

# ECF Fidelity Checking Template - SCHOOL BASED Induction Programme

## Progress Review 1

- ~ The member of staff responsible for planning the 2 year ECF induction should complete this format the end of each term for full time ECTs (pro rata for part time ECTs).
- ~ This form should be signed off by the headteacher at each progress review point and after assessments 1 and 2
- ~ This form should be sent to the school's Appropriate Body for verification.

### Part 1 Early Career Teacher(s)

<b>Appropriate Body</b>	
<b>School</b>	
<b>URN</b>	
<b>Headteacher</b>	

Full Name of ECT	
Teacher Reference Number	
Date of Birth	
Induction Start Date	
Mentor (Name/Role/Position)	

### Part 2 School Based Induction Programme

This form should not be used to describe every session delivered over the entire progress review period but should give the Appropriate Body a clear understanding of how the ECT(s) has received training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into an ECF-based training programme. The commentary is expected to reference the 'learn that' and 'learn how to' statements from the Early Career Framework which can be found online: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



- A)** Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

**1 High Expectations (Standard 1 - Set high expectations)**

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in

place, including dates where appropriate.

**2 How Pupils Learn (Standard 2 - Promote good progress)**

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in

place, including dates where appropriate.



**3 Subject and Curriculum (Standard 3 - Demonstrate good subject and curriculum knowledge)**

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

**4 Classroom Practice (Standard 4 - Plan and teach well structured lessons)**

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

**5 Adaptive Teaching (Standard 5 - Adapt teaching)**



Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

**6 Assessment (Standard 6 - Make accurate and productive use of assessment)**

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

**7 Managing Behaviour (Standard 7 - Manage behaviour effectively)**

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.



**8 Professional Behaviours (Standard 8 - Fulfil wider professional responsibilities)**

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

**Part 3 - Additional planning documents**

On completion of this form, you may attach any additional plans/schedule which provide information as to changes/alterations which you will be making for the next term, these will be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

**Part 4 - Signature**

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

<b>Headteacher signature</b>	
<b>Date</b>	

