

**Year 1 September 2022 Cohort ECT/Mentor/IT Bulletin section
February 2023**

Welcome to the fourth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September 2022 cohort. The purpose of this Bulletin is to share relevant information regarding the Early Career Framework Full Induction Programme with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Full Induction Programme Calendar. This Bulletin relates to Module 4 of the ECF.

The first half of the Spring term 2023 has seen ECTs and Mentors work through Module 3 of the Full Induction Programme which focused on 'What makes classroom practice effective?'

Thank you to all Mentors and ECTs who attended the training seminars for Module 3.

Moving into Module 4

This week heralds the start of Module 4 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How can you use assessment and feedback to greatest effect?'

Throughout this module ECTs will explore how to effectively use assessment in the classroom and will hear from Rob Coe, Mick Walker and Stuart Kime from Evidence Based Education. The module is divided into 5 sessions outlined below, along with an estimated duration for completion of the self-study on Brightspace.

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1. What makes assessment effective? **(50 minutes)**
 2. Planning for effective assessment **(50 minutes)**
 3. Monitoring misconceptions **(45 minutes)**
 4. Making feedback purposeful and manageable **(90 minutes)**
 5. Summative assessment **(30 minutes)**

Seminar 1: Structuring questions to anticipate and identify misconceptions

This following will support ECTs in preparing for the upcoming seminar so that they can make the most of the time during the session.

In your upcoming seminar you will explore:

- how to effectively structure questions that anticipate misconceptions
- the effectiveness of questions that anticipate misconceptions
- where a question could be placed during a lesson to support a check for understanding
- how to use the information gathered from hinge questions

Prior to your seminar, ensure you have completed:

- [What makes assessment effective?](#)
- [Planning for effective assessment](#)
- [Monitoring misconceptions](#)

ECT Module 4 – Seminar 1 – w/c 6 March 2023 (online via Zoom).

Seminars run on a Monday, Tuesday, Wednesday & Thursday, 3.45pm to 5pm. ECTs have been assigned a training group (please see training calendar). We do provide flexibility on the evening an ECT can attend if there are reasonable requests and notice has been given.

Seminar 2: Peer and self-assessment

The following will support ECTs in preparing for their upcoming seminar so that they can make the most of their time during the session.

In your upcoming seminar you will:

- understand how to use peer and self-assessment effectively and purposefully
- know how to avoid the pitfalls of peer and self-assessment
- understand how to sequence and scaffold approaches for effective peer and self-assessment
- critique the design and use of an assessment.

Prior to your seminar ensure you have completed:

- [Making feedback purposeful and manageable](#)

ECT Module 4 – Seminar 2 – w/c 20 March 2023 (face to face venues).

Seminars run on a Monday, Tuesday, Wednesday & Thursday, 3.45pm to 5pm. ECTs have been assigned a training group (please see training calendar). We do provide flexibility on the evening an ECT can attend if there are reasonable requests and notice has been given.

ECTs have their weekly self-directed study to focus on which takes between 30 – 60 minutes per week. The weekly interactions with their Mentors are clearly set out in the Mentor's Programme Guide. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion. We advise Mentors to use their Programme Handbook when leading the weekly interactions and to make brief notes in these pages. We hope that Mentors and ECTs are developing their confidence with Instructional Coaching and deliberate practice.

Mentor seminar 4: Supporting with wellbeing and workload

In this seminar Mentors will focus on the challenges associated with workload and wellbeing within the teaching profession and consider how they can support the workload and wellbeing of their ECT related to marking and assessment.

The Mentor Seminar for Module 4 will take place as follows:

Mentor Module 4 – Seminar 4 – w/c 13 March 2023 (online via Zoom)

Seminars run on a Monday, Tuesday, Wednesday & Thursday, 3.45pm to 5pm. Mentors have been assigned a training group (please see training calendar). We do provide flexibility on the evening a Mentor can attend if there are reasonable requests and notice has been given.

Invites to these events will be sent out in due course. Attendance at these seminars is very important so please do let us know if there are any issues. Attendance and engagement at these seminars are part of the statutory entitlement for all ECTs. We would like to remind everyone about the importance of ensuring that their cameras are turned on during the online training and that participants attend the training ready to be active participants in discussions, whether the session is face to face or online, to get the most out of them. Attendance at all of the seminars is recorded and this data is used to inform whether schools receive statutory funding from the DfE.

Mentor Survey

The annual mentor survey will be live from 10th February - 31st March. It will be at the start of Module 4 (Year 1 Mentors). Please note that until mentors have completed or opted out of the survey, mentors will not be able to access the rest of the content. If a mentor had begun to engage with one of these modules before the 10th February, they will need to complete or opt out of the survey in order to get back into the content. Any progress they have made will have been saved.

We encourage all programme members to complete the survey. It takes approximately 10 minutes to answer all the questions. The link here takes you to a page which explains how to submit the survey, should you need any further guidance.

For Year 1/Cohort 2022 Mentors [HERE](#)

End of term assessment

Your Appropriate Body will be requesting that you complete a Progress Review of your ECTs by the end of this term.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork.

My Teach First - subject

We are gathering more information to inform planning for Year 2; ECF Year 2 seminars will be subject specific so it's vitally important that we capture information about the subjects that ECTs are studying to inform our and your planning.

Early Career Teachers are able to add information about their subject for Year 1 and Year 2 on My Teach First. To do this please click on the delivery information tab, then enter your subject for Year 1 and Year 2 and click save. We suggest you choose the subject/phase you spend most of your time teaching from the drop down list.

Changing a Mentor or Induction Tutor

For clarity, if you wish to change a Mentor on the programme or your Induction Tutor, the Induction Tutor must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change.

We hope that Module 4 runs smoothly for you all – remember we are here to help should you need any support.

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Best Wishes
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ECF Lead