

“Teach in Redbridge” – an evaluation of the programme as an example of Professional Development

In the recent EEF publication “Effective Professional Development” (2025) a structure to evaluate provision has been recommended. Providers of all forms of teacher training in all settings are urged to focus on the mechanisms of provision, as the building blocks of PD. This would apply to provision from the ITTECTE programmes, through NPQs, school-based PD and higher forms of learning including postgraduate and Masters level study.

We have provided an analysis of how well the TiR programme fits the model of best practice:

Mechanisms of Professional Development	How is this a feature of TiR?	Evaluation of effectiveness
<p>The programme builds knowledge:</p> <ul style="list-style-type: none"> <li>a) Managing cognitive load</li> <li>b) Revisiting prior learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Our <b>sequenced and phased curriculum model</b> breaks down the complex skill of teaching into discrete, manageable components (see handbook). This directly addresses the EEF mechanism of Managing Cognitive Load (part of the 'Build Knowledge' domain) by reducing Extraneous Load and focusing the trainee's working memory on one or two high-leverage techniques at a time.</li> <li>b. The curriculum revisits prior learning by <b>spacing and interleaving core teaching concepts</b> throughout the training year, directly applying the ‘revisiting prior learning’ mechanism from the evidence base on effective professional development. The goal is to move essential teaching knowledge and skills from the trainee's short-term working memory into their long-term memory for fluent, automatic use in the classroom. The ITR is used to make explicit how key concepts are revisited (e.g. behaviour focus in phase 1</li> </ul>	<p>The effectiveness of the TiR programme in <b>building knowledge</b>—specifically in <b>managing cognitive load</b> and <b>revisiting prior learning</b>—is evaluated not just by what the trainee knows, but by how successfully they <i>apply</i> this knowledge to improve student learning. The evaluation process is multi-layered and uses continuous feedback and performance data (See Assessment overview in handbook (p.70-71 - attached) and QA timeline (attached))</p> <ul style="list-style-type: none"> <li>● Lesson observations</li> <li>● Professional Tutor visits and assessment points</li> <li>● Trainee evaluations and self-assessments</li> <li>● Professional Learning conversations and mentor comments on ITRs</li> </ul>

	<p>is revisited as trainees being their contrast placement and build effective relationships with pupils in a new class/ key stage). Our curriculum plans (example attached) along with the WISC and ITTECF map outline the revisiting and spiral curriculum across each stage and phase of the programme.</p>	<ul style="list-style-type: none"> <li>● Final Assessment against The Teachers' Standards</li> </ul>
<p>The programme motivates staff:</p> <ol style="list-style-type: none"> <li>a) Setting and agreeing goals</li> <li>b) Presenting information from a credible source</li> <li>c) Providing affirmation and reinforcement after progress</li> </ol>	<p>Teach in Redbridge motivate trainees by :</p> <ol style="list-style-type: none"> <li>a) <ul style="list-style-type: none"> <li>● <b>Mentorship and Instructional Target Setting:</b> Trainees are paired with experienced mentors in their placement schools. The mentor provides personalised support and works with the trainee to set incremental, specific targets for their development. This ensures goals are relevant, achievable, and clearly agreed upon following the instructional coaching cycle.</li> <li>● <b>Formative Assessment:</b> Assessment is formative with additional focused assessment points, meaning it focuses on providing small, actionable steps for improvement over time. This continuous process of self-reflection and target-setting within a structured framework helps trainees focus their efforts and see a clear path for progress towards Qualified Teacher Status (QTS). See Page 70-71 of the handbook</li> </ul> </li> <li>b) Teach in Redbridge reinforce motivation and confidence by anchoring training in credible evidence:</li> </ol>	<p>The effectiveness of TiR's motivational strategies are evaluated through a continuous QA system focusing on trainee development and programme quality (See QA timeline – link?)</p> <p><b>Goal Setting and Progress Monitoring:</b>  <b>ITRs:</b> Mentors and Professional Tutors track the trainee's progress against short-term, Instructional Coaching targets. The success of the goal-setting process is measured by the rate and quality of progress the trainee makes from their starting point and is continuously monitored during Professional tutor visits and professional learning conversations with trainees and mentors.  <b>Evidence Collection:</b> Trainees compile an online portfolio of evidence using Google Classroom (lesson plans, reflections on ITRs, lesson observations of experts and lesson observations of own teaching) to demonstrate they are consistently meeting the</p>

	<ul style="list-style-type: none"> <li>● <b>Research-Informed Curriculum:</b> The training curriculum is carefully sequenced and informed by credible educational research and academic reading, underpinned by the ITTECF. This ensures that the practice trainees are asked to implement is based on proven strategies and theory.</li> <li>● <b>Expert Practitioners:</b> Training is led by <b>expert teachers and leaders</b> in their subjects and aspects of education. Learning from practitioners who are highly effective and knowledgeable, often practising teachers and leaders from Redbridge schools adds credibility and practical relevance to the information presented.</li> </ul> <p>c)</p> <p>Motivation is maintained through continuous support, positive recognition, and a focus on growth:</p> <ul style="list-style-type: none"> <li>● <b>Frequent, Constructive Feedback:</b> TiR uses an extensive support network, including a mentor, Professional Tutor and wellbeing support. Trainees receive continuous feedback on their teaching. When progress is observed, it is affirmed through specific, constructive reinforcement, encouraging further development and recorded on the ITR and lesson observation documentation.</li> <li>● Trainees spend the majority of their time in the classroom from day one. They observe the positive impact they are having on pupils' lives: a powerful, intrinsic form of affirmation and reinforcement.</li> <li>● <b>Supportive Environment:</b> TiR aim to create a supportive environment where trainees feel safe, valued, and encouraged to share concerns. This focus</li> </ul>	<p>requirements for each phase of the programme.</p> <p><b>Formative and Summative Assessment:</b> Regular observations and Formative Assessment Points judge whether the trainee is on track to achieve QTS, ensuring the targets set and the support provided are effective.</p> <p><b>Affirmation and Reinforcement:</b></p> <p><b>Feedback Quality:</b> The quality of the feedback and affirmation is evaluated by whether the trainee can successfully apply it to their teaching in the next lesson/week, bridging the gap between theory and practice.</p> <p><b>Resilience:</b> TiR nurtures trainees' self-confidence and resilience. This is observed in the trainee's willingness to take risks, reflect critically, and independently problem-solve following identification of strengths and constructive criticism.</p> <ul style="list-style-type: none"> <li>● Strategic management including trainee voice</li> </ul> <p>and external validation (External QA and OFSTED)</p>
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	on well-being and proactive support reinforces the idea that their efforts are recognised and that they are part of a supportive professional community.	
<p>Developing teaching techniques:</p> <ul style="list-style-type: none"> <li>a) Instruction</li> <li>b) Social support</li> <li>c) Modelling</li> <li>d) Monitoring and feedback</li> <li>e) Rehearsal</li> </ul>	<p>The Teach in Redbridge programme uses a highly practical, scaffolded approach to develop teaching techniques:</p> <ul style="list-style-type: none"> <li>a) <b>Instruction:</b> Trainees receive <b>explicit instruction</b> on core pedagogy (e.g. behaviour and effective questioning) during centre-led training sessions, ensuring practice is <b>evidence-based</b>.</li> <li>b) <b>Social Support:</b> A strong support network is provided by a <b>dedicated mentor, professional tutor</b> and a <b>peer cohort</b>, offering one-on-one guidance and a safe space to share challenges.</li> <li>c) <b>Modelling:</b> Trainees <b>observe expert teachers</b> and their mentor to see high-quality techniques in action, bridging the gap between theory and practice.</li> <li>d) <b>Monitoring &amp; Feedback:</b> Trainees are <b>regularly observed</b> by their mentor and Professional Tutor, who provide <b>specific, actionable feedback</b> focused on incremental improvement to refine the rehearsed skills.</li> <li>e) <b>Rehearsal:</b> Trainees use <b>deliberate practice</b> and <b>approximations of practice including scenario-based learning</b> and case studies (outlined in each curriculum plan and ITR) in a low-stakes environment before applying them in the full classroom setting.</li> </ul>	<p>Effectiveness is measured through <b>continuous observation and impact tracking</b> (see QA timeline)</p> <ul style="list-style-type: none"> <li>1. <b>Trainee Progress:</b> <b>Lesson Observations:</b> Mentors and tutors <b>monitor</b> the trainee's ability to successfully apply learned techniques (instruction, modelling, rehearsal) in the classroom. <b>Feedback Application:</b> Professional Learning Conversations - Evaluation checks if trainees successfully implement the specific feedback received, demonstrating continuous improvement and reflective practice.</li> <li>2. <b>Programme Quality:</b> Trainee questionnaires and QA: Trainee feedback (surveys) and QA systems evaluate the quality and consistency of the mentoring, instruction, and social support provided by the programme.</li> </ul>
<p>The programme embeds practice:</p> <ul style="list-style-type: none"> <li>a) It provides prompts and cues</li> </ul>	<p>Teach In Redbridge embeds practice for trainees through a continuous cycle of support and application:</p> <ul style="list-style-type: none"> <li>a) <b>Prompts and Cues:</b> Trainees are guided by <b>structured observation forms</b> and a <b>sequenced curriculum</b> that provides <b>cues</b> to remind them to apply specific</li> </ul>	<p>Effectiveness is measured through <b>continuous observation and impact tracking</b> (see QA timeline) :</p>

<ul style="list-style-type: none"> <li>b) It prompts action planning</li> <li>c) It encourages monitoring</li> <li>d) It prompts context specific repetition</li> </ul>	<p>teaching techniques during planning and delivery. The ITR includes prompts and cues for each element of the training (e.g. critical reading, observing an expert, asynchronous training)</p> <ul style="list-style-type: none"> <li>b) <b>Prompts Action Planning:</b> The weekly ITR and PLC enables trainees to translate feedback into specific, measurable targets (recorded on the ITR) for the next lesson, ensuring accountability and immediate action.</li> <li>c) <b>Encourages Monitoring:</b> Trainees are trained to be reflective practitioners through focused questions on forms (link attendance and feedback form including reflective questions), ITRs and in-lesson checks, requiring them to monitor the success of their actions and their impact on pupils.</li> <li>d) <b>Prompts Context-Specific Repetition:</b> Trainees gradually increase their teaching load each term and complete placements in two different school contexts. This enables them to repeat core techniques while adapting them to diverse learners and environments, making the skills flexible and deeply embedded.</li> </ul>	<p><b>Prompts &amp; Action Planning: Review of Weekly ITR and PLCs - Fidelity of Application:</b> Do the targets set in the ITR directly correlate with the observed teaching practice and relevant to the Phase of the programme? Does the trainee consistently use the prompts/cues?</p> <p><b>Encourages Monitoring:</b> Lesson Observation Feedback: Does the trainee successfully monitor pupil learning <i>during</i> the lesson and make effective, in-the-moment adjustments (e.g., re-explaining, changing a task) without being prompted?</p> <p><b>Context-Specific Repetition:</b> Mentor, Contrast Setting Mentor and Professional tutor comments and reports: Can the trainee effectively apply core teaching techniques across different classes, key stages, and placement schools, demonstrating that the practice is flexible and fully embedded?</p> <p><b>Overall Embedded Practice</b> Final Assessment for QTS Independence and Consistency: Does the trainee demonstrate consistent, independent teaching ability that meets the Teachers' Standards? (See Final Assessment documentation)</p>
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