Year 1 September 2026 Cohort ECT/Mentor/IT Bulletin section

November 2026

Welcome to the second ECTP Bulletin from Vantage Teaching School Hub for the Year 1 September 2026 cohort. The purpose of this Bulletin is to share relevant information regarding the Early Career Training Programme with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Early Career Training Programme Calendar.

Thank you to all Induction Tutors, Mentors and ECTs who attended our Welcome Conferences in September/October. Attendance at these events was excellent; we know that schools have worked really hard to set up the roles and practices needed in your settings to ensure that ECTs get the support to which they are entitled.

The first half term has seen ECTs, and Mentors work through Module 1 of the Full Induction Programme. As explained at the Induction events, ECTs and Mentors were advised to 'dip into' Module 1 at the appropriate point following the first drop-in by the Mentor and using the results of the diagnostic activity for Module 1. We know that ECTs will have worked very hard in their ECT time, to aim to complete the 5 sections of content in Module 1 due to Inductions being later, following DfE advice. Due to the shortened time, we hope that ECTs and Mentors will refer back to this Module, when necessary, over the two years of Statutory Induction.

In this Bulletin:

- **The Diagnostic Activity**
- **Submissions to Mentors**
- **Summary of Module 2 for ECTs**
- **Seminars for ECTs**
- **Seminar for Mentors**
- **Progress Reviews for ECTs by Induction Tutors**
- **Navigating Brightspace & Engagement Expectations**

The Diagnostic Activity

As a reminder, ECTs need to complete a diagnostic activity in the form of a series of questions, at the start of Module 2 before any of the content of the Module is released. ECTs will answer questions based on their prior knowledge.

Mentors will also complete a diagnostic activity about the ECT's classroom practice and together they will agree whether the ECT should release the 'Core' or 'Summary & Stretch' content for each of the 5 sections of Module 2.

Please note that the ECT can release the content via the checklist without the Mentor.

Although this is not advised, it has been put in place in case a Mentor is absent from school or there are functionality issues on Brightspace for a Mentor.

Further guidance is given in the section on 'Navigating Brightspace'.

The five key steps of the diagnostic process

Select each heading to understand the five key steps of the diagnostic activity process for you and your mentor.

- **Step 1: ECT completes their diagnostic activity**
- **Step 2: Review the recommendations**
- **Step 3: Your mentor will complete a diagnostic activity**
- **Step 4: Have a diagnostic-focused conversation**
- **Step 5: Select your chosen pathway on Brightspace**

Diagnostic-focussed conversation

Once you've completed a diagnostic activity attempt, it's time to meet with your mentor and have your diagnostic-focussed conversation.

During your next interaction with your mentor, you'll review the diagnostic activity recommendations together and agree the learning pathway that you will follow.

Where can I revisit my recommendations?

If you have completed an attempt on a diagnostic activity some considerable time before your diagnostic-focussed conversation, *you may need to revisit your recommendations.*

To revisit your recommendations, you will need to be within the module that you'd like to review the recommendations for. Then, within the blue navigation bar at the top of the Brightspace window, you'll need to select:

Class Progress → Quizzes → ECTP Module 2: Diagnostic Activity → Details → Attempt 1.

Releasing your pathway

Once all this has been completed, it's time to release your learning pathway.

The quiz on the next page on Brightspace will dictate the learning pathway you and your mentor have agreed upon for this module.

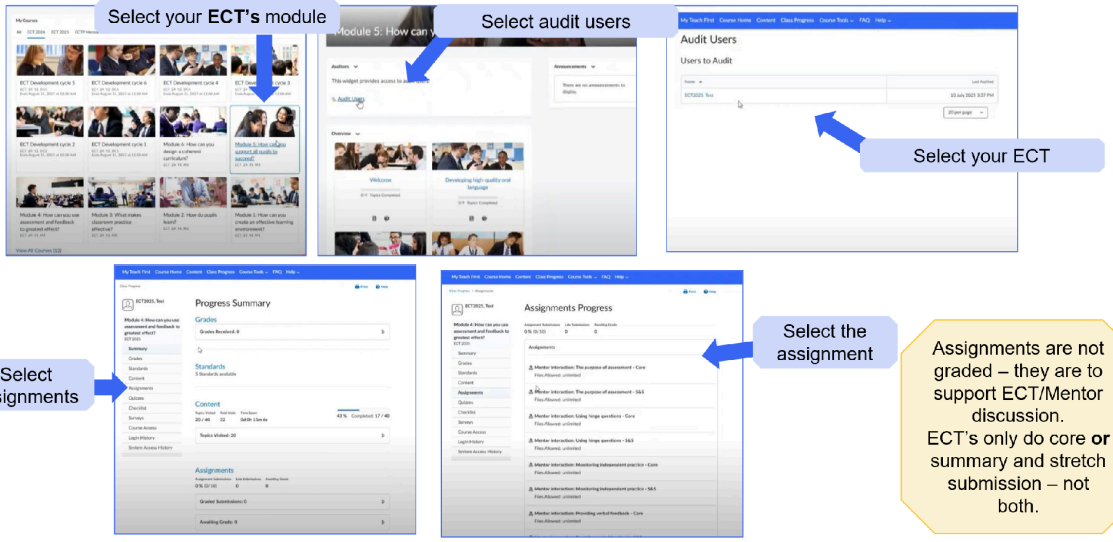
Upon making a selection, a pop-up will state *"New content is now available! Click to visit new content"*. It may take a few seconds for this message to appear. The content will also become available under each session within the navigation panel.

Guidance on Mentors viewing ECT's weekly submissions

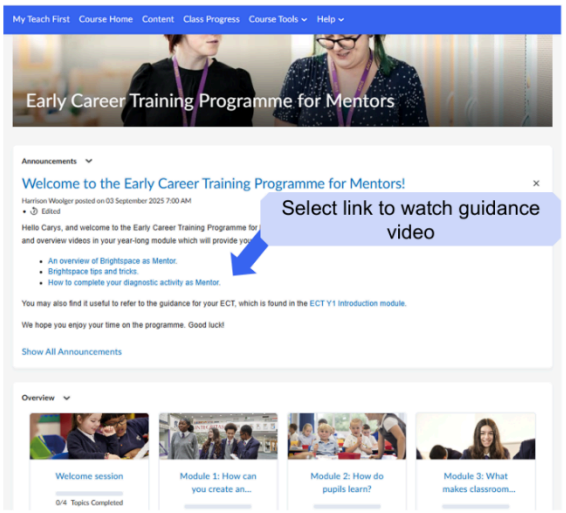
As part of the Year 1 weekly self-directed study sessions, ECTs are asked to complete a reflective activity related to their teaching practice. They then make this visible to their mentor on Brightspace ahead of their weekly meeting.

Mentors are encouraged to review the submission in advance of the weekly meeting and may choose to use it as a discussion prompt - particularly in weeks where no observation has taken place.

How to view ECT submissions



Guidance videos



Video links:

[An overview of Brightspace as a mentor (includes how to view ECT submissions)]

[How to complete your diagnostic activity]

Moving into Module 2

This week heralds the start of Module 2 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How do pupils learn?'

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 2 is below:

Module introduction

This module will explore findings from cognitive science on how pupils learn and what this means for teaching and learning.

This module is divided into five sessions plus your **10-minute** diagnostic activity. The sessions in this module are:

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1. The working and long-term memory **(35 minutes)**
2. Introducing new knowledge to pupils **(45 minutes)**
3. Worked and partially completed examples **(45 minutes)**
4. Helping pupils to remember **(45 minutes)**
5. Utilising research and metacognition **(45 minutes)**

Each session will be supported by a mentor interaction, guidance to support you to prepare for these can be found at the end of each session.

You'll have the option of completing either the **core** or **summary and stretch** version of each session. You'll be guided towards the most appropriate content for you based on the outcome of your diagnostic activity, as explained earlier.

OPTIONAL SPECIAL SCHOOL MODULE

If you work in a special school, you may find it useful to visit the **optional** unit: **Cognition and learning** in the 'Excellent teaching in special schools' module, to consider some of the learning from this module in relation to working with pupils with cognition and learning needs.

ECT SEMINARS FOR MODULE 2

ECT Seminars for Module 2 combined w/c: 16 November 2026 (face to face)

Seminars run on a Tuesday, Wednesday, Thursday - 1.30pm to 4.30pm. ECTs have been assigned a training group (please see training calendar). We do provide flexibility on the afternoon an ECT can attend if there are reasonable requests and notice has been given.

Seminar 2:1 'Avoiding working memory overload'

By the end of this seminar, ECTs will:

- understand the limitations of the working memory and how this can vary for different pupils
- have reflected on their use of graphical and verbal representations and worked examples to avoid overloading the working memory
- have considered how they might need to adapt approaches to meet the needs of individual or groups of pupils

Seminar 2:2 'Building well-organised mental models'

By the end of this seminar, ECTs will have:

- considered the role of prior knowledge in developing mental models
- identified strategies to help pupils remember key knowledge
- explored what makes effective retrieval and reflected on their own use of this

ECTs are asked to bring a sequence of lessons that they will soon be teaching to reflect upon during the seminar. These can be paper copies or electronically.

Invites to these events will be sent out in due course. Attendance at these seminars is a mandatory part of the ECT programme 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.

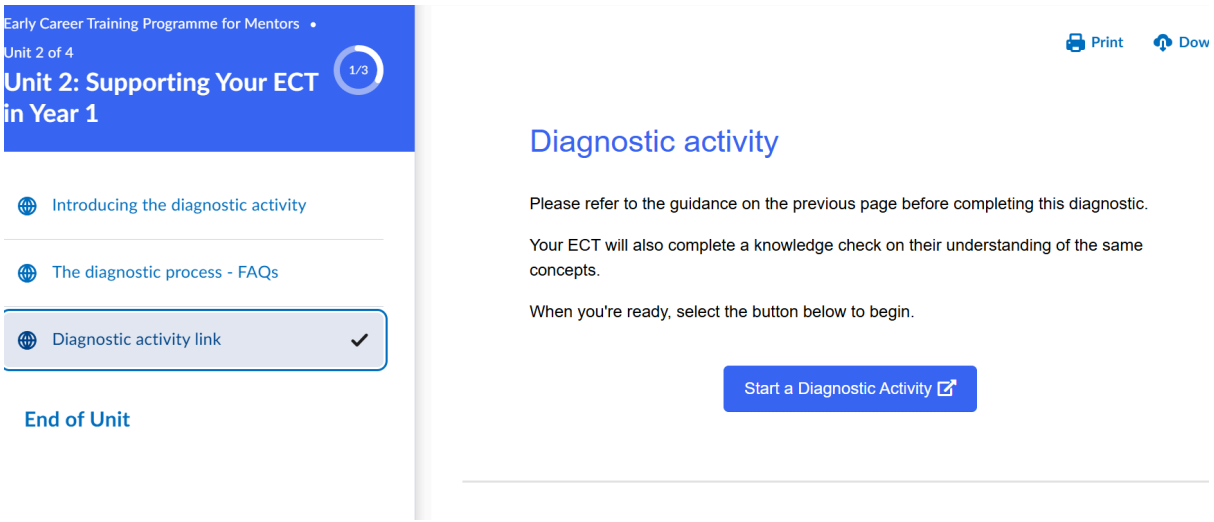
Please do allow enough time to travel to the seminar for a prompt start at 1.30pm.

Module 2 information for Mentors

Diagnostic activity for Module 2 – All Mentors

At the start of the new half term, any mentor who is supporting a Y1 ECT will need to complete a diagnostic based on the upcoming content of Module 2 and your understanding of your ECT's classroom practice.

There is a screenshot below of how this is accessed as a new mentor on our training programme. It will look slightly different if you are a trained mentor.

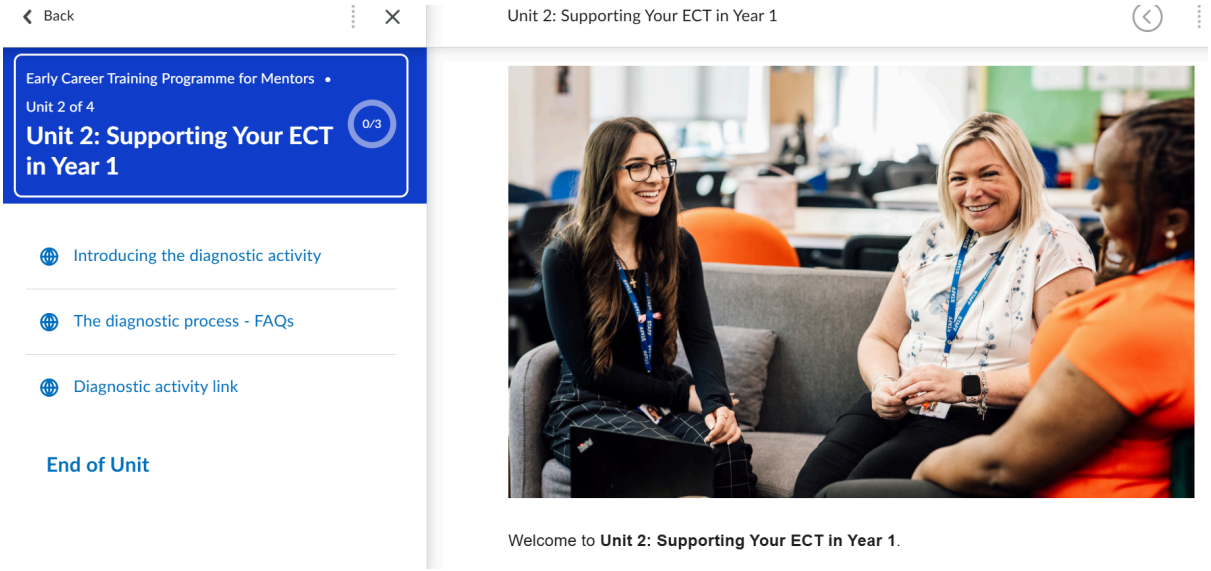


Mentor self-study for mentors on our one-year training programme

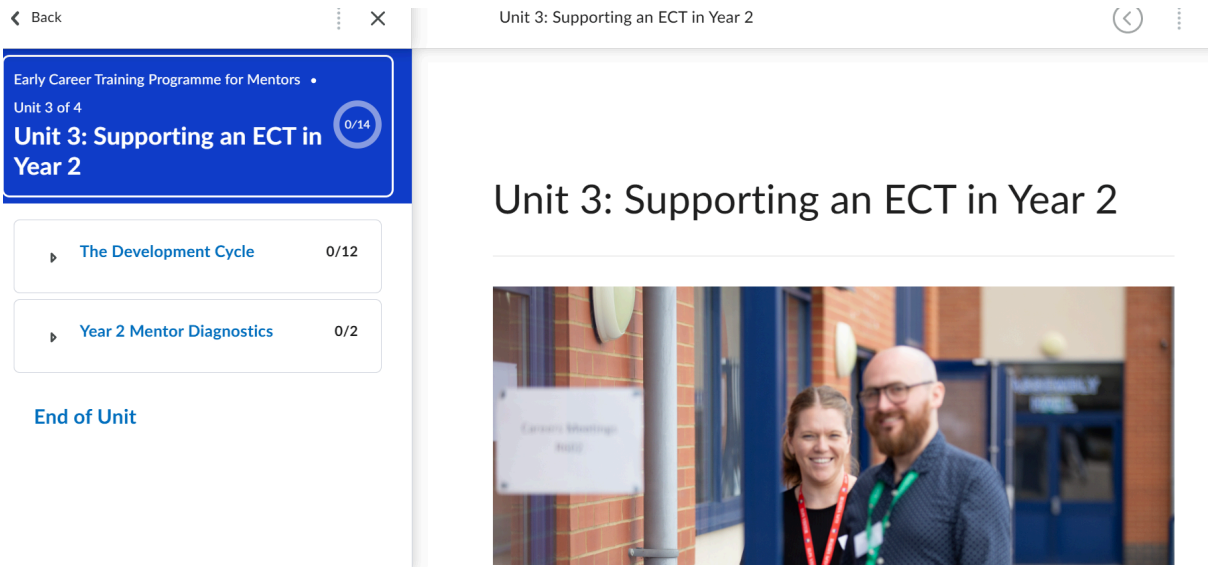
As explained on our Welcome Conference for new mentors, **if you are on our one-year mentor training programme**, then the short video below is very useful to support you in navigating My Teach First and Brightspace.

Direct Link: Getting started with Brightspace: A guide for Mentors

If you are currently mentoring a Year 1 ECT and **are enrolled onto one one-year mentor training programme**, then you need to ensure that you have completed Unit 2 of the mentor self-study on Brightspace (see screenshot below).

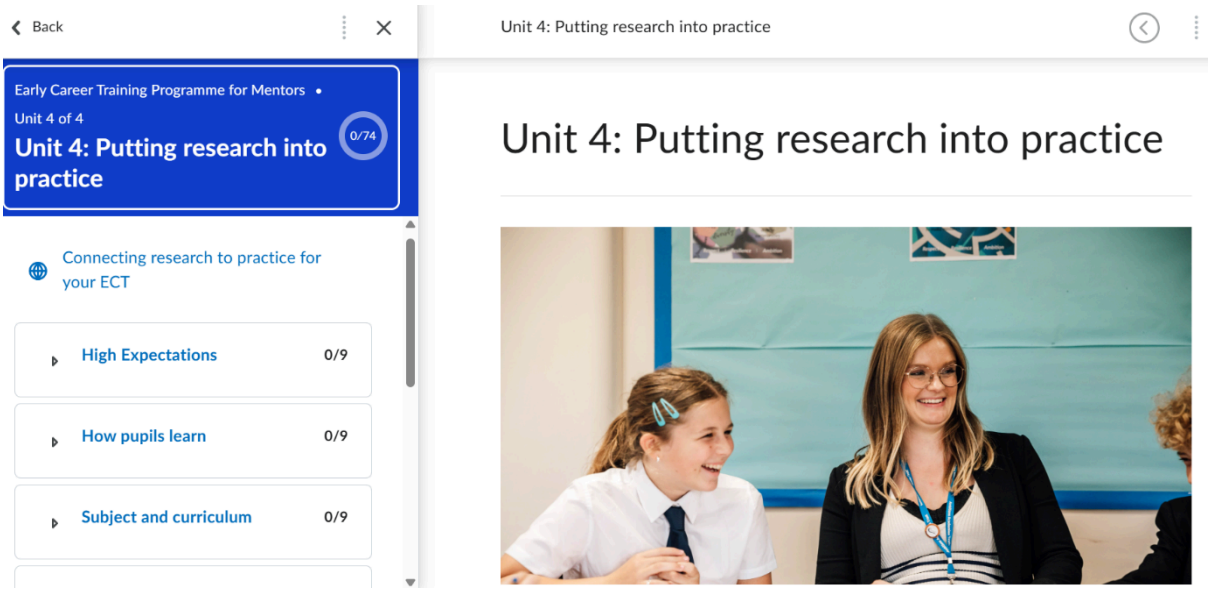


If you are currently mentoring a Year 2 ECT and **are enrolled onto one one-year mentor training programme**, then you need to ensure that you have completed Unit 3 of the mentor self-study on Brightspace (see screenshot below).



Over the course of this academic year, mentors **who are enrolled onto our one-year training programme**, regardless of whether they are mentoring a Y1 or a

Y2 ECT will need to complete 5 out of the 8 units of self-study within Unit 4 of the mentor self-study on Brightspace. See the screenshot below:



Mentor training seminar – for mentors on our one-year training programme

This is the first in-year seminar for mentors which supports mentors to reflect on their ECT's current stage of development in various aspects of their teaching practice. Mentors practise the effective mentoring skill of deconstructing expert practice and have time to plan their next steps in drawing on appropriate mentoring tools to support their ECT's development in key areas.

This seminar will take place via Zoom, on either: **Mon 9.11.26** OR **Weds 11.11.26**, 4pm – 5pm. Please refer to your training calendar for the exact date of your seminar.

The joining instructions and a worksheet which will need to be printed in preparation for the seminar, **will be sent to all mentors who are enrolled on our one-year training programme** one week before the seminars are due to take place.

Invites to these events will be sent out in due course. Attendance at these seminars is a mandatory part of the Early Career Training Programme 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.

End of term assessment – Progress Reviews for the Appropriate Body

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 the classroom and with the Early Career Training Programme, in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork. If you are registered with Vantage AB services then all assessments are completed on ECT Manager. You will receive an email with a reminder to complete the progress review as the Induction Tutor.

Once the PR is completed, ECT Manager will send an email with a link for the ECT to write their comment regarding the review.

We advised ECTs and Mentors at the Welcome Conferences to keep brief notes relating to the precise actions that have been set whilst working through the Modules on Brightspace. These can then be shared with the Induction Tutor.

There is an appendix at the back of the ECT's programme guide to keep notes on precise actions and also within the Mentor's handbook.

ECTs are also advised to keep brief notes about their achievements/ activities over the course of the term that they can share with the Induction Tutor.

Navigating Brightspace & Engagement Expectations

My Teach First is the home page that you log on to access the ECT 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 2**. 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 2 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.

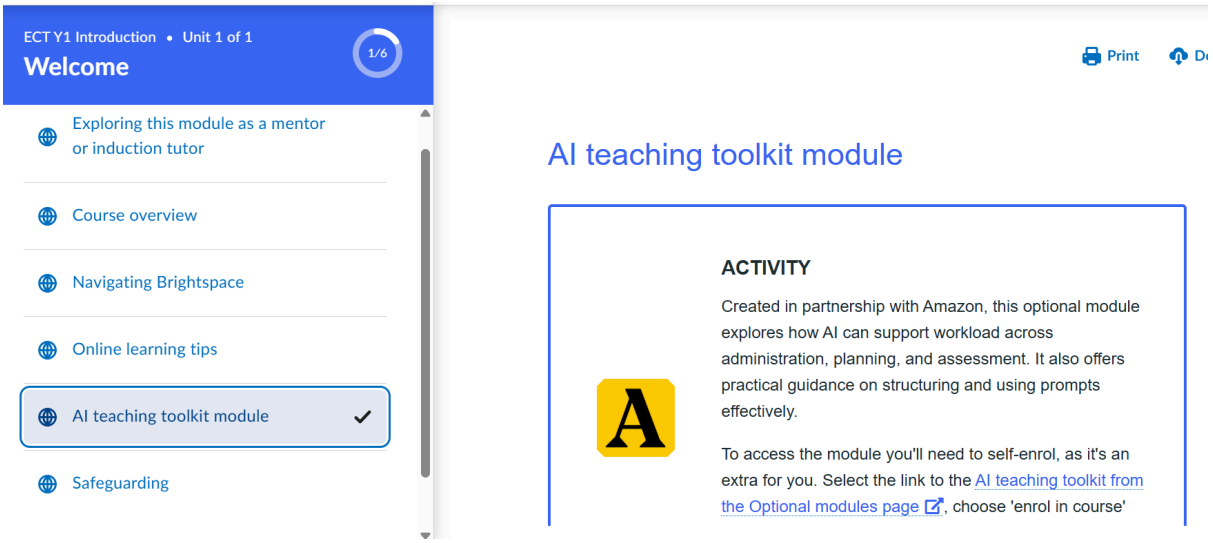
Year 1 ECTs:

- *Complete the diagnostic quiz for **each** of the 6 Modules*
- *Complete the 5 units of self-study (either core or summary & stretch) for each of the 6 Modules*
- *Complete the knowledge check for each of the 5 units of self-study within a module*
- *Complete the post-module quiz for **each** of the 6 Modules*
- *Attend all the seminars delivered by Vantage TSH as shown on the training calendar*
- *Complete weekly interactions with assigned mentor based on instructional coaching*

In addition to this there is optional content on Brightspace:

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

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



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

Brightspace > ECT2026 > All Courses > Optional: Excellent Teaching in Special Schools

As shown at the Welcome Conferences and in the main Bulletin section, we recommend ECTs watch the YouTube videos below to support in their understanding of Brightspace:

- An overview of Brightspace as an ECT.
- Brightspace tips and tricks.
- How to complete your diagnostic activity as an ECT.

Mentors

Mandatory expectations for Mentors

Year 1 Mentors on our mentor training programme who are mentoring a Y1 ECT:

- *Complete the mentor version of the diagnostic quiz for each of the 6 Modules*
- *Complete the 'Supporting a Y1 ECT' self-study unit on Brightspace*
- *Complete 5 sections from the 'Putting research into practice' unit of mentor self-study on Brightspace*
- *Attend all the seminars delivered by Vantage TSH as shown on the training calendar*
- *Complete weekly interactions with assigned Y1 ECT based on instructional coaching*

Year 1 Mentors on our training programme who are mentoring a current Y2 ECT:

- *Complete mentor version of the diagnostic quiz for each of the 3 Development Cycles*
- *Complete the 'Supporting a Y2 ECT' self-study unit on Brightspace*
- *Complete 5 sections from the 'Putting research into practice' unit of mentor self-study on Brightspace*
- *Attend all the seminars delivered by Vantage TSH as shown on the training calendar*

- *Complete fortnightly interactions with assigned Y2 ECT based on the Development Cycle agreed focus*
- *Support the ECT to complete an observation/discussion with an expert colleague every half term based on the Development Cycle agreed focus*

All Mentors (on our training programme or trained 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 ECT2026 (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.

Instructions for finding submissions sent by an ECT have been detailed earlier in this Bulletin section.

Below are the YouTube videos that we advise Mentors to watch to support in their understanding of the Brightspace platform:

- An overview of Brightspace as Mentor.
- Brightspace tips and tricks.
- How to complete your diagnostic activity as Mentor.

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 2 runs smoothly for you all – remember we are here to help should you need any support.

Email: ecfadmin@smchull.org

Tel: 01482 851136

Best Wishes

Andrea Tonks

ECTP Lead