



FWTSA - NQT induction assessment

NQT induction assessment for:

<input type="checkbox"/>	End of first assessment period.
<input checked="" type="checkbox"/>	End of second assessment period.
<input type="checkbox"/>	Interim assessment

Instructions for completion

- Please type in the shaded area. Where option boxes appear please insert "X" as appropriate.
- The head teacher/principal should retain a copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the assessment period.
- The original copy should be retained by the NQT.
- Hard copies will be required at certain stages of assessment, particularly for signature, unless they are submitted on-line with the necessary authentication in place of signatures. i.e.
 - Sent by email to FWTSA at nqtinduction@forestway.leics.sch.uk
 - from the Headteacher or Principal's email address
 - with the NQT copied into the email
 - with the Induction tutor copied into the email

Full guidance on statutory induction can be found at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>

NQT's Personal Details

Full name:	Forename Surname		Date of birth:	XX/XX/XXXX
Former name(s) (where applicable)	N/A		DfE/Teacher Reference Number:	1234567
National Insurance Number:	XXXXXXXXXX		Date of award of QTS:	XX/XX/XXXX
Name of institution: (e.g. school or college)	Primary School			
DfE institution number: (if applicable)	123	/	1234	
Appropriate body receiving this report:	Forest Way Teaching School Alliance			

Recommendation

<input checked="" type="checkbox"/>	The above named teacher's performance indicates that he/she is making satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period.
<input type="checkbox"/>	The above named teacher's performance indicates that he/she is not making satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period.

Personalised Programme

<input checked="" type="checkbox"/>	I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.
-------------------------------------	---

Start date of this assessment period:	28/08/2020
End date of this assessment period:	18/12/2020
Number of terms completed during this assessment period:	1

OR

Number of days that can count towards this assessment period:							
Does the NQT work:	FULL TIME	<input checked="" type="checkbox"/>	OR	PART TIME	<input type="checkbox"/>	<input type="checkbox"/>	% of FTE worked

Number of days of absence during this assessment period:

0

Assessment of progress against the Teachers' Standards

The head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards including:

- strengths;
- areas requiring further development, even where progress is satisfactory (for example aspects of the Teachers' Standards which the NQT has yet to meet); and areas of concern
- evidence used to inform the judgements; and,
- targets for the coming term.

Comments **must** be in the context of and make reference to each specific Teachers' Standard which are included on this form and can also be found at:

<http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>

1. Set high expectations which inspire, motivate and challenge pupils

- *establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions*
- *demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

NQT is **meeting** this standard. *(Delete as appropriate)*

Comments:

One of the NQTs targets for the Spring term was to ensure that children of all abilities are being sufficiently challenged. In recent lesson observations it has been evident that work is being much more closely matched to children's ability and that there is usually sufficient challenge for different groups. As the year has gone by, I have noticed a much more positive attitude from the children towards their work and an eagerness to try hard which wasn't so evident at the start of Yr 4.

NQT has a very positive relationship with the children in their class and continues to act as a good role model for them with regards to values and behaviour. NQT has a calm manner and he shows that he cares about the pupils in his class. It is a challenging class with regards to behaviour and special needs, but the children respect him and value his good opinion.

NQT has worked hard to make his classroom a more positive environment in which to work through the use of colourful and informative displays. The classroom is tidy and well organised.

Target:

To ensure that work is consistently adapted to challenge and extend the more able children and that they receive the input they need to move them on.

2. Promote good progress and outcomes by pupils

- *be accountable for pupils' attainment, progress and outcomes*
- *be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these*
- *guide pupils to reflect on the progress they have made and their emerging needs*
- *demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching*
- *encourage pupils to take a responsible and conscientious attitude to their own work and study.*

NQT is working towards this standard. (Delete as appropriate)

Comments:

NQT's targets for this standard were to take greater account of children's capabilities when planning and to provide more opportunities for self assessment as a part of encouraging children to take a more responsible attitude towards their own learning. He is now making far greater use of our KPI tracking system to identify children with gaps in their learning and is planning lessons and interventions that address these needs. Pupils are making progress in line with other pupils in the year group.

NQT has done a number of things to encourage the children to have a more reflective attitude towards their own learning: In English books, there is more evidence of children using self assessment sheets and children are now encouraged to place their books in different coloured trays at the end of a lesson – indicating their level of confidence/success with what they have been learning. Children are now marking some of their own work and, at the start of many Maths and English lessons, a feedback sheet displayed on the IWB celebrates children's achievements – encouraging others to aim higher. Children are often asked to indicate their self- assessment through the use of thumbs up/down/in the middle.

Children are verbally encouraged to try their best and Gems and tokens are awarded to acknowledge their effort and achievements.

Target:

Ensure children are consistently presenting their work with care – e.g. underlining dates and LOs, spelling dates correctly.

Identify and address poor letter formation/handwriting.

3. Demonstrate good subject and curriculum knowledge

- *have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings*
- *demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship*
- *demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject*
- *if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics*
- *if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*

NQT is meeting this standard. (Delete as appropriate)

Comments:

NQT has demonstrated a good level of understanding of the subjects taught in all observations carried out this year so far – although observations haven't been carried out in all foundation subjects as yet. His teaching of guided reading has improved (a target for this term) but he still needs to make sure that he is consistently modelling correct use of standard English as this isn't always the case.

NQT has effectively picked up on and addressed children's misunderstanding or incorrect vocabulary use in lessons and often makes deliberate mistakes for children to spot/correct – based on misconceptions he has seen. NQT has received training in guided reading from the English lead and has begun to implement what he has learned; he has received training on variation in Maths – and again, has begun to use some of the ideas in his lessons. He has also attended INSET on P4C, PE (NQT training for gymnastics and dance) and Science. During the term he has observed an English and Maths lesson and a block of 6 Science lessons

Target:

Continue to work on standard English use.

Ensure that some teaching of French and Music takes place this term.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

NQT is <i>meeting</i> this standard. (Delete as appropriate)
<p><i>Comments:</i></p> <p>NQT has put a lot of thought and effort into planning the lessons he has been observed in. They have usually been well structured and pace has been appropriate. Resources have been well prepared and adapted to meet the needs of different groups of children. NQT explains things clearly and is making good progress in developing his questioning skills. I have been impressed by the manner in which he has effectively and sensitively addressed children's incorrect answers or encouraged a fuller, more detailed response. NQT can identify some ways in which a lesson might have been improved and will willingly try different approaches/suggestions. He continues to set regular homework, rotating tasks between English, Maths and Topic.</p>
<p><i>Target:</i></p> <p>Ensure written plans indicate focus children and any of their gaps that can be addressed within a lesson.</p>

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

NQT is <i>working towards</i> this standard. (Delete as appropriate)
<p><i>Comments:</i></p> <p>NQT has continued to work hard to meet the varied needs within his class. A variety of support for autistic pupils has been implemented (e.g. individual timetables, social stories, ear defenders, separate work area, now and next activities, own reward chart, 5 point scale) with some positive impact. Better use is being made of adult support within the classroom to target children with needs and provide necessary support but this could be developed further. Higher attaining pupils are being challenged more effectively and are gradually becoming more independent. Differentiation is through the questions/tasks set, the resources made available and adult intervention. Sometimes he will introduce a new concept – give children a task to do and then pull out those who need further support when the rest of the class moves on. He will also stop the whole class and go over something again when he can see that children aren't understanding although intervention isn't always as prompt as it could be. He is becoming more confident adapting lessons on the hoof, to meet the needs of the children he is teaching, showing greater flexibility compared with the start of the year.</p>
<p><i>Target:</i></p> <p>Make even greater use of the KPI grids to tailor planning to meet the needs of individuals. Address issues as they arise more promptly during lessons.</p>

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

NQT is <i>working towards</i> this standard. (Delete as appropriate)
<p><i>Comments:</i></p> <p>NQT's knowledge and understanding of curriculum requirements/expectations is improving and he is making greater use of our KPI tracking system to inform planning and identify children who require interventions.</p> <p>He is getting better at making assessments throughout a lesson and addressing issues as they arise - stopping the class to explain further/clear up a misunderstanding/provide further support etc – although this could still be developed further. Making much more use of children responding to questions on mini-whiteboards to aid his immediate assessment of children's understanding would be beneficial.</p> <p>Feedback given to the children at the beginning of a lesson has demonstrated that assessment of their understanding had been made during the previous lesson and from looking at their work. Lesson have been tailored as a result of the assessments made.</p>
<p><i>Target:</i></p> <p>In Science, ensure that children have the opportunity to respond individually as well as in pairs/small groups so that it is easier to assess their ability to make predictions, draw their own conclusions etc.</p> <p>Make even greater use of the KPI grids to tailor planning to meet the needs of individuals.</p>

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

NQT is <i>working towards</i> this standard. (Delete as appropriate)
<p><i>Comments:</i></p> <p>NQT has continued to employ a number of strategies to improve the general behaviour within his class and progress has been made. He continues to use initiatives and also makes use of 1,2,3 magic. General behaviour during a lesson is much improved compared to the start of the year and there has definitely been an improvement in the children's attitude to learning. Transitions can still be a little noisy/chaotic so this is an area to develop.</p> <p>NQT has had to deal with some extremely challenging behavioural needs which would challenge the most experienced of teachers and credit must be given for the way in which he has persevered and endeavoured to build relationships with these children and support them with their needs.</p>
<p><i>Target:</i></p> <p>Have higher expectations of the children as they come into the classroom or transition from one lesson to another. Develop strategies to improve behaviour at these times.</p>

8. Fulfil wider professional responsibilities

- *make a positive contribution to the wider life and ethos of the school*
- *develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support*
- *deploy support staff effectively*
- *take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues*
- *communicate effectively with parents with regard to pupils' achievements and well-being.*

NQT is **working towards** this standard. *(Delete as appropriate)*

Comments:

NQT has a very positive relationship with his mentor and other colleagues who work closely with him. He takes constructive criticism well, usually tries to act upon the advice given to him and will ask for support when he feels it is needed. Support staff are now being managed more effectively and he is developing his ability to communicate with parents and address what can sometimes be quite challenging issues.

NQT has been trialling a no-marking strategy with his yr 4 colleague and has shared his ideas/reflections in phase meetings. He has attended inter-school moderation which he found very useful.

Although he ran a club for a while in the Autumn term, this hasn't continued – hence the 'working towards' judgement.

Target:

To write end of year reports.

To set up a lunchtime/after school club/activity.

To help organise a school trip.

Part Two: Personal and professional conduct

- *A teacher is expected to demonstrate consistently high standards of personal and professional conduct.*
- *Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.*
- *Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.*

NQT is **meeting this standard.** *(Delete as appropriate)*

Comments:

NQT continues to behave in a professional manner. He is punctual and attendance is excellent.

He could do with developing his organisational skills a little better so that actions are carried through more immediately.

Comments by the NQT

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

Please reflect on your time throughout this assessment 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 are receiving your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)*
- *there are any areas where you feel you require further development/support/guidance when looking towards*

the next stage of your induction. If so, what are these areas?

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

<input checked="" type="checkbox"/>	YES
-------------------------------------	-----

<input type="checkbox"/>	NO
--------------------------	----

I have the following comments to make:

I am happy with the comments made and the targets set.

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

<input checked="" type="checkbox"/>	YES
-------------------------------------	-----

<input type="checkbox"/>	NO
--------------------------	----

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

This form should be signed below, unless it is being sent electronically in which case it must be sent from the head teacher/principal's mailbox and copied to the NQT and induction tutor.

Head Teacher/Principal name:

Signed:

Headteacher

Date

XX/XX/XXXX

Induction tutor name: (If different from head/principal)

Signed:

Induction Tutor

Date

XX/XX/XXXX

NQT name:

Signed:

NQT

Date

XX/XX/XXXX

Please return this form

- by email to FW TSA at nqtinduction@forestway.leics.sch.uk
- from the Headteacher or Principal's email address
- with the NQT copied into the email
- with the Induction tutor copied into the email