**Ealing Appropriate Body**

**Core Induction Programme – Early Career Framework fidelity checking**

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| **Responsibility for ECF fidelity checking** |
| ***The content below is adapted from the DfE guidance for the Appropriate Bodies.***  **Responsibility for ECF fidelity checking (4.3)**  **Appropriate bodies** are expected to check that an induction’s design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.  **Headteachers** are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an Induction tutor or other member of staff, as appropriate.  **How and when ECF fidelity checks are conducted (4.4)**  The ECF fidelity checks will formally take place at **three points over the induction period**.   * + - **At the planning stage**: before the start of induction where possible, the appropriate body is expected to **check that an induction has been designed / is in place with fidelity to the ECF.**     - **Review point 1**: before the end of term 3, the appropriate body should **check implementation of the school’s plans.**     - **Review point 2**: before the end of induction, the appropriate body should **check actual delivery of the planned ECF-based induction.** |
| **Instructions on completing this form** |
| **Purpose**   * This form can be used by schools to evidence to the appropriate body how they have used a Core Induction Programme (CIP) to deliver training and mentor sessions. * It should not be used to describe every session delivered over the entire induction period but should provide a clear understanding of *how the Core Induction Programme materials will be used*, including the *sequencing of sessions*.   **Completing the form**  • The member of staff responsible for planning the 2-year ECF induction should complete the information required at the three checking points (when required by the AB).  • The headteacher’s signature is required for each of the three checking points  • The form should be sent to the appropriate body for verification when required.  **This form is comprised of *three sections* which will be completed during the three check points during the induction period. Thus, the school will complete the relevant selections when required by the AB.** |

**Core Induction Programme – Early Career Framework fidelity checking**

**Planning stage of ECF** (before induction starts)

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| **SECTION 1 – School details** | | | |
| **School name** |  | **URN/ DfE number** |  |
| **Headteacher/Principal** |  | **ECF Induction lead** |  |
| **Number of ECTs** |  | **Number of mentors** |  |

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| **Declaration** |
| As the headteacher/principal, I  understand the expectation in the statutory guidance to provide an ECF-based induction  am aware of all three induction routes  am aware of the benefits of the Core Induction Programme, therefore I have made an informed decision  am aware that fidelity checking is required for a Core Induction Programme |

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| **SECTION 2 – Early Career Teacher(s)** | | | | |
| **Full name of ECT** | **TRN** | **Start date** | **Expected completion date** | **Full name of mentor** |
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Please add / delete rows if necessary.

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| **SECTION 3 – Core Induction Programme (CIP)** |
| **Please write down the Core Induction Programme your school is delivering to your ECT/s**  **How is the school accessing the CIP materials?**  DfE portalDfE website (Core Induction Materials)  Other  |

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| **SECTION 3 – Continued** |
| **With reference to your chosen Core Induction Programme:** [Suggested word count: 300]  a) **Please outline** the ECT training sessions that will be delivered.  **Briefly** explain:   * How closely are the training sessions aligned to the plans provided by the CIP? * How is the school exemplifying the ECF statements? Is the school drawing from a research base that is beyond that of the ECF? * How will the CIP be embedded as a central aspect of induction [and] not an additional training programme?   b) **Please outline** the mentor sessions that will be delivered. When are they scheduled?  **Briefly** explain:   * How will the school enable a designated mentor has the time and ability to carry out the role effectively? * How will the school ensure that a designated mentor is able to provide, or broker, effective support, including phase or subject specific mentoring and coaching?   c) **Please outline** the self-directed study that will be delivered.  **Briefly** explain:   * How closely are the self-directed study materials aligned to the plans provided by the CIP? * How is the school exemplifying the ECF statements?   **Evidence required:** Please attach a map of all sessions/content and dates (including a termly breakdown of how the training sessions and self-directed materials will be scheduled/sequenced over the course of the induction period). |

**Important information**

*At this point, it is* ***not necessary*** *for the school to* ***have planned in detail*** *the scheduling of all individual sessions across the full induction period, but as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ECF will be covered in full over the period of induction. Any relevant paperwork or planning documents should be completed with sufficient detail so that the appropriate body can establish whether the planned induction programme is sufficiently based on the ECF. Your schools might wish to set out a termly breakdown of how the training sessions and self-directed materials will be scheduled/sequenced over the course of the induction period.*

*Staff planning induction are expected to have good knowledge and understanding of the CIP materials available from their thechosen CIP provider and pay particular attention to the planned sequence of sessions. They should refer to individual provider’s handbooks for further details on how their CIP programme is designed to be delivered.*

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| **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. | | | |
| **Headteacher** |  | **Date** |  |
| **To be completed by the Appropriate Body** | | | |
| * The school’s plan aligns with the sequence and materials set out within the selected Core Induction Programme  * It is unclear how the school will use the Core Induction Programme to deliver training  * The school’s plan has diverged from the sequence as laid out in the Core Induction Programme without a clear explanation or rationale  | | | |
| **Recommendations, including support from the AB** | | | |
| **AB Lead** |  | **Date** |  |

**Core Induction Programme – Early Career Framework fidelity checking**

**Review point 1** – Implementation of the ECF

**Agreed date (before the end of term 3):**

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| **Implementation of the school’s plans** |
| Please outline **how the school is implementing the Core Induction Programme** [Suggested word count: 300]  a) ECT training sessions  b) Mentor sessions  c) Self-directed study  (Please include dates where appropriate, where delivery of the programme has diverged from the planned sequence and explain what mitigations are in place). |
| **Please answer these questions:**   1. How are teachers progressing through the strands? 2. Where might teachers need to recap/revise on previous learning? What do you intent to do? |

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| **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. | | | |
| **Headteacher** |  | **Date** |  |

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| **To be completed by the Appropriate Body** | | | |
| * The school’s plan aligns with the sequence and materials set out within that specific Core Induction Programme  * It is unclear how the school will use the Core Induction Programme to deliver training  * The school’s plan has diverged from the sequence as laid out in the Core Induction Programme without a clear explanation or rationale  | | | |
| **Recommendations, including support from the AB** | | | |
| **AB Lead** |  | **Date** |  |

**Core Induction Programme – Early Career Framework Fidelity Checking**

**Review point 2** – Delivery of the ECF

**Agreed date (before the end of induction):**

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| **Delivery of the planned ECF based induction** |
| Please provide a summary with examples (include dates where appropriate) of **how the school has delivered the Core Induction Programme** [Suggested word count: 300] |
| 1. To what extent have teachers been able to work through the entirety of the strands? 2. How consolidated is their knowledge? |
| **Complete this part only if / where delivery of the programme has diverged from the planned sequence**. Please provide evidence where this has changed (including mitigations for any missed training) and provide reasonable explanations for diverging from the planned sequence (for example this might include unforeseen staff absence or school closures, etc). |

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| **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. | | | |
| **Headteacher** |  | **Date** |  |

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| **Outcome of the fidelity checking (to be completed by the Appropriate Body)** | | | |
| Please note that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers’ Standards.   * The ECTs have received an ECF-based induction  * The ECTs have not received an ECF-based induction  | | | |
| **Agreed next steps**  **Support from the AB**  (If the school has had challenges to deliver aspects of their plan, the Appropriate Body work with them and support them to address this for future inductions). | | | |
| **AB Lead** |  | **Date** |  |