
ECF fidelity checks for ECF based training



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Responsibilities

- 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.

The Appropriate Body's role

- From September 2021, appropriate bodies will be expected to check that all ECTs have access to an induction programme based on the Early Career Framework (ECF).
- This check is referred to here as 'ECF fidelity' checking.
- Induction checks are broader and focus on other aspects of the ECT entitlement.

Level of checks

- The level of ECF fidelity checking expected of appropriate bodies will vary depending on the type of ECF-based induction being delivered. Appropriate bodies should inform their registered schools about the options and signpost them to the Full Induction Programme, or the Core Induction Programme materials. This way, appropriate bodies can support schools at the stage of planning induction to consider how they will ensure their induction complies with the expectation to offer full coverage of the ECF.

‘DfE funded training provider’ option (or Full Induction Programme)

- Where schools opt for the DfE funded training provider option, such as the Ambition Institute programme delivered by Exceed Teaching School Hub, which includes materials and funded training, **the appropriate body does not need to carry out ECF fidelity checks.** This is because the providers of Full Induction Programmes will already be subject to separate quality assurance through Ofsted and contract management to ensure their training provides fidelity to the ECF.

‘DFE funded training provider’ option (or Full Induction Programme)

- In 2021-22, 97% of ECTs nationally were supported through this route.
- This option provides ECTs and Mentors with the training they need and provides maximum levels of funding from the DfE.
- This option reduced teacher workload in comparison to the other options which schools need to design and deliver themselves

'Use DfE-accredited materials to deliver your own programme' (or Core Induction programme)

- Where schools deliver induction through 'Use DfE-accredited materials to deliver your own programme' **additional quality assurance will be necessary** in order to safeguard ECTs' entitlement to an ECF-based induction.
- This includes Induction and Fidelity Checks

'Design and deliver your own ECF-based programme'

- Schools delivering their own induction programmes will require an appropriate body to check these have been designed and delivered with fidelity to the ECF. This means that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.
- It is recommended that **appropriate bodies apply greater scrutiny** where schools have opted to design their own school-based induction programme due to the greater risk that a school-based induction could diverge from the ECF.

Summary

Induction type	Induction checks required?	ECF fidelity checking required?
Full Induction Programme	Yes	No
Core Induction Programme	Yes	Yes
School based programme	Yes	Yes

Funding

- Schools access most funding if they utilise the DfE funded training provider option.
- Full details are available here:
- <https://www.gov.uk/guidance/funding-and-eligibility-for-ecf-based-training>
- In addition, schools will need to fund the Appropriate Body's time for undertaking fidelity checks, both at the planning stage and during the two-year induction (see www.teachingschoolhub.co.uk/ab for pricing)

'Design and deliver your own ECF-based programme'

- If a school chooses this option, it will need to submit plans and rationale to the Appropriate Body:
 - Scheduling/sequencing. Give a termly overview of how the induction programme has been scheduled and sequenced across the full 2 year induction period.
 - This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.

'Design and deliver your own ECF-based programme'

- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.
- High Expectations. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- How Pupils Learn. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- Subject and Curriculum. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- Classroom Practice. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- Adaptive Teaching. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- **Assessment.** With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- Managing Behaviour. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- Professional Behaviours. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.
 - Explanation, and robust 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
- At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

'Design and deliver your own ECF-based programme'

- Additional planning documents. Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional 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.

'Use DfE-accredited materials to deliver your own programme' (or Core Induction programme)

- If a school chooses this option, it will need to submit plans and rationale to the Appropriate Body:
 - Which provider's Core Induction Programme is being delivered?
 - With reference to the provider's Core Induction Programme material, outline how the ECT training sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

'Use DfE-accredited materials to deliver your own programme' (or Core Induction programme)

- At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of ECT training sessions has diverged from the planned sequence. Explain what mitigations are in place.
- With reference to the provider's Core Induction Programme material, outline how the mentor sessions will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

'Use DfE-accredited materials to deliver your own programme' (or Core Induction programme)

- At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of mentor sessions has diverged from the planned sequence. Explain what mitigations are in place.
- With reference to the provider's Core Induction Programme material, outline how the self-directed study will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

'Use DfE-accredited materials to deliver your own programme' (or Core Induction programme)

- At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of self-directed study has diverged from the planned sequence. Explain what mitigations are in place.