

Appropriate Body:
High View Primary Learning Centre
Newsome Avenue
Wombwell
Barnsley
S73 8QS



EXAMPLE

For office use only

This form should be completed at the end of each induction period or part period. Please send scanned copies of FULLY COMPLETED form(s) to Karen Hartshorne:

Email: karen.hartshorne@highviewprimary.org

Please use this form for all induction periods; **cross the relevant box below to indicate the current assessment period**. This will contribute to a cumulative record of the NQT's progress towards meeting all the Teacher's Standards.

If the NQT leaves the school before completing their induction year, their Induction Tutor/Mentor should ensure that the NQT takes copies of all assessment forms to their next school.

NQT induction assessment for the:

- End of first assessment period (*usually the first term*)
- End of second assessment period (*usually the second term*)
- Interim assessment * towards (*delete as applicable*)
- Final assessment period (*final full term*)

* *An interim assessment form is used where there are days to 'bank' towards and induction period but not a full period – e.g. where the NQT has been employed for a full term and part of a subsequent term (to 'bank' the extra days), or where the NQT has been employed for a term on a part time basis and not completed a full induction period.*

- In the assessment meeting at the end of each assessment period, the NQT and induction tutor/mentor should agree on strengths, areas for development and targets.
- The induction tutor types up the form and passes to the NQT for comments (see final page)
- The school 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. An electronic version of the form should be used. Where boxes appear please insert 'X' into the relevant boxes. The original copy should be retained by the NQT.

NQT's personal details:	
Full name	Former name(s)
Daniel Bloggs	
Name of School/Institution	
Anytown Primary School	
Appropriate body receiving this report: Tykes Teaching School Alliance	
If not the first assessment period: Is this the school that reported at the end of the previous period? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Start date of current induction period	<input type="text" value="01.09.2015"/>
Last date of current induction period	<input type="text" value="18.12.2015"/>
<input checked="" type="checkbox"/> I can confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified in line with the statutory guidance. Full guidance on statutory induction can be found at: https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts	
Recommendation	
<input checked="" type="checkbox"/>	The above named teacher's performance indicates that he/she is making expected progress towards meeting the Teachers' Standards within the induction period.
<input type="checkbox"/>	The above named teacher's current performance suggests that he/she is not likely to meet the requirements for the satisfactory completion of the induction period.
For the <u>final</u> assessment period only:	
<input type="checkbox"/>	The teacher named below should have their induction period extended (the appropriate body will grant this extension based on evidence provided previously).

Additional Information

Please mark an 'x' in one box to show how the NQT is progressing against the Teacher's Standards for satisfactory completion of the induction period.

This information enables the Appropriate Body to target its monitoring and provide a service of support where it is needed. All NQTs who fall into categories 'C' and 'D' will be monitored more closely, with possible school visits and extra support provided.

	A. This NQT is currently making excellent progress against the Teachers' Standards
X	B. This NQT is currently making good progress against the Teachers' Standards
	C. This NQT is making limited progress against the Teachers' Standards and is receiving additional support from within the school
	D. This NQT is not making satisfactory progress against the Teachers' Standards and requires significant additional support

During this assessment period has the NQT worked:

X	Full time	Part time (if part-time, please specify proportion of a week worked e.g. 2/5)
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Number of days of absence during assessment period (enter '0' if the NQT has not been absent):

2

NB this section is crucial, as the NQT will be required to carry out an extension if they have more than 30 days absence in a year

Number of days served during assessment period (only complete this if NQT is part-time or NQT is leaving school mid-term)

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

Please refer to Tykes Teaching School Alliance sample assessment form before completing this section:

<http://www.tykestsa.education/nqt-and-hlta/newly-qualified-teachers/employing-nqts-schools-responsibilities/>

PART ONE: TEACHING (Teachers' Standards 1 – 8)

A teacher must:

TS1: Set high expectations which inspire, motivate and challenge pupils

Strengths (with evidence):

Daniel's classroom has been a welcoming environment since the start of term, with pupils using the resources to improve their learning. He has established clear routines and boundaries and adapted seating plans to improve collaboration. His positive approach and consistent modelling of expected behaviour ensures the children are always ready and keen to learn. (Evidence: lesson observations, lesson plans, feedback from colleagues, displays)

Areas for development / targets / support:

Use pupil voice within the classroom to develop challenge for pupils and encourage independence. (Support: dialogue and observation of more experienced teachers)

TS2: Promote good progress and outcomes by pupils

Strengths (with evidence):

Pupils are making expected progress and some are exceeding expectations. After meeting with the Assessment Co-ordinator, Daniel now effectively uses pupil data on prior learning to inform his planning. His planning also reflects the different ways pupils learn, using a variety of teaching methods. He has started to use Assessment for Learning strategies which are helping pupils to develop their evaluation of their learning and in setting targets. (Evidence: lesson plans, lesson observations, feedback from Assessment Co-ordinator, pupil attainment data)

Areas for development / targets / support:

Develop knowledge of AfL to ensure progress of all learners. (Support: LA's AfL group)

TS3: Demonstrate good subject and curriculum knowledge

Strengths (with evidence):

Daniel has a secure knowledge and understanding of the subjects he teaches and is able to make cross-curricular links in order to enhance learning. He recognises areas that he needs to research further and uses his CPD time effectively for this. He shows particular skills and interest in Maths and has provided feedback at a staff meeting following an LA course. In a Maths lesson observed, pupils were highly engaged and made very good progress. (Evidence: CPD log, lesson plans, feedback from colleagues, lesson observations)

Areas for development / targets / support:

Improve understanding of phonics and ensure this is reflected more in lesson plans. (Support: Literacy Co-ordinator)

TS4: Plan and teach well-structured lessons

Strengths (with evidence):

Within Daniel's classroom, the pupils show a real thirst for learning. His planning is thorough and personalised for the pupils, as he reflects carefully on his lessons and makes notes to inform future planning. He can plan sequences of engaging lessons which promote enquiry and independent learning. Extended learning activities are provided to challenge all children in the class and parental feedback has suggested this has had a real impact. He has worked with other colleagues in planning Schemes of Work. (Evidence: lesson observations, lesson plans, self-review records, feedback from colleagues and parents)

Areas for development / targets / support:

Gain more understanding of resources available in all curriculum areas, in school and beyond, so that appropriate resources are identified on lesson plans that support your teaching. (Support: TES website, Espresso)

TS5: Adapt teaching to respond to the strengths and needs of all pupils	
<p>Strengths (with evidence): <i>Daniel is becoming familiar with the school's resources in order to make personalised provision for children of all abilities. He has a good understanding of the roles of colleagues who work with children with SEN and has had meetings with previous class teachers, INAs and TAs to help him to plan for the needs of the children and produce effective IEPs. In particular, he collaborates well with the INAs to ensure that these children are making effective progress. (Evidence: meeting notes, lesson plans, feedback from SENCO, IEPs)</i></p>	<p>Areas for development / targets / support: <i>In lesson plans, make more explicit reference to the needs of higher ability pupils and also pupils with EAL, so they are more engaged and their attainment improves in line with their targets. (Support: INCO and Equalities Co-ordinator)</i></p>
TS6: Make accurate and productive use of assessment	
<p>Strengths (with evidence): <i>Daniel has used a variety of assessment techniques to assess the progress of his pupils, in line with school procedures. He keeps accurate records which include qualitative and quantitative data, which informs his planning. (Evidence: database, lesson plans, lesson observations, induction tutor meetings)</i></p>	<p>Areas for development / targets / support: <i>Develop knowledge of a wider range of assessment data, such as RAISE online, to monitor progress and to raise levels of attainment for all pupils. (Support: Assessment Coordinator)</i></p>
TS7: Manage behaviour effectively to ensure a good and safe learning environment	
<p>Strengths (with evidence): <i>Daniel is effectively showing his understanding of the school's behaviour policy in a range of contexts (lessons, break duties, assemblies and trips) and observing other teachers using different strategies. He has been observed using the following interventions to ensure a positive learning environment; redirection, distraction, assertive discipline and positive reinforcement. He has sought advice and guidance from the Learning Mentor to support the learning of some challenging pupils in his class. (Evidence: lesson observations, lesson plans, NQT's records of observing other teachers, feedback from Learning Mentor)</i></p>	<p>Areas for development / targets / support: <i>Understand further strategies used by visiting a school with more challenging behaviour. (Support: Induction tutor to advise on appropriate schools to contact).</i></p>
TS8: Fulfil wider professional responsibilities	
<p>Strengths (with evidence): <i>Daniel has completed four peer observations this term, reflecting on these and some of his own lessons in order to improve his practice. Communication with parents is very good. He contributed to a recent curriculum evening for parents on the teaching of numeracy. Parents feel he is approachable, as he is visibly available at the beginning and end of the school day, so that quick queries or concerns can be addressed. He is beginning to make a real contribution to the school through his subject knowledge in maths and next term will be leading a twilight session on maths resources. (Evidence: feedback from colleagues & parents, lesson plans, CPD log, NQT's self-evaluation records, records from observing others).</i></p>	<p>Areas for development / targets / support: <i>Write effective pupil reports which reflect progress and areas for development, in line with school guidance. (Support: Induction tutor and head teacher)</i></p>

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

- 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.

Comments on Part Two: Personal and Professional Conduct

Daniel always conducts himself in a professional manner and is aware of boundaries when communicating with different groups of people (e.g. parents, pupils, colleagues, governors etc.). He is aware of and has adhered to key policies, e.g. e-safety, absence procedure. Attendance and punctuality has been very good.

Comments by the NQT:

The NQT should record their comments or observations on their induction to date (see Statutory Guidance, para 2.43).

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
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I have the following comments to make:

I feel this report accurately reflects the discussions with my induction tutor. I have received my statutory entitlements and have benefited from observing other teachers in the school during my CPD time. I am looking forward to visiting another school next term to look at behaviour management strategies with a more diverse cohort of children with a wider range of abilities. I am also keen to develop my skills in promoting pupil voice, as I have seen it work so well when observing other teachers.

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

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	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 and should be sent electronically; karen.hartshorne@highviewprimary.org it **MUST** be sent from the **head teacher/principal's mailbox** and copied to the **NQT** and **induction tutor**.

Name of Headteacher/Principal

Anne Headteacher

Approval date of report

11.12.2015

Name of NQT

Daniel Bloggs

Approval date of report

09.12.2015

Name of Induction Tutor

David Tutor

Approval date of report

09.12.2015