

Elaine – Grade C sample assessment form 2013

Comment on strengths, areas for development, evidence and future targets under both headings

PART ONE: TEACHING (TEACHERS' STANDARDS 1-8)

Strengths:

Elaine has established a safe and purposeful classroom environment in which children are encouraged to be co-operative and respectful. The children have all made a successful transition from Nursery to Reception and are enthusiastic and motivated to learn. Elaine utilises positive behaviour management well and the children respond favourably to the varied strategies she uses. An excellent rapport has ensued, with all children feeling valued. (TS 1a, 1c, 4b, 7a, 7b, 7c, 7d)

Evidence – Lesson observations, displays

Sessions are planned at an appropriate level and delivered effectively to cater for the needs of all children. A variety of learning styles are utilised and resources carefully prepared to reflect the stage of development of the children. The children's learning is thoughtfully scaffolded and many opportunities used for modelling as well. (TS 2a, 3a, 4a, 5a)

Evidence – Evaluated lesson plans, planning folder, lesson observations

Elaine reflects efficiently on both her own teaching and the children's progress. Elaine assesses their learning, maintains detailed records on the EYFS Target Tracker and is very aware of those children who require additional support. Elaine uses this knowledge to inform the next steps in her planning and is able to adjust her teaching for different abilities. Children are encouraged to reflect on their learning and successes. (TS 2b, 2c, 2e, 6c, 6d)

Evidence – Mentor meeting minutes, Special Needs folder, EAL trackers, EYFS Target Tracker, Inclusion meeting notes

Elaine has quickly become a valued member of the school team, particularly in Early Years. Elaine is confident to work with a wide range of practitioners, including class teachers, teaching assistants, students and outside agencies. Further, Elaine has formed good relationships with parents / carers and is able to communicate effectively regarding achievement of the whole child. Elaine willingly shares ideas, listens to and implements advice and has been particularly effective in supporting colleagues on ICT matters. (TS 8a, 8b, 8c, 8d, 8e)

Evidence – Mentor meeting minutes, training notes

Areas for development:

- Adapt teaching to respond to the strengths and needs of all pupils (TS 5)
- Make accurate and productive use of assessment (TS 6)

Targets and support:

- Scaffold acquisition of English for EAL learners (TS 5d).
Support – EAL training at January INSET; SENCo; Mentor
- Assessment of more able children (TS 6b).
Support - EYFS Profile Handbook – Annex 2 exemplar materials; Foundation Stage leader; Mentor

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT (TEACHERS' STANDARDS 9-11)

Strengths:

Elaine has undertaken safeguarding training as part of the NQT Enrichment Programme and is aware of procedures within school. (TS 9b)

Evidence – training notes, mentor meeting minutes

Her practice shows tolerance and respect for others, including different faiths and beliefs. (TS 9c, 9d)

Evidence – lesson observations

Elaine is demonstrating a very professional approach to her teaching and is always keen to do her best and constantly seeks ways in which to improve. This applies to both the children for whom she is responsible and the whole school team. (TS 10)

Evidence – Mentor meeting minutes

Areas for development:

- Proper and professional regard for the ethos, policies and practices of the school (TS 10)

Targets and support:

- To continue to develop an understanding of the ethos, policies and practices of the school (TS 10) Support – Staff meetings, Key Stage meetings, Mentor meetings, external training, INSETs

Comments by the NQT:

I have the following comments to make:

(NQTs **should** record their comments – see statutory guidance 2.43)

- a) I have really enjoyed my first term as a NQT and feel the report is a true reflection of discussions I have had with my induction tutor.
- b) I have been extremely pleased with the support I have been given from the school.
- c) I look forward to next term and hope to develop my ability to record the achievements of the children who are exceeding in areas of the EYFS. I feel I still require support in ensuring children who have English as an additional language are able to access the learning at all stages of the lesson.