**Ealing Appropriate Body**

**School-based 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 designing and delivering their own ECF-based induction programme to evidence to the appropriate body how they have used the Early Career Framework to design and deliver training and mentor 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.**  |

**School-based 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 as necessary.

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| **SECTION 3 – School-based Induction Programme (SIP)** |
| **Overview** [Suggested word count: 1000. Continue on separate sheet if necessary] At this stage, please provide **a termly overview** of how the induction programme has been **scheduled** and **sequenced** **across the two-year induction period**.This should include:* **topics that will be covered each term** and in what **order**, and a rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.
* an explanation of how ‘learn that’ and ‘learn how to’ statements will be delivered. This should cover **intended mode(s) of delivery** (for example group training, virtual learning, 1:1), the **balance between contact time and self-directed study,** and **how mentoring will support ECT’s learning** of the ECF statements.
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| **SECTION 3 – Continued** |
| * What research base is the school drawing from, including research that is beyond that of the ECF?
* How will the School-Based Programme be embedded as a central aspect of induction [and] not an additional training programme?
* What training sessions will be available for mentors? When are they scheduled?
* 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?
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**Important information**

*This part should not be used to describe in detail every session delivered over the entire induction period but* ***should give*** *the appropriate body* ***a clear understanding of how the ECT(s) will receive 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.***

*Staff planning induction are 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)*

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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** |  |

**School-based 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 its School-based Induction Programme.** Please provide answers for all 8 standards. [Suggested word count: 250] 1. With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how these statements are being delivered.

Explanation and the rationale should cover:* + **Intended mode(s) of delivery** (for example group training, virtual learning, 1:1) and the **balance between contact time and self-directed study**
	+ How mentoring will support ECT’s learning of this statement
1. 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)**
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| 1. **How Pupils Learn (Standard 2 – Promote good progress)**
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| 1. **Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)**
 |
| 1. **Classroom Practice (Standard 4 – Plan and teach well-structured lessons)**
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| 1. **Adaptive Teaching (Standard 5 – Adapt teaching)**
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| 1. **Assessment (Standard 6 – Make accurate and productive use of assessment)**
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| **Implementation of the school’s plans (Continued)** |
| 1. **Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)**
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| 1. How are teachers progressing through the strands?
2. Are there any areas where teachers might need to recap/revise on previous learning?
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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** |
| **Coverage** greater coverage is planned for year 1 disproportionate focus on one area of the ECF without rationaletraining programme has greater focus on the school’s own processes rather than the ECF.**Content**all ECF statements are covered in sufficient depth and breadthinsufficient time in the programme has been given to focus on one or more ECF statementstraining practices/methods which are at odds with the practices advocated by ECFsufficient time has not been allocatedmentor session topics are not deliberately aligned with the ECT training or independent studyno reference to resources or evidence used. **Sequencing**there is a robust rationale for sequencing the programme in the way they have chosen plan is not appropriately sequenced or has no clear curriculum-based rationale for its sequencing.  |
| **Recommendations, including support from the AB**  |
| **AB Lead** |  | **Date** |  |

**School-based 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 outline how the school has delivered the School-based Induction Programme** including examples and dates where appropriate. [Suggested word count: 1000. Continue on separate sheet if necessary] 1. To what extent have teachers been able to work through the entirety of the strands?
2. How consolidated is their knowledge?
 |
| **Outline where delivery has diverged from the planned sequence.** Please provide evidence and reasonable explanations for diverging from the planned sequence (for example this might include unforeseen staff absence or school closures, etc) and what mitigations were put in place). [Suggested word count: 250]  |
| **Additional documentation**Please attach any additional documents/plans/schedules to be reviewed by the appropriate body. If you have attached additional documents, give a very short summary of what has been attached. |

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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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| **Final 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** |  |