



Balcarras Teaching School Hub

Formal Assessment Form for End of Year 1 Training

Below is a form which induction tutors will be required to complete for formal assessments of Early Career Teachers (ECTs)

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the headteacher
- A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. The appropriate body may request to see copies of relevant evidence if required.
- A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment

Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
Mentor name and role	
Assessment period start date	
Assessment period end date	
Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT
Days absent in this assessment period	
Name of appropriate body receiving this report	

Assessment period details

1. **Which period of the ECT's induction does this formal assessment cover?** (Select one of the below)

- End of first assessment period
- End of second or final assessment period
- Interim assessment i.e. the ECT is due to complete induction at another establishment

If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Comments:

2. **If this is a final assessment for Year 1, how many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with the appropriate body**

3. **Based on the teacher's performance against the Teachers' Standards within the assessment period, which one of the following statements is applicable?**

- The above named teacher's performance indicates that they are making satisfactory progress against the Teachers' Standards within the induction period
- The above named teacher's final assessment period and their performance indicates that they have successfully met the Teachers' Standards within the induction period
- 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

4. **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>

Use the comment boxes for any comments and to briefly describe any areas for development

TS1 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 attitudes, values and behaviour which are expected of pupils.

Comments:

Are there any areas for development:

TS2 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 a responsible and conscientious attitude to their own work and study

Comments:

Are there any areas for development:

TS3 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Comments:

Are there any areas for development:

TS4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- 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
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Comments:

Are there any areas for development:

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a 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.

Comments:

Are there any areas for development:

TS6 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 the feedback.

Comments:

Are there any areas for development:

TS7 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 the 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.

Comments:

Are there any areas for development:

TS8 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.

Comments:

Are there any areas for development:

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and

Comments:

5. If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan)

Yes/ Not Yet/Not Applicable

6. If the ECT is not on track to successfully complete induction, is an extension to the induction period required?

Yes / Not yet / Not applicable

If yes, please include details of the length of extension being recommended

Use this box for the answer

7. If the ECT is due to continue with induction, is the ECT expected to remain at this school for the duration of the next assessment period?

Yes / No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Teacher comments

8. Has the ECT discussed this report with the induction tutor and/or headteacher?

Yes/No

ECT's comments on this report and/or their performance in the assessment period.

How have you found the training course so far (what modules have you enjoyed/what has been tricky?)

Have you received an appropriate level of time and support from your mentor and Induction tutor?

Are there any areas that you feel you require additional support?

Any other comment

9. Has the ECT had continued access to a programme of support, based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

10. Has the ECT had continued mentor support based on the Early Career Framework and received all of their statutory entitlements?

Yes/No

If no, please explain why an ECF-based induction has not been accessed or what statutory entitlements have not been met

Comments:

I confirm that the ECT has received a personalised programme of support and monitoring throughout the period specified in line with the statutory guidance.

Yes/No

Please select one of the following statements;

The ECT is making excellent progress towards meeting the Teachers' Standards

The ECT is making good progress towards meeting the Teachers' Standards

The ECT is making a satisfactory level of progress but will require improvement and the ECT has been advised of the areas for improvement

There are some concerns over the ECT's progress and these are being addressed including providing the ECT with an support plan

The ECT's performance indicates that he/she is not making satisfactory progress towards meeting the Teachers' Standards for

Section 3 – Signatures

This progress review was completed by:

Induction tutor Signature	
Date (DD/MM/YYYY)	

Headteacher Signature	
Date (DD/MM/YYYY)	

Early Career Teacher Signature	
Date (DD/MM/YYYY)	

This completed assessment form should be sent to the appropriate body within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

Guidance for early career teachers' induction is available on GOV.UK

GDPR statement on data collection

As documented in Statutory Guidance, appropriate bodies are responsible for the collection, retention and storage of data. Appropriate bodies are responsible for submitting relevant data to the Teaching Regulation Agency (TRA) via the Database of Qualified Teachers (DQT).