

## **Year 1 September 2025 Cohort ECT/Mentor/IT Bulletin section February 2026**

Welcome to the fourth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the Year 1 September 2025 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 Full Induction Programme Calendar.

### **In this Bulletin:**

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- **Engagement Update**
- **The Diagnostic Activity**
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- **Navigating Brightspace**

The first half of the Spring term has seen ECTs and Mentors work through Module 3 of the Full Induction Programme. Thank you to all Mentors and ECTs who attended the seminar relating to Module 3: 'What makes classroom practice effective?' in January 2026.

### **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. The majority of our ECTs are registered with Vantage AB Services and Induction Tutors will be required to complete the reviews via ECT Manager.

Examples of reviews can be found under: 'Resources' on the ECT Manager platform to support Induction Tutors in understanding the expectations of these reviews.

ECTs are advised to take an active role in the termly review process by discussing with their Induction Tutor all of the progress & activities they have achieved and completed over the course of the term.

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.

### **My Teach First - subject**

We are gathering more information to inform planning for Year 2; ECF Year 2 seminars are grouped by subjects or phases.

At the upcoming Module 4 seminars and beyond, we will be asking ECTs to identify the main subject or phase that they teach and what this will likely be in September 2026.

### **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 one for each half term Module (6 in total) and one per term (3 in total) for Mentors who are on our one-year training programme. It is vital that all programme members do attend 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.

### **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 4 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 4.

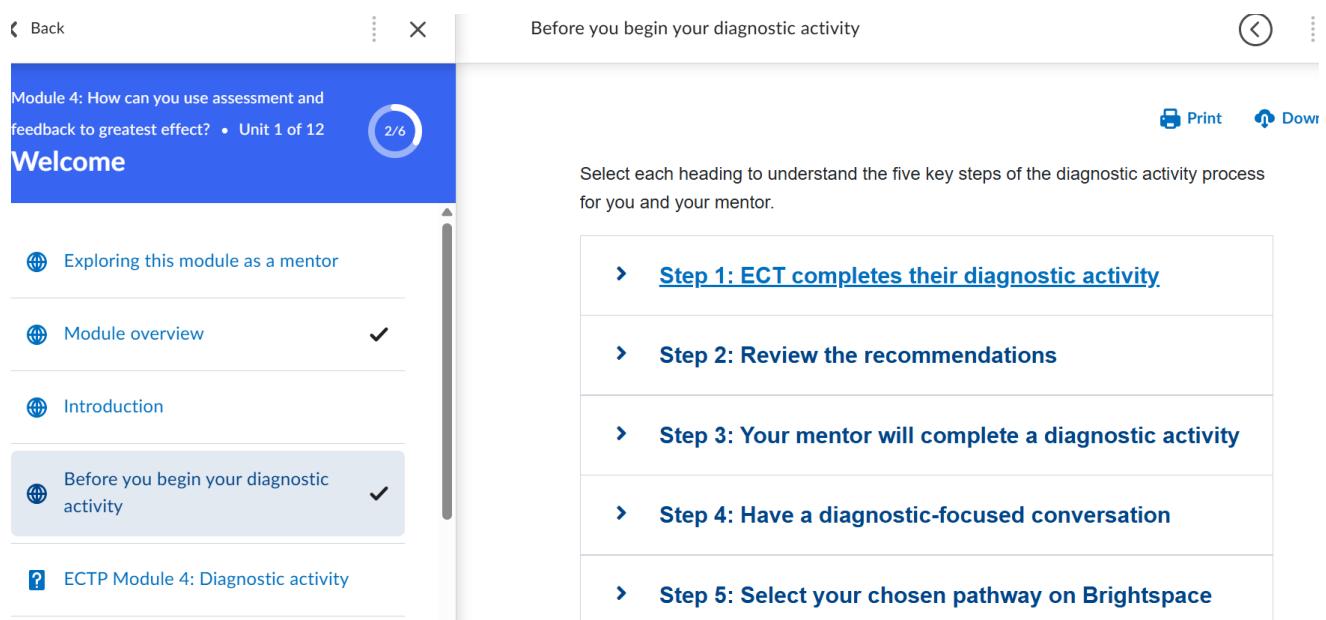
**Please note that the ECT can release the content via the checklist without the mentor.**

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'.

## What do I need to do?

Select each heading to understand the five key steps of the diagnostic activity process for you and your mentor.



Module 4: How can you use assessment and feedback to greatest effect? • Unit 1 of 12

Welcome

2/6

Exploring this module as a mentor

Module overview

Introduction

Before you begin your diagnostic activity

ECTP Module 4: Diagnostic activity

Before you begin your diagnostic activity

Select each heading to understand the five key steps of the diagnostic activity process for you and your mentor.

Step 1: ECT completes their diagnostic activity

Step 2: Review the recommendations

Step 3: Your mentor will complete a diagnostic activity

Step 4: Have a diagnostic-focused conversation

Step 5: Select your chosen pathway on Brightspace

Print

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## ACTIVITY

This activity should take around **10 minutes** to complete.

Please take a moment to complete this short diagnostic activity on the next page before continuing with the module.

### 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?'

As with the other Modules, 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 4 for ECTs is below:**

## Module overview

This module focuses on the features of effective assessment, monitoring and feedback, and explores how you can make best use of these practices to inform teaching and maximise learning for your pupils.

This module is divided into five sessions plus your **10-minute** diagnostic activity. The sessions in this module are:

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1. What makes assessment effective?  
**(35 minutes)**
2. Planning for assessment **(45 minutes)**

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3. Monitoring misconceptions **(45 minutes)**
4. Giving feedback **(45 minutes)**
5. Summative assessment **(45 minutes)**

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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.

### **Optional – Excellent Teaching in Special Schools**

## Course overview

The aim of this course is to further support early career teachers working in special schools. The course sits alongside your ECF modules and aims to build on, contextualise and supplement learning for ECTs working in special schools.

This optional course contains 8 units and is designed so that you can pick and choose the units and sessions that are most relevant to your practice and the pupils that you work with.

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## Course outline

This course is broken down into the following units:

1. Unit 1: Communication and interaction
2. Unit 2: Cognition and learning
3. Unit 3: Social, emotional and mental health
4. Unit 4: Sensory and/or physical needs
5. Unit 5: Behaviour
6. Unit 6: Understanding and developing early communication
7. Unit 7: Effective use of Teaching Assistants
8. Unit 8: Assessment

## **ECT Seminars**

The ECT Seminars for Module 4 will take place during these weeks:

### **ECT Module 4:1 & 4:2 combined –**

**w/b 16.3.26, 1.30pm – 4.30pm (face to face).**

**Please see your individual training calendars for the exact date & venue of your seminar during this week.**

## **Seminars**

### **Seminar 1: Structuring questions to anticipate and identify misconceptions**

Pupils will often come to lesson with inaccurate preconceptions about a topic or concept. These misconceptions can be difficult to identify and shift. Therefore, this seminar will support you to:

- understand the importance of identifying misconceptions
- know the principle of effective formative assessment
- explore how to structure diagnostic questions to gather information on pupil learning
- use data to inform teaching decisions

### **Seminar 2: Peer and self-assessment**

Peer and self-assessment can support pupil learning and encourage ownership. However, careful implementation is required as when it's done poorly it can hinder learning. Therefore, this seminar will support you to:

- understand the purpose of peer and self-assessment
- know some key features of effective peer and self-assessment
- critique the effectiveness of approaches to peer and self-assessment

## **An overview of the content of Module 4 for Mentors is below:**

Please see message from Teach First below regarding the mentor diagnostic.

## **Mentors attempting ECT diagnostic quizzes**

**Edited**

Hello Andrea,

We've had a few cases of mentors not being able to access or attempt the diagnostic quizzes within each ECT module. **Mentors can't access these quizzes as they are only for ECT's to complete.** The mentor diagnostic quizzes are available on the My Teach First platform, and access will be granted once you have completed your eligibility questionnaire at the start of the programme.

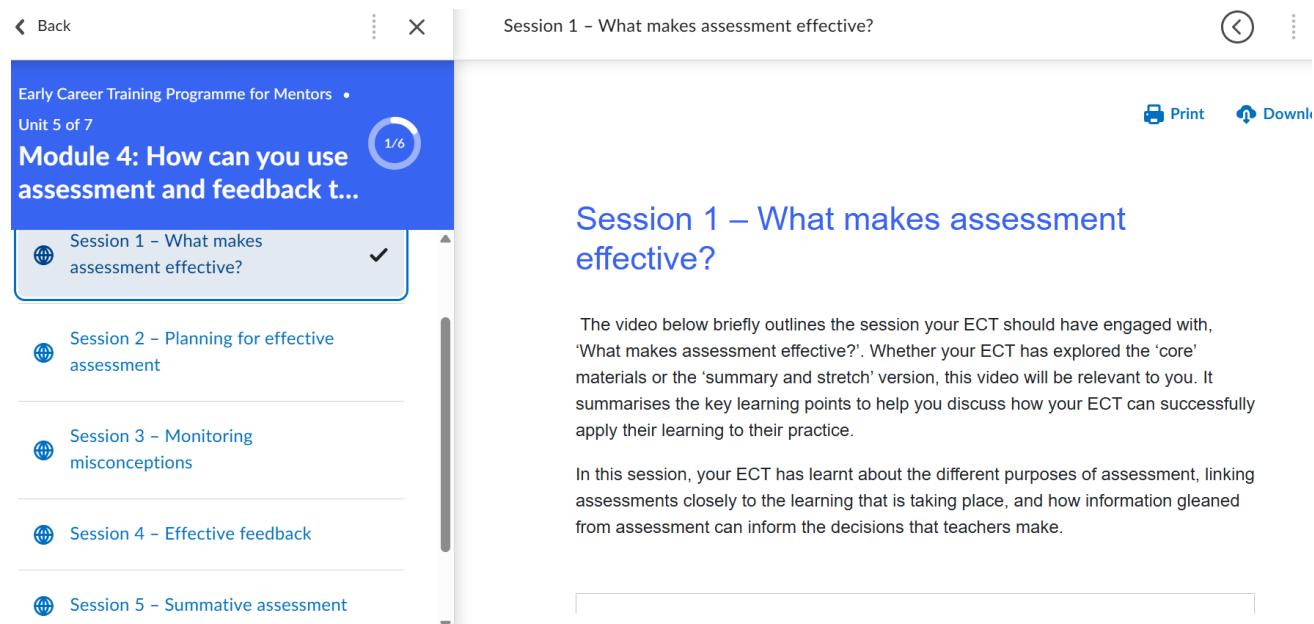
Please note that it may take up to 5 working days for the mentor diagnostic activity to be active once you've completed the eligibility questionnaire. You can find further information of how mentors complete their diagnostic activity through our [video guidance](#).

If you have any further questions - don't hesitate to use the 'Contact Us' button.

## Mentor Diagnostic Tool

As a **Mentor** you will need to complete a diagnostic activity for your year 1 ECT(s) on the **2025 programme**, at the start of each of their modules. This is a formative activity to support you and your ECT identify the most appropriate content to focus on for each module. This should not be used as a formal assessment of your ECT, it is purely a formative tool to support their development. Refer to [the guidance video](#) for support with this activity.

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 their engagement is tracked.



Session 1 – What makes assessment effective?

Module 4: How can you use assessment and feedback t...

Session 1 – What makes assessment effective?

Session 2 – Planning for effective assessment

Session 3 – Monitoring misconceptions

Session 4 – Effective feedback

Session 5 – Summative assessment

The video below briefly outlines the session your ECT should have engaged with, 'What makes assessment effective?'. 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 the different purposes of assessment, linking assessments closely to the learning that is taking place, and how information gleaned from assessment can inform the decisions that teachers make.

## **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 2026 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 seminars for ECTs and Mentors**

Invites to these events will be sent out a week before the seminars are due to take place via email. The email will also contain any resources or pre-reading/information that is needed prior to attendance; we urge ECTs and mentors to read these carefully so that they are fully prepared for the seminars.

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.

Mentors and ECTs have been placed into a group which runs on a specific day during the training seminar weeks. If any mentor or ECT is unable to attend their normal group session for an extraordinary reason, we are able to offer an alternative session to attend as long as you let us know in advance, via email: [teachingschoolhub@smchull.org](mailto:teachingschoolhub@smchull.org)

## **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 ECTs should be completing self-study based on **Module 4**. 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 3 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.

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.](#)

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

**Email: [teachingschoolhub@smchull.org](mailto:teachingschoolhub@smchull.org)**

**Tel: 01482 851136**

Best Wishes  
Andrea Tonks  
ECF Lead