

**NQT induction assessment for the:**

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

**Instructions for completion – please complete the form fully referencing the Teachers’ Standards**

- **Completed assessment forms should be sent by the induction tutor/headteacher to: NQT-AssessmentForms@eastsussex.gov.uk**
- Where tick boxes appear please insert “X”.
- 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.
- A copy should be retained by the NQT.

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		Former name(s) (where applicable)	
Date of birth	DfE/teacher reference number	National insurance number	
	/		
Name of institution (e.g. school or college)		DfE institution number (if applicable)	
		/	
Appropriate body receiving this report			
Date of award of QTS:			

**Induction Tutor contact email**

**Recommendation: (Please tick those that apply)**

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

Date of start of this assessment period:	4/9/12	
Date of end of this assessment period:	14/12/12	
Number of terms completed during this assessment period	2	
Or if this is an Interim assessment – number of days completed		
If the NQT is part-time, number of days for this assessment period: (On average each assessment period should be for 65 teaching days)		
Does the NQT work:	<input checked="" type="checkbox"/> Full time	<input type="checkbox"/> Part time – state FTE (1.0=full time)
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, 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' Standards which can be found at: <http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>.

It is recommended that each standard be used as a heading to provide evidence. Induction tutors need to confirm that part two of the Teachers' Standards are being met.

Please continue on a separate sheet if required.

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

... has worked extremely hard to establish a stimulating and safe working environment for the pupils in his class. His learning environment successfully incorporates different learning areas and pupil's learning styles. ... classroom is well organised with engaging displays and working walls. ... has taken into account the needs of the children with Special Educational Needs within his class and has set up specific areas to support these pupils. He has established positive and respectful relationships with the pupils in his class and has a warm and caring approach.

**Evidence:** NQT file, classroom displays, monitoring feedback.

#### **2. Promote good progress and outcomes for all pupils**

In line with our school's assessment policy ... has started to use a range of different assessment tools to assess pupil's understanding. He has begun to familiarise herself with the use APPs to assess the progress made by pupils in his class. ... has sought the assistance from more experienced colleagues regarding planning and assessment. He is quick to take on board their suggestions and will feedback the successes. ... has attended two Pupil Progress Meetings with the Headteacher and Deputy Headteacher. There he was able

to discuss individual pupils' attainment and could identify next steps for whole class, groups and individuals. He has been quick to implement interventions to address pupils' specific learning needs through developing a class intervention timetable.

... is beginning to use his assessments to inform future planning to ensure pupils always make progress. He thinks carefully at the planning stage about individual pupil's capabilities and their prior knowledge to ensure he has a clear teaching sequence with well-tailored differentiation. He is developing his use of self and peer assessment to encourage pupils to reflect on the progress they have made and is beginning to guide pupils to think critically about their learning. His planning incorporates a range of different learning styles and he is able to think critically to improve and develop his practice. ... regularly seeks advice from more experienced colleagues with his planning and regularly reflects on his practice to make improvements. Internal and external monitoring has identified that ... is developing the use of constructive feedback through his marking; building in time for pupils to respond to this is an area of development for him.

**Evidence:** NQT file, assessment file, annotated planning, Pupil Progress Meetings reports.

### **Area Requiring Further Development**

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

**... will now experiment with different approaches to get pupils to peer and self-assess their learning.**

### **3. Demonstrate good subject knowledge**

... has worked hard over the past two terms to develop his subject knowledge. He has taught from the literacy and numeracy frameworks and has used the Chris Quigley skills document to good effect. He has thought of creative ways in which to deliver the curriculum and has carefully considered the learning styles to meet the varying needs of the children within his class. This was particularly evident within a recent whole school Friendship week where ... planned a cross curricular PSHEe / Art lesson. The work produced from this lesson was to a very high standard.

... has had the opportunity to attend a number of courses and training days to further develop his subject knowledge, teaching skills and understanding of the statutory requirements involved in teaching throughout terms one and two. In addition to this he has used his NQT time productively over the last two terms and has observed a number of more experienced colleagues across the school. ... is beginning to incorporate ideas for good practice into his day to day classroom practice. Within lesson observations, it has been evident that ... has good subject knowledge of the content being taught and has used appropriate vocabulary to teach new concepts. If he is unsure of a term or requires further support he always seeks assistance from more experienced colleagues.

**Evidence:** NQT file, planning monitoring and lesson observations.

### **Area Requiring Further Development**

*'Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings'*

**... will need to continue to seek advice from more experienced colleagues and continue to attend CPD sessions to support him with developing his subject knowledge.**

### **4. Plan and teach well-structured lessons**

Throughout the last two terms ... has planned lessons with good progression. He has been able to use the literacy and numeracy framework to good effect. His lessons show clear progression between them and he is beginning to think critically about individual's capabilities and how to differentiate lesson effectively. ... is able to reflect effectively on his practice. He is beginning to recognise how to organise lesson time to ensure that all pupils are sufficiently stretched, including more able pupils. He thinks creatively about how to deliver the curriculum and from monitoring of his planning is beginning to incorporate innovative ideas for lessons to fully engage and motivate pupils. Wherever possible throughout this term he has linked his literacy and numeracy teaching to his class topic successfully.

... sets weekly differentiated homework to meet the learner's needs within his class. In addition to this he has planned a topic theme day on the Romans which helped to develop pupil's curiosity and interest of the topic. As previously mentioned ... will always seek the advice of subject leaders to support him with planning and always acts upon advice and feedback given.

**Evidence:** NQT file

### **Area Requiring Further Development**

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

**... will develop different strategies to meet to needs of all learners within lessons e.g. split lesson input and develop guided group work.**

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

... is able a reflective practitioner he is able to think critically about the lessons that he has taught and how they can be improved this is evident within his annotated planning within his planning file. He is developing his ability to differentiate appropriately to meet the needs of all the pupils in his class and regularly seeks support from both experienced colleagues and other professionals. ... has taken on board these suggestions and has incorporated these strategies into his day to day practice.

**Evidence:** NQT file, lesson observations.

### **Area Requiring Further 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.'*

**... will continue to consider the needs all of pupils' within his class paying particular attention to higher ability pupils and those with SEN and trail a range of different teaching strategies to ensure that their needs are met within every lesson e.g. split input for sessions.**

## **6. Make accurate and productive use of assessment**

... has worked in conjunction with the Assessment Subject Leader to assess his pupils within reading, writing and mathematics throughout terms 1 and 2. He is developing his understanding of the assessment criteria and has a growing awareness of how to incorporate the APP level descriptors into his planning and how to assess these. Throughout terms one and two ... has attended internal moderation meetings and has benefited from working closely with colleagues to level pupils' work within his class. ... found this professional dialogue particularly useful in heightening his subject knowledge within this field. External monitoring from outside consultants has shown his judgements to be accurate.

... has worked closely with the Year 2 teacher to set targets for her cohort of children and is able to incorporate these targets in his day to day teaching. Within Pupil Progress Meetings ... has been able to discuss pupils' individual needs and where appropriate has sought advice from other professionals e.g. Speech Therapist, Educational Psychologist and Occupational Therapist to develop his understanding of meeting the needs of pupils with Special Educational Needs.

**Evidence:** NQT file, Assessment for terms 1 and 2, external moderation logs and internal moderation logs.

### **Area Requiring Further Development**

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

**... will continue to develop his use of formative assessment and summative assessment.**

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

... is developing a range of different behaviour management strategies to support the pupils in his class. He follows the school's Good Behaviour Policy and adapts it where needed to meet the individual needs of children within his class. He has met with the school's SENCO to develop individual behaviour strategies for pupils in his class; the implementation of these strategies has had a positive impact on most individuals. He continues to reflect on these strategies and refine these where appropriate.

**Evidence:** behaviour tracking, NQT file, lesson observations.

### **Area Requiring Further Development**

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

**... will need to continue to develop a range of different strategies to motivate all pupils within lessons; focusing particularly on developing his individual dynamic teaching style.**

## **8. Fulfil Wider Professional Responsibilities**

... has established good working relationships with his colleagues; he has worked effectively with his teaching assistant and has established good lines of communication with her; meeting with her on a weekly basis to discuss planning and a daily basis to discuss pupil's progress within lessons.

... has liaised effectively with parents / carers on pupil's progress, achievements and behaviour as demonstrated within our recent Parents Consultation Evening. He has also taken the opportunity on a number of occasions to communicate with parents (both formally and informally) to establish relationships with them and to discuss issues relating to progress, behaviour and well-being.

Throughout term 1 and 2 ... has worked very effectively with colleagues to implement a whole school friendship week and has also supported with the forthcoming Key Stage Two Christmas Production, happily sharing the responsibilities involved.

As mentioned previously, ... has sought the advice of a number of more experienced colleagues and other professionals and has been quick to implement advice and strategies. His commitment to the teaching profession has been extremely evident throughout terms one and two. Well done ...!

**Evidence:** NQT file

### **Area Requiring Further Development**

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

... will need to continue to draw on the expertise of more experienced colleagues through planning support and internal moderation work. ... would continue to benefit from observing colleagues further throughout the school and also visit outstanding practitioners in other local schools.

**Part two of the Teachers' Standards are being met** Yes/No **Yes**

**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:

Will this NQT be remaining at this school for the next assessment period?  Yes  No

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

This form should be sent electronically from the induction tutor/headteacher/principal's mailbox to the email address given on the form and a copy given to the NQT.

Signed: <b>Headteacher/principal</b>	Date

Full name

Signed: <b>NQT</b>	Date

Full name

NQT contact email:

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

Full name