

**Proudly serving Bromsgrove, Redditch,
Solihull and Stratford-on-Avon**

Tudor Grange Teaching School Hub

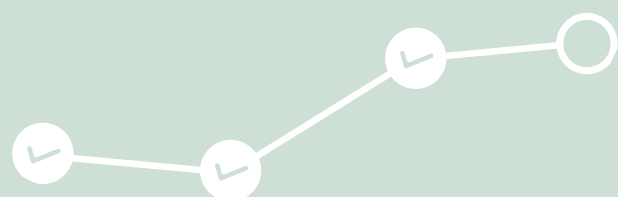


Assessment Support Guide

The Appropriate Body (AB) team are looking to see evidence that the school has a secure understanding of the ECT's strengths and areas for development.

Progress Reviews

Progress reviews provide specific, evidence-based examples for a **minimum of three of the Teachers' Standards** to explain if the ECT is on track or not.



End of Year 1 Assessment

An End of Year 1 Assessment is a **summary of the ECT's journey over the first 3 terms**.

This assessment should include specific, evidence-based examples of how the ECT is meeting (or not meeting) each of the Teachers' Standards.

Interim Assessment

An interim assessment is **automatically generated if an ECT leaves the school**.

This assessment should include specific, evidence-based examples of how the ECT is meeting (or not meeting) each of the Teachers' Standards.

This assessment will also be made **available to the next AB**.

Final Assessment

A final assessment is a **judgement and justification of whether the ECT has met the Teachers' Standards**.

This assessment should include specific, evidence-based examples of how the ECT is meeting (or not meeting) each of the Teachers' Standards.

If the ECT has not met the Teachers' Standards in this assessment, they have failed their ECT induction.

Areas for Development

Areas of development for an ECT should be around **2-3 specific points of action** that move the ECT's teaching practice on, in a tangible way.

ECT Comments

ECTs should discuss **how their teaching practice has developed** during the assessment period, and what they are looking to work on.

Off-track ECTs



ECTs **cannot fail their induction before their final assessment**.

'Off-track' means the ECT requires further support to meet the Teachers' Standards - this should be **discussed with them ahead of the assessment** submission.

You should provide **clear justification** linked to Teacher Standards, and upload any relevant **support plans**.

You should **flag this to the Appropriate Body team** on any assessment, and via email/ phone call between assessment windows.

ECT Absence

Assessments must be sent even if an ECT has been absent.

Please indicate the **number of days** of absence on your assessment.

If the number of days exceeds 30 in a year, induction will be extended.



Signatures

Reports must be signed by the Induction Tutor, Headteacher and the ECT.

Signatures should not be withheld because of a disagreement about the content of the assessment – please use the comments section for this where necessary.

If absence is preventing a signature, please **let the AB team know** promptly.

Rejected Assessments

Assessments can be rejected because we require more information. For example:

- Paraphrasing of standards without concrete examples of ECT practice
- Not enough examples have been cited
- Areas for development are too broad

A rejected assessment does not mean that the ECT has failed.

An amended assessment will require new digital signatures.

