



## ECF/RQT Policy 2021-2022

ECF/RQT - Document Status				
Date of Creation	23.6.21	✓	Named responsibility	Ames, Adam
To be reviewed by:	23.06.22	✓	Named responsibility	Ames, Adam

### New Qualified Teacher NQT and Recently Qualified Teacher RQT Policy

#### **Introduction**

As a school we value greatly the opportunity to have Early Career Teachers and Newly Qualified Teachers on the staff and take very seriously our responsibility to induct colleagues into the teaching profession. The school follows the procedures as laid out in "Induction for newly qualified teachers (England)" Revised March 2021.

The school's appropriate body is:

**Shropshire and Telford Education Partnership STEP** (From September 2021).

<http://www.salopteachingschool.co.uk/shropshire-and-telford-education-partnership-step/>

No ECT / NQT can begin induction until the appropriate body has been agreed and notified.

Most of our principles for our NQT induction policy are based upon the DfE Statutory Induction Guidance document. This should be read and understood by Executive Principal, Headteachers, Assistant Headteacher for overseeing ECF, ECF Induction Tutor, ECF Subject Mentors and Early Career Teachers.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf)

The early career framework (ECF) reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured **2-year package** of high-quality professional development. The reforms are part of the government's [teacher recruitment and retention strategy](#), which aims to improve the training and development opportunities available to teachers.

The [early career framework](#) is the evidence base which underpins this new entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about, and learn how to do, during the first 2 years of their careers.

Before September 2021, schools should:

- read the updated statutory guidance
- choose a delivery approach in order to meet the new requirements
- set up their programme through **DfE's online service** if they want to use an approved funded provider, or deliver the accredited materials themselves

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/696428/Statutory\\_Induction\\_Guidance\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf)

Crudgington and the LCT trust have chosen a **full provider led Early Career Framework**

This has been registered via **the DfE Online Service** with **Best Practice (BP) & Shropshire & Telford Education Partnership (STEP)** teaching hub.

### **Summary of what is New for September 2021 onwards.**

- The term early career teacher (ECT) replaces newly qualified teacher (NQT).
- The standard length of induction has been increased from one school year to two school years (see para 2.29).
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction (see para 2.19).
- Schools are expected to deliver an induction period that is underpinned by the ECF (see para 2.39). Appropriate bodies will have a role in checking that an ECF-based induction is in place (see para 5.11).
- The role of the mentor has been introduced (see para 2.42). The mentor will have a key role in supporting the ECT during induction and is separate to the role of the induction tutor (see para 2.43).
- There will be two formal assessment points, one midway through induction, and one at the end of the induction period (see para 2.52). These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled (see para 2.46).
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years (see para 3.5).
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction (see para 3.6).

### **The Induction Period**

The statutory 2-year induction period is 6 full terms. They need not be consecutive and can be in more than one school. They can also be covered part time e.g. 0.5 over two years. For supply work to count, it must be agreed in advance of the relevant

term(s). Satisfactory completion is necessary for continued employment as a teacher. An extension is possible in exceptional circumstances only. If an ECT / NQT fails, their induction they cannot repeat it. However, at Crudgington, we would inform the ECT / NQT at the earliest opportunity that there are areas of concern that are putting them at risk of not meeting the Teacher Standards and therefore at risk of not completing ECT / NQT Induction to a satisfactory level. This is to allow the ECT / NQT to seek support, guidance and to give every opportunity to address concerns within an agreed time frame. This will be documented in writing shortly after the review meeting with the ECF / NQT Induction Tutor, ECF Mentor, Subject Leader and member of SLT. In this way an ECT / NQT does not receive any surprises in the final assessment for NQT Induction.

### **The Induction Programme**

The induction programme involves a reduced timetable (90% of normal main scale teacher timetable) and an individualised programme of support following a full provider led ECF with STEP and Best Practice. A key role is played by the induction tutor and ECF mentors. ECF mentors are usually within the ECT / NQT's subject faculty who is suitably experienced and qualified to provide the necessary mentorship in supporting the ECF. ECT / NQTs are also required to attend regular meetings with the Induction Tutor, SLT and Lead Practitioners for CPD to participate in a programme designed specifically to meet their wider needs. The statutory Teacher Standards must be met by the end of the induction year. The ECT / NQT Induction tutor is responsible for guiding the ECT / NQT through these standards and helping them to identify key evidence.

The ECF / NQT Induction CPD is intended to have a positive impact for the ECT / NQT, allowing them to get to grips with the key policies and procedures, as well as developing strategies to effectively meet all the teaching standards. As the academic year progresses the CPD is increasingly tailored to the specific needs of the NQT.

The ECT / NQT Induction CPD is delivered across the Learning Community Trust (LCT), typically one joint LCT session will be hosted each year at ECT / HLC, Ercall Wood Academy, Charlton School and Severndale Academy, the majority of sessions are based at HLC for HLC ECT / NQTs. HLC believes it is important to have joint sessions across the Trust as this allows ECT / NQT's to effectively network with colleagues across the Trust, promoting the development of professional dialogue and purposeful positive working relationships. It is also seen as a strength of the programme that staff leading the sessions draw from a range of settings and experiences as this ensures that ECT / NQTs have access to a breadth of CPD, whilst maintaining consistency across the Trust. NQTs also participate in the Whole Staff CPD on Tuesday sessions timetabled on the school calendar.

This year's ECT / NQT CPD calendar is available to all staff on LCT SharePoint™ site and Appendix I.

<https://telfordeducation.sharepoint.com/sites/LearningCommunityTrust/LCT%20Shared%20Resources/Forms/AllItems.aspx?FolderCTID=0x012000B9BB7723BA0B244E9EEE843DD2EB28B8&viewid=1f2412f6%2Dd422%2D41d0%2D9e1f%2D2148e22889ea>

A major 'review of reviews' by **Cordingley et al (2015)** for the Teacher Development Trust in England found a number of factors that characterise effective CPD programmes:

- Longer programmes tend to be more effective than short-term interventions, and most effective CPD has to last at least two terms to have an impact. However, time in itself is not the most important factor; it is what is done within that time that really matters.
- Effective CPD requires follow-up, practice and support. Just as with pupils, you cannot just teach something and expect it to be remembered and implemented.
- CPD needs to be relevant to the everyday work of teachers for it to have impact.
- CPD needs to be differentiated by teachers' starting points, and should not just have a one-size-fits-all approach.
- CPD can allow teachers to engage in peer learning and collaboration. v Subject knowledge and pedagogy (effective teaching) are equally important, although generic topics (e.g. assessment for learning) are best embedded within a particular subject.
- CPD has to have clear goals and progression.
- The most effective CPD has some external input.
- External providers can:
  - make the knowledge base in their field available to participants
  - introduce participants to new knowledge and skills
  - help teachers believe they can make a difference to pupil outcomes, even those of pupils in the most disadvantaged circumstances make links between professional learning and pupil learning explicit through discussion of pupil progression and analysis of assessment data
  - act as mentors and facilitators, not just as teachers or lecturers.
- CPD activities can build in classroom practice and experimentation, to ensure that transfer of learning to the classroom occurs.
- Teachers need to understand the underlying theory of or rationale for what they are being taught.
- Effective CPD fosters teachers' metacognitive skills

This research has underpinned our approach to the delivery of our NQT CPD at Crudgington and across the LCT. Each session is published on the LCT SharePoint™ Site so all ECTs / NQTs, RQTs and any staff member within the Trust has secure access to all resources used. This will also include ECF provider led Conferences.

### Early Career Teacher Learning Hours

ENGAGEMENT	YEAR 1	YEAR 2	HOURS
 <b>Online conferences</b> Induction and learning for regional groups of ECTs	3 hours	3 hours	6
 <b>Face-to-face training</b> Facilitated training sessions hosted by local delivery partners	6 two-hour events	4 two-hour events	20
 <b>Online facilitated workshops</b> Facilitated online learning hosted by local delivery partners	6 one-hour events		6
 <b>School visits</b> Focussed school visits agreed with ECT and Mentor		2 two-hour visits	4
 <b>Self-directed study</b> Guided self-directed learning materials	22 one-hour sessions	5 one-hour sessions	27
<b>Mentor sessions</b>			

## ECF Mentor Training & Mentor Sessions

### Mentor Training & Mentor Sessions

ENGAGEMENT	YEAR 1	YEAR 2	HOURS
 <b>Online conferences</b> Induction and learning for regional groups of Mentors	1 hour	2 hours	3
 <b>Face-to-face training</b> Facilitated training sessions hosted by local delivery partners	3 two-hour events	1 two-hour event	8
 <b>Online facilitated workshops</b> Facilitated online learning hosted by local delivery partners	4 one-hour events	2 one-hour events	6
 <b>Peer networking</b> Online peer networking events	5 one-hour events	2 one-hour events	7
 <b>Self-directed study</b> Guided self-directed learning materials	8 hours	4 hours	12
 <b>Mentor sessions</b> Structured mentoring meetings providing support and challenge	1 hour weekly	1 hour fortnightly	59
Total: 95			

Although ECF is not assessed as part of the teacher standards, ECT are expected to engage fully and use the support. It is expected that what is learned from the ECF will provide the ECT with research-based knowledge and understanding along with practical working application to further develop and master skills and strategies to fully meet the teaching standards. It is therefore crucial that there is full commitment to ECF by the ECT, the mentor, induction tutor and the school to fully embrace this provision. To satisfactorily pass Induction ECTs are therefore expected to engage fully with the ECF.

### Funding

Provider-led programmes, available to state-funded schools only, are funded by DfE so there are no costs for schools.

Funding will cover:

- time off timetable for early career teachers and mentors in the second year of induction paid directly to schools
- training delivered directly to early career teachers by an external provider - providers will be paid directly so schools will not face any payment burdens
- training delivered directly to mentors by an external provider - providers will be paid directly so schools will not face any payment burdens
- additional funding to backfill mentor time spent undertaking training paid directly to schools

All state-funded schools offering statutory induction will receive additional funding to deliver the ECF reforms.

The funding will cover:

- 5% off timetable in the second year of induction for all early career teachers to undertake induction activities including training and mentoring
- mentors for early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year

<b>Funding (year 2)</b>	<b>England (excluding the London Area)</b>	<b>Inner London Area</b>	<b>Outer London Area</b>	<b>Fringe Area</b>
Rounded cost per Early Career Teacher	£1,200	£1,500	£1,400	£1,300
Rounded cost per mentor	£900	£1,100	£1,000	£900
Total	£2,100	£2,600	£2,400	£2,200

(This table previously incorrectly stated the 'rounded cost per mentor' for schools located in the Outer London Area was £1,100. This has now been updated to reflect actual figures.)

Funding is calculated by taking the average salary of mentors and early career teachers, split by region, and uses the hourly rate to calculate a total funding figure.

This data will be collected through the school workforce census to ensure there is minimal administrative burden for schools. State schools undertaking statutory induction will receive a single payment for their early career teachers and mentors in the summer of the second year of induction.

Schools using a DfE-funded, provider-led programme will also receive additional funding for mentor backfill for time off timetable for training, as follows:

<b>Mentor's unit cost (years 1 and 2 time off timetable for training)</b>	<b>England (excluding the London area)</b>	<b>Inner London area</b>	<b>Outer London area</b>	<b>Fringe area</b>
36h cost (2 years of training)	£1576.10	£1929.24	£1737.14	£1623.24

## **EARLY CAREER FRAMEWORK CONTENT**

The ECF content will be delivered through 9 Modules:

Module 1: Enabling pupil learning

Module 2: Engaging pupils in learning

Module 3: Developing Quality Pedagogy

Module 4: Making productive use of assessment

Module 5: Fulfilling professional responsibilities

Module 6: Enabling pupil learning (II)

Module 7: Engaging Pupils in Learning (II)

Module 8: Developing quality pedagogy and making use of assessment (II)

Module 9: Fulfilling professional responsibilities (II)

The core content resources can be accessed through DfE website

Best Practice is based around the UCL resources.

<https://www.early-career-framework.education.gov.uk/ucl/>

ECTs, Mentors, Induction Tutors can access the Virtual Learning Environment produced by Best Practice throughout the 2-year induction period.

Link will be added when made available.

<https://www.bestpracticenet.co.uk/early-career-framework>

## **Early Career Framework**

The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF). The ECF establishes two types of content that ECTs should learn:

**Key evidence statements** are prefaced by 'learn that...' and are drawn from high quality evidence from the UK and overseas. Full references are available in the ECF document. These statements are numbered by the standard within the ECF to which they apply, followed by a trailing number (e.g., statement 1.4 is drawn from Standard 1 and states that teachers will 'learn that...setting clear expectations can help communicate shared values that improve classroom

and school culture.’ These are referred to throughout the programme materials as ‘learn that...’ statements).

**Practice statements** are prefaced by ‘learn how to...’ and are drawn from both research and guidance from experts in the sector. These statements are numbered by the standard to which they apply, followed by a trailing letter (e.g., statement 1a is also drawn from Standard 1 and states that teachers will ‘learn how to communicate a belief in the academic potential of all pupils, by using intentional and consistent language that promotes challenge and aspiration’). These are referred to throughout the programme materials as ‘learn how to...’ statements.

## High Expectations (Standard 1 – Set high expectations)

### Learn that...

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.

### Learn how to...

#### **Communicate a belief in the academic potential of all pupils,**

##### **by:**

- Using intentional and consistent language that promotes challenge and aspiration.
- Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.
- Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).

#### **Demonstrate consistently high behavioural expectations, by:**

- Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
- Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
- Applying rules, sanctions and rewards in line with

school policy, escalating behaviour incidents as appropriate.

- Acknowledging and praising pupil effort and emphasising progress being made.

## Notes

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

## How Pupils Learn (Standard 2 – Promote good progress)

### Learn that...

1. Learning involves a lasting change in pupils' capabilities or understanding.
2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit

### Learn how to...

#### **Avoid overloading working memory, by:**

- Taking into account pupils' prior knowledge when planning how much new information to introduce.
- Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).
- Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

#### **Build on pupils' prior knowledge, by:**

- Identifying possible misconceptions and planning how to prevent these forming.
- Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).
- Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.

## How Pupils Learn (Standard 2 – Promote good progress)

### Learn that...

- ideas after a gap are also likely to strengthen recall.
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

### Learn how to...

- Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.

#### **Increase likelihood of material being retained, by:**

- Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
- Planning regular review and practice of key ideas and concepts over time.
- Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.
- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

### Notes

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

## Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

### Learn that...

1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic

### Learn how to...

#### **Deliver a carefully sequenced and coherent curriculum, by:**

- Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.
- Ensuring pupils' thinking is focused on key ideas within the subject.
- Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).
- Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

#### **Support pupils to build increasingly complex mental models, by:**

- Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.
- Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.
- Drawing explicit links between new content and the core concepts and principles in the subject.

## Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

### Learn that...

synthetic phonics is the most effective approach for teaching pupils to decode.

10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

### Learn how to...

#### **Develop fluency, by:**

- Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).
- Using retrieval and spaced practice to build automatic recall of key knowledge.

#### **Help pupils apply knowledge and skills to other contexts, by:**

- Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.
- Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

#### **Develop pupils' literacy, by:**

- Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling.
- Supporting younger pupils to become fluent readers and to write fluently and legibly.
- Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
- Modelling reading comprehension by asking questions, making predictions, and summarising when reading.
- Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).

## Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

### Learn that...

### Learn how to...

- Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).
- Teaching different forms of writing by modelling planning, drafting and editing.

### Notes

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

## Classroom Practice (Standard 4 – Plan and teach well structured lessons)

### Learn that...

### Learn how to...

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to

#### Plan effective lessons, by:

- Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.
- Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.
- Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.
- Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge

Learn that...

- plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
  7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
  8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
  9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
  10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
  11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

Learn how to...

and skills.

- Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).

**Make good use of expositions, by:**

- Starting expositions at the point of current pupil understanding.
- Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.
- Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).

**Model effectively, by:**

- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).
- Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).
- Exposing potential pitfalls and explaining how to avoid them.

**Stimulate pupil thinking and check for understanding, by:**

- Planning activities around what you want pupils to think hard about.

## Classroom Practice (Standard 4 – Plan and teach well structured lessons)

### Learn that...

### Learn how to...

- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Providing appropriate wait time between question and response where more developed responses are required.
- Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).
- Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.

### Notes

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

## Adaptive Teaching (Standard 5 – Adapt teaching)

### Learn that...

### Learn how to...

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is

### **Develop an understanding of different pupil needs, by:**

- Identifying pupils who need new content further broken down.
- Making use of formative assessment.
- Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education

## Adaptive Teaching (Standard 5 – Adapt teaching)

### Learn that...

an essential part of teaching.

3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.

6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.

7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

### Learn how to...

professionals and the Designated Safeguarding Lead.

- Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.

#### **Provide opportunity for all pupils to experience success, by:**

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants.

#### **Meet individual needs without creating unnecessary workload, by:**

- Making use of well-designed resources (e.g. textbooks).
- Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
- Building in additional practice or removing unnecessary expositions.
- Reframing questions to provide greater scaffolding or greater stretch.
- Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

#### **Group pupils effectively, by:**

- Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

## Adaptive Teaching (Standard 5 – Adapt teaching)

### Learn that...

### Learn how to...

- Changing groups regularly, avoiding the perception that groups are fixed.
- Ensuring that any groups based on attainment are subject specific.

### Notes

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

## Assessment (Standard 6 – Make accurate and productive use of assessment)

### Learn that...

### Learn how to...

1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.
4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.
5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.
6. Over time, feedback should support pupils to monitor and regulate their own

#### **Provide high-quality feedback, by:**

- Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
- Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).
- Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
- Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

#### **Make marking manageable and effective, by:**

- Recording data only when it is useful for improving pupil outcomes.
- Working with colleagues to identify efficient

## Assessment (Standard 6 – Make accurate and productive use of assessment)

### Learn that...

learning.  
7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

### Learn how to...

approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).

- Using verbal feedback during lessons in place of written feedback after lessons where possible.
- Understanding that written marking is only one form of feedback.
- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

### Notes

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

## Managing Behaviour (Standard 7 – Manage behaviour effectively)

### Learn that...

1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

### Learn how to...

#### **Develop a positive, predictable and safe environment for pupils, by:**

- Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.
- Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to

## Managing Behaviour (Standard 7 – Manage behaviour effectively)

### Learn that...

4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

### Learn how to...

assistance and training from senior colleagues).

- Giving manageable, specific and sequential instructions.
- Checking pupils' understanding of instructions before a task begins.
- Using consistent language and non-verbal signals for common classroom directions.
- Using early and least-intrusive interventions as an initial response to low level disruption.
- Responding quickly to any behaviour or bullying that threatens emotional safety.

#### **Establish effective routines and expectations, by:**

- Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).
- Practising routines at the beginning of the school year.
- Reinforcing routines (e.g. by articulating the link between time on task and success).

#### **Build trusting relationships, by:**

- Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.
- Responding consistently to pupil behaviour.

#### **Motivate pupils, by:**

- Supporting pupils to master challenging content, which builds towards long-term goals.
- Providing opportunities for pupils to articulate their long-term goals and helping them to see how these

## Managing Behaviour (Standard 7 – Manage behaviour effectively)

### Learn that...

### Learn how to...

are related to their success in school.

- Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

## Notes

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

## Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

### Learn that...

### Learn how to...

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
3. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
4. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.

#### **Develop as a professional, by:**

- Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- Strengthening pedagogical and subject knowledge by participating in wider networks.
- Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- Engaging critically with research and discussing evidence with colleagues.
- Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

#### **Build effective working relationships, by:**

- Contributing positively to the wider school culture

## Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

### Learn that...

5. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
6. Engaging in high-quality professional development can help teachers improve.

### Learn how to...

and developing a feeling of shared responsibility for improving the lives of all pupils within the school.

- Seeking ways to support individual colleagues and working as part of a team.
- Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.
- Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.
- Sharing the intended lesson outcomes with teaching assistants ahead of lessons.
- Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
- Knowing who to contact with any safeguarding concerns.

#### **Manage workload and wellbeing, by:**

- Using and personalising systems and routines to support efficient time and task management.
- Understanding the right to support (e.g. to deal with misbehaviour).
- Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).
- Protecting time for rest and recovery.

### Notes

## Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

### Learn that...

### Learn how to...

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Induction tutors are responsible for making pay recommendations at the end of the induction period, ready to be decided and agreed by Headteacher and Governors. (For further details see Pay Policy)

Newly Qualified Teachers (ECT / NQTs) will be appointed to the bottom of the main pay range on appointment for induction.

ECT / NQTs have no automatic entitlement to pay progression on completion of induction. However, like other teachers, ECT / NQTs will have their pay determined annually and evidence from the induction process will inform decisions regarding pay.

### **Monitoring and Assessment**

During each term over the 2-year induction, observations and reviews take place. Lesson observation forms are recorded centrally using Lesson Learned™. Brief notes of ECT / NQT mentor meetings and discussions are kept. The induction process includes a termly evaluation of lesson observations to ensure the CPD and individual development needs of the ECT / NQT are continually reviewed and appropriate support is in place. Termly assessment meetings are conducted and informed by written evidence that relate to the Teacher Standards. Yearly reports are sent to the appropriate body, Shropshire and Telford Education Partnership (STEP) using their forms. These in turn are passed to the Teacher Regulation Agency TRA, leading finally to a recommendation being made for passing statutory induction. All the forms and details of the ECF / NQT induction CPD are shown on the LCT Trust SharePoint page in the LCT shared resources page in the NQT and RQT folders.

Using the guidance from 'Reducing workload: supporting teachers in the early stages of their career Advice for school leaders, induction tutors, mentors and appropriate bodies' March 2019.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/786178/Advice\\_for\\_ECTs\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786178/Advice_for_ECTs_update.pdf)

Crudgington has taken the decision that ECT / NQTs will no longer put together time consuming portfolios of evidence for ECT / NQT induction<sup>1</sup>. The induction tutor ensures that records of CPD attendance, lessons observation feedback forms on Lesson Learned are accurate and complete to provide evidence of where teacher

standards are secure and constructive advice and guidance for further development. Due to the values of effective ECT / NQT induction no grading of lesson observations are to be recorded on the observation records.

(<sup>1</sup>from September 2017 prior to the document Reducing Workload being published but the subsequent document confirmed the decision)

Quality assurance is provided by the Appropriate Body STEP and the HLC robust monitoring processes ensure highest levels of Quality Assurance is maintained.

A published calendar of dates for submission of ECT / NQT forms is provided by the ECT / NQT Induction Tutor. In the first CPD session 'Being a NQT in the LCT'

### **Decisions about Satisfactory Completion**

This involves a recommendation by the Headteacher to Shropshire and Telford Education Partnership (STEP) who take the final decision as the Appropriate Body before submitting to the Teacher Regulation Agency (TRA)

ECT / NQTs have a right of appeal and further information is available from the Headteacher. ECT / NQT's can appeal through the appropriate body (Alliance Leading Learning A.L.L) and have a named contact.

### **Key Roles and Responsibilities within the ECF / NQT Induction.**

#### **The ECT / NQT**

The ECT / NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance; this includes fully engaging with the Early Career Framework, online learning materials, mentor meetings and attendance and engagement of the online and face to face conferences, training and meeting provided by the ECF full provider, STEP and Best Practice.
- provide evidence of their progress against the relevant standards (see para 1.5 DfE statutory guidance for NQT Induction 2021);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and retain copies of all assessment forms.

#### **Headteacher/Principal**

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECF / NQT during induction, and should:

- Ensure ECF is engaged with and facilitates procedures to allow all parties concerned to fully engage in the ECF and this Policy is successfully implemented;
- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECF / NQT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECF / NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support ECF / NQTs serving induction;
- make a recommendation to the appropriate body on whether the ECF / NQT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal should:

- obtain interim assessments from the ECF / NQT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECF / NQT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECF / NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and notify the appropriate body when an ECF / NQT serving induction leaves the Institution.

In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools must also ensure the ECF / NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

### **The Induction Tutor**

The induction tutor (or the headteacher/principal if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and

mentoring for the ECT / NQT's professional development including engagement with the Early Career Framework (with the appropriate body and Full ECF Provider STEP and BP where necessary)• carry out regular progress reviews throughout the induction period;

- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- ensure ECT / NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and take prompt, appropriate action if an ECT / NQT appears to be having difficulties.
- inform the ECT / NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT / NQT to add their comments;
- ensure that the ECT / NQT's teaching is observed and feedback provided;

### **Appropriate bodies**

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an ECT / NQT receives a personalised induction programme, designated tutor support and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate. The appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body must ensure that:

- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an ECT / NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors are trained and supported, including being given sufficient time to carry out the role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either the FE institution or the independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;

- the ECT / NQT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ECT / NQTs' records and assessment reports are maintained;
- agreement is reached with the headteacher/principal and the ECT / NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the ECT / NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified; and they provide the Teaching Regulation Agency with details of ECT / NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with ECT / NQTs' induction programmes; and
- respond to requests for assistance and advice with training for induction tutors.

### **The Governing Body**

The governing body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the ECT / NQT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual ECT / NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an ECT / NQT.

### **Teaching Regulation Agency**

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and ensuring that the names of ECT / NQTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of ECT / NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

### **RQT Support**

Recently Qualified Teachers (RQTs) have satisfactorily met all of the the Teachers Standards, however we strongly feel that it is important that we continue to provide personalised support for our early career colleagues.

At Crudgington we have set up a RQT support network.

The aim of the RQT programme is to ensure that our RQTs are supported through their RQT year and early career stages whilst also feeling free to explore the teacher they are becoming without the burden of additional observations and paperwork from the previous two years. We recognize that the increased teacher load is a challenge and that some RQTs may be looking towards the next stage in their career.

We have therefore scheduled:

- Termly one to one development meetings to ensure that RQTs have the opportunity to raise any concerns or request further CPD.
- Termly group meetings to share good practice and create a supportive and collaborative working environment.
- Provide personalised support for final ECT / NQT targets and how they may relate to your future CPD.
- Celebration of successes and initiatives throughout the RQT year.
- Mentoring through future career progression routes.
- Guidance for tailored CPD requests and career progression.
- Informal support for teaching practice and/or pedagogy as required.

We have a small team of experienced staff that can offer advice and guidance to support in RQT and Early Career teaching and learning pedagogy, career progression, research in education and developing extra-curricular and enrichment opportunities that RQT and Early Career staff are ready to further embark upon.

All staff members are also welcome to attend any of the ECT / NQT CPD calendared sessions that are hosted by LCT Staff.

## **Appendix I - ECF Provider Programme 2021-2023**

School calendar	Date Range	Partner chosen group date (s)	Session start time (if known) 00:00	Content	Delivery
	(week commencing)				
<b>Year 1 Pre-Course Engagement</b>					
ECT	20th July (actual date)	(Delivered by BPN/OLP) 0930-1200 with optional hour of support		The delivery of the ECF through the BPN programme	Induction conference (online) (1.5hrs with optional hour of Q&A and support)
ECT	w/c 06/09/2021	(Delivered by BPN/OLP) timings TBC		The delivery of the ECF through the BPN programme	Induction conference (online) (1.5hrs with optional hour of Q&A and support)
<b>Year 1 Autumn Term 1</b>					
ECT	w/c 04/10/2021			Module 1 (Enabling Pupil Learning)	Face to face training (2hrs)
ECT	w/c 11/10/2021			Module 1 (Enabling Pupil Learning)	Online facilitated workshop (1hr)
<b>Year 1 Autumn Term 2</b>					
ECT	w/c 01/11/2021			Module 2 (Engaging Pupils in Learning)	Face to face training (2hrs)
ECT	w/c 13/12/2021			Module 2 (Engaging Pupils in Learning)	Online facilitated workshop (1hr)
<b>Year 1 Spring Term 1</b>					
ECT	w/c 03/01/2022			Module 3 (Developing Quality Pedagogy)	Face to face training (2hrs)
ECT	w/c 07/02/2022			Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
<b>Year 1 Spring Term 2</b>					
ECT	w/c 14/02/2022			Module 3 (Developing Quality Pedagogy)	Face to face training (2hrs)
ECT	w/c 21/03/2022			Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)
<b>Year 1 Summer Term 1</b>					
ECT	w/c 02/05/2022			Module 4 (Making Productive Use of Assessment)	Face to face training (2hrs)

ECT	w/c 23/05/2021			Module 4 (Making Productive Use of Assessment)	Online facilitated workshop (1hr)
<b>Year 1 Summer Term 2</b>					
ECT	w/c 13/06/2022			Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hrs)
ECT	w/c 11/07/2022			Module 5 (Fulfilling Professional Responsibilities [i])	Online facilitated workshop (1hr)
<b>Year 2 Pre-Course Engagement</b>					
ECT	w/c 05/09/2022			The delivery of year 2: Research into practice	Face to face training (3hrs)
<b>Year 2 Autumn Term 1</b>					
ECT	w/c 12/09/2022			Module 6 (Enquiry into Enabling Pupil Learning)	Face to face training (2hrs)
				Shared peer reflection on initial exploratory enquiries into own practice related to Standards 1 and 7	
<b>Year 2 Autumn Term 2</b>					
ECT	w/c 07/11/2022			Module 7 (Enquiry into Engaging Pupils in Learning)	Face to face training (2hrs)
				Support work on improvement-focussed inquiry into aspects of ECF Standards 2 or 3	
<b>Year 2 Spring Term</b>					
ECT	w/c 09/01/2023			Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hrs)
				Reflection on inquiry cycles undertaken so far in preparation for further extended cycle to be developed connected to an aspect of Standards 4, 5 and 6	
ECT	w/c 27/03/2023			Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hrs)

				Inquiry cycle workshop	
<b>Year 2 Summer Term 1</b>					
TBC	TBC			Module 9 (Fulfilling Professional Responsibilities [ii])	Face to face training (4hrs)
				School Visits	

## **Appendix II - Learning Community Trust CPD and ECF Programme 2021-2023**

	Session	Date	Activity	Standard	Staff
Read LCT Policies on Behaviour, Teaching and Learning and Pastoral Care.	1	Thursday 06/09/21  During PD Day	<b>Being an ECT / NQT in the LCT – The Year Ahead</b>  Plan of the year ECF NQT Programme LCT expectations <b>*ECF Conference 1.5hrs Online</b> <b>Part 1 option to attend on 20<sup>th</sup> July 2021 if preferred</b>	<b>Professional Practice:</b> <b>ALL STANDARDS</b> <b>Part 2 Personal &amp; Professional Standards</b> <b>ALL ECF's and Mentors (HLC ONLY)</b>	GA
	2	Thursday 23/09/21 3.00-4.00	<b>Positive Classroom Climate</b> <b>Ensuring Standards are maintained.</b> <b>Using the BfL policy consistently.</b>	<b>Professional Practice</b> <b>7.1, 7.2, 7.3, 7.4</b>  (1.1, 1.2, .1.3, 2.2, 2.3, 2.4, 2.5, 3.3, 5.1, 5.2, 5.3, 5.4)	GA
	3	w/c 04/10/2021	Module 1 (Enabling Pupil Learning)	Face to face training (2hrs) Venue TBC	STEP BP
	4	w/c 11/10/2021	Module 1 (Enabling Pupil Learning)	Online facilitated workshop (1hr)	STEP BP
	5	<b>JOINT LCT TRUST</b> Thursday 21/10/21  <b>HOSTED AT CHARLTON</b>  Lindsay Galbraith	<b>Effective Planning</b>  Use of Assessment to Inform Planning  <b>HOSTED AT CHARLTON</b>  Lindsay Galbraith	<b>Use of Assessment to Inform Planning</b>  <b>1.1-1.3, 2.1-2.5, 3.1-3.5, 4.1-4.5, 5.1-5.4, 6.1-6.4, 7.1-7.4, 8.3-8.5</b>  <b>HOSTED AT CHARLTON</b>  Lindsay Galbraith	LG
<b>Autumn Half Term (HALF TERM BREAK 23rd Oct -31<sup>st</sup> Oct 2021)</b>					

6	w/c 01/11/2021	Module 2 (Engaging Pupils in Learning)	Face to face training (2hrs)	STEP BP
7	JOINT LCT TRUST Thursday 11/11/21 3.30-4.30 HOSTED AT SEVERNDALE ACADEMY Mr Patrick Jones	<b>SEND: Meeting the needs of students with SEN (focus on students on the autistic spectrum) , Working with students with special needs. Policies &amp; coding, Best practice, Effective use of TAs.</b> HOSTED AT SEVERNDALE ACADEMY Mr Patrick Jones	<b>Professional Practice</b> 2.2-2.5, 5.1-5.5, 8.2-8.3, P2  HOSTED AT SEVERNDALE ACADEMY Mr Patrick Jones	PJ
Session	<b>Date</b>	<b>Activity</b>	<b>Standard</b>	<b>Staff</b>
8	w/c 13/12/2021	Module 2 (Engaging Pupils in Learning)	Online facilitated workshop (1hr)	STEP BP
10	Thursday 09/12/2021	<b>The Pastoral Role</b> Role of the Form Tutor. Working with other stakeholders: parents, pastoral teams  <b>Reflection on Behaviour Management</b> Sharing of effective positive behaviour management strategies  Use of school's behaviour management policy  <b>Safeguarding / Prevent MF</b> TBC	<b>Role of the tutor</b>  <b>Personal and Professional Conduct</b> <b>P2.2.1-P2.3</b> <b>8.1-8.1</b>  <b>Professional Practice</b> <b>7.1, 7.2, 7.3, 7.4</b>  (1.1, 1.2, .1.3, 2.2, 2.3, 2.4, 2.5, 3.3, 5.1, 5.2, 5.3, 5.4)  <b>ALL NQT's HLC</b>	JL Behaviour Support Team (Ethos Champions) SM/DC/LF /PR/NC
<b>Christmas Break 18<sup>th</sup> Dec -3<sup>rd</sup> Jan 2022</b>				
11	Thursday <b>13/01/22</b> <b>3.30-4.30</b>	<b>Effective Planning II</b>	<b>Use of Assessment to Inform Planning</b>  1.1-1.3, 2.1-2.5, 3.1-3.5, 4.1-4.5, 5.1-5.4, 6.1-6.4, 7.1-7.4, 8.3-8.5	<b>GA</b>
12	w/c 03/01/2022	Module 3 (Developing Quality Pedagogy)	Face to face training (2hrs)	STEP BP
13	w/c 07/02/2022	Module 3 (Developing Quality Pedagogy)	Online facilitated workshop (1hr)	STEP BP
12	Thursday 10/02/22	<b>SEND:</b> Effective use of TAs. Pupil Premium, Meeting the needs of students with SEN  Working with students with special needs.  Policies & coding, Best practice	<b>Professional Practice</b> <b>2.2-2.5, 5.1-5.5, 8.2-8.3, P2.3</b>	BH

	9 HLC	<b>JOINT LCT TRUST</b>  Wednesday <b>10/04/22</b>  3.30-5.00 <b>Hosted at HLC</b> <b>Mr Graham Adey</b>	<b>Developing learning strategies</b> <ul style="list-style-type: none"> <li>• <b>Rosenshine's Principles of Instruction.</b></li> <li>• Sharing good practice.</li> <li>• Non-Negotiables Knowledge</li> </ul> <b>Hosted at HLC</b> <b>Mr Graham Adey</b>	<b>Professional Practice</b> <b>1.1-1.3, 2.1-2.5, 3.1-3.5, 4.1-4.5, 5.1-5.4, 6.1-6.4, 7.1-7.4, 8.3-8.5</b>  <b>Hosted at HLC</b> <b>Mr Graham Adey</b>	<b>GA</b>	
<b>EASTER 9<sup>th</sup> April -24<sup>th</sup> April 2022</b>						
	10	w/c 02/05/2022	Module 4 (Making Productive Use of Assessment)	Face to face training (2hrs)	STEP BP	
<b>Reading on best practice for SEND and behaviour management</b>	11 ERCALL WOOD	Monday <b>12/05/22</b>  3.30-4.30  HOSTED AT ERCALL WOOD Miss Samantha Morris	<b>Literacy Across the Curriculum</b>  <b>To Be Confirmed</b>  <b>Ercall Wood</b>	<b>Professional Practice</b> <b>1.1-1.3, 2.1-2.5, 3.1-3.5, 4.1-4.5, 5.1-5.4, 6.1-6.4, 8.5</b>	SMs	
	12	w/c 23/05/2021	Module 4 (Making Productive Use of Assessment)	Online facilitated workshop (1hr)	STEP BP	
	<b>HALF TERM BREAK 28<sup>th</sup> May -5<sup>th</sup> June 2022</b>					
	13	w/c 13/06/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hrs)	STEP BP	
	14	w/c 11/07/2022	Module 5 (Fulfilling Professional Responsibilities [i])	Online facilitated workshop (1hr)	STEP BP	
	15	Thursday <b>23/06/22</b>  (HOME SCHOOL ONLY)	<b>NQT Professional Development Conversations</b>  <b>NQT Assessment 1</b>	<b>Professional Practice</b> <b>All As Appropriate</b>	GA	
16	Thursday <b>14/07/22</b>  (HOME SCHOOL ONLY)	<b>NQT Professional Development Conversations</b>	<b>Professional Practice</b> <b>All As Appropriate</b>	GA		

			<b>NQT Assessment 1</b>		
<b>END OF YEAR 1</b>					

Key:

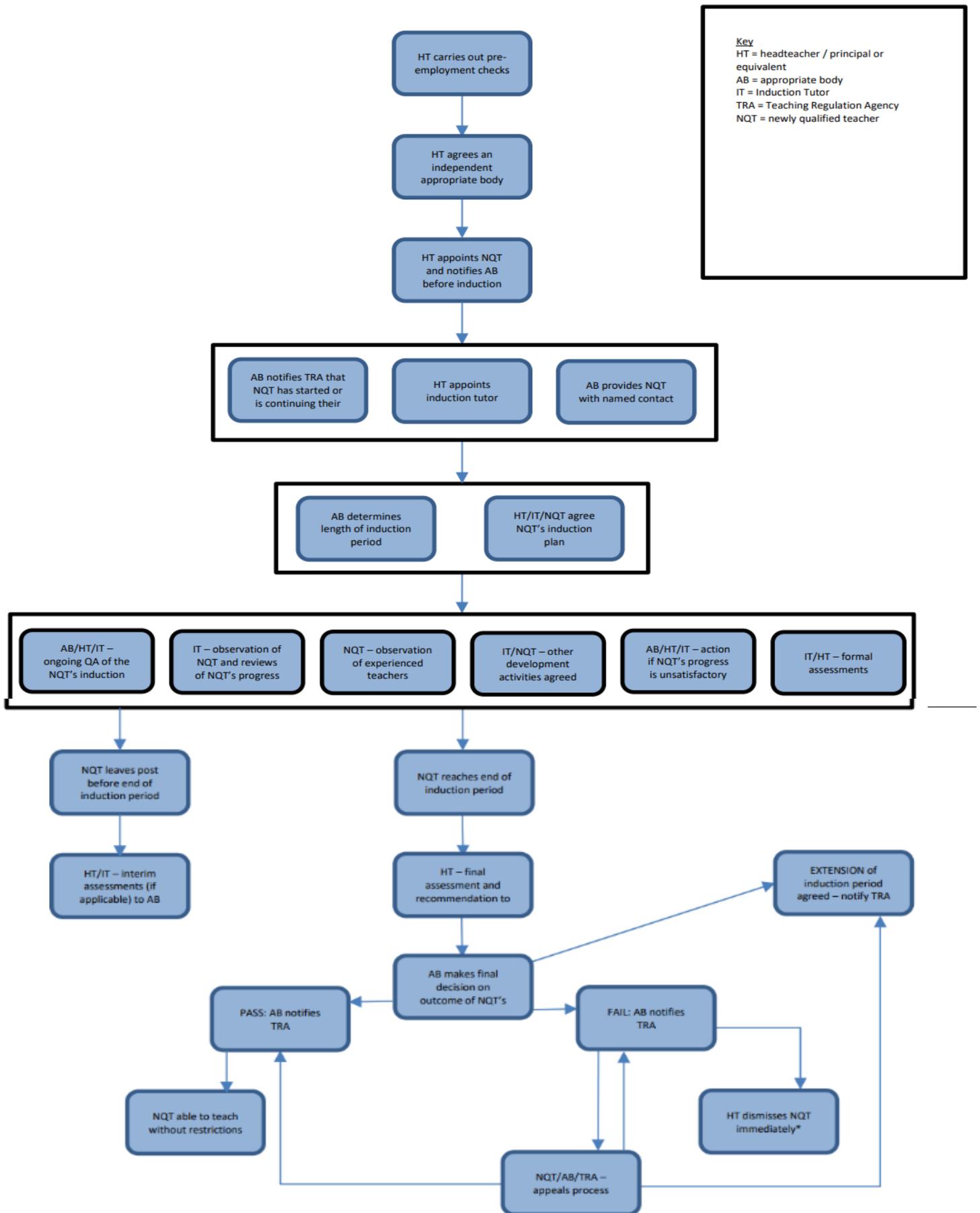
Session	Details
	HLC CPD Session for HLC ECTs Only (More School based Context)
	Joint LCT Trust CPD Session ALL LCT ECTs
Provider Led	STEP/Best Practice to Led Sessions These will be added in when finalised by STEP and Best Practice

YEAR 2 Programme will be Planned in Summer 2022 to ensure Bespoke and Relevant to ECT's specific areas to led to Mastery of areas of the ECF programme.

School calendar	Date Range	Partner chosen group date (s)	Session Content	Delivery
<b>Year 2 Pre-Course Engagement</b>				
ECT	w/c 05/09/2022		The delivery of year 2: Research into practice	Face to face training (3hrs)
<b>Year 2 Autumn Term 1</b>				
ECT	w/c 12/09/2022		Module 6 (Enquiry into Enabling Pupil Learning)	Face to face training (2hrs)
			Shared peer reflection on initial exploratory enquiries into own practice related to Standards 1 and 7	
<b>Year 2 Autumn Term 2</b>				
ECT	w/c 07/11/2022		Module 7 (Enquiry into Engaging Pupils in Learning)	Face to face training (2hrs)
			Support work on improvement-focussed inquiry into aspects of ECF Standards 2 or 3	
<b>Year 2 Spring Term</b>				
ECT	w/c 09/01/2023		Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hrs)
			Reflection on inquiry cycles undertaken so far in preparation for further extended cycle to be	

			developed connected to an aspect of Standards 4, 5 and 6	
ECT	w/c 27/03/2023		Module 8 (Enquiry into Developing Quality Pedagogy and Making Productive Use of Assessment)	Face to face training (2hrs)
			Inquiry cycle workshop	
<b>Year 2 Summer Term 1</b>				
TBC	TBC		Module 9 (Fulfilling Professional Responsibilities [ii])	Face to face training (4hrs)
			School Visits	

## Appendix V overview of Induction Process



\*NQT's name placed on TRA-held list of persons who have failed to satisfactorily complete an induction period