achieved. A recent observation noted that: "students were able to apply their new learning in their role play of dining in a restaurant. Students who were previously reluctant to speak Spanish in class were eagerly volunteering to share their devised role play."

Rebecca has collaborated with colleagues on the creation of new schemes of work and has developed a stronger sense of how to impart knowledge effectively, over a series of lessons, with the use of a strong curriculum, with a clear, long-term vision, and concise learning questions. Rebecca plans lessons with a concise learning question in mind and constantly reflects upon whether the lesson will ultimately help students to answer the learning question and achieve the long-term goal.

Rebecca sparks curiosity and a love of learning in her A Level lessons by including as many culturally authentic stimuli as possible. For example, the use of adverts, magazines, news articles, YouTube videos and sharing relevant examples of her time working in Spain as part of her degree course. Rebecca has also experimented with different pedagogical techniques over the year to reduce anxiety when it comes to speaking in the target language. Such techniques included speed dating and the "Hot and Cold" game. Rebecca has made use of Go4Schools to communicate independent learning tasks to students and parents. Rebecca has utilised MFL homework strategies such as Memrise to allow students to consolidate learning at home. Additionally, following reflects on recent pedagogical training Rebecca is conscious of the type of homework that she sets. She now ensures that homework involves well-sequenced, prior learning tasks to ensure that students are consistently recapping prior learning. Rebecca attends monthly learning lunches with her department to engage with different approaches to learning, gain inspiration and reflect upon the effectiveness of existing techniques that she uses. She has also shared her lesson experiences with fellow ECTs in their after-school meetings and this has enabled her to reflect and discuss with other ECTs their experiences.

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches when enable pupils to be taught effectively

- Have secure understanding of how a range of factors can inhibit pupils ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Over the year Rebecca has implemented various differentiation strategies tailored to the different groups she teaches. Rebecca teaches a mixed ability foundation and higher Year 10 group, for which different levels of knowledge are required. Therefore, Rebecca continues to utilise the Edexcel exam specification to plan differentiated listening, reading and translation tasks to ensure students are practising the necessary questions relevant to the exam that they will sit and to inform the split-pitch of the lesson. Challenge for more able students in her GCSE groups has been a focus this term because data identified that this group were not on track to meet their targets. Rebecca has liaised with colleagues to broaden her strategies to stretch and challenge more able students. She also requested this as a focus for lesson observations this term.

Earlier in the year Rebecca completed some CPD training on emotional coaching and ACEs. This opened her eyes to the many barriers there can be to a student's learning and where these may stem from. Rebecca noticed this especially with a Year 9 student whom she teaches. Having read their EHCP and having been made aware of their different emotional needs, Rebecca has liaised with the student's Head of Year and home to keep everyone up to date with any attitude to learning or progress concerns. Additionally, Rebecca has adopted the emotional coaching approach of empathy and curiosity in line with school policy to assist such students in different tasks and to help them build resilience. Rebecca has liaised regularly with Student Support Services and Heads of Year when she is concerned that a student experiences any social or emotional barriers to learning. She has implemented strategies to support vulnerable students who have found it difficult to adjust back to full time school or who have heightened anxiety following covid. Rebecca has kept up to date with safeguarding updates issued in Staff Briefing which has allowed her to ensure the students in her care are safe and are able to access learning.

Additionally, Rebecca ensures that she keeps up to date with any updates to students' EHCPs to better understand their individual development and therefore, adapt her teaching accordingly.

Rebecca is a caring teacher and throughout the year has ensured that she is aware of the needs of each child in her class through keeping up to date with their EHPs and familiarising herself with updated documentation available on Go4Schools. She is also aware of the need to form positive relationships and tries particularly with her vulnerable students to get to know them and make them feel safe and able to contribute to lessons. She has increased her knowledge around SEN and EAL needs on a weekly basis from Staff Briefing updates.

Rebecca has increased her knowledge of specific learning needs and pedagogical techniques through attending CPD training sessions. For example, Rebecca recently completed a training session on dyslexia because she has several students with dyslexia she needs to support. She is now more mindful of how she presents large texts, by truncating them and colour coding them. Lesson observations throughout the year have commented on these and a June observation noted that: "Rebecca accommodates for all learning needs, it was good to see that exercise books contain highlighted and adapted worksheets to enable all students to achieve."

She is also mindful of cognitive load for students in general so is careful of how many new words she introduces in a lesson. Rebecca is keen to develop her knowledge and understanding of supporting students with a range of learning needs and this will continue to be a focus next year.

## **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback

Rebecca makes use of assessment for learning strategies throughout and across all of her lessons through plenaries, mini-plenaries and regular progress checks. One of Rebecca's targets after Autumn Term observations was to be more creative in the way that she used assessment within lessons and so has trialled a variety of different strategies. Students have enjoyed the "gameshow" style quizzes used as plenaries at the end of lessons whilst progress checks utilising mini whiteboards to summarise information or answer questions have proven to be effective during the lessons. Assessment is now embedded within her lessons; this was highlighted in a recent observation; "there was good AfL in place with systematic and accurate assessment of prior learning. Understanding is checked effectively throughout the lesson and intervention provided as required". Furthermore, Rebecca has worked hard to improve her questioning and particularly her targeted questioning to verbally assess and develop students' knowledge and understanding. This was also noted in an observation, and it was highlighted that she "picks up on points and is able to address any question asked and uses questioning so that students are often able to work out the answers for themselves".

Rebecca formally assesses students in all year groups on a half-termly basis, in line with MFL policy, to prepare students for their GCSEs. Rebecca has contributed to the creation of end of term GCSE Spanish assessments and has included questions in a GCSE style to match statutory requirements. She has also pitched the questions so that they increase in difficulty to reflect the Edexcel exam structure of questions.

Rebecca recently used ECT training on formative and summative assessment to inform the creation of end of term assessments for Years 7 - 8. Rebecca has recently created a new set of half-term assessments for next year's Year 9. When creating the assessments, Rebecca had to ensure that the assessments included prior learning topics and more recent topics to ensure students are constantly recapping prior and recent learning, in addition to ensuring that each assessment reflects the updated schemes of work.

Rebecca continuously engages in data reviews on Go4Schools to inform the updating of Teacher Projections and the writing of interim and full reports. Rebecca recently wrote her Year 10 and Year 7 reports for which she had to update teacher projections and provide student targets. She used the data to inform the areas of revision for students, and to assess and communicate their level of progress. Rebecca attended MFL training on Edexcel assessment criteria and this has informed her marking of the writing and translation element of the exam. Rebecca has final Year 10 assessments to mark, which will assess whether students sit the foundation or higher exam in year 11, for which she will use this training in order to accurately communicate students' Working At Grades. Additionally, Rebecca has gone through the key elements of the speaking A-Level mark scheme in order to teach Year 12 students the pointers for success. She conducted a mock speaking exam recently and got students to self-assess their level by listening to themselves back with a mark scheme. This allowed to students to better understand their feedback so that they could compare it live with what they had produced, against the examiner criteria and teacher feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school's behaviour policy

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Rebecca worked hard at the start of the year to establish a safe learning environment for all her students. She made it clear in early lessons what her classroom rules are in line with the school policy and displayed these on her Power Points and class notices as a reminder. She has high expectations of behaviour and lesson observations have noted the calm, orderly classroom environment she has established. Rebecca has experimented with active learning strategies over the year and students have enjoyed participating in singing tenses, role playing, presentations and quizzes. At times students have become noisy and excited but Rebecca allows students to enjoy their learning and can judge when students are fully engaged in their learning and when they need to be re-focused on the task in hand. Rebecca promotes courteous behaviour around school when she is out and about and during her Thursday duty. This is in the form of encouraging students to pick up litter, treat each other respectfully and to arrive to lessons promptly as soon as the bell goes. Additionally, during lesson time, Rebecca continues to refer to the key Arthur Terry learner qualities which are conducive to optimum learning and therefore, expected behaviour such as resilience and resourcefulness.

Rebecca is regarded as a fair teacher by students because of her consistent application of the school behaviour policy. Lesson observations have noted her use of verbal praise to encourage students and the displaying of student names on the board to award Praise Points to.

Rebecca continues to tailor lesson pace and differentiation of resources to match the relevant group's learning needs and to ensure all students can access the learning content to be able to participate. In a recent observation, Rebecca's ability to motivate and refocus students shone through in feedback regarding the pitch of her lessons. Her mentor commented: "uses humour to good effect and is very blunt with students in a respectful manner to re-focus them."

Rebecca has also maintained good relationships with students by conducting praise phone calls and emails to parents for students who consistently demonstrate effort in the subject. Conversely, Rebecca acts decisively, in line with MFL policy, if a student consistently demonstrates a lack of effort by monitoring this more closely and putting the student on Faculty Subject Report if required.

## 8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Rebecca recently co-planned a cluster day for the local primary schools on the topic of the Commonwealth. Rebecca demonstrated teamwork skills by liaising with other early career teachers and those involved in previous events to gain insight into how to create an engaging and informative cluster day for the primary school students. She has also supported school events such as the Year 7 & 8 disco and helped to run the Year 7 netball club. She has accompanied the netball team to matches and the PE Department have commented that her support has been invaluable to enable the team to run.

Rebecca is proactive in drawing on advice from her colleagues for various aspects of her role to advance her knowledge on different processes. For example, Rebecca has sought advice on how best to create

Year 9 knowledge organisers and schemes of work that build on prior learning but also help to reduce cognitive load. Rebecca has engaged fully with the ECF units and has kept up to date on the completion of these. She values the coaching sessions she has with her mentor, and these have contributed to her growing confidence in implementing new strategies that are embedded in current research. She has attended learning lunches to gain ideas on different pedagogical techniques from experienced colleagues.

Following on from an observation in December, Rebecca was given the necessary feedback to properly reflect upon how she is employing the use of teaching assistants. Since then, Rebecca continues to reflect upon how to effectively direct the TA in a Year 8 class to support those students most in need and the class as a whole because there are a large number of less able students in the class. Recently, Rebecca worked with the TA who works with her Year 8 class to create a set of revision Quizlet cards online which students could then revise from ahead of their end of year assessment. Rebecca asked the TA to ensure that questions from the Knowledge Organiser were on the Quizlet cards to aid learning for those less able students.

Rebecca was given the feedback in a February observation “to keep a mental check of all students asked in order to ensure every student is asked a question in a lesson”. It was noted that a hands up approach was resulting in only a small number of students answering questions. Since then, Rebecca continues to reflect upon her questioning technique in to ensure appropriate challenge for all and that every student expects to answer at least one question in any given lesson. Rebecca makes use of her seating plan to plan targeted questions at a wide range of students and has used a no hands up policy to cold question students.

Rebecca continues to communicate with parents to check on students’ wellbeing and to continues to build a strong rapport with students. Rebecca has recently put two students on Subject Report in response to their negative attitude to learning. Rebecca reviews their progress on a weekly basis by updating parents of their child’s attitude to learning.

## **PART TWO: Personal and professional conduct**

Rebecca ensures that she observes proper boundaries as expected of a teacher in a professional position. This includes her conduct in classes, around school and when leading out of lesson activities. She also ensures that her social media settings are set high so that her private life is kept away from students to not compromise her professional status. She has established relationships with students rooted in mutual respect through modelling the dignity she expects from them.

Rebecca continues to make use of tutor time to explore key issues. This term Rebecca has been delivering resources during Wellbeing Week to achieve the aim of educating students on the five pillars of wellbeing to ensure that they are equipped with strategies to look after their own wellbeing. This in addition to helping students deal with their anxiety around the consequences of covid. A number in her tutor group have suffered from long covid and others have had bereavements linked to covid in their family. She has dealt sensitively with their concerns and has consulted the Student Support Services when she has been unsure of dealing with situations.

Rebecca attended safeguarding training in September has kept up to date with safeguarding training on topics such as Prevent. She is fully aware of the school's safeguarding procedures and the named Designated Safeguarding Leads to contact if she has a concern. She raised concern about a student in her tutor group to a DSL following a disclosure about her attending late night parties. She has continued to monitor the situation following advice and intervention by the DSL with the student’s parents.

Rebecca continues to be sensitive in her dealings with students exercising discipline whilst respecting their rights. She provides an environment for learning where she expects students to respect each other and ensures that she respects their rights.

Rebecca continues to ensure that she upholds British values as a teacher and in discussions on media

topics with students in her tutor group, she makes it clear that the law must be respected and individual liberties in a democracy must be valued. Recent discussions around the value of a monarchy and sending refugees to Rwanda have raised issues around British values related to equality and rule of law. Rebecca regularly discusses topics in lessons and tutor time around media topics. She continues to expect these to be conducted in an atmosphere of mutual respect and is careful not to express her personal beliefs in a way which could exploit students' vulnerability. Rebecca is conscientious in upholding school policies whether related to uniform, behaviour, assessment etc. She has excellent attendance and punctuality which provides a role model to her students. She is fully aware of her professional duties and responsibilities as a teacher including ensuring that she is prompt to attend her Thursday duty in the atrium and complete professional responsibilities such as planning for her lessons, assessing students and conducting Parent Information Evenings.

#### **Areas for development**

Ensure that knowledge and understanding of French is secure to teach GCSE French with confidence.

Develop A Level teaching strategies to cultivate more independence in student study skills.

Develop further strategies for challenging more able students at GCSE level.

#### **Action to take**

Continue to engage in Rosetta Stone online sessions in French, practise French with experienced French teachers, share planning and resources with colleagues until confident in their accuracy.

Observe A Level French lessons to note how teachers provide the support for greater independence, plan and trial lessons with independent research tasks and review their success.

Consult with teachers identified as expert at challenging more able students and discuss lesson strategies to trial. Review the success of newly implemented strategies and if necessary, jointly plan with experienced colleagues.