Welcome to the second Early Career Training Programme Bulletin from Vantage Teaching School Hub for the Year 1 January 2026 cohort. The purpose of this Bulletin is to share relevant information regarding the Early Career Training Programme with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Early Career Training Programme Calendar.

Thank you to all new Mentors and ECTs who attended our Welcome Conference in January 2026. Attendance at this event was excellent; we know that schools have worked really hard to set up the roles and practices needed in your settings to ensure that ECTs get the support to which they are entitled.

The first half term has seen ECTs, and Mentors work through Module 1 of the Full Induction Programme. As explained at the Induction event, ECTs and Mentors were advised to start Module 1 at the appropriate point following the first drop-in by the Mentor and using the results of the diagnostic activity for Module 1. We know that ECTs may not have had chance to complete the full range of content in Module 1 due to starting in a new school part-way through an academic year. However, we hope that ECTs and Mentors will refer back to this Module, when necessary, over the two years of Statutory Induction.

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End of term assessment – Progress Reviews for the Appropriate Body

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 the classroom and with the Early Career Training Programme, in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork. If you are registered with Vantage AB services then all assessments are completed on ECT Manager. You will receive an email with a reminder to complete the progress review as the Induction Tutor.

Once the PR is completed, ECT Manager will send an email with a link for the ECT to write their comment regarding the review.

We advised ECTs and Mentors at the Welcome Conferences to keep brief notes relating to the precise actions that have been set whilst working through the Modules on Brightspace. These can then be shared with the Induction Tutor.

There is an appendix at the back of the ECT's programme guide to keep notes on precise actions and also within the Mentor's handbook.

ECTs are also advised to keep brief notes about their achievements/ activities over the course of the term that they can share with the Induction Tutor.
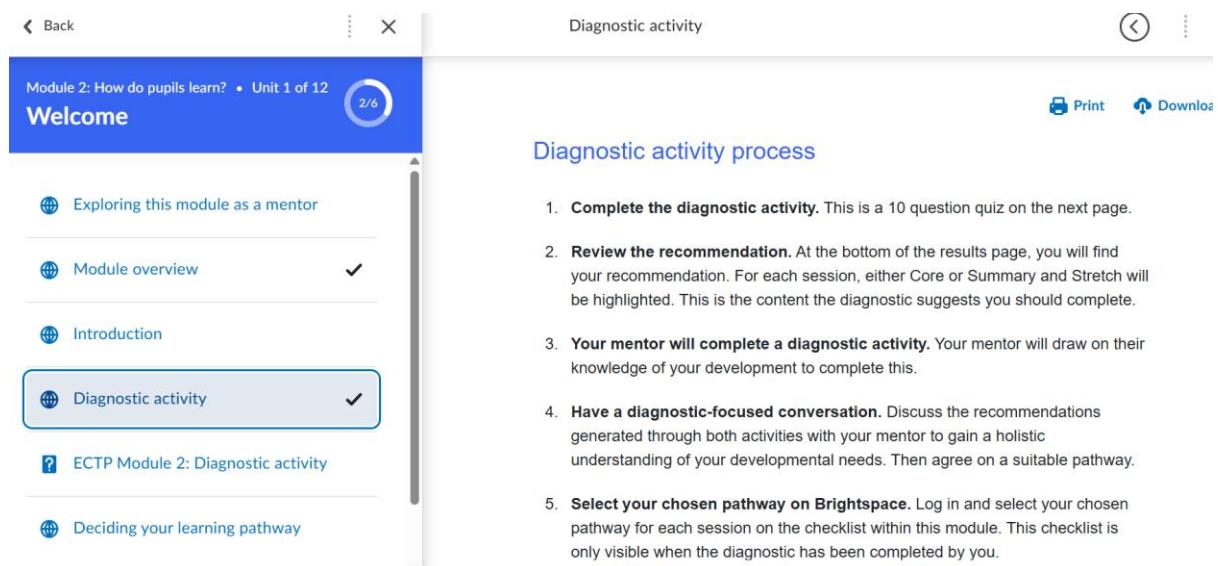
The Diagnostic Activity

As a reminder, ECTs need to complete a diagnostic activity in the form of a series of questions, at the start of Module 2 before any of the content of the Module is released. ECTs will answer questions based on their prior knowledge.

Mentors will also complete a diagnostic activity about the ECT's classroom practice and together they will agree whether the ECT should release the 'Core' or 'Summary & Stretch' content for each of the 5 sections of Module 2.

Please note that the ECT can release the content via the checklist without the Mentor.

Although this is not advised, it has been put in place in case a Mentor is absent from school or there are functionality issues on Brightspace for a Mentor.

Further guidance is given in the section on 'Navigating Brightspace'.

Guidance on Mentors viewing ECT's weekly submissions

As part of the Year 1 weekly self-directed study sessions, ECTs are asked to complete a reflective activity related to their teaching practice. They then make this visible to their mentor on Brightspace ahead of their weekly meeting.

Mentors are encouraged to review the submission in advance of the weekly meeting and may choose to use it as a discussion prompt - particularly in weeks where no observation has taken place.

How to view ECT submissions

Select your **ECT's** module

Select audit users

Select your ECT

Select assignments

Select the assignment

Assignments are not graded – they are to support ECT/Mentor discussion.
ECT's only do core **or** summary and stretch submission – not both.

Guidance videos

Select link to watch guidance video

Video links:

An overview of Brightspace as a mentor (includes how to view ECT submissions)

How to complete your diagnostic activity

Engagement Update

A full update on our engagement policy can be found in the 'ECF Bulletin for all' section.

In Year 1 the mandatory seminars that ECTs and Mentors are required to attend are two for each half term Module (11 in total). It is vital that all programme members do attend and also keep up to date with their self-study on Brightspace to ensure their continued engagement on the programme and funding entitlement for their school.

We will at times send supportive emails to ECTs and mentors to ensure that their engagement on the Early Career Training Programme is at the expected level at each stage in the academic year. Expectations from the DfE and Teach First to ensure that ECTs remain enrolled on the Early Career Training Programme are:
Attendance at the mandatory seminars, completion of the diagnostics for every Module on Brightspace, completion of the knowledge check for every Module on Brightspace and at least 80% of the content of the 5 sections for every Module to be completed.

It has been very useful to gather feedback from Y1 programme members after the delivery of each of the seminars; thank you to everyone for taking the time to do this. The feedback has been resoundingly positive and we do take on board any further comments that are made.

Moving into Module 2

This week heralds the start of Module 2 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How do pupils learn?'

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 Handbook. 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 very brief notes in these pages.

We hope that Mentors and ECTs are developing their confidence with Instructional Coaching and deliberate practice.

An overview of the content of Module 2 is below:

Module introduction
This module will explore findings from cognitive science on how pupils learn and what this means for teaching and learning.
This module is divided into five sessions plus your **10-minute** diagnostic activity. The sessions in this module are:

1. The working and long-term memory **(35 minutes)**
2. Introducing new knowledge to pupils **(45 minutes)**
3. Worked and partially completed examples **(45 minutes)**
4. Helping pupils to remember **(45 minutes)**
5. Utilising research and metacognition **(45 minutes)**

Each session will be supported by a mentor interaction, guidance to support you to prepare for these can be found at the end of each session.
You'll have the option of completing either the **core** or **summary and stretch** version of each session. You'll be guided towards the most appropriate content for you based on the outcome of your diagnostic activity, which you'll complete shortly.

ECT SEMINARS FOR MODULE 2

ECT Module 2 – Seminar 1 – Wednesday 4 March 2026 4pm – 5.15pm (online via Zoom) (As shown in your training calendar)

ECT seminar 1: Avoiding working memory overload

This seminar will complement the self-study that ECTs have been focussing on via Brightspace. It will allow ECTs to deepen their thinking round the concepts & to discuss effective classroom practice with other ECTs.

By the end of the first part of the seminar, ECTs will:
- understand the limitations of the working memory and how this can vary for different pupils
- have reflected on their use of graphical and verbal representations and worked examples to avoid overloading the working memory
- have considered how they might need to adapt approaches to meet the needs of individual or groups of pupils

ECT Module 2 – Seminar 2 –
Wednesday 25 March 2026
 4pm – 5.15pm (online via Zoom) (As shown in your training calendar)

ECT seminar 2: Building well organised mental models
For this part of the seminar, ECTs will need to have to hand, a lesson sequence that they have already used. They will independently review this in the seminar.

By the end of the second part of the seminar, ECTs will:

- considered the role of prior knowledge in developing mental models
- identified strategies to help pupils remember key knowledge
- explored what makes effective retrieval and reflected on their own use of this.

Invites to these events will be sent out in due course. Attendance at these seminars is a mandatory part of the ECT programme 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.

An overview of the content of Module 2 for Mentors is below:

The overview videos **are mandatory for Mentors to watch** before their weekly interactions with their ECT. These support Mentors in understanding the self-study that ECTs have been engaged in and help to focus the meetings. Guidance is also in the Mentor Handbook 2025. When a Mentor logs into Brightspace and accesses these videos and any of the optional content, this supports their engagement on the programme.

Module 2: How do pupils learn?

Welcome to the module 2 diagnostic and weekly overview videos.

This module includes the diagnostic activity to support the tailoring of your ECTs pathway through this module. It also contains five short videos - each around 5 to 10 minutes long - designed to give you a clear and concise summary of what your ECT has been exploring in their weekly self-study sessions on Brightspace. These overviews will help you feel more informed and confident going into your mentoring conversations, ensuring you can connect their learning to their classroom practice.

Diagnostic activity

This is a formative activity to support you and your ECT identify the most appropriate content to focus on for each session during this module. This should not be used as a formal assessment of your ECT, it is purely a formative tool to support their development.

The following questions will ask you about your ECTs application of key ITTECF concepts covered in this module to their teaching practice. This does not require an observation of your ECT and should instead draw upon your holistic understanding of your ECT and their development. When answering these questions, it might be useful to draw on;

- Past observations and discussions with your ECT

- Past notes from mentoring sessions

- Any notes and information from their ITT year.

Your ECT will also complete a knowledge check on their understanding of the same concepts.

The results of these two diagnostic activities, along with a developmental conversation between you and your ECT, will provide you with guidance on whether your ECT should complete the 'core' or 'summary and stretch' content for each session in their modules.

If you would like further guidance on this process, please refer to the video on the Tailoring your ECT's pathway(this link opens in a new window/tab) page within the Welcome unit of this course.

Example of the overview videos for Module 2:

Session 1 – The working and long-term memory

The video below briefly outlines the session your ECT should have engaged with, 'The working and long term memory'. Whether your ECT has explored the 'core' materials or the 'summary and stretch' version, this video will be relevant to you. It summarises the key learning points to help you discuss how your ECT can successfully apply their learning to their practice.

In this session, your ECT has learnt about working and long-term memory, and the limits of memory.

Direct Link: Module 2 - Video 1 - Working and long term memory(this link opens in a new window/tab)

Mentor self-study

In Year 1 of the Mentor training programme, completing the diagnostic activity at the start of each Module is classed as mandatory work, as is the viewing of the weekly overview videos for Mentors.

MENTOR SEMINAR FOR SPRING TERM

The Mentor Seminar for the Spring Term will take place as follows:

New Y1 Mentor seminars combined – 25.2.26, 1.30pm – 4.30pm (face to face) OR 2.3.26, (online). *Please see individual training calendars for your actual seminar date according to the seminar group you have been placed in.*

Mentor training for mentors who are on our one-year training programme

The mentor seminars in the Spring Term have been combined and include: 'Expert Instructional Coaching and Deliberate Practice'.
Then: 'Developing an inclusive educator'.

Invites to these events will be sent out in due course. Attendance at these seminars is a mandatory part of the Early Career Training Programme 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.

Navigating Brightspace

My Teach First is the home page that you log on to access the ECF Programme. The platform **Brightspace** is where all of the curriculum materials are housed and this is accessed once you log onto My Teach First.

ECTs

ECTs need to be engaged every week in their self-study on Brightspace related to the Module that they are currently studying. For this half term, Year 1 January Cohort ECTs should be completing self-study based on **Module 2**. It is expected that ECTs log onto Brightspace for 30-60mins per week to complete their self-study before they have their weekly interaction with their Mentor. A summary of the self-study for Module 2 has been detailed above.
An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their self-study regularly.

In addition to this there is optional content on Brightspace:

 'Wellbeing' Modules that can be accessed at any time and 'Excellent Teaching in Special Schools' Modules.

The pathway to finding the **Wellbeing Modules** is:
Brightspace > ECTP2025 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:
Brightspace > ECTP2025 > All Courses > Optional: Excellent Teaching in Special Schools

As shown at the Welcome Conferences and in the main Bulletin section, we recommend ECTs watch the YouTube videos below to support in their understanding of Brightspace:

- [An overview of Brightspace as an ECT.](#)
- [Brightspace tips and tricks.](#)
- [How to complete your diagnostic activity as an ECT.](#)

Mentors

Mentors are expected to log onto Brightspace every week if they are mentoring a Year 1 ECT to view the weekly videos. A Mentor's engagement with this is tracked by Teach First and they will receive a reminder email if they have not regularly engaged with these.

Mentors are also expected to complete the Diagnostic activity about their Y1 ECT at the start of each Module & discuss this with them. This activity is mandatory.

Mentors are encouraged to track the progress of their ECT on Brightspace so that they can discuss this with them and escalate any issues to the Induction Tutor.

Here is the pathway that a Mentor can follow to check the progress of their Year 1 ECT:
Login to My TeachFirst > Click on ECTP2025 (Year 1 ECTs) > **Click on the chosen Module for ECTs** (Do not click on the Module for Mentors) > Click on Audit Users > Select the ECT

You will then be able to see an overview of their engagement in the content of the Module.

Instructions for finding submissions sent by an ECT have been detailed earlier in this Bulletin section.

Below are the YouTube videos that we advise Mentors to watch to support in their understanding of the Brightspace platform:

- [An overview of Brightspace as Mentor](#).
- [Brightspace tips and tricks.](#)
- [How to complete your diagnostic activity as Mentor](#).

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 2 runs smoothly for you all – remember we are here to help should you need any support.

Email: teachingschoolhub@smchull.org
Tel: 01482 851136

Best Wishes
Andrea Tonks
ECTP Lead