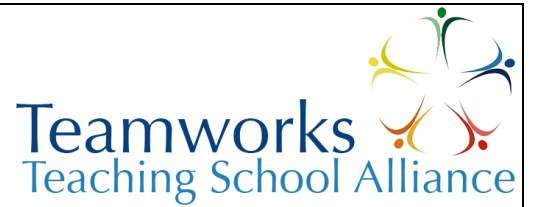


TeamworksTSA
Dr Joanne Pearson
jpearson@teamworkstsa.org



NQT induction assessment for the:

- End of first assessment period.
- End of second assessment period.
- Interim assessment (to be used when NQT leaves before the end of an assessment period)

Instructions for completion

- 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.
- Full guidance on statutory induction can be found at <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>.

NQT's personal details:

Full name		Former name(s) (where applicable)	
Date of birth		Teacher reference number	National insurance number
Name of institution (e.g. school or college)			DfE URN

Appropriate body receiving this report
 Teamworks Teaching School Alliance (Whitehill Community Academy/Greetland Academy)

Date of award of QTS: **01/07/15**

Recommendation:

The above named teacher's performance indicates that she **is making satisfactory progress** against the Teachers' Standards within the induction period.

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.

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.

Date of start of this assessment period:	
Date of end of this assessment period:	
Number of terms completed during this assessment period	1
or	
Number of days that can count towards induction during this assessment period:	
Does the NQT work:	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time
Number of days of absence during this assessment period	0

Overall comments on NQT performance and progress:

██████ has made an outstanding start to her NQT year. She has shown professionalism, dedication, enthusiasm and a commitment to working as part of an effective team. ██████ has rapidly developed excellent relationships with parents, children and staff. As part of a recent visit by the school SIP, ██████, ██████ was highly praised. In his notes, ██████ recorded that he had **“forgotten”** that ██████ was an NQT! **“She was “so confident and proficient that he had no indication that she was this early into her career!”**

██████ is professional, dedicated and has shown an open minded approach towards developing her subject knowledge, assessment knowledge and has been extremely pro-active in her own professional development. Already, so early into her career, ██████ has proven herself to be an extremely effective practitioner and a credit to the school. I have absolutely no doubt that ██████ will rapidly become an outstanding teacher and she has an enormous amount of potential!

Targets:

- To identify pupils who are working below age related expectations, using on-going assessment strategies.
- To be able to plan and deliver successful interventions in maths, reading and English.
- Have a clear understanding of the needs of pupils with special educational needs in the class and be able to create an IPP with support.
- Develop questioning which assesses the learning of all pupils and extends the learning of HA pupils.

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

Please continue on a separate sheet if required.

Standard 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

Progress in this standard

- **Establish a safe and stimulating environment for pupils, rooted in mutual respect.**

██████ has successfully and quickly established a safe and stimulating learning environment in her Year Two classroom. She has established clear routines and practises. An agreed set of class rules was established in the first week of term, with a visual and clear display in the classroom. Class carpet spaces were allocated so that each learner was placed in their optimal learning space and had a clear place within their learning environment.

In ██████ first observation for English on the ██████, the observer (Headteacher ██████) noted **“The classroom environment is well organised, supports learning through informative, clear displays and enables children to access easily those things they need to help their learning.”**

- **Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.**

In the first two weeks of September, ██████ used the assessment data and the support of senior colleagues to produce a RAP for her class. This plan identified goals which would challenge all learners, regardless of abilities. By carrying out effective formal and summative assessments at the end of the first half term, ██████ was able to speak with confidence at a pupil progress meeting in November. She was able to use her data and excellent knowledge of the children to speak about progress and next steps for different members of the class. By attending an SEN meeting with the SENCO, ██████ was able to identify next steps for SEN learners and she uses her IPP's as working documents. As evidenced by her medium and short term plans, ██████ clearly differentiates and sets achievable, “next steps” for each of her learners.

As noted in her second observation for Maths, dated ██████, it was noted that **“The less able and middle ability children made good progress throughout this lesson – they were able to tally by the end and were counting in 5s.”**

██████ is now working alongside her NQT mentor to identify opportunities through planning for HA learners to make more progress within lessons, with a particular focus on maths.

- **Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.**

As mentioned in three NQT observations this term, modelling positive values, behaviour, and attitudes is a clear strength in ██████ daily practice. From her first observation on the ██████, clear routines and positive behaviour could clearly be seen. **“Behaviour management and well established routines meant that all the children remained on task throughout the session.”**

As well as using the school behaviour management system, ██████ has established a whole class target, which is changed regularly and features the use of a “popcorn” chart. Pupils are extremely keen to adhere to their own agreed classroom rules and achieve these targets!

In her maths lesson based on tally charts (██████) it was noted that **“The group tasks were well prepared and resourced. This resulted in the children immediately engaging with the tasks and staying focussed.”**

██████ continues to set high expectations and motivates and challenges her pupils.

Evidence used to support judgement:

First NQT observation, ██████
Autumn Two observation, English, ██████
Classroom rules display, September ██████.
Safeguarding training, ██████
Class target, NQT meeting
Progress meeting, ██████.
Carpet spaces, NQT folder
Class RAP, Autumn term.

Standard 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

Progress in this standard:

- **Be accountable for pupils' attainment, progress and outcomes.**

██████ has attended both a pupil progress meeting and an SEN review meeting where she was able to speak with knowledge and clarity about her pupils' progress, outcomes and attainment. Using the school assessment systems and clear data, ██████ has begun to identify key groups of learners, including SEN and children who qualify for Pupil Premium funding. Working alongside Senior leaders within school, she has identified clear targets linked with end of year attainment and progress. For example ██████ recognised that there was a gap between the writing outcomes of boys and girls. She is now working alongside her mentor and other colleagues to focus on planning, interventions and other strategies to try and raise attainment of boys in writing.

- **Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.**

██████ has attended SEN meetings where plans and IPP plans are discussed and reviewed at length. Planning shows clear understanding of pupils' prior knowledge and their capabilities. ██████ clearly differentiates all planning to support her three pupils with EHC plans through adult support, differentiated resourcing and kinaesthetic resources. As well as weekly discussions with a teacher of the deaf, ██████ has regular contact with the Calderdale ASD centre, constantly developing her knowledge and using strategies to develop one learner's capabilities. In her English observation, dated ██████, a strength of the lesson was her "**Clear links to prior learning.**"

- **Guide pupils to reflect on the progress they have made and their emerging needs.**

██████ uses self-assessment techniques such as "thumbs up/down" for understanding. This was a feature of all three lesson observations and is evident in her planning, particularly for English and maths. Children are often asked reflective questions in all subjects and are encouraged to explain their reasoning. A strength of her first observation, ██████ was "**the use of questioning, leading to higher order thinking.**"

The classroom has a working wall for maths and English, rich in key words and vocabulary for reflection. Shared area/independent activities also encourage reflection and challenges for example "**Can you add these three numbers together?**" A self-assessment chart has each child's face, ready to be moved next to different emotions after each topic/unit of work.

- **Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.**

For two boys within the class who have an EHC plan, separate weekly planning sheets are created. Differentiated tasks and allocated support staff provide an inclusive curriculum to impact on teaching. The working walls in the classroom provide a “learning journey” which demonstrates a secure knowledge of how pupils learn. One particular example of how [REDACTED] demonstrates a clear understanding of how her pupils learn came in her maths lesson of [REDACTED]. **“The numeracy starter was physical and age appropriate, engaging the children immediately including some active boys (stand up/crouch down game).”**

- **Encourage pupils to take a responsible and conscientious attitude to their own work and study.**

The learning environment and techniques within all lessons promote a responsible, conscientious attitude towards learning. As well as the self-assessment chart and thumbs/up down techniques within lessons, [REDACTED] uses positive praise, and rewards which encourage pupils to take pride in their own work. It was noted on a recent visit from the school SIP ([REDACTED]) that **“the children were all clear about what they were learning and had high expectations of what they had to achieve.”** Outcomes recorded in the children’s English and maths books also show that pupils clearly show a responsible attitude towards their own work, particularly with regards to presentation.

Evidence used to support judgement:

- Progress Meeting, [REDACTED].
- Children’s self-assessment chart.
- Carpet spaces, classroom display.
- SEN meeting, Autumn Two.
- Weekly meetings with teacher of the Deaf.
- Regular contact with Calderdale ASD centre.
- Working wall display
- Individualised planning for children with EHC plans.

Standard 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

Progress in this standard

- **Have a secure knowledge of the relevant subject(s) and curriculum areas.**

Throughout this term, [REDACTED] has developed her subject knowledge in a range of curriculum areas. A key strength of her practice is to develop subject knowledge in areas in which she is not a specialist. Progress in this standard is clearly evident and shows development every time [REDACTED] is observed. For example in her first English observation a target for development was to **“ensure that subject knowledge was completely sound.”** By the third observation on 19.11.15 subject knowledge was noted as being much more secure, with the children writing a letter to Goldilocks with **“engaged and focused learning.”** It was also noted that **“subject knowledge was secure, especially with regards to scaffolding the learning of children.”**

[REDACTED] is now working alongside senior colleagues and her NQT mentor to ensure that higher ability learners have the tasks and opportunities which will allow them to extend their own learning

further.

- **Foster and maintain pupils' interest in the subject, and address misunderstandings.**

In all three of her lesson observations, children have been interested, engaged and focussed on their learning. For example in the maths lesson of [REDACTED], [REDACTED] had used differentiated resources based on recording information in tally charts to show information. **“The group tasks were well prepared and resourced. This resulted in the children immediately engaging with the tasks and staying focussed.”**

[REDACTED] has worked with guidance and support to improve her modelling in lessons and continues to develop a clear way to ensure that modelling is effective and addresses misunderstandings. Recently she worked with her NQT mentor in order to plan ways to address common misunderstandings in English. One suggested target is to use “talk partners” to suggest and involve peer support.

[REDACTED] also attended a course based on an English marking focus in Autumn One. It was clear that she had taken on board suggestions from the course, particularly with regards to verbal feedback. During a recent English book scrutiny in school, [REDACTED] had addressed common misconceptions with her feedback to children.

- **Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.**

[REDACTED] has attended courses outside of school which show that she understands the developments and changes within subject and curriculum areas, especially in phonics English, SPAG and maths. Pro-active discussions with senior leaders, subject leaders and other colleagues suggest that [REDACTED] is extremely aware of developments, particularly with regards to the end of Year Two assessments. Recently [REDACTED] worked with her mentor to develop ways of implementing her knowledge and understanding of subject and curriculum areas in English and Maths. A school partnership meeting around the maths curriculum (Nov [REDACTED]) meant that [REDACTED] could further develop her subject knowledge in this area. This is evidenced in her weekly and long term planning for maths.

- **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.**

The classroom environment is dedicated to the promotion of high standards in the use of standard English. The school SIP on his recent visit complemented [REDACTED] on her **“Stimulating and engaging classroom, which considered all abilities when setting up different provision within the classroom.”**

After her first observation in English on the [REDACTED], one target was identified as ensuring that SPAG terms were clearly and accurately referred to, particularly with regards to correctly identifying “adjectives” in the lesson. Through working with resources, colleagues and developing subject knowledge, clear progress had been made by her observation in English on the [REDACTED]. Children were writing with a **“modelled, shared template of a letter.”** Key terms were used to support standard English on the classroom working wall.

- **If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.**

Regular, daily, differentiated phonics teaching is an essential part of [REDACTED] teaching practice. Evidence can be seen through colourful, engaging displays within the classroom and clear progress in her English books. Support staff are given differentiated planning to support learners with SEN and phonically regular resources support learning in all lessons. For example, in her last observation, LA pupils were supported with word mats, which linked to phase 5 phonic teaching and knew how to use them to make progress within the lesson.

- **If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.**

Through staff meetings, regular feedback with senior leaders and the maths subject leader, [REDACTED]

is developing her understanding continually with regards to the teaching of mathematics. Planning evidence suggests that she is improving opportunities and teaching strategies to develop progress in mathematics. The learning environment provides a range of practical, kinaesthetic resources such as numicon and number lines to promote learning. As part of a whole staff team, [REDACTED] is working further to develop her understanding of promoting “mastery” within mathematics. She is also working with her mentor to consider how maths interventions could be used to target key groups of pupils.

Evidence used to support judgement:

Planning meeting with NQT mentor
Visit from School TQIO, notes of meeting.
Autumn One/Two observations.
English course with marking focus
In school English moderation meeting
School partnership meeting for mathematics.
English observation.
English marking scrutiny.

Standard 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)

Progress against this standard

- **Impart knowledge and develop understanding through effective use of lesson time.**

[REDACTED] has clearly indicated through her planning and outcomes that she plans effective use of lesson time in imparting knowledge. The recent SIP notes from the visit on 7.12.15 noted that “**the work produced in topic, and English books showed very good cross curricular links with some really pleasing topic work (imaginative yet allowing the children to make good progress).**” Outcomes in English and maths books have shown a keen enthusiasm from the children, particularly with regards to stamina for writing. During a recent staff meeting/English work scrutiny it was noted that the children in [REDACTED] class were “**extremely keen to please and write for pleasure.**” ([REDACTED] NQT mentor, November [REDACTED].)

- **Promote a love of learning and children’s intellectual curiosity.**

[REDACTED] promotes a love of learning through enthusiastic and imaginative teaching topics and lessons which bring subjects to life! In all three of her lesson observations, one of the strengths has been that the children are “**engaged and enthusiastic!**” [REDACTED] planning demonstrates a dedication to appealing to the interests of the children. One good example involved the topic linked to “The Great Fire of London.” The learning environment was covered in examples of Stuart style houses which the children had made. Supporting this was examples of written and art work which the children had taken great pride in producing!

- **Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.**

“**Phonics homework is set on a weekly basis and differentiated according to ability. My maths homework is set on a fortnightly basis and is again, differentiated.**” ([REDACTED], NQT notes, Autumn Two.)

█████ follows school homework policy in providing homework and keeping records which promote independent learning through rewards. Home reading books, in line with ability are sent home and children are encouraged to read with parents.

The children have been on three out of class visits, designed to enhance knowledge and promote understanding and enthusiasm amongst pupils. Two trips to the local library have enthused pupils to read outside of school. A recent trip to Eureka was used as an experience day to launch the next topic based on "Space."

Regular outdoor lessons are used to extend the knowledge and understanding of pupils. For example, █████ and Class Two can often be seen jumping around the playground during active maths times tables practice!

- **Reflect systematically on the effectiveness of lessons and approaches to teaching.**

█████ is a reflective practitioner who effectively judges her lessons and reviews her approaches to teaching. This can largely be evidenced through her continuous progress from all three lesson observations this term. Targets which were given in one lesson, have clearly been systematically reflected upon and implemented into the next lesson. For example on █████, after the maths observation, one target was to **"further develop effective use of support staff in lessons."**

During the second observation on █████ it was observed that **"Additional adults were better employed during this session – it was good to see Mrs X signing, Mrs Y encouraging pupil A and Miss Z gently keeping pupil B on task. This enabled those specific children with special educational needs to access the learning and make progress."**

█████ also regularly modifies and adapts planning, which can be seen by her regular annotations on weekly plans in the classroom.

- **Contribute to the design and provision of an engaging curriculum within the relevant subject area(s.)**

Lesson observations, SIP visit notes and more informal comments from parents, colleagues and school visitors have all provided strong evidence that █████ provides an engaging curriculum, particularly with regards to a stimulating and challenging learning environment. Within topic planning and regular weekly planning, it is evident that an engaging and challenging curriculum is provided. Topics link to the interests of children, whilst providing relevant subject coverage. English work linked to traditional stories have seen letters to "Goldilocks", Art and DT work has produced houses made from the time of the "Great Fire of London", self-portraits and personal fact files linked with PSHCE.

Evidence used to support judgement:

Observations.

English scrutiny, outcomes.

Planning meeting with NQT mentor

Three school visits,

Regular homework, phonics, maths and English.

Shared area- notes from █████ (SIP)

Standard 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.

Progress against this standard

- **Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.**

██████ has made good progress towards meeting this standard. She has shown through specific differentiated planning that SEN pupils have adult support and extra resources such as visual prompts and word mats. English and maths books reveal that tasks are differentiated as well as outcomes. For example SEN pupils were given simple letter templates in a recent English lesson, whereas MA/HA pupils were expected to use a much simpler model.

- **Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.**

██████ has a class which includes a child with ASD, a child with severe hearing impairments and a child with Downs Syndrome. These children have EHC plans and regular one-to-one support. ██████ has been extremely pro-active in her regular communication with a teacher of the Deaf (██████) and has visited the ASD centre. She works in partnership with colleagues, support staff, parents and outside agencies to further develop her understanding of how pupils have barriers towards learning and works well to find strategies in overcoming these. The classroom environment contains a headset/microphone to amplify speech and ██████ provides differentiated planning to a member of support staff with BSL skills.

- **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.**

██████ demonstrates an awareness of the different pupils within her class and adapts her teaching activities and lessons to support their development. In every lesson there is a clear range of adaptation within planning and support to enable pupils at different stages of development to succeed. In the recent lesson observation in English (██████) it was commented that pupils were encouraged to be **“supportive of each other during learning”** and encouraged all pupils throughout the lesson.

- **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.**

The SEN children in ██████ class have a separate timetable and in some lessons have completely separate work planned for them. ██████ has recently worked alongside her NQT mentor to plan a unit of English which will provide extensions for HA pupils to further extend their writing. Working wall vocabulary resources have been planned to enable higher achieving pupils to extend their vocabulary through adventurous word choices.

██████ is committed and enthusiastic to work as a whole school team in developing “mastery” in mathematics and has demonstrated good ideas and suggestions during pupil progress meetings and staff meetings. For example, ██████ suggested that HA pupils in her class could be presented with a “daily maths challenge” to be used in her classroom environment.

Evidence used to support judgement:

Differentiated planning,

Support staff

Observations

Activities/outcomes English book scrutiny

Visit to ASD centre

Regular communication with a teacher of the Deaf- ██████

Standard 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.

Progress against this standard.

• **Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.**

██████ has been observed using relevant questioning including use of “**higher order questions**” during her observed lessons. She has made good progress in meeting her target of including questioning which assesses the learning of all pupils and extends the learning of HA pupils. ██████ has used her NQT time to work with the Deputy Head teacher to further her knowledge of school assessment systems. She has attended courses which focus on statutory assessment for the end of Key Stage One.

• **Make use of formative and summative assessment to secure pupils' progress.**

Towards the end of her first half term, ██████ made effective use of the school assessment programmes. She used the “Active Learn” system to formally assess pupil progress and carried out a written piece of independent writing. Working with some guidance from the Deputy Head teacher ██████ used the school “target tracker” system. Annotated planning, regularly used, is visible evidence of questioning to secure progress.

• **Use relevant data to monitor progress, set targets, and plan subsequent lessons.**

During a pupil progress meeting in November 2015, ██████ worked with support from the Deputy Head teacher and her NQT mentor to use data from her assessments and set targets and strategies to ensure pupils made further progress. ██████ is currently working with her mentor to develop targeted interventions in maths, writing and reading, which will support further pupil progress of targeted pupils. ██████ has used notes made at the pupil progress meeting to influence her planning of further topics. For example, the data showed that there was a gap between the attainment of boys and girls in writing, with girls out-performing their male peers. To help combat this, a “boy friendly” topic of “space” has been planned for January.

• **Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.**

During a recent English book scrutiny, it was clear that ██████ was giving regular verbal feedback and encouraging pupils to respond to this. It was also clear to see that pupils had responded through progress in the books. Books were positively marked in other subject areas, including topic and maths. ██████ has been working alongside her mentor to further allow pupils to use written feedback in responding to marking in books.

Evidence used to support judgement:

English book scrutiny

Progress meeting

Observations

Reading comprehension, assessment books (writing) Abacus maths assessments.

Oral feedback, observations, written feedback in books.

Standard 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

Progress against this standard

- **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.**

██████ uses the school behaviour policy with great effectiveness. From her first observation it was clearly evident that there were clear routines for behaviour. The Head teacher observed on ██████ that a strength of the lesson was; **“Good learning behaviours demonstrated by the children who were keen to work hard for you.”**

██████ wrote herself in her NQT folder; **“The class negotiated and agreed upon a set of ‘Golden rules’ at the start of the year. These are clearly displayed at the front of the classroom and are referred to when necessary.”**

- **Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.**

██████ has extremely high expectations of behaviour within her daily teaching practice. There are two positive behaviour charts, which the children are highly engaged with. The whole school “house point” system involves a class chart, clearly displayed for the children to see. The second “popcorn” chart involves children earning a sachet of “popcorn” every time they receive praise for a specific behaviour or task. Every week ██████ randomly draws out four names of children who then receive a mystery prize!

The whole school “step system” is used in line with school behaviour policy and all children recognise and understand this system. The effectiveness of ██████ behaviour management can be clearly evidenced by a great reduction in the number of children being placed “on a step” since September.

- **Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.**

A consistent strength in all three lesson observations has been ██████ ability to effectively manage her class in a motivational and positive way. The subject leader for English recorded in ██████ last observation (██████) that her approaches to behaviour management created a **“Calm, ordered, relaxed learning atmosphere where children feel safe and comfortable. All children correspond willingly to maintaining this.”**

The whole class target has involved all pupils working together to achieve a whole class reward! The current target of “preparing our things for home time in silence” has been achieved on two occasions so far! This target is frequently changed, with the full agreement and consultation of pupils, along with an agreed reward such as a DVD on Friday, 3pm!

- **Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.**

██████ has rapidly formed excellent relationships with her pupils and it is clear from their work in all books that the children are keen and eager to please her! She is able to act fairly, consistently and decisively when necessary. One example involved dealing positively and fairly with pupil behaviour at playtimes and lunchtimes. ██████ used PSHCE lessons to create a list of appropriate games, which was agreed with the children. The children also agreed upon and created a list of specific “football

rules” which is clearly displayed on her window. The number of behavioural incidents at playtimes and lunchtimes has clearly decreased since the implementation of these rules in October.

Evidence used to support judgement:

Class rules chart
Playtime rules, chart
Two reward systems, house points, class popcorn chart.
Using faces, school agreed behaviour chart.

Standard 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.

Progress against this standard

• **Make a positive contribution to the wider life and ethos of the school.**

█████ recently worked with two first year BA teaching students, who planned and delivered specific interventions in maths and English. █████ showed a positive and effective attitude, coaching and supporting them as necessary. Lots of positive praise and feedback was gained from the students and the University of Huddersfield towards █████ and the school as a whole.

█████ has greatly contributed to the wider life and ethos of the school on several occasions. Recently volunteering to support the School “Winter fayre” by running the “bouncy castle!”

• **Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.**

█████ has been extremely successful in developing effective and professional relationships with colleagues. As well as working effectively with her mentor, █████ has worked alongside a range of senior colleagues including the SENCO, Head teacher, Deputy Head teacher, subject leaders and more experienced teachers. █████ has an open, friendly and easy manner which allows her to draw upon experience and support. She has used specialist advice from the ASD department and has a regular professional dialogue with a teacher of the deaf.

• **Deploy support staff effectively.**

█████ has worked hard to meet this standard, showing progress from her first observed lesson to her most recent lesson. Support staff are given specific planning, differentiated according to the ability of the learners who they will support. Working as an effective team, █████ has deployed support staff to work with individuals with EHC plans and to support different groups within lessons. █████ draws upon their expertise on a daily basis, specifically noted during an observed lesson on █████. █████ used a member of support staff to actively support a boy with severe hearing impairment by drawing upon her BSL skills.

The support staff are relaxed, happy and confident when working with █████ and one member of staff stated that the “**communication was effective, supportive and helped the children to develop and learn!**” █████ is now working with her mentor to find ways to further effectively deploy support staff in leading interventions in reading, writing and maths.

• **Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.**

During this term, █████ has attended training courses aimed at further developing her professional development and has been to visit two schools to observe teaching colleagues in other settings and

environments. [REDACTED] has attended two inset days within school and attends regular staff meetings. She is open to feedback and actively acts upon this. Her rapid development and progress towards meeting all teaching standards is her ability to respond to new ideas and advice. After every lesson observation, it is clear that [REDACTED] has acted upon targets which have arisen. Notably with regards to support staff deployment.

During a recent English planning meeting with her mentor ([REDACTED]) [REDACTED] was open to a range of new ideas, techniques and teaching activities relating to fictional writing. She was willing to effectively engage with ideas, and suggested ways as to how they could be implemented with her class. [REDACTED] will use the outcomes from this planning session during the first English unit based around the book "Aliens love underpants!"

• **Communicate effectively with parents with regard to pupils' achievements and well-being.**

[REDACTED] has quickly won the respect and support of the parents in her class by establishing excellent, professional relationships and developing effective communication both on a formal and informal level. Daily communication takes place between [REDACTED] and parents in her class and parents feel as if they can approach her with questions and comments, with the secure knowledge that she will treat them with respect. There is a clear record within these books of effective communication, with one parent describing how her child "**was loving being in Class Two!**"

As three members of Class Two currently have an EHC plan, [REDACTED] uses a home school liaison book where parents and staff can communicate about the individual child's achievements and well-being. There is lots of evidence to support the fact that [REDACTED] has developed effective lines of communication between home and school.

During a recent Parents' evening in school, [REDACTED] made notes about each child prior to the event, noting their attitude to learning and academic abilities. Parents were given information about the progress of their child and concerns and questions were listened to and effectively addressed. In several examples, parents were given specific advice on how they could help their child at home to make further progress.

Evidence used to support judgement:

Two first year BA Hons, teaching students to observe, lots of positive feedback.

Staff meetings, moderation meetings, Inset days.

Effective comments from parents, one parent commented on how much her child was enjoying class two!

Parents evening, two EHC pupils have a home- liaison book.

Winter fayre support.

Friday reading open mornings with parents.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.

Please comment in one of the two following boxes

Professional conduct is consistently high:

██████ always demonstrates an outstandingly high level of professional conduct. This is clearly evident through the wonderful relationships which she has developed with parents, colleagues and children in school. She has effectively used school behaviour and safeguarding policies to show tolerance and respect for the rights of all pupils. The ethos and practices of the school have been upheld in the highest regard and ██████ has consistently demonstrated the highest standards of professionalism.

██████ is an outstanding role-model to all pupils within school and there are absolutely no concerns or issues with regards to her professional conduct.

There are the following issues with professional conduct:

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:

Yes

No

I have the following comments to make:

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

	Yes		No
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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.

Signed: Head teacher/principal	Date

Full name (CAPITALS)

Signed: NQT	Date

Full name (CAPITALS)

Signed: Induction tutor (if different from head teacher/principal)	Date

Full name (CAPITALS)