

Year 1 September 2024 Cohort ECT/Mentor/IT Bulletin section February 2025

Welcome to the fourth Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the Year 1 September 2024 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.

In this Bulletin:

- **End of term assessment**
- **Engagement Update**
- **Summary of Module 4 for ECTs & Mentors**
- **Seminars for ECTs**
- **Seminar for Mentors**
- **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 2025.

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. Many 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.

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 2025.

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. It is vital that all programme members do attend to ensure their continued engagement on the programme and funding entitlement for their school.

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.

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.

Mentors and ECTs have been placed into a group which runs on either a Monday, Tuesday, Wednesday or Thursday 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 evening to attend as long as you let us know in advance, via email: teachingschoolhub@smchull.org

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

Welcome to Module 4: How can you use assessment and feedback to greatest effect?

Throughout this module you 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.

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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)**
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Throughout this module you will see reference to the use of the assignment tool. Please note these are not official graded assignments, this is just the name of the tool used to share your reflections and notes with your mentor.

The ECT Seminars for Module 4 will take place during this week:

ECT Module 4:1 & 4:2 combined – w/b 17.3.25, 2pm – 4.45pm (face to face). Please see your individual training calendars for the exact date of your seminar during this week.

Seminar 1: Structuring questions to anticipate and identify misconceptions

This page will support you in preparing for your upcoming seminar so that you can make the most of your 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](#)



Important!

During the seminar you will need:

- a pen and paper, or a device for note taking
- examples of one or two questions that you have asked your pupils recently

Seminar 2: Peer and self-assessment

This page will support you in preparing for your upcoming seminar so that you can make the most of your 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](#)



Important!

During the seminar you will need:

- a pen and paper, or a device for note taking

Optional Stretch Content for Module 4

All Modules on Brightspace contain optional stretch content which ECTs may be advised to access by their Mentor or wish to access this independently. Please see the screenshot below for Module 4.

Search titles, descriptions 🔍

▶ Summative assessment

▶ Training seminars and resources

▶ Post-quiz and module survey

▼ **Stretch session: Examining the evidence around written feedback**

📄 Session overview

📄 Introduction

Stretch session: Examining the evidence around written feedback



Welcome to the Stretch session: Examining the evidence around written feedback. This session is optional and should take **approximately 90 minutes** to complete.

Optional – Excellent Teaching in Special Schools



Overview ▾



Introduction

0% 0 of 2 Topics Completed



Unit 1: Communication and interaction...

0% 0 of 5 Topics Completed



Unit 2: Cognition and learning

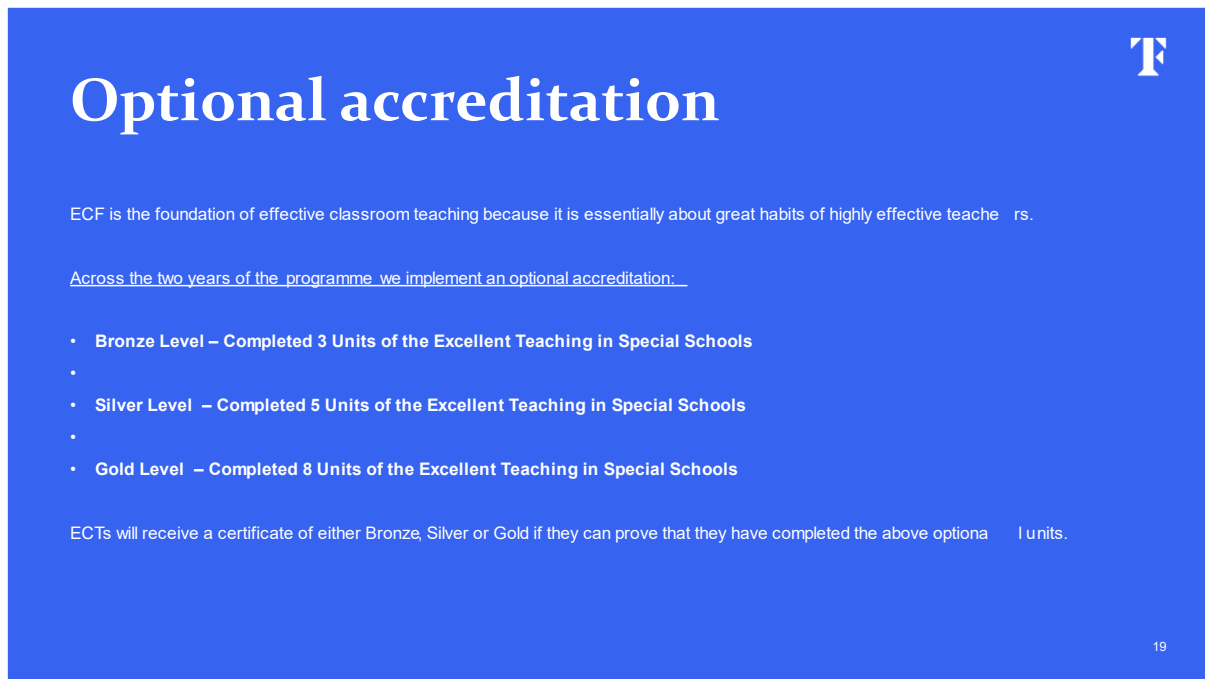


Unit 3: Social, emotional and mental...

Announcements ▾

There are no announcements to display.

As advertised in the Welcome Conferences, this year we are offering special accreditation as detailed below:



Optional accreditation

ECF is the foundation of effective classroom teaching because it is essentially about great habits of highly effective teachers.

Across the two years of the programme we implement an optional accreditation:

- **Bronze Level – Completed 3 Units of the Excellent Teaching in Special Schools**
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- **Silver Level – Completed 5 Units of the Excellent Teaching in Special Schools**
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- **Gold Level – Completed 8 Units of the Excellent Teaching in Special Schools**

ECTs will receive a certificate of either Bronze, Silver or Gold if they can prove that they have completed the above optional units.

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An overview of the content of Module 4 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 2024. When a Mentor logs into Brightspace and accesses these videos and any of the optional content, this supports their engagement on the programme.

Unit 2 – Self-study for Mentors is optional.

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

Mentor Module 3 & 4 combined – 26.2.25, 2pm – 4.15pm (face to face) or 3.3.25, 3.45pm – 5.45pm via Zoom. Please see your individual training calendars for the exact date of your seminar during the delivery period.

Mentor training

In this seminar, mentors will continue to develop understanding of how they can support the acquisition of expertise in the classroom. They will look at the application of deliberate practice and some of the pitfalls it can present. Mentors will also consider how to maintain the balance between supporting and challenging ECTs. Additionally, mentors will reflect on how they can enable ECTs to develop greater self-regulation and overcome barriers in the mentoring relationship.

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'.

The pathway to finding the **Wellbeing Modules** is:

Brightspace > ECT 2024 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:

Brightspace > ECT2024 > All Courses > Optional: Excellent Teaching in Special Schools

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 advised when they need to complete the Mentor assessment on Brightspace – this activity is mandatory.

The self-study for a Mentor for each of the modules is optional, although a Mentor's completion of this will support with their engagement on the programme.

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 ECF2024 (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.

Here is the pathway that a Mentor can follow to view the notes that an ECT has made:

Brightspace > Module 3 for ECTs > Course Tools (near the top) > Notes > Shared Items

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

Tel: 01482 851136

Best Wishes
Andrea Tonks
ECF Lead