



Appropriate Body Induction Tutor Session

(Assessment Programme)

Tuesday 18th November 2025

Autumn 2

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Services Lead**



AGENDA

Check In visit experiences

- **Thank you**
- **Top Tips**

ECT Report writing

- **Progress Review Template**
- **Induction Tutor top tips**
- **ECT top tips**

Reminders

This briefing is being recorded.
Please mute your microphones.





Check In Visit experiences

Feedback from visits

- Thank you
- Top Tips
 - Best Practice Observations
 - Records on ECT Manager



Advice on Best Practice Observations



Best Practice Observations – observing experienced/ expert teachers (Statutory Entitlement)

- Directing Best Practice Observations for ECTs
- ECTs seeking out Best Practice Observations

Consider

Within Subject/ Year Group/ Cohort

Out of Subject/ Year Group/ Cohort

Seeing experts and experience

Seeing other ECTs and recently qualified colleagues

Within your own school setting

Outside of own school setting

Seeing particular learners / class

Joint best practice observations/ learning walks – with IT, Mentor, T&L Lead – these colleagues would be able to signpost where best practice is being displayed.

Check In Visit experiences

Records on ECT Manager

- Formal Lesson observations should be uploaded, using the HISP template
- Best Practice observations should be uploaded, using the HISP template

Create the following folders in ECT Manager for observation records to be held centrally.

'ECT Lesson Observation Feedback Folder'

'Best Practice Observation Folder'



Best Practice Observation Folder



ECT Lesson Observation Feedback Folder

ECT Report Writing



Progress Reviews (PR) (at the end of terms 1, 2, 4, 5), written by the Induction Tutor

Formal Assessments (FA) (two; one at the end of terms 3 and 6), written by the Induction Tutor

We will focus on Progress Reviews :

The majority of Autumn term reports are due on (or before) Friday 12th December.

Consider your timeline :

Formal observation date =

Formal meeting with ECT date =

Informal drop ins / learning walks =

Seek feedback from colleagues* =

*Mentor / Line Manager / Subject Lead / Phase Lead / Senior Leaders / Headteacher

Report Grading



Recommendation	Progress Grading
They 'are making satisfactory progress'	A: This ECT is currently making good progress towards meeting the Teachers' Standards.
They 'are making satisfactory progress'	B: The ECT has many strengths with a few areas for development that are being addressed.
They 'are making satisfactory progress'	C: The ECT has strengths, some areas for development have been met and some are still being worked on.
They 'are <u>not</u> making satisfactory progress'*	D: Development needed in basic practice, warranting additional support from within the school*.
They 'are <u>not</u> making satisfactory progress'*	E: Considerable areas for development required in basic practice, giving rise for serious concern. Additional support needed for school and ECT*.

You will be asked two questions initially; to recommend if they are on track or not AND to then grade your ECT.

Note that grading corresponds to whether an ECT is on track or not:

*They 'are not making satisfactory progress' corresponds to a D and E grade being attributed. An additional Support Plan must be put in place; the ECT, Headteacher and Appropriate Body must be informed immediately. Support Plan to be uploaded onto ECT Manager for our reference.

Progress Review Format

Induction Tutor report questions :

1 Support and Entitlements Section

2 Further Information / Comments Section

Support and Entitlements	Induction Tutor - Further Information/ Comments
Has the ECT continued to access a training opportunity? Not Answered	Provide comments on at least three strength/ success areas linked to the Teachers' Standards (minimum of 100 words per area). Not Answered
If no, please explain why an ITTECF - based opportunity is not available? Not Answered	Provide comments on the progress of at least two previous development areas linked to the Teachers' Standards (minimum of 100 words per area). Not Answered
Has the ECT continued to receive all of their entitlements (e.g. CPD, peer observation, reduction, mentor meetings, best practice opportunities)? Answered	Provide comments on at least two new development areas linked to the Teachers' Standards (minimum of 100 words per area). Not Answered
If no, please explain why statutory entitlements are not being met? Not Answered	If the ECT is not on track to successfully complete induction, has the ECT been informed?: Not Answered
	If the ECT is not on track to successfully complete induction, has the appropriate Support Plan been put in place?: Not Answered

*These align with DfE guidance/ templates

Progress Review Format

ECT report questions :

'ECT – Further Information/ Comments' Section

ECT - Further Information/ Comments

Are you receiving your reduced teaching timetable? (10% in Yr1 and 5% in Yr2)?: Not Answered

Are you receiving regular one to one Mentoring sessions (each week in Yr1 and fortnightly in Yr2) with your Mentor? We understand there may be occasional illness.: Not Answered

Have you had a formal observation from your Induction Tutor this term (including written feedback)?: Not Answered

Have you observed Best Practice teaching from experienced teachers this term?: Not Answered

Please confirm you (the ECT) have discussed this report with your Induction Tutor?: Not Answered

What have been your strengths and successes over the last term? (100 words minimum)
Not Answered

What challenges have you faced over the last term and how have you overcome them? (100 words minimum)
Not Answered

Reflecting on the targets set by your Induction Tutor how will you address these to develop your practice? (100 words minimum)
Not Answered

*These align with DfE guidance/ templates

Progress Review Models – IT Comments



Induction Tutor - Further Information/ Comments

Provide comments on at least three strength/ success areas linked to the Teachers' Standards (minimum of 100 words per area).

TS4

In a recent maths observation, [redacted] showed that she could plan and teach a well-structured lessons. She began with an 'in focus starter asking the pupils to discuss what was the same and what was different about the two mathematical images for part-part-whole and bar model. All pupils were engaged and able to explain what each part represented and what was the total. Pupils then moved on to use counters and ten frames to practically make the number bonds to ten. All children were engaged and could say the stem sentence for the bonds they had made. [redacted] then assessed which pupils were ready to move on and those pupils moved away from the practical resources to the abstract – writing the equation for the number bond independently. She had prepared challenge questions ready, to stretch pupils further who were confident to move on to the next steps.

TS7

[redacted] uses the school's positive behaviour policy to support her pupils to manage their behaviour effectively. She has built good relationships with all the pupils in her class and she sets clear expectations for behaviour. She uses the learning ladder for pupils to move their peg up when they are showing good learning behaviours. [redacted] has also set up a system to reduce the noise in the classroom when pupils are working. It is called the 'class voice metre'. She has this set up in the class and moves the arrow to show the pupils the appropriate noise level for the activity they are doing. This has had a very positive impact as the students understand the expectations in different lessons. This has had a big impact, particularly when the pupils are working independently.

[redacted] has developed effective positive working relationships with colleagues in school, and she has readily asked for advice whenever needed.

TS5

[redacted] knows when and how to differentiate tasks appropriately, and ensures she adapts her teaching to support the needs of pupils in her class. In all lessons she always ensures that the resources she uses are adapted to meet the needs of the specific pupils in her class. She has demonstrated this in a recent maths observation where she had made resources for each step in the lesson so that all pupils were able to access work at their own pace and could move on to the next challenge when they were ready. [redacted] ensures she adapts teaching to support the needs of all pupils, including those with special educational needs by using widgets, cut up sentences and concrete apparatus. She readily asks for advice from colleagues to ensure the work she is planning is matched to the pupil's needs,

Provide comments on at least two new development areas linked to the Teachers' Standards (minimum of 100 words per area).

S4 - Plan and teach well-structured lessons

As discussed, [redacted] has worked hard and made real progress in the quality of his short-term planning and the structure of his lessons. Now that he is confidently teaching well-structured lessons, long-term planning should be his next focus. This is something that is planned moving forward; with the support of his more experienced colleagues, [redacted] will take on the planning responsibilities for specific subjects. Having responsibility for a specific area of the curriculum and providing his colleagues with resources will only enhance his planning skills, subject knowledge and the structure and pace of his lessons.

Effective group work, purposeful practice, and lesson resources are all areas [redacted] has improved in this term. Encourage greater independence in pupil's learning will be another area of focus, something that is linked to his development of behaviour for learning in his classroom.

S7 – Manage Behaviour Effectively

Managing unexpected behaviours is an area of strength for [redacted] he continues to use the support of experienced colleagues to make progress in creating a consistent and supportive classroom environment. He has developed clear routines and approaches using positive reinforcement more effectively, which is starting to make a noticeable difference. Through ongoing guidance, [redacted] is becoming more confident in recognising and responding to pupils' emotional needs, helping them stay engaged and better manage their learning.

However, now the focus for [redacted] is to explicitly target his pupil's behaviour for learning. He is excellent at helping them regulate, communicate and develop social skills, so his aim now needs to be having them in a zone where they are "ready to learn" more consistently. Firm boundaries and clear instructions over tasks, for example when the class discussion has ended and the pupils are applying to demonstrate, is something that could support this.

Writing two new developmental targets



Target - Improve behaviour management

- ✓ Target - To increase consistency with routines and behaviour management, applying the behaviour management policies so that XXXXXX can ensure learners have an effective start to each lesson. To do this they should continue to follow the whole school behaviour policy – ensuring that at the beginning of every lesson XXXXXX has an accessible starter/ do now task, when ready XXXXXX asks and waits for silence, uses non-verbal cues to praise and challenge disruptions and challenges any calling out.

Progress Review Models – ECT Comments

What have been your strengths and successes over the last term? (100 words minimum)

This term, I have continued to make a strong and positive contribution to the school and my own professional development. I have worked hard to create a calm, nurturing, and stimulating classroom where pupils feel safe, respected, and motivated to learn. Building strong, trusting relationships has been at the heart of my practice, and I have found that pupils respond positively to the consistent routines and supportive atmosphere I have established. I take pride in ensuring that every child feels valued and confident to take risks in their learning, which has helped to build resilience and enthusiasm across the class. I aim to plan my lessons carefully and sequenced to ensure progression, with clear learning objectives and opportunities for pupils to consolidate and extend their understanding. I make effective use of questioning to assess understanding and adapt my teaching in response to pupil needs. Behaviour management has also been a real strength; I maintain high expectations and use positive reinforcement, praise, and calm redirection to keep pupils focused and engaged. This has helped to create a purposeful and positive learning environment where children can thrive academically and socially. Overall, I feel that my classroom ethos, strong relationships, and consistent expectations have played a key role in supporting both learning and personal development this term.

What challenges have you faced over the last term and how have you overcome them? (100 words minimum)

Over the past term, I have made noticeable progress in two key areas of my teaching practice — meeting the needs of all learners and using assessment effectively to inform planning and support progress. I have deepened my understanding of the barriers that some pupils face and have developed a more inclusive approach to lesson design. I now plan with a clearer focus on differentiation and accessibility, ensuring that every child can participate fully and achieve success. This has particularly supported pupils who may have additional learning needs or who were previously at risk of falling behind. I have also refined my use of assessment strategies to track progress more precisely and identify next steps in learning. I now make confident use of both formative and summative assessment methods to gather evidence of pupil achievement and inform future planning. Analysing assessment data has become a much more integral part of my practice, allowing me to set realistic and targeted goals for individuals and groups. I have also taken an active role in end-of-year assessments and target setting, which has helped me develop a stronger understanding of progression across year groups. These developments have given me greater confidence in my ability to make informed decisions that directly impact pupil outcomes and help to ensure all learners make sustained progress.

Thank You



These slides and the recording will be added to the HISP TSH website AB pages.

Please ensure you register any new ECTs for January with us asap

Slides below are reminders, they include

- Statutory Entitlements
- Signposting AB Handbook
- Access to key documentation locations
- Appropriate Body services invoicing
- Keeping in touch

Next meeting – Wednesday 28th January 15.30 – 16.30

Staying in touch



- AB Induction Tutor [121 Guidance Meetings](#)
 - 20-minute meetings are bookable every week.
- Regular [Induction Tutor Briefings](#)
 - Tuesday 18th November from 3.30pm - 4.30pm
- Half Termly AB Bulletins (emailed)
- ECT Postcards
- Contact details - AB@hisptsh.org

Emma Gerrard, AB Coordinator - 02382 145526

Wendy Precious, TSH Coordinator – 02382 357517

Kate Walker, AB Services Lead - 02380 011154





Slides below

For your reference, from previous sessions





Statutory Entitlements

Every ECT is entitled to receive the full two-year Induction, the statutory entitlements include :

- Support from a dedicated Mentor (weekly in Year 1, fortnightly in Year 2)
Access to ECTP (Early Career Training Programme) self-study materials and instructional coaching
- Reduction in teaching timetable (10% reduction in Year 1, 5% reduction in Year 2)
- Formal Observations each term (minimum) with written and verbal feedback applied to the Teachers' Standards, completed by the Induction Tutor. We recommend each half term.
- Opportunities to observe experienced/ expert teachers We recommend 2 – 3 each half term.

AB Induction Handbook



Appropriate Body Induction Handbook 2025 – 2026

**Handbook and Guidance for
ECTs, Induction Tutors, Mentors,
Headteachers and Governors**

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AB Documentation access

Copies of HISP TSH AB documentation can be accessed in two locations:

- [ECT Manager](#) > select 'Resources'
- [HISP TSH Website](#) > select AB > select 'AB Documentation'

Resource List	
Name	
.1. AB Induction Handbook	
.2. AB Documentation Overview	
.3. ECT Lesson Observation Feedback form	
.4. Best Practice Lesson Observation Form	
.5. Personal Support Plan Template (Year 1)	
.6. Cause for Concern Support Plan Template (Year 2)	
.7. ECT and Induction Tutor Meeting Notes Template (Optional)	
.8. ECT and Mentor Meeting Notes Template (Optional)	
.9. Reduction Request Form	
10. Reduction Request Form (Part Time)	
11. Post 16 Reflective Journal	
12. ECT Policy Template	

AB Documentation

- AB Induction Handbook
- AB Documentation Overview
- ECT Lesson Observation Feedback Form
- Best Practice Lesson Observation Form
- ECT & Induction Tutor Meeting Notes Template (Optional)
- ECT & Mentor Meeting Notes Template (Optional)
- Personal Support Plan Template (Yr 1)
- Cause for Concern Support Plan Template (Yr 2)
- Reduction Request Form (Part-time)
- Reduction Request Form
- Post 16 Reflective Journal

ECTs have been asked to create the following folders in ECT Manager for observation records to be held centrally.

- Best Practice Observation Folder**
- ECT Lesson Observation Feedback Folder**

AB Invoicing

We will begin invoicing schools for ECT Registrations as follows
Autumn Registrations – invoices out to schools in December

Fees are £200 per ECT per year, please see the HISP TSH AB Handbook for further details.

Please stay in touch with your School Finance team/ colleague – that this has been received and will be actioned at appropriate time.

