

TDA Guidance for the completion of the NQT assessment reports

Contents

- 1.0 Introduction**
- 2.0 School induction policy and practice**
- 3.0 Involving (newly qualified teachers) NQTs**
- 4.0 Ensuring a personalised programme**
- 5.0 Partnership in dialogue and reflection**
- 6.0 Working with the core standards**
- 7.0 Linking the induction programme to the core standards**
- 8.0 Using evidence**
- 9.0 Recording progress**
- 10.0 When NQTs are in difficulty**
- 11.00 Writing the reports**
- 12.00 Examples of reports**

Completion of the NQT assessment reports

Guidance for induction tutors

1.0 Introduction

1.1 This guidance aims to support induction tutors in the process of completing the assessment reports which follow the three formal assessment meetings during the induction period.

1.2 The guidance was drawn together in consultation with practising induction tutors, Local Authority (LA) co-ordinators and representatives from the Independent Schools Council Teacher Induction Panel. It includes practical suggestions directly related to effective induction support. It cannot include all examples of the wide range of effective induction practice in many schools but does reflect the need for induction to be a bridge between training and to ensure the combination of a personalised programme of development and support and professional dialogue with monitoring and an assessment of performance against the core standards.

1.3. This guidance should be read in conjunction with the current Department for Children, Schools and Families guidance (DCSF) and the Training and Development Agency for Schools (TDA) publications “Professional Standards for Teachers: Why sit still in your career?” and “Supporting the induction process: TDA guidance for newly qualified teachers.”

1.4 Practical suggestions are made in the text boxes.

1.5 Section 12 includes examples from schools and appropriate bodies of anonymised assessment reports and extracts from reports.

2.0 School induction policy and practice

2.1 It is not a requirement for schools to publish an NQT induction policy, however, it is more likely that induction will be fair, consistent, and effective if there are agreed approaches to support, monitoring and assessment, and that the induction programme reflects school aims and values.

Welcome packs or school induction handbooks can summarise the aims of the induction programme at the school and give information about the statutory aspects of induction and assessment

Former NQTs can act as buddies, supporting NQTs into the school and induction process

Early start sessions in the term before induction can give opportunity to share information and answer NQT’s questions about induction

Agree whether monitoring and assessment will be carried out according to the five themes or the three sections of the core standards

Clarify the roles and responsibilities of those with responsibility for assessment. If induction tutors have responsibility for mentoring and assessment, ensure NQTs are clear about the induction tutor’s assessment role in the ongoing review, the

assessment process, report writing, and recommendation to the appropriate body

Ensure all colleagues are aware of the organisation of the core standards and five themes and how they relate to NQTs working in a new context and in their induction year

Some NQTs may have worked in the school previously but in a different role e.g. as teacher's assistant, technician, and trainee on an employment based route. Their induction needs and interests may be different to NQTs joining the school.

Ensure key members of the staff team, such as subject mentors, those with safeguarding responsibility, SEN coordinators (SENCOs), phase leaders or heads of department are aware of how they can contribute to the NQT's individual support programme and to evidence of their progress.

Set dates at the start of each of the three assessment periods for key activities such as the two observations and feedback/dialogue, review meetings, assessment meeting, and report writing.

Ensure that sufficient time is allocated for drafting the report and for the NQT to reflect on it so they can make their own comments before it is finalised and sent to the appropriate body.

Ensure key members of the staff team are aware of the timeline and pressure points in relation to review and assessment. Be aware of appropriate body deadlines, especially in the final term of induction.

Briefing sessions for tutors and mentors will help ensure consistency in approaches to review and assessment procedures, and documentation. The induction tutor or headteacher will need to moderate reports before making the recommendation to the appropriate body

3.0 Involving NQTs

3.1 NQTs need to know about the purposes of induction, the roles and responsibilities of the school and the appropriate body, and their own responsibility with regard to review and assessment.

3.2 NQTs need to know that the induction period must be completed satisfactorily in order to continue teaching.

3.3 Make NQTs aware of the structure of the complete teachers' standards framework and how it links to performance management and school improvement.

The coloured chart "Professional Standards for teachers" published by the TDA gives a helpful overview of the standards framework.

Copies can be ordered from www.tda.gov.uk/standards

3.4 Set diary dates with NQTs for observations and review and assessment meetings.

3.5 Plan non-contact time in partnership with NQTs identifying where activities relate to core standards.

3.6 NQTs need to know that evidence from review activities will feed into the assessment meetings and be summarised in the termly assessment reports. There should be no surprises.

Check that NQTs have received copies of “Supporting the induction process: TDA guidance for newly qualified teachers”.

Provide NQTs with copies of the “Professional standards for teachers; Why sit still in your career?” This complements the coloured poster.

Share copies of induction documents with your NQT e.g. observation schedules, proforma for recording review and assessment meetings, and the TDA/DCSF NQT assessment forms.

4.0 Ensuring a personalised programme

4.1 Review and action planning should have begun at the end of training when the trainee discussed transition point 1 (TP1) of the career entry and development profile (CEDP) with their tutor. NQTs may not be aware of their responsibility to share TP1 with the school at the beginning of induction. Discussions early in induction (TP2) and towards the end (TP3) are important opportunities for planning and reflecting on the personalised programme.

4.2 Whilst it is possible to develop a schedule of which core standards will be reviewed over each term it is important to be flexible and take account of individual NQTs, events, and circumstances.

4.3 On-going review can set the scene for performance management in the second year and beyond.

Simple action plans identifying a few short, medium and longer term targets will record progress and help focus discussion in review meetings. Subsequent targets, support, and continuing professional development (CPD) need to be clear and specific. (See Report 12.1)

Focus success criteria on impact on confidence, new skills and knowledge, and on impact on learners.

Action plans and review notes are evidence of progress to core standards, especially those linked to developing practice

5.0 Partnership in dialogue and reflection

5.1 Review, on-going monitoring and assessment are more meaningful when there is emphasis on reflection, partnership and two way dialogues.

The CEDP transition point discussions, half termly and termly reviews, and assessment meetings should be the opportunity for two way dialogue and give opportunity for NQTs to reflect on their own practice and development. (Report 12.9)

Observation of teaching will evidence many but not all the core standards. Dialogue following observations will give evidence for how NQTs are developing their practice.

Ideally there should be time for reflection and discussion after CPD activity such as observing colleagues or considering the impact of a course.

NQTs should be invited to make comments on their induction programme and may need guidance and support in doing so. (Report 12.5)

NQTs should know who the named person for induction is in the school and LA and that they should take any concerns about the induction programme to them.

6.0 Working with the core standards

6.1 NQTs will have already met the qualified teacher status (QTS) (Q) standards in training.

6.2 Give NQTs early opportunity to review the core standards and five themes so that they are aware of how they will be building on the standards achieved in training into their teaching career.

6.3 QTS standards should be maintained by the NQT throughout the induction period whilst he or she works towards the core standards. The core standards apply to all NQTs and underpin all the subsequent standards

6.4 Judgements made during the induction period should relate directly to the award of QTS and the core standards.

6.5 Reports can be written to the three areas of the core standards or the five themes

6.6 At the end of the induction period the headteacher makes the recommendation and the appropriate body decides whether the core standards have been met

How the core standards build on QTS

Here are examples of some of the core standards which progress from QTS. These can easily be seen on the coloured poster:

C3 contributions of teachers to school policy and practice

C4 communicating with parents and carers about pupil progress and well being

C14 the use of assessment information

C15 the contribution teachers' subjects make to cross curricular learning and other developments

C20 the roles of colleagues with specific responsibilities for the individual needs of pupils

C21 safeguarding responsibility (particularly important for NQTs in a new context)

C22-25 relate to safeguarding and well being and are also of particular importance for NQTs who will need to know about school policies from the start of induction

C 26-34 mainly focus on the application of knowledge and understanding. They include ensuring progress, managing learning, and adapting teaching to suit the stage of the lesson and needs of learners

C30 relates to aspects of the quality of teaching and impact on learners

C31-34 include deeper focus on assessment for learning, target setting and independent learning

C35-36 relate to review of the impact of teaching over time and the impact of feedback on improving attainment

C37-39 focus on the learning environment and links to local contexts and personalised learning, school behaviour policy, and the social development of pupils

C40 includes focus on the management of colleagues and is of particular importance to NQTs who are likely not to have had this responsibility before.

6.7 The booklet “Supporting the induction process: TDA guidance for newly qualified teachers” is written for NQTs and encourages them to be reflective and proactive.

Where there is more than one NQT in the school they could review the booklet together.

Look at the five themes and prompt questions to help identify needs and plan the individualised programme.

For instance:

Theme 3 professional knowledge and understanding: ii) promoting children and young people’s development and well-being:

Progress to C11, 12, 13 and 14 with links to, C4b, C9 and C34.

Meet with the assessment leader to learn about school assessment policy; discuss examples of NQT’s marking, feedback and impact of targets at second review meeting; attend AfL training; meet with a colleague to find out about report writing, draft a report and receive feedback.

7.0 Linking the induction programme and the core standards

7.1 Most of an NQT’s progress will be evidenced through their teaching and day to day work. Some needs, interests, and aspects of the core standards are met through planned opportunities in the personal and school induction programmes.

Work with NQTs to plan the use of the 10% non-contact time e.g. observations of colleagues, meetings with the SENCO or inclusion manager, CPD activity, time to prepare for review and assessment meetings, finding out about risk assessment and school journey planning. (Report 12.3)

Identify key times in the school calendar where activities may link to core standards

e.g. parent consultations and report writing, data analysis and target setting, sports and arts activities.

Note where a school based or local authority (LA) induction CPD programme links with standards e.g. safeguarding, assessment and behaviour for learning.

School improvement development activity such as involvement in data collection and analysis, department work scrutiny and co-teaching may also take place during the school year. A work scrutiny activity could evidence up to 20 core standards! (Report 12.3)

Note where there are links to the core standards in the personal programme e.g. meeting with the inclusion manager, visiting a department in another school, discussion following observation of a colleague, personal reading and research.

In special schools and some early years settings NQTs may have to work at a significantly high level right from the start of induction, such as in deployment of a team of support staff or work with specialists This work evidences many aspects of the core standards.(Report 12.7: of an NQT in need of support with this aspect)

8.0 Evidence

8.1 Progress review meetings will be informed by evidence of the NQT's day to day work e.g. observation of teaching, pupils' work, scrutiny of lesson plans, pupil progress records and outcomes of support and development.

8.2 On-going judgements must be based on evidence and where possible on the impact on teaching and learning.

8.3 Termly assessments are informed by written reports from at least two observations and two progress review meetings.

8.4 Evidence relating to subject knowledge and teaching can be integrated with wider activities such as work with colleagues, parents and carers, pastoral and extracurricular activities.

Other evidence could include:

Examples of pupils' work, annotated lesson plans, records and evaluations

Comments on reports and reflection on parent consultation meetings

Testimonials from colleagues such as pastoral heads, inclusion manager, or headteacher

NQT's self review

Reflections on collaborative work

8.5 NQTs can be encouraged to develop a portfolio divided into sections related to core standards, either in the five themes or three sections of the standards.

A portfolio or professional development record could build on the CEDP.

It could contain, as a minimum, written feedback of the six observations, self-evaluations, reflections on observations of colleagues and impact of CPD activities, review meeting notes, and the assessment reports.

NQTs could discuss aspects of their portfolio in review and assessment meetings.

9.0 Recording progress

9.1 Record keeping is necessary but need not be onerous. Consideration of impact will avoid records becoming tick lists and will help in reflection and the summative assessment of progress.

Progress can be tracked using a tool such as a core standards traffic light grid, colour coded according to progress: green: achieved; amber: developing; red: where there may be concerns or weaknesses.

Progress could also be considered as:

developing, embedding and enhancing

Or achieved, maintained and consolidated over the three periods of induction.

An ongoing record could include strengths and development needs, impact, evidence, targets and support.

Ensure targets are outcome related e.g. as impact on the NQT and learners.

Subject leaders/heads of department can be involved in discussion of progress where the mentor/tutor is not the specialist.

10.0 When NQTs are in difficulty

10.1 A very small number of NQTs will encounter difficulties. The vast majority will overcome these with support. Structures should be in place to support NQTs who may experience difficulties.

If an NQT is struggling to meet any of the QTS or core standards the judgement must be clearly identified, evidenced, and linked to the specific Standards.

Areas of weakness, targets and support should be identified and recorded. The NQT must be involved at all stages. There should be no surprises in the report.

(Report 12.7). This report identifies areas of concern, however, support is not identified

Identify colleagues who can be called upon to support the NQT and mentor/tutor e.g. advance skills teachers (ASTs), LA consultants and advisers, professional and subject associations.

Once a problem has been overcome acknowledge the success in the assessment

meeting and in the report.

11.0 Writing the reports

11.1 Following the first and second assessments (or an interim assessment when an NQT is moving schools) the assessment report form should be completed by the induction tutor and/or headteacher as appropriate.

11.2 The reports should indicate whether at the time of each assessment the NQT is judged to be making satisfactory progress towards the standards by the end of the induction period.

11.3 Following the third assessment the form must record the final recommendation as to whether or not, upon completion of induction, the NQT has met the core standards.

11.4 LAs and schools must use the TDA/DCSF sample forms available from teachernet at www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction. Some LAs have adapted the sample assessment form to support schools in the writing process. (Report 12.10)

11.5 Schools must complete all sections. They can be completed according to the three areas of the professional standards or the five themes from the TDA guidance for newly qualified teachers. (Reports 12.6 and 12.8)

DCSF requirements of reporting: extracts from the guidance

Progress against the core standards

Comments must be in the context of and make reference to specific standards.

(Report 12.4)

Brief pertinent details are required about progress and in particular:

- **strengths**
- **areas requiring further development, even where the NQT is deemed to be making satisfactory progress**
- **evidence used to inform the judgement (Report 12.3)**
- **targets for the coming term (Report 12.3)**
- **planned support**

(See also Reports 12.5 and 12.8)

11.6 The NQT should add their comments before signing the form.

11.7 Once signed the NQTs should be given the original and then copies sent to the appropriate body.

11.8 Copies of all assessments and supporting evidence should be retained for six years.

Schools will have different approaches to the report writing process

Here are some examples:

The report is seen as the means by which the recommendation is made and as an opportunity to affirm strengths and achievements.

The NQT is given time to carry out a self review before the assessment meeting and this is discussed in the assessment meeting and referred to in the report.

The induction tutor refers to the range of evidence gathered during the preceding term and drafts the report which is discussed and amended at the assessment meeting with the NQT. It is then redrafted and the NQT given time to reflect and comment before it is signed.

The induction tutor and NQT draft the report together referring to the range of evidence on which the judgements are made.

The NQT and tutor/mentor meet with an assessor who then reviews their evidence and writes the report.

11.9 The reports and extracts in Section 12 of this guidance contain examples of some of the practical strategies given below.

Practical hints

Draft each of the sections or themes onto a separate sheet, or electronically, then transfer or cut and paste onto the report form

List evidence at the beginning of each section (Report 12.3)

Begin sections with a judgement linked to evidence; narrative must link to judgement

Ensure reports build on each other: have the previous report(s) to hand when preparing for assessment

Highlight the main areas of success and development

The use of bullet points may give clarity

Use the NQT's name in the report

If there is a weakness give clear evidence and record the linked standard and planned support

Give telling examples of impact particularly where an NQT has been successful in achieving a target or making significant impact on learning or the school community

There is no need to refer to every standard each term or repeat judgements from one term to the next

An electronic version can be used to add term 2 comments to the term 1 report in a

different colour or font style. In this way progression is recorded in a cumulative way

The term 3 report has a different format. Tutors could consider using the term 1 / 2 format to produce a final report for the NQT's portfolio. (See 12.11 extract from LA guidance on completion of term 3 report)

12.0 Examples of anonymised reports

12.1 These extracts and examples reflect a range of approaches used by appropriate bodies and schools. They are offered as guidance and are not exhaustive or intended to specify exactly how reports must be written.

department for children, schools and families

NQT Induction assessment for the:

- End of first assessment period.
 End of second assessment period.

- **All sections must be completed**
- Where tick boxes appear, please insert 'X' into the relevant box(es)
- This form should be completed by the head teacher/principal and sent to the Appropriate Body within ten working days of the relevant assessment meeting
- Copies of the completed reports should be provided to and retained by the NQT and head teacher.
- This form may be amended/added to by Appropriate Bodies for use with their schools – but none of the original fields should be removed or altered

NQT's personal details:

Full name	Former name(s) (where applicable)	
<input type="text" value="N"/>	<input type="text"/>	
Date of birth	DCSF/teacher reference number	National insurance number
<input type="text"/>	<input type="text" value="/"/>	<input type="text"/>
Name of institution (e.g. school or college)	DCSF number	
<input type="text"/>	<input type="text" value="/"/>	

(If second period assessment)

Is this the institution that reported at the end of the **first** period? Yes No
Appropriate body receiving this report

Date of the beginning of this assessment period in this institution:
Date the appropriate body was notified:

Recommendation:

- The above named teacher's progress indicates that he/she will be **able to meet the standards** for the satisfactory completion of the induction period.
- The above named teacher's current progress suggests that he/she **may not be able to meet the standards** for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/Age range (please specify)

KS3-4

Subject (please specify)

English

Does the NQT work:

full-time?

part-time? (If part-time, please specify proportion of a week worked)

If part-time, days served during assessment period (including days of absence)

Number of days of absence during assessment period

0

Support and monitoring:

Please indicate the kinds of support and monitoring arrangements that have been in place throughout this assessment period:

- The NQT has received a reduced timetable, in addition to normal non-contact time.
- An individualised and structured plan of support has been agreed with the NQT.
- Discussions between the NQT and the induction tutor to review progress and set targets.
- It has been ensured that the NQT is familiar with the core standards.
- Observations of the NQT's teaching and provision of feedback.
- Observations of experienced teachers by the NQT.
- An assessment meeting between the NQT and the induction tutor.
- Other (please specify): Core Induction Programme

Progress against the core standards:

In the box below, please record brief and pertinent details of the NQT's progress against the standards, and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);
- evidence used to inform the judgement;
- targets for the coming term and the support which is planned.

In completing this box, use as headings either the three main areas of the new Professional

Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific standards.
Please continue on a separate sheet if required.

<p>The three areas of the new professional standards framework:</p> <ul style="list-style-type: none"> • Professional attributes • Professional knowledge and understanding • Professional skills 	<p>The five themes from ‘Supporting the induction process: TDA guidance for newly qualified teachers’:</p> <ul style="list-style-type: none"> • Developing professional and constructive relationships • Working within the law and frameworks • Professional knowledge and understanding • Professional skills • Developing practice
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The evidence used to inform the judgements in this report is taken from: lesson observations, meetings on a formal NQT/Induction Tutor basis, informal conversations with myself, informal conversations with other members of department, lesson plans, NQT meetings documentation.

Theme one: Developing professional and constructive relationships

C1 I have seen, through formal lesson observations, informal conversations and staff meetings, evidence that N has achieved many of the standards in Theme 1. She has high expectations of all her students and makes every effort to establish a positive working atmosphere within the classroom. Her planning of lessons involves consideration of differentiation and a range of strategies to allow for individual development.

C40 N has fully integrated into the faculty and contributes to all departmental meetings as well as volunteering to chair pastoral groups and giving up free time to support a range of workshops.

C41 N has a number of teaching assistants who support her with a low ability Year 8 group. She plans the work to allow for each TA to know exactly what needs to be done, with whom and how. Areas for development include developing awareness of range of strategies of communication that take account of linguistic differences.

Theme two: Working within the law and frameworks

C3-C16 N is aware of such policies and duties as the majority of them are in either schemes of work or school staff handbook and are also covered as part of the NQT induction process. She has used her initiative to approach a range of staff to discuss issues pertinent to individual pupils. Areas for development include further developing awareness of safeguarding arrangements.

Theme Three: Professional knowledge and understanding

C10 has observed a number of staff, both in and out of the department. We are frequently in discussion about behaviour management – often these are ad hoc and informal but helpful nonetheless. If N raises serious concerns we formulate a plan and try a range of strategies. She has worked very hard with some particularly challenging youngsters and continues to try a range of approaches, strategies and styles.

C14 Assessment is done in a helpful way whereby the annotations and summative comments are target specific and offer constructive feedback. Due to the ability range that N teaches she has clearly taken account of the diversity within the classroom. Her planning demonstrates this awareness as does her delivery, she has spoken of it during NQT meetings and informally.

N does not hesitate to seek support in all areas of her work when necessary. She uses her

initiative, she has a clear vision of what she wants and expects. She has approached heads of year and senior management team to discuss issues that have arisen in relation to pupil behaviour and learning.

N clearly appreciates the contributions that a range of people can make. Her willingness to take on board advice, anecdotes, etc. is very positive.

Areas for development include how to respond to concerns about a student's development.

Theme Four: Professional skills

C26,28,31,32 N has used department schemes and has adapted them to suit the needs of her particular groups as appropriate. This has resulted in learning sequences across lessons. She has planned, set and assessed an engaging original writing assignment for a year 10 group offering opportunities for re-drafting. Annotations and one-to-one discussions afforded opportunities for students to improve significantly.

Generally N's assessments are child-friendly and offer clarity and a way forward for improvement. Development in discussing children's learning will occur through report writing and parents' evenings.

Theme Five: Developing practice

N has evaluated her teaching both formally following lesson observations and informally through conversations with a range of staff. She readily takes on board constructive criticism/advice and discusses how this could influence her teaching.

An area for development is to discuss progress and attainment with parents, etc.

In the coming term's targets are to:

Find out about safeguarding a child and the arrangements for this at PH.

Report to Year 9 parents with reference to students' targets, mock standard assessment tasks (SAT) performance and classwork.

To achieve these targets N will need to arrange a meeting with member of staff responsible for child protection and will need training on our reporting system.

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

Yes No

I have the following comments to make:

Will this NQT be remaining at this school for the
Signed: **Headteacher** (if different from Induction tutor)

Full name (CAPITALS)

Signed: **NQT**

Full name (CAPITALS)

Signed: **Induction tutor**

Full name (CAPITALS)

School stamp/validation

Date

Date

Date

department for children, schools and families

NQT Induction assessment for the:

- End of first assessment period.
- End of second assessment period.

- **All sections must be completed**
- Where tick boxes appear, please insert 'X' into the relevant box(es)
- This form should be completed by the head teacher/principal and sent to the Appropriate Body within ten working days of the relevant assessment meeting
- Copies of the completed reports should be provided to and retained by the NQT and head teacher.
- This form may be amended/added to by Appropriate Bodies for use with their schools – but none of the original fields should be removed or altered

NQT's personal details:

Full name		Former name(s) (where applicable)
<input type="text" value="N"/>		<input type="text"/>
Date of birth	DCSF/teacher reference number	National insurance number
<input type="text"/>	<input type="text" value="/"/>	<input type="text"/>
Name of institution (e.g. school or college)		DCSF number
<input type="text"/>		<input type="text" value="/"/>

(If second period assessment)

Is this the institution that reported at the end of the **first** period? Yes No

Appropriate Body receiving this report

Date of the beginning of this assessment period in this institution:

Date the Appropriate Body was notified:

Recommendation:

- The above named teacher's progress indicates that he/she will be **able to meet the standards** for the satisfactory completion of the induction period.
- The above named teacher's current progress suggests that he/she **may not be able to standards** for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/Age range (please specify)

KS3-4

Subject (please specify)

English

Does the NQT work:

full-time?

part-time? (If part-time, please specify proportion of a week worked)

If part-time, days served during assessment period (including days of absence)

Number of days of absence during assessment period

2

Support and monitoring:

Please indicate the kinds of support and monitoring arrangements that have been in place throughout this assessment period:

The NQT has received a reduced timetable, in addition to normal non-contact time.

An individualised and structured plan of support has been agreed with the NQT.

Discussions between the NQT and the induction tutor to review progress and set targets.

It has been ensured that the NQT is familiar with the core standards.

Observations of the NQT's teaching and provision of feedback.

Observations of experienced teachers by the NQT.

An assessment meeting between the NQT and the induction tutor.

Other (please specify): Core induction programme

Progress against the core standards:

In the box below, please record brief and pertinent details of the NQT's progress against the standards, and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);
- evidence used to inform the judgement;
- targets for the coming term and the support which is planned.

In completing this box, use as headings either the three main areas of the new Professional Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific standards. Please continue on a separate sheet if required.

The three areas of the new professional standards framework:

- Professional attributes
- Professional knowledge and understanding
- Professional skills

The five themes from supporting the induction process: TDA guidance for newly qualified teachers:

- Developing professional and constructive relationships
- Working within the law and frameworks
- Professional knowledge and understanding
- Professional skills
- Developing practice

The evidence used to inform the judgements in this report is taken from: lesson observations, meetings on a formal NQT/induction tutor basis, informal conversations with myself, informal conversations with other members of department, lesson plans, NQT meetings documentation.

Theme one: Developing professional and constructive relationships

C1 I have seen, through formal lesson observations, informal conversations and staff meetings, evidence that N has achieved many of the standards in Theme 1. She has high expectations of all her students and makes every effort to establish a positive working atmosphere within the classroom. Her planning of lessons involves consideration of differentiation and a range of strategies to allow for individual development.

C2 N has established herself as a good role model in respect of behaviour, and has developed a clear framework for behaviour within her classes. **(C38)**

C4 She has used school processes effectively to ensure that good communication exists between herself, pupils and parents. Reports are well written, and good use is made of the school/home link book.

Theme two: Working within the law and frameworks

C3-C16 N is aware of such policies and duties as the majority of them are in either schemes of work or school staff handbook and are also covered as part of the NQT induction process. She has used her initiative to approach a range of staff to discuss issues pertinent to individual pupils. She has attended training on Child Protection, and can apply this using school protocols.

Theme three: Professional Knowledge and Understanding

C14 Assessment is done in a helpful way whereby the annotations and summative comments are target specific and offer constructive feedback. Due to the ability range that N teaches she has clearly taken account of the diversity within the classroom. Her planning demonstrates this awareness as does her delivery, which includes a range of approaches to assessment as well as effective personalised provision for those pupils identified on the SEN and GT registers.

N clearly appreciates the contributions that a range of people can make. She has worked extensively with the ACE base staff and the SENCo and has taken on board advice offered in respect of teaching and learning.

Theme four: Professional skills

C26, 28, 31,32, 34 N has used department schemes and has adapted them to suit the needs of her particular groups as appropriate. This has resulted in learning sequences across lessons. She has planned, set and assessed an engaging original writing assignment for a Year 10 group offering opportunities for re-drafting. Annotations and one-to-one discussions afforded opportunities for students to improve significantly.

Generally N's assessments are child-friendly and offer clarity and a way forward for improvement.

C32 N has attended parent's evenings, and has provided parents and carers with informative feedback regarding pupil progress.

Theme five: Developing practice

N has evaluated her teaching both formally following lesson observations and informally through conversations with a range of staff. She readily takes on board constructive criticism/advice and discusses how this could influence her teaching.

In the coming term, N's targets are to:

Review any schemes of work used and consider how these could be amended for future use.

To achieve these targets N will need to liaise with the Head of faculty, and faculty members.

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or head teacher:

Yes No

I have the following comments to make:

School stamp/validation

Will this NQT be remaining at this school for the next assessment period?

Yes No

If not, then please attach details of the school/AB the NQT is moving to, and contact information.

Signed: **Headteacher** (if different from Induction tutor)

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor**

Date

Full name (CAPITALS)

department for children, schools and families

NQT Induction assessment for the:

- End of first assessment period.
- End of second assessment period.

- **All sections must be completed**
- Where tick boxes appear, please insert 'X' into the relevant box(es)
- This form should be completed by the head teacher/principal and sent to the Appropriate Body within ten working days of the relevant assessment meeting
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NQT's personal details:

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Date of birth	DCSF/teacher reference number	National insurance number		
<input type="text"/>	<input type="text"/>	/	<input type="text"/>	
Name of institution (e.g. school or college)			DCSF number	
<input type="text"/>			<input type="text"/>	/

(If second period assessment)

Is this the institution that reported at the end of the **first** period? Yes No

Appropriate body receiving this report

Date of the beginning of this assessment period in this institution:	<input type="text"/>
Date the appropriate body was notified:	<input type="text"/>

Recommendation:

- The above named teacher's progress indicates that he/she will be **able to meet the standards** for the satisfactory completion of the induction period.
- The above named teacher's current progress suggests that he/she **may not be able to standards** for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/Age range (please specify)

Does the NQT work:

full-time?

part-time? (If part-time, please specify proportion of a week worked)

If part-time, days served during assessment period (including days of absence)

Number of days of absence during assessment period

Support and monitoring:

Please indicate the kinds of support and monitoring arrangements that have been in place throughout this assessment period:

The NQT has received a reduced timetable, in addition to normal non-contact time.

An individualised and structured plan of support has been agreed with the NQT.

Discussions between the NQT and the induction tutor to review progress and set targets.

It has been ensured that the NQT is familiar with the core standards.

Observations of the NQT's teaching and provision of feedback.

Observations of experienced teachers by the NQT.

An assessment meeting between the NQT and the induction tutor.

Other (please specify):

Progress against the core standards:

In the box below, please record brief and pertinent details of the NQT's progress against the standards, and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);
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---	---

Professional attributes

*****is making good progress in this area.

- He has established positive and respectful relationships with the pupils in his care. He has a warm and caring approach (C1)
- He has regularly taken the opportunity during staff meetings and team meetings to contribute to discussions about the development of new policy and practices within the school (C3)
- He has liaised effectively with parents/carers on pupils’ progress, achievements and behaviour as demonstrated during a recent parents evening. He has also taken the opportunity on a number of occasions to communicate with parents, (informally and formally) to establish relationships with them and to discuss issues relating the progress, behaviour and well being (C4b/C4c/C5/8C32)
- He is a willing and active contributor to discussions about planning and teaching within his year group. Weekly planning meetings with his parallel class teachers and EMA support teacher have been formally established. He has demonstrated in a recent ‘Pupil Progress review’ meeting that he is very able to lead an articulated discussion around the progress of all the pupils in his class using an evidence based approach (C4a/*C32)
- He is able to work effectively as part of a team and is increasingly able to deploy and guide the work of support staff who work alongside him. His working relationships with teachers and support staff are very good (C4/C5/C6/*C40/*C41)
- He is highly motivated to improve the quality of his teaching. He listens to constructive criticism and quickly acts upon it. He is a particularly reflective practitioner who continually evaluates the success of his planning and delivery in light of pupil progress (C7/C9/*C35)
- He has made an active and constructive contribution to his own professional development (despite missing a number of the centrally organised induction programme sessions) by accurately identifying areas in which he needs to improve in order to teach more effectively (C7)

Areas for Development

- Ensure that attendance at the centrally organised induction programme is of high priority
- Continue to develop his ability to effectively deploy the additional adults who support him

Professional Knowledge and understanding

*****is making good progress in this area.

- He has a clear understanding of the purpose, scope, structure and balance of the primary curriculum as a whole. He has demonstrated through his teaching and planning and through the evidence of pupils’ work that he has the knowledge and expertise to teach the school’s curriculum to the appropriate level (C15/16)
- He is able to plan effectively to meet the needs of EAL pupils and for those with special educational needs. He has liaised closely with the SENCO in the review, preparation and

implementation of individual educational plans. He has 2 pupils with a statement in his class and the quality of differentiation for them across the whole curriculum has been noted by the specialist service as contributing to their accelerated progress this term. (C19/C20)

Areas for Development

- Know the assessment and report writing arrangements for the end of KS2
- Continue to become familiar with the renewed Primary Frameworks for literacy and mathematics
- Continue to develop his knowledge of how to effectively support EAL pupils
- Know the requirements, policies and guidance regarding child protection

Professional Skills

*****is making good progress in this area.

- His planning is particularly thorough, well considered and appropriate. He works with much success to provide a range of stimulating activities based on explicit learning objectives to meet the many and varied needs of the class (C27/C28)
- He demonstrates a broad range of teaching strategies through his planning and the lesson observations seen. Lessons are well structured and organised to include a range of differentiated activities and time for discussion and evaluation (C29a)
- He has continued to develop/refine his range of 'engagement' strategies to good effect (C30)
- He is becoming increasingly adept at supporting and guiding the pupils in his class so that they can reflect upon their learning and identify the progress they have made (C33)
- He has established a purposeful and safe learning environment. His classroom is well organised and he has created a very effective book area (C37a)
- Over this first term he has gradually established and embedded the basic structures and routines necessary to run an effective classroom. These systems support and maintain a clear and positive framework for discipline in-line with the schools behaviour policy. He has become more confident and assertive in his approach and has developed a range behaviour management strategies, which he is constantly refining to positive effect (C38/C39)

Areas for further development:

- Continue to develop and extend his repertoire of engagement strategies in his teaching
- Establish a working wall as part of the learning environment
- Marking of pupils work to ensure that it incorporates 'next steps' to aid pupils learning (whole school area of focus)
- Continue to develop his teaching of maths and writing to ensure that pupils progress meets with expectation (further support is planned in these areas – Spring 08)
- Extend learning through out-of-school contexts (He is keen to establish a 'Writers Club' for more able pupils – Spring 08)

Overall judgement

*****has continued to meet the standards for QTS and at the end of his first term is making good progress in the areas covered by the induction standards.

Sources of evidence:

- Records of formal lesson observations – 4 in total (3 by induction tutor/1 by headteacher)
- Records of partnership teaching (assistant headteacher re: 'big writing/headteacher re. science/AST re. science)
- Pupil progress review meeting (data and analysis)
- SEN Review meeting
- NQT planning and assessment files
- Pupils' work
- Professional Review meetings
- Outcomes of self assessments by NQT

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

Yes

I have the following comments to make:

School stamp/validation

Will this NQT be remaining at this school for the
Signed: **Headteacher** (if different from Induction tutor)

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor**

Date

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department for children, schools and families

NQT Induction assessment for the:

- End of first assessment period.
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(If second period assessment)

Is this the institution that reported at the end of the **first** period? Yes No

Appropriate body receiving this report

Date of the beginning of this assessment period in this institution:

Date the appropriate body was notified:

Recommendation:

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— standards for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/Age range (please specify)

Subject (please specify)

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full-time?

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Support and monitoring:

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It has been ensured that the NQT is familiar with the core standards.

Observations of the NQT's teaching and provision of feedback.

Observations of experienced teachers by the NQT.

An assessment meeting between the NQT and the induction tutor.

Other (please specify):

Progress against the core standards:

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<p>Ms Way collaborates extensively with colleagues, in particular Ms Tiley, another textiles teacher. Their discussions cover planning, preparation and implementation of new schemes of work and development of student progress.</p> <p>She approaches her own evaluation with a critical eye and constantly strives to improve teaching strategies. ***** enthusiastically acts on advice and readily implements strategies for improvement in all areas of her teaching.</p> <p>She has grown an interest in developing her creative skills through the units of work she teaches and has written. ***** has confidently introduced new units of work into year 9 course, thereby showing initiative.</p> <p>***** takes pride in her work and undertakes planning and preparation well in advance, resources are always well prepared and ready for her lessons.</p> <p>***** has effectively and in a short period of time established herself as a confident, capable teacher within the Design and Technology department, demonstrating in a short period of time, her high professional standards. I am confident she will be a very effective teacher and role model in her career as a teacher.</p> <p><u>Targets for next term:</u></p> <p>To identify and undertake inset which will develop her classroom management, knowledge and understanding of KS3 curriculum and SEN/SPeLD provision/management.</p> <p>Implement continuous and consistent communication with parents regarding student progress and behaviour (Positive and negative)</p> <p><u>Standards Achieved:</u></p> <p>C1 – Letters home regarding expectations of work in class and homework</p> <p>C2 – Co-organiser of the bronze and silver Duke of Edinburgh’s Award Scheme</p> <p>C3 – Written a new SoW for KS3 textiles class</p> <p>C4 – Called parents regarding behaviour and concerns about some students in form group and</p>	

textiles classes

C6 – Collaborate regularly with other textiles teacher to organise scheme of work and improve teaching

C7 – Professional development – attended course at London College of Fashion in summer 2007

C9 – Regular mentoring sessions and discussions with department members and SLT within school

C22 – attended ECM inset at TRS

C24 – attended ECM inset at TRS

Comments by the NQT:

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- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

Yes

I have the following comments to make:

School
stamp/validation

Will this NQT be remaining at this school for the
Signed: **Headteacher** (if different from Induction tutor)

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor**

Date

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department for children, schools and families

NQT Induction assessment for the:

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(If second period assessment)

Is this the institution that reported at the end of the **first** period? Yes No

Appropriate body receiving this report

Date of the beginning of this assessment period in this institution:

Date the appropriate body was notified:

Recommendation:

- The above named teacher's progress indicates that he/she will be **able to meet the standards** for the satisfactory completion of the induction period.
- The above named teacher's current progress suggests that he/she **may not be able to meet standards** for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/Age range (please specify)

Subject (please specify)

Does the NQT work:

full-time?

part-time? (If part-time, please specify proportion of a week worked)

If part-time, days served during assessment period (including days of absence)

Number of days of absence during assessment period

Support and monitoring:

Please indicate the kinds of support and monitoring arrangements that have been in place throughout this assessment period:

The NQT has received a reduced timetable, in addition to normal non-contact time.

An individualised and structured plan of support has been agreed with the NQT.

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It has been ensured that the NQT is familiar with the core standards.

Observations of the NQT's teaching and provision of feedback.

Observations of experienced teachers by the NQT.

An assessment meeting between the NQT and the induction tutor.

Other (please specify):

Progress against the core standards:

In the box below, please record brief and pertinent details of the NQT's progress against the standards, and in particular their:

- strengths;
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Developing Professional and Constructive Relationships

Angela has made good progress against these standards

Strengths: She has knowledge of a range of successful strategies for managing behaviour (C38 a&b)

Areas for development: Continue to practice and use all the behaviour techniques which have been learnt (particularly those from the PROMOTE course).

Evidence: Lesson observations

Targets: Ensure that she is line-managing the TA who is in her classroom by being clear about the TAs role and Angela’s expectations of her (C41). To continue to adopt other strategies when responding to inappropriate behaviour. (nb. Angela has made good progress in this area in the last term) (C39)

Support: Lesson observation and feedback through review meetings; observation of KS2 AST and her TA.

Working with the Law and Frameworks

Angela has made progress against these standards.

Strengths: Angela follows school and national policies (C22). She plans from our SoWs and follows out H&S policy. (C16)

Areas for development: Extend knowledge of child protection (C24)

Evidence: Lesson plans, in-house H & S safety training and implementation. Duty team membership

Targets: Extended understanding of child protection (C23,C24)

Support: Attend child protection CPD session being run by Principal EWO

Professional Knowledge and Understanding

Angela has made good progress against these standards

Strengths: All core subject understanding and teaching are strengths of Angela’s teaching (C14). She uses her interactive whiteboard effectively to enhance her teaching (C17). She has managed the IEPs of two pupils in her class and they have made significant progress in their writing (C19).

Areas for development:

Continue to ask for advice from subject managers to develop her understanding of the foundation subjects.

Evidence: Subject knowledge has been identified as a strength of Angela’s teaching in her recent lesson observations

Targets: To shadow the work of a subject manager in preparation for taking over the role next year (C11, C12, C13)

Support: Receive support from the subject manager in the area which she will be taking over in

Autumn term, attend the LA's Emerging Subject leader course in June.

Professional Skills

Angela has made good progress against these standards

Strengths: She uses her knowledge of learning styles to good effect (C29). Her marking and the plenary parts of her lessons show good effective use of AFL techniques that enhance pupil's learning (C34). She works very effectively to ensure her lessons are interesting, motivating and engaging (C30)

Areas for development: differentiation of maths work to stretch the most able pupils in her class

Evidence: Observation of Angela both by the LA inspector and subject managers within school which demonstrates good and often very good standard of teaching.

Targets: Ensure G & T pupils have planned enrichment/extension in maths lessons (C31 and C33)

Support: Further observations of experienced staff within and beyond the school to develop strategies that support attainment for all pupils.

Developing Practice

Angela has made good progress against these standards.

Strengths: She has developed many of the attributes of a successful reflective practitioner. (C7, C8,C9)

Areas for development: Review classroom organisation to ensure pupils' well being as well as attainment and progress.

Areas for development: Review classroom organisation to ensure pupils' well being as attainment and progress

Evidence: Regular review meetings

Targets: continue to keep her reflective log of critical incidents up to date (C35)

Comments by the NQT:

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- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

Yes

I have the following comments to make:

I am pleased with the progress I have made this term. I have received help and guidance from my mentor and have implemented what I have learned into my classroom practice. I always know she's there to support me even though she expects me to take the initiative and be proactive. I am content that she has high expectations of me and I am particularly pleased with the two 'very good lesson observations I received this term.

School
stamp/validation

Will this NQT be remaining at this school for the
Signed: **Headteacher** (if different from Induction tutor)

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor**

Date

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Recommendation:

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Professional Attributes

Relationships with children and young people – have high expectations, establish constructive relationships, and demonstrate high standards of professional behaviour.

Work within and contribute to statutory frameworks and those of the school

Communication and working with others, including children and young people, parents and colleagues.

Personal Professional development – commitment to self evaluation and improvement, willing to change, acts on advice, commitment to collaborative and cooperative working.

***** has effectively and in a short period of time established a firm, secure relationship with all her students across all key stages. She has set clear boundaries which the students respect as she has maintained high and rigorous standards in her classroom management, discipline, and teaching. Ms Way also conducts herself in a professional manner, with students and colleagues.

She accurately follows departmental reward and sanction policies and procedures. She has effectively communicated concern with parents, students and colleagues, implementing relevant and effective actions when ever necessary. Ms Way collaborates extensively with colleagues, in particular Ms Tiley, another textiles teacher. Their discussions cover planning, preparation and implementation of new schemes of work and development of student progress.

She approaches her own evaluation with a critical eye and consistently strives to improve teaching strategies. ***** enthusiastically acts on advice and ready implements strategies for improvement in all areas of her teaching.

She has shown an interest in developing her creative skills through the units of work she teaches and has written. ***** has confidently introduced new units of work into the year 9 course, thereby showing initiative.

***** takes pride in her work and undertakes planning and preparation well in advance, resources are always well prepared and ready for her lessons.

***** has effectively and in a short period of time established herself as a confident, capable teacher within the Design and Technology department, demonstrating in a short period of time, her high professional standards and values. I am confident she will be a very effective teacher and role model in her career as a teacher.

Targets for next term:-

To identify and undertake inset which will develop her classroom management, knowledge and understanding of KS3 curriculum and SEN/SPeLD provision/management.

Implement continuous and consistent communication with parents regarding student progress and

behaviour

(positive and Negative)

Standards Achieved:-

C1 – Letters home regarding expectations of work in class and homework

C2 – Co-organisation of the Bronze & Silver Duke of Edinburgh's award scheme

C3 – Written a new SoW for KS3 textiles class.

C4 – Called parents regarding behaviour and concerns about some students in form group and textiles classes

C6 – Collaborate regularly with other textiles teachers to organise scheme of work and improve teaching

C7- Professional development – attended course at London College of Fashion in summer 2007

C9 – Regular mentoring sessions and discussions with departmental members and SLT within school

C22 – attended ECM inset at TRS

C24 – attended ECM inset at TRS

Professional Knowledge and Understanding

Teaching and learning – knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them including personalisation for all learners to achieve their potential; Assessment and monitoring – includes formative assessment use of data to evaluate effectiveness of teaching, providing learners with an accurate and constructive feedback.

Subject knowledge

Literacy, numeracy and ICT – know how to use skills in these areas to support teaching and wider professional activities

Achievement and diversity – understand how development, achievement and well-being are affected by a range of factors; how to take practical account of diversity and make effective personalised provision; understand the roles of others and use their experience appropriately;

Health and well being – know how current legal requirements and national policies on safeguarding; know local arrangements; know how to identify potential abuse/neglect and follow procedures; identify and support children where progress and well-being is affected by personal circumstances and refer them to colleagues for specialist support.

***** has a good knowledge of the textiles industry based on her experience before entering the teaching profession. She implements a variety of teaching strategies in her lessons, including individual and group.

***** undertakes regular assessment of the students work and is working towards an even greater understanding of a variety of assessment strategies, including self assessment and peer assessment. She records and keeps records of assessments, using evidenced assessment and target setting, in an electronic mark book. Feedback is regularly given to students through grades

and comments in their book. ***** is developing an understanding of assessment levels through department documents.

***** shows an understanding of current legal requirements and national policies on safeguarding students.

She approaches fairly and with equality considering and acknowledging the influence of outside factors in student's behaviour, and employing strategies to improve classroom management.

Targets for next term:

Develop strategies to ensure continued and consistent assessment of students work in all key stages and assessment to incorporate constructive feedback

Develop a greater range of strategies to improve classroom management

Standards Achieved:-

C8 – lesson observations for other teachers

C31 – print-out of electronic mark sheets showing class work and homework grades, NC grades and targets

C22- Child protection inset at TRS

C26 – KS3 lesson plan to show planning and progression for differentiated lesson

C29a – Lesson plan to show appropriate teaching strategies and resources

C29d – Lesson observation to indicate the continuation of this lesson to the next. Learners meeting new objectives.

Professional Skills

Planning – progression, sequences of lessons based on secure subject knowledge, opportunities for learners to develop literacy, numeracy, ICT, thinking and learning skills; plan, set and assess homework as appropriate

Teaching

Assessing monitoring and giving feedback

Reviewing teaching and learning – personal review and devaluation of impact

Learning environment – establish and manage safe and purposeful learning, manage behaviour effectively, promote learners' self control, independence and cooperation by developing social emotional and behavioural skills

Team working and collaboration – contribute to the team, share good practice, where appropriate manage others and ensure they understand what is required of them.

***** keeps her planner up to date and records her lessons with some detail. Lessons are planned according to schemes of work and are progressive in the development of knowledge and understanding of students. Her lessons demonstrate a sound knowledge of the subject which will continue to develop further through experience. *****planning of lessons ensures that students are able to access the knowledge and skills; however she needs to develop further her delivery, so that the tasks become accessible to students of all abilities. This will also raise the students' confidence in undertaking work *****must continue to develop her lesson plans to incorporate a variety of teaching methods in order to address all learning and thinking styles.

Assessment, monitoring and student feedback is undertaken according to department policy, she must strive to maintain this throughout the academic year.

***** is critical of her work and willing to accept advice from colleagues. She continues to strive to implement advice and guidance given in a manner in a manner that is comfortable and suitable to her. ***** must record evidence of self evaluation as a tool to inform herself, and undertake observation of colleagues to inform her and to assist in developing her teaching skills and strategies.

The classroom which ***** teaches is well equipped and she utilises resources whenever required. Generally the environment is calm and she demonstrates self control when students are challenging. She maintains a safe environment at all times. Miss Way has reviewed the classroom lay out to make sure it is less cluttered and more suited to her teaching style.

Targets for next term:-

To develop differentiation in delivering lessons and conveying instructions.

To update all displays in the classroom to reflect the units of work taught and to demonstrate her own skills to the students.

Standards Achieved:-

C15 – lessons plan for KS3

C31 – mark sheet for KS3 and 4

C40 – lesson plan indicating working staff with support staff

Additional information

The A-E scale below is intended to offer an early indication of the NQTs ability to meet the Core Standards within the induction year and the level of support needed, It will not be used in any way by the Local Authority as an indication of the NQTs longer term potential or capability. Once the NQT has met the Induction Standards, this information becomes redundant and will not be referred to again.

Please tick the appropriate statement:

In relation to the Core Standards, the NQT:

		Yes
A	Has considerable strengths	
B	Has many strengths with a few areas for development that are being addressed easily	
C	Has strengths. Some of development have been met and some still to work on	X
D	Sufficient areas of development to warrant additional support from within the school	
E	Considerable areas for development required	

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

<input type="checkbox"/>	Yes	<input type="checkbox"/>
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I have the following comments to make:

	School stamp/validation
Will this NQT be remaining at this school for the Signed: Headteacher (if different from Induction tutor)	<input type="text"/>
<input type="text"/> Full name (CAPITALS)	<input type="text"/>
Signed: NQT	Date
<input type="text"/> Full name (CAPITALS)	<input type="text"/>
Signed: Induction tutor	Date
<input type="text"/> Full name (CAPITALS)	<input type="text"/>
<input type="text"/>	

department for children, schools and families

NQT Induction assessment for the:

- End of first assessment period.
- End of second assessment period.

- **All sections must be completed**
- Where tick boxes appear, please insert 'X' into the relevant box(es)
- This form should be completed by the head teacher/principal and sent to the Appropriate Body within ten working days of the relevant assessment meeting
- Copies of the completed reports should be provided to and retained by the NQT and head teacher.
- This form may be amended/added to by Appropriate Bodies for use with their schools – but none of the original fields should be removed or altered

NQT's personal details:

Full name			Former name(s) (where applicable)	
Date of birth	DCSF/teacher reference number		National insurance number	
		/		
Name of institution (e.g. school or college)			DCSF number	
				/

(If second period assessment)

Is this the institution that reported at the end of the **first** period? Yes No

Appropriate body receiving this report

Date of the beginning of this assessment period in this institution:

Date the appropriate body was notified:

Recommendation:

- The above named teacher's progress indicates that he/she will be **able to meet the standards** for the satisfactory completion of the induction period.
- The above named teacher's current progress suggests that he/she **may not be able to meet standards** for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/Age range (please specify)

Subject (please specify)

Does the NQT work:

full-time?

part-time? (If part-time, please specify proportion of a week worked)

If part-time, days served during assessment period (including days of absence)

Number of days of absence during assessment period

Support and monitoring:

Please indicate the kinds of support and monitoring arrangements that have been in place throughout this assessment period:

The NQT has received a reduced timetable, in addition to normal non-contact time.

An individualised and structured plan of support has been agreed with the NQT.

Discussions between the NQT and the induction tutor to review progress and set targets.

It has been ensured that the NQT is familiar with the core standards.

Observations of the NQT's teaching and provision of feedback.

Observations of experienced teachers by the NQT.

An assessment meeting between the NQT and the induction tutor.

Other (please specify):

Progress against the core standards:

In the box below, please record brief and pertinent details of the NQT's progress against the standards, and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);
- evidence used to inform the judgement;
- targets for the coming term and the support which is planned.

In completing this box, use as headings either the three main areas of the new Professional Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific standards. Please continue on a separate sheet if required.

Professional Attributes (Teachers Standards C1 – C9)

***** has developed good relationships with the children, parents and their carers. She communicates effectively with them, discussing development or other issues. (Std. C4a)

She is able to establish a secure learning environment drawing as appropriate on the behaviour policy in **behaviour management**. ***** has addressed this issue in her CEDP as an important professional development for her induction period. (Std. C2)

***** has met with parents to complete entry profiles when the children start. She understands the importance of involving parents in discussions about the children's development and to get as much background information to enable her to plan for their learning. (Std. C4c, C5, C13, C32)

***** evaluates her performance, especially when encouraged to do so during the feedback meetings after lesson observation. She will act upon advice and feedback. (Std C7, C9)

Professional knowledge and Understanding (Teacher's Standards C10-C25)

***** works work within her team, however she needs to work at deploying staff

effectively in order to achieve most from activities provided and also to support with classroom management. ***** is aware of this and has mentioned in her CEDP about achieving this target.

***** is becoming familiar with the resources we have in the centre in order to make personalised provision for children with different abilities. We have discussed the importance of getting interesting and various resources organised and ready for activities that are planned to maximise the children's learning. ***** has identified this target as a priority in her CEDP.

***** is familiar with the assessment requirements of the centre. The comments in the profile books show clearly hoe the children have developed in various areas of the curriculum. The observations are written regularly and these inform the planning. (Std C11, C12). Ensure targets are written for each child and these are discussed during the meetings with parents.

***** is able to assess and monitor while teaching and give constructive feedback to children as necessary. She helps children evaluate and improve their work (Std C14)

***** is able to respond effectively to equal opportunities issues as they arise in the classroom. She has familiarised herself with the targets for SEN children and evaluates these weekly (std C19)

***** has been on the child protection training and has also been involved in another development session around this issue (Std. C23)

Professional Skills (Teacher's Standards C26 – C41)

***** sets teaching and learning objectives based on expected standards in her planning and content of work relevant for the children that she is teaching, **however there is the need to identify and prepare the resources to support her teaching** (Std. C26)

**** is beginning to use a range of monitoring and assessment strategies to evaluate children's progress towards planned learning objectives. She is using her observations to inform her planning, **however sometimes learning, objectives are not consistently achieved due to a lack of extending activities not being completed in order to develop the children's learning further**. ***** regularly gathers evidence to support assessments (std. C31)

*** has been on a course to familiarise herself with the early years foundation stage document and the letters and sounds document as well. ***** demonstrates a secure knowledge and understanding of those aspects of areas of learning she is required to teach. She shows an understanding of how the children’s learning can be affected by their physical, social, cultural and emotional development. ***** is beginning to use a range of strategies to promote good behaviour and establish a purposeful learning environment (std C15)

***** has worked at creating an autonomous environment in the class in order to encourage the children to be independent (Std C23)

***** has been writing the weekly notice for parents informing them of what the children are learning so that they can be supported at home. She also contributed at a recent curriculum evening for parents on literacy (Std. C28)

At group times ***** is beginning to explain confidently the purpose of the lesson and it’s objectives, supporting children’s understanding of this through the use of relevant tasks and questions which reinforce the lesson objectives.

***** has worked at improving the pace of her group times, showing that she is able to take responsibility for teaching over a sustained and substantial period of time, combining the different aspects of teaching with sufficient skill to ensure security and learning. **This needs to be consistent during other times of the day when she needs to have an overview of the whole class, including planning ahead and deploying support staff effectively to maximise learning and achieve at managing the whole classroom. For this and to achieve her other targets *** needs to organise her time more effectively.**

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>
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I have the following comments to make:

I have enjoyed the first term of my NQT year, I feel supported and encouraged by my mentor and in general the staff at the centre. I have had regular termly meetings about my observed lessons and activities, in which I have received constructive evaluations about my practice. I feel that I understood these evaluations and have made an effort to work on the areas addressed by my mentor. I have set several personal targets that I will continue to work on in the new term, such as better organisation of my time, and resources and also to look at the deployment of staff in the room.

School
stamp/validation

Will this NQT be remaining at this school for the
Signed: **Headteacher** (if different from Induction tutor)

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor**

Date

Full name (CAPITALS)

NQT Induction assessment for the:

- End of first assessment period.
- End of second assessment period.

- **All sections must be completed**
- Where tick boxes appear, please insert 'X' into the relevant box(es)
- This form should be completed by the headteacher and sent to the appropriate body within ten working days of the relevant assessment meeting
- Copies of the completed reports should be provided to and retained by the NQT and headteacher.
- This form may be amended/added to by appropriate bodies for use with their schools – but none of the original fields should be removed or altered

NQT's personal details:

Full name		Former name(s) (where applicable)	
<input type="text" value="Kim Bloggs"/>		<input type="text"/>	
Date of birth	DCSF/teacher reference number	National insurance number	
<input type="text" value="30/12/1973"/>	<input type="text" value="07 / 12345"/>	<input type="text" value="NW123456A"/>	
Name of institution (e.g. school or college)		DCSF number	
<input type="text" value="Excellence School"/>		<input type="text" value="308 /"/>	
(If second period assessment)			
Is this the institution that reported at the end of the first period?			<input type="checkbox"/> Yes <input type="checkbox"/>
Appropriate Body (AB) receiving this report			
<input type="text" value="London Borough of Enfield"/>			
Date of the beginning of this assessment period in this institution:			<input type="text" value="01/09/07"/>
Date the Appropriate Body (AB) was notified:			<input type="text" value="15/07/07"/>

Recommendation:

- The above named teacher's progress indicates that he/he will be **able to meet the standards** for the satisfactory completion of the induction period.
- The above named teacher's current progress suggests that he/he **may not be able to meet standards** for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/age range (please specify)

KS1/2

Subject (please specify)

Primary

Does the NQT work:

full-time?

part-time? (If part-time, please specify proportion of a week worked)

If part-time, days served during assessment period (including days of absence)

Number of days of absence during assessment period

Support and monitoring:

Please indicate the kinds of support and monitoring arrangements that have been in place throughout this assessment period:

The NQT has received a reduced timetable, in addition to normal non-contact time.

An individualised and structured plan of support has been agreed with the NQT.

Discussions between the NQT and the induction tutor to review progress and set targets.

It has been ensured that the NQT is familiar with the core standards.

Observations of the NQT's teaching and provision of feedback.

Observations of experienced teachers by the NQT.

An assessment meeting between the NQT and the induction tutor.

Other (please specify):

Progress against the core standards:

In the box below, please record brief and pertinent details of the NQT's progress against the standards, and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);
- evidence used to inform the judgement;
- targets for the coming term and the support which is planned.

In completing this box, use as headings either the three main areas of the new Professional Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific standards. Please continue on a separate sheet if required.

The three areas of the new professional standards framework:

- Professional attributes
- Professional knowledge and understanding
- Professional skills

The five themes from Supporting the induction process: TDA guidance for newly qualified teachers:

- Developing professional and constructive relationships
- Working within the law and frameworks
- Professional knowledge and understanding
- Professional skills
- Developing practice

Professional attributes**Relationships with children and young people**

C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and establishing fair, respectful, trusting, supportive and constructive relationships with them

C2 Hold positive values and attributes and adopt high standards of behaviour in their professional role.

Frameworks

C3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- C4**
- (a) Communicate effectively with children, young people and colleagues;
 - (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
 - (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well being of children and young people.
- C5** Recognise and respect the contributions that colleagues, parents and carers can make to the development and well being of children and young people, and to raise their levels of attainment.

C6 Have a commitment to collaboration and co-operative working where appropriate.

C6 Have a commitment to collaboration and co-operative working where appropriate.

Personal professional development

C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.

C8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

C9 Act upon advice and feedback and be open to coaching and mentoring.

Professional attributes**Areas of strength and evidence**

C3 Kim is participating fully in the borough professional development programme for NQTs, where she can keep up with current policy through the training. She also regularly attends staff meetings where policies, policy and practice are discussed / developed.

C4b,c, C5 Through discussion I know that she regularly speaks to parents and carers about their child's progress both in terms of learning and of behaviour. She also looks for them to be involved in the discussions and any decisions made about the most effective way forward. Clearly she recognises and values the contribution that parents and carers can make to the progress of their child.

C6 Kim organised and produced a lovely sharing assembly for the parents and carers of children in her class. All the children had participated in the planning and preparation for this event, which was much enjoyed and appreciated by the rest of the school. Well done!

Areas for development, targets and support**Area for development :**

C7 Kim has identified a lack of confidence in the teaching of P.E. and has arranged to observe a more experienced colleague.

Target for the coming term and support:

She will be able to develop this further by carrying out some team teaching in the spring term.

Professional knowledge and understanding teaching and learning

C10 Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know-how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

C11 Know the assessment requirements and arrangements for the subject/curriculum areas they teach, including those relating to public examinations and qualifications.

C12 Know a range of approaches to assessment, including the importance of formative assessment.

C13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments

C16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, ICT and Numeracy

C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities

Achievement and diversity

C18 Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of departmental, social, religious, ethnic, cultural and linguistic influences.

C19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support

Professional knowledge and understanding**areas of strength and evidence**

C10 Through observation I have seen Kim is developing the use of a range of strategies to teach and manage the behaviour of his pupils effectively. Behaviour management is an area which she is going to keep working at through the year due to the nature of the class, but there has been a marked increase in confidence and effectiveness of strategies used during the term. In the last observation there was a quiet working atmosphere where most of the children produced something worthwhile.

C12 From monitoring and discussion I have found that Kim is making regular and effective use of observations, carried out by either her or the teaching assistant, to move the children's learning on. In lesson observations I have noticed some questions being targeted towards specific children to ensure their continued participation.

C17 Kim has a clear understanding of the numeracy and literacy needed to teach effective lessons. She is now working on developing her confidence with the use of I.C.T. Kim has a smart board to use in the classroom and has accessed some staff training.

Areas for development, targets and support**Area for development:**

C19 Kim is seeking to develop a range of strategies to use with E.A.L. (spell out in full) children within the class. She also wants to develop her ability to confidently teach effective P.E. lessons.

Target for the coming term and support:

Kim will continue to develop her practice in these areas through INSET, observation, discussion with other, more experienced, staff as well as support from an E.A.L. focused teaching assistant.

Professional skills

Planning

C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
- (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- (e) manage the learning of individuals, groups and whole classes effectively modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

C30 Teach engaging and motivating lessons that are informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

C32 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

C33 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and future teaching.

Professional skills

Areas of strength and evidence

C29 d The learning objective is shared with the children and explained in terms of expectations. The last lesson I observed involved questioning, role play and buzz partner work to ensure the children had talked around ideas before committing them to paper.

C32 Through discussion and a work scrutiny I have seen that Kim regularly provides effective feedback to both the children and their parents, to ensure everyone pulls together.

C33 During lesson observations I have noted that Kim provides plenty of verbal feedback to ensure the children's work is effectively completed and to move on their learning through extension questions e.g. where could you put a full stop? or can you think of a better word to fit in there? I have observed Kim modelling the work outcomes he is expecting to see so that everyone clearly know what is expected. Children in her class are motivated and enthusiastic. Their needs are planned for within the lesson plan and supported through targeted questioning, adult or pupil support, including the use of 'buzz partners'.

C37 a From observations I have seen a purposeful learning environment established many times, including when both year 1 classes are in the hall for the daily physical activity and Kim is 'in charge'. She leads with enthusiasm and confidence here.

Whenever I have been passing the class I have always seen safe practice established for all areas of the curriculum or the children have been brought back to re-establish expectations.

C37 c Numeracy lessons include activities being completed in the playground whenever possible, as shown on the planning.

C38 a/b Behaviour in class is managed in a positive way with clear expectations set, as seen during observations and around school. Reminders are given and children are encouraged to behave well. Lots of praise is given to recognise good behaviour.

C40 and C41 M and J (TAs) knew what was

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or head teacher:

Yes

No

I have the following comments to make:

Will this NQT be remaining at this school for the next assessment period?

Yes

No

If not, then please attach details of the school/AB the NQT is moving to, and contact information.

School
stamp/validation

Signed: **Headteacher** (if different from Induction tutor)

Full name (CAPITALS)

Signed: **NQT**

Date

Date

Full name (CAPITALS)

Signed: **Induction tutor**

Date

Full name (CAPITALS)

department for children, schools and families

NQT Induction assessment for the:

- End of first assessment period.
- End of second assessment period.

- **All sections must be completed**
- Where tick boxes appear, please insert 'X' into the relevant box(es)
- This form should be completed by the head teacher/principal and sent to the Appropriate Body within ten working days of the relevant assessment meeting
- Copies of the completed reports should be provided to and retained by the NQT and head teacher.
- This form may be amended/added to by Appropriate Bodies for use with their schools – but none of the original fields should be removed or altered

NQT's personal details:

Full name	Former name(s) (where applicable)
<input type="text"/>	<input type="text"/>
Date of birth	DCSF/teacher reference number
<input type="text"/>	<input type="text"/>
National insurance number	
<input type="text"/>	
Name of institution (e.g. school or college)	DCSF number
<input type="text"/>	<input type="text"/>
(If second period assessment)	
Is this the institution that reported at the end of the first period?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Appropriate body receiving this report	
<input type="text"/>	
Date of the beginning of this assessment period in this institution:	<input type="text"/>
Date the appropriate body was notified:	<input type="text"/>

Recommendation:

- The above named teacher's progress indicates that he/she will be **able to meet the standards** for the satisfactory completion of the induction period.
- The above named teacher's current progress suggests that he/she **may not be able to standards** for the satisfactory completion of the induction period.

Specialism the NQT has worked in for this period:

Key stage/Age range (please specify)

Subject (please specify)

Does the NQT work:

full-time?

part-time? (If part-time, please specify proportion of a week worked)

If part-time, days served during assessment period (including days of absence)

Number of days of absence during assessment period

Support and monitoring:

Please indicate the kinds of support and monitoring arrangements that have been in place throughout this assessment period:

The NQT has received a reduced timetable, in addition to normal non-contact time.

An individualised and structured plan of support has been agreed with the NQT.

Discussions between the NQT and the induction tutor to review progress and set targets.

It has been ensured that the NQT is familiar with the core standards.

Observations of the NQT's teaching and provision of feedback.

Observations of experienced teachers by the NQT.

An assessment meeting between the NQT and the induction tutor.

Other (please specify):

Progress against the core standards:

In the box below, please record brief and pertinent details of the NQT's progress against the standards, and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);
- evidence used to inform the judgement;
- targets for the coming term and the support which is planned.

In completing this box, use as headings either the three main areas of the new Professional Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific standards. Please continue on a separate sheet if required.

Section 1: Professional Attributes

Relationships with children and young people

John has a calm manner with students and has formed good relationship with most classes based on mutual respect and use of positive behaviour management strategies (C1). He models good behaviour and sets a good example for students (C2).

Framworks

John is familiar with school policies and reflects the school's values attitudes and expectations in his practices. He refers to school and department expectations in his lessons (C3).

Communicating and working with others

John conducts himself confidently, listening and responding to students and colleagues in a very professional manner (C4a). He has conducted Year 11 progress review meetings with students and parents effectively (C4b) and as a Form Tutor sensitively handled parental concern over a religious issue (C4c + C18). Further work next term could be done on collating evidence of John's awareness of the contributions other colleagues can make to pupil progress and drawing on their expertise. (C5-6)

Personal professional development

John's PDP shows he is committed to developing his own professional practice and he has observed several other colleagues teach where he has identified weakness in his own pedagogy (C7). His mentor meeting notes and lesson observation feedback notes evidence of acting upon the advice given by his mentor (C9)

Targets

- **Ensure PDP has evidence of collaborative work with other colleagues both inside and outside the classroom (C5-6 See also C40-41 nelow)**
- **Ensure lesson plans show evidence of using new approaches, materials (C8)**

Evidence Used: feedback from mentor, notes from mentor meetings, lesson observations, pupil progress, review notes

Section 2: Professional Knowledge and Understanding

Teaching and Learning

John is developing a good working knowledge of a wide range of teaching and learning strategies and has developed these by attending internal and external courses on behaviour management (C10).

Assessment and monitoring

John is familiar with the school's assessment procedures for KS3 and uses a range of approaches to raise levels of attainment (C11-12). Further work needed to show evidence of understanding GCSE grade criteria and methods of assessment for course work.

Subjects and curriculum

Lesson observations show that John has a secure knowledge and understanding of his

curriculum area and his yr9 lesson history lessons effectively combined aspects of the music curriculum, showing an awareness of cross-curricular learning. (C15)

Literacy, numeracy and ICT

Lesson observation notes show that John is promoting literacy and numeracy in his lessons/homework where appropriate (C17 C27). More effective use of ICT has yet to be shown.

Achievements and diversity

John shows an understanding of the individual needs of pupils in his class and is developing strategies to help meet these needs. He has developed differentiated materials for his year 8 class including an effective writing frame to make essays more accessible. (C18-19)

Health and well-being

John has attended the Safeguarding Children and Every Child Matters INSET sessions and clearly knows the current legal requirements, school safeguarding procedures and how to identify potential child abuse. (C22-24)

Targets

- **Use the interactive white board and other forms of ICT more confidently in lessons (C17, C27)**
- **Arrange a meeting with SENCO to explore how the SEN policy and LS Department can support his teaching (C19-20)**

Section 3: Professional skills

Planning

John makes good use of departmental schemes of work and thus plans for progression across the age and ability range. His lessons are placed in context, linked clearly to previous learning and work yet to be done (C26 and C29b). He regularly sets homework to extend students learning. (C28)

Teaching

John teaches well organised lessons that challenge pupils appropriately and employ a range of teaching strategies and resources (C29a). When realising this, Yr8 pupils were not grasping the concept of a 'Just war' he was able to adapt his language and illustrations effectively to enable them to understand the key points (C29d). Most of his classes clearly enjoy their lessons and appear well motivated. His expectations are clearly set out and pupils respect the security and consistency this gives. (C30)

Assessing, monitoring and giving feedback

John has used a range of assessment procedures and has made informed judgements on student progress, recording levels and predictions in his mark book. He will be attending moderation sessions for GCSE coursework next term which will help him develop confidence with his KS4 classes (C31)

He regularly provides constructive to pupils on their progress and has completed interim reports for Year 9. (C32-33)

Reviewing teaching and learning

John is a naturally reflective practitioner and his lesson plans and PDP provide plenty of evidence of evaluating the effectiveness of his teaching, acting upon advice from colleagues and implementing changes to his lessons. (C35-36)

Learning environment

Lesson observation show that John's classroom is a purposeful and safe learning environment and students clearly felt safe and secure enough to participate fully in most lessons (C37a)

Team working and collaboration

John responds well to advice from colleagues. His target, above, will help ensure he has evidence of regular collaboration working with colleagues, including the TA working with his year 7 class (C40,C41)

Target

- **Use the GCSE moderation meetings and marked student coursework to provide evidence of effective assessment and feedback KS4 (C31-C34)**
- **Develop a more effective use of plenaries to ensure that they engage all students in assessing their progress against the learning objectives (C29)**

Evidence; Lesson observations, student books, interim reports, feedback from mentor and HOD, annotations in PDP

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please look reflectively at your teaching practice for this part of your induction period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher during this assessment period.
- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

Yes

I have the following comments to make:

I have enjoyed the first term of my NQT year, I feel supported and encouraged by my mentor and in general the staff at the centre. I have had regular termly meetings about my observed lessons and activities, in which I have received constructive evaluations about my practice. I feel that I understood these evaluations and have made an effort to work on the areas addressed by my mentor. I have set several personal targets that I will continue to work on in the new term, such as better organisation of my time, and resources and also to look at the deployment of staff in the room.

School
stamp/validation

Will this NQT be remaining at this school for the
Signed: **Headteacher** (if different from Induction tutor)

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor**

Date

Full name (CAPITALS)

department for children, schools and families

NQT Induction assessment for the:

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Appropriate body receiving this report

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Subject (please specify)	
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<input type="checkbox"/> full-time?	
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<input type="checkbox"/> part-time? (If part-time, please specify proportion of a week worked)	
--	--

If part-time, days served during assessment period (including days of absence)	
--	--

Number of days of absence during assessment period	
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--

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<input type="checkbox"/> Other (please specify):	
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(http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific standards. Please continue on a separate sheet if required.

<p>The three areas of the new professional standards framework:</p> <ul style="list-style-type: none"> • Professional attributes • Professional knowledge and understanding • Professional skills <p>NB. Please note in Worcestershire we are using the 5 headings on the right for assessment purposes</p>	<p>The five themes from ‘Supporting the induction process: TDA guidance for newly qualified teachers’:</p> <ul style="list-style-type: none"> • Developing professional and constructive relationships • Working within the law and frameworks • Professional knowledge and understanding • Professional skills • Developing practice
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Theme 1: Developing professional and constructive relationships

	Standards Ref	Evidence
Strengths		
Areas for development		

Targets	Support
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Theme 2: Working within the law and frameworks		
	Standards ref	Evidence
Strengths		

Areas for development		
Targets	Support	

Theme 3: Professional knowledge and understanding		
	Standards ref	Evidence
Strengths		
Areas for development		
Targets	Support	

Theme 4: Professional skills		
	Standards ref	Evidence
Strengths		
Areas for development		
Targets	Support	

Theme 5: Developing practice		
	Standards ref	Evidence
Strengths		
Areas for development		

Targets	Support
----------------	----------------

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- you feel that you are meeting the requirements for the satisfactory completion of your induction period.
- there are any areas where you feel you require further development/support/guidance? If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher:

Yes

I have the following comments to make:

Will this NQT be remaining at this school for the
Signed: **Headteacher** (if different from Induction tutor)

Full name (CAPITALS)

Signed: **NQT**

Full name (CAPITALS)

School
stamp/validation

Date

Date

Signed: **Induction tutor**

Date

Full name (CAPITALS)

12.11 Final assessment report: Extract from LA guidance

1.1 Progress against the standards

Professional attributes

Professional knowledge and understanding

Professional skills

1.2 Make an overarching statement regarding the whole of the induction period, followed by specific statements about:

- strengths in relation to the core standards;
- Aspects of the standards where the NQT (although meeting all of the standards) might prioritise their professional development in their future teaching.

1.4 Core standards follow through into performance management within the school.

1.5 For instance:

Professional attributes

Throughout the induction period Amina has met the professional attributes standards and demonstrated strengths in:

Extract:

Relationships with children and young people

C1/2

Amina's planning ensures that lessons offer pupils the opportunity to develop their potential as learners and promotes positive values to learning.

Professional knowledge and understanding

Throughout the induction period Amina has met the professional knowledge and understanding standards and has demonstrated strengths in:

Extract:

Assessment and monitoring

C11-14

Following on from induction targets related to use of statistical information Amina will now take responsibility for collating and analysing the Year 8 progress data. This will form part of Amina's performance management planning discussion.

Professional skills

Throughout the induction period Amina has met the professional skills standards and demonstrated strengths in:

Extract:

Team working and collaboration

C40/41

Amina is a valued colleague and has built good working relationships with LSAs, involving them in the observation and assessment of pupils' progress. Performance management planning will focus on her role in formulating a policy for the induction and deployment of support staff.