

Jacque – Grade B 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:

Evidence used: planning file, record-keeping and APP sheets, IEP for pupil with SEN, classroom observations, pupils' work, staff meeting minutes.

TS 1: Jacque has developed a positive relationship with the pupils in her class. She has created stimulating, interactive displays in the classroom (1a). Her choice of resources and activities has engaged pupils of all abilities, taking into account the diversity of the backgrounds and dispositions of the pupils in her class (1b). Jacque has used 'circle time' effectively to demonstrate the behaviours expected of pupils and she has contributed to devising the targets for this term for SEAL (1c).

TS 2: Jacque has been using the APP sheets for record-keeping in maths and English – she has used these to monitor progress and to inform her planning (2a). Her planning has taken account of the capabilities of the pupils in her class when planning her lessons. She has shown differentiation in her weekly plans and annotates her planning to help her plan the next steps (2b, 6c).

TS 3: Jacque has a good understanding of approaches to teaching literacy and she has quickly come to grips with the phonics scheme in use in the school (3c, 3d). She has familiarised herself with our Schemes of Work which she has used to inform and support her teaching (3a, 3b).

TS 4: Jacque has produced some interesting resources to stimulate her pupils' interest in the topic of 'the desert' this term and she has been able to use a cross-curricular approach effectively (4a, 4b, 4e). She has set appropriate homework which is used to consolidate class work, according to the school's homework policy (4c).

TS 5: Jacque has been able to differentiate the learning tasks to take account of less able pupils in her class (5a). She has worked with the SENCO to write appropriate targets on the IEP for a pupil at School Action Plus and has taken account of these targets when planning tasks (5b, 5c, 5d).

TS 6: Jacque has attended whole school training for Assessment for Learning and has started to incorporate some of the strategies for formative assessment into her lessons – she displays the learning objectives and success criteria on the whiteboard and refers to these during the session (6b). She has also used summative assessment to inform her termly teacher assessments for each pupil in reading, writing and maths (6a, 6b).

TS 7: Jacque followed the school policy of establishing clear rules and routines for behaviour in the classroom during the first two weeks of the new school year. She helped her pupils to devise their class charter which sets out expected behaviour (7a, 7b). She has a good working relationship with her pupils and uses praise, rewards and sanctions consistently and in line with school's policy (7b, 7c, 7d).

TS 8: Jacque asked for advice from the SENCO when she was unsure about how to write an IEP for a pupil with SEN (8b). She has worked closely with a TA and discusses her planning with the TA (8c). She asked for advice from colleagues prior to the 'Meet the Teacher' evening and was then able to have effective meetings with the parents of the pupils in her class (8b, 8e).

Areas for development:

TS 2: Guide pupils to reflect on the progress they have made and their emerging needs (links to TS 6 below)

TS 3: Develop the use of ICT to support teaching and learning in all areas of the curriculum

TS 5: Develop differentiation to cater for the needs of the more able pupils

TS 6: Use relevant data to monitor progress and set targets. Develop the use of feedback to support next steps in learning

Targets and support:

- To use resources on the Interactive Whiteboard and the Learning Platform to aid the teaching of maths – 2 twilight training sessions on use of Learning Platform, meeting with ICT co-ordinator
- To ensure that activities show appropriate differentiation for the range of abilities within the class with particular emphasis on challenge for the more able learners – meetings with Induction Tutor, staff meeting with focus on challenge, NQT training session spring term
- To use assessment data to monitor progress and set targets – NQT training session on use of data (spring term), meetings with Induction Tutor and assessment co-ordinator
- To develop Assessment for Learning with a focus on oral and written feedback so that pupils are clear about what they have done well and what they must do next in order to improve their work – staff training (Inset day January), meetings with assessment co-ordinator and induction tutor

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

Jacque acts in a manner expected of a respected professional and conducts herself with the highest standards both in and out of school. She has observed the appropriate boundaries when dealing with pupils and parents – she understands that she is in a position of responsibility and has not been 'over-friendly' when developing relationships with the different groups (TS 9a, 9c).

Jacque has taken part in whole school training for Child Protection/Safeguarding and is aware of the procedures for safeguarding pupils in accordance with statutory regulations (TS 9b).

Jacque is always punctual and her attendance is excellent. She understands and follows the practices of our school and contributes greatly to the general ethos by her calm manner (TS 10).

Jacque contributes her ideas in staff meetings and takes part in constructive discussions with other members of staff as they share ideas and perspectives together. She acts in accordance with her job description and the statutory framework for teachers (TS 11).

Areas for development:

- Jacque needs further training to implement the school's policy for Gifted and Talented pupils and pupils with EAL

Targets and support:

- To understand school policies in relation to Gifted and Talented Pupils and Pupils with EAL – NQT training session, discussion with Headteacher, half day visit to a neighbouring school with pupils with EAL