

## **Year 1 January 2023/24 Cohort ECT/Mentor/IT Bulletin section June 2024**

Welcome to the final Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the January 2024 cohort for this academic year. The purpose of this Bulletin is to share relevant information regarding the Early Career Framework Full Induction Programme with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Full Induction Programme Calendar. This Bulletin relates to Module 4 of the ECF.

The first half of the Summer term 2024 has seen ECTs and Mentors work through Module 3 of the Full Induction Programme which focused on 'What makes classroom practice effective?'

Thank you to all Mentors and ECTs who attended the training seminars for Module 3.

### **In this Bulletin:**

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- **Moving into Y2**
- **Navigating Brightspace**

### **End of term assessment**

Your Appropriate Body will be requesting that you complete a Progress Review of your ECTs by the end of this term.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork.

### **Moving into Module 4**

This week heralds the start of Module 4 in the Full Induction Programme Calendar. In this Module ECTs will focus on, 'How can you use assessment and feedback to greatest effect?'

As with the other Modules, ECTs have their weekly self-directed study to focus on which takes between 30 – 60 minutes per week.

The weekly interactions with their Mentors are clearly set out in the Mentor's Programme Handbook. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion.

We advise Mentors to use their Programme Handbook when leading the weekly interactions and to make very brief notes in these pages.

We hope that Mentors and ECTs are developing their confidence with Instructional Coaching and deliberate practice.

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

## Module overview

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

Throughout this module you will explore how to effectively use assessment in the classroom and will hear from Rob Coe, Mick Walker and Stuart Kime from Evidence Based Education. The module is divided into 5 sessions outlined below, along with an estimated duration for completion.

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1. What makes assessment effective? **(50 minutes)**
  2. Planning for effective assessment **(50 minutes)**
  3. Monitoring misconceptions **(45 minutes)**
  4. Making feedback purposeful and manageable **(90 minutes)**
  5. Summative assessment **(30 minutes)**
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Throughout this module you will see reference to the use of the assignment tool. Please note these are not official graded assignments, this is just the name of the tool used to share your reflections and notes with your mentor.

### **Invites to seminars for ECTs and Mentors**

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

Attendance at these seminars is very important so please do let us know if there are any issues.

### **ECT Seminars for Module 4**

**ECT Module 4 – Seminar 1 – 11 June 2024 (online via Zoom) 4pm to 5.15pm.**

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

This page will support you in preparing for your upcoming seminar so that you can make the most of your time during the session.

### **In your upcoming seminar you will explore:**

- how to effectively structure questions that anticipate misconceptions
- the effectiveness of questions that anticipate misconceptions
- where a question could be placed during a lesson to support a check for understanding
- how to use the information gathered from hinge questions

### **Prior to your seminar, ensure you have completed:**

- [What makes assessment effective?](#)
- [Planning for effective assessment](#)
  
- [Monitoring misconceptions](#)



**Important!**

**During the seminar you will need:**

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

**ECT Module 4 – Seminar 2 – 2 July 2024 (online via Zoom) 4pm to 5.15pm.**

## Seminar 2: Peer and self-assessment

This page will support you in preparing for your upcoming seminar so that you can make the most of your time during the session.

**In your upcoming seminar you will:**

- understand how to use peer and self-assessment effectively and purposefully
- know how to avoid the pitfalls of peer and self assessment
- understand how to sequence and scaffold approaches for effective peer and self-assessment
- critique the design and use of an assessment.

**Prior to your seminar ensure you have completed:**

- [Making feedback purposeful and manageable](#)



### **Important!**

**During the seminar you will need:**

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

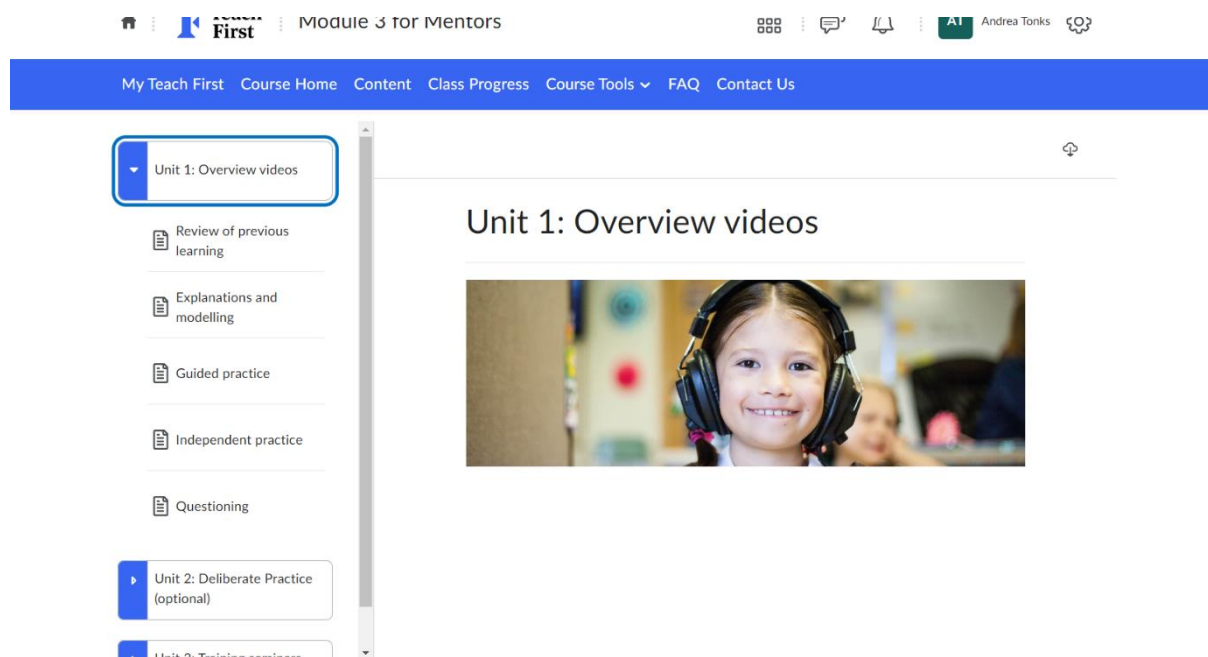
ECTs have their weekly self-directed study to focus on which takes between 30 – 60 minutes per week. The weekly interactions with their Mentors are clearly set out in the Mentor's Programme Guide. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion. We advise Mentors to use their Programme Handbook when leading the weekly interactions and to make brief notes in these pages. We hope that Mentors and ECTs are developing their confidence with Instructional Coaching and deliberate practice.

## **Module 4 for Mentors**

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

The overview videos are mandatory for Mentors to watch before their weekly interactions with their ECT. These support Mentors in understanding the self-study that ECTs have been engaged in and help to focus the meetings. Guidance is also in the Mentor Handbook 2023. When a Mentor logs into Brightspace and accesses these videos and any of the optional content, this supports their engagement on the programme.

Unit 2 – Self-study for Mentors is optional.



The screenshot shows the Brightspace LMS interface for 'Module 4 for Mentors'. The top navigation bar includes 'My Teach First', 'Course Home', 'Content', 'Class Progress', 'Course Tools', 'FAQ', and 'Contact Us'. The user is logged in as 'Andrea Tonks'. The main content area is titled 'Unit 1: Overview videos' and features a large image of a young girl wearing headphones and smiling. The left sidebar shows a list of units: 'Unit 1: Overview videos' (selected), 'Unit 2: Deliberate Practice (optional)', and 'Unit 3: Training seminars'.

## **Training for Mentors**

### **Mentor seminar 4: Supporting with wellbeing and workload**

In this seminar Mentors will focus on the challenges associated with workload and wellbeing within the teaching profession and consider how they can support the workload and wellbeing of their ECT related to marking and assessment.

The Mentor Seminar for Module 4 will take place as follows:

**Mentor Module 4 – Seminar 4 – 25 June 2024 (online via Zoom) 4pm to 5pm.**

Invites to these events will be sent out in due course. Attendance at these seminars is very important so please do let us know if there are any issues. Attendance and engagement at these seminars are part of the statutory entitlement for all ECTs. We would like to remind everyone about the importance of ensuring that their cameras are turned on during the online training and that participants attend the training ready to be active participants in discussions, whether the session is face to face or online, to get the most out of them. Attendance at all of the seminars is recorded and this data is used to inform whether schools receive statutory funding from the DfE.

### **Moving into Year 2 of the ECF and Statutory Induction**

We are gathering more information to inform planning for Year 2; ECF Year 2 seminars will be subject specific so it's vitally important that we capture information about the subjects that ECTs are studying to inform our and your planning.

We will contact all ECTs at the beginning of the Autumn term and ask them to complete a short Microsoft form to indicate the main subject that they teach. This is all in preparation of ECTs moving into our Y2 subject/phase groups from January 2025.

Our January cohort will complete Module 5 and 6 of the Year 1 Full Induction Programme in Autumn 2024 and will then move into Year 2 of the programme in January 2025.

### **Navigating Brightspace**

My Teach First is the home page that you log on to access the ECF Programme. The platform **Brightspace** is where all of the curriculum materials are housed and this is accessed once you log onto My Teach First.

### **ECTs**

ECTs need to be engaged every week in their self-study on Brightspace related to the Module that they are currently studying. For this half term, Year 1 ECTs should be completing self-study based on **Module 4**. It is expected that ECTs log onto Brightspace for 30-60mins per week to complete their self-study before they have their weekly interaction with their Mentor. A summary of the self-study for Module 4 has been detailed above.

An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their self-study regularly.

In addition to this there is optional content on Brightspace:

'Wellbeing' Modules that can be accessed at any time and 'Excellent Teaching in Special Schools'.

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

Brightspace > ECT 2023 > Cross Programme > My Wellbeing

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

Brightspace > ECT2023 > All Courses > Optional: Excellent Teaching in Special Schools

## **Mentors**

Mentors are expected to log onto Brightspace every week if they are mentoring a Year 1 ECT to view the weekly videos. A Mentor's engagement with this is tracked by Teach First and they will receive a reminder email if they have not regularly engaged with these.

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

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

Mentors are encouraged to track the progress of their ECT on Brightspace so that they can discuss this with them and escalate any issues to the Induction Tutor.

Here is the pathway that a Mentor can follow to check the progress of their Year 1 ECT:

Login to My TeachFirst > Click on ECF2023 (Year 1 ECTs) > **Click on the chosen Module for ECTs** (Do not click on the Module for Mentors) > Click on Audit Users > Select the ECT

You will then be able to see an overview of their engagement in the content of the Module.

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

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

### **Changing a Mentor or Induction Tutor**

For clarity, if you wish to change a Mentor on the programme or your Induction Tutor, the Induction Tutor must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change.

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

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

**Tel: 01482 851136**

Best Wishes  
Andrea Tonks  
ECF Lead