

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



SECONDARY 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: k.hartshorne@ecmtrust.co.uk

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)
Danielle Done	
Name of School/Institution	
Anytown Secondary School	
Appropriate body receiving this report: High View Primary Learning Centre	
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): <i>As evidenced in her lesson observations and interactions with students, DD establishes a safe and stimulating environment for students, rooted in mutual respect. She has established positive relationships with students, including students who are potentially more challenging and disruptive, Students enjoy her lessons and are engaged with the learning activities and resources she produced (1.1a).</i>	Areas for development / targets / support: <i>Areas requiring further development: Students respond well to DD's relaxed manner, her sense of humour and her enthusiasm for her subject. She has clear expectations which she reinforces with students and she reflects on strategies for learning and different ways to engage students in lessons. She needs to now extend this to all groups of students within her classes, and to all classes across the different key stages and levels of ability through being more consistent in her behaviour management strategies and particularly in her use of sanctions to ensure a consistently positive and productive learning environment (1.1c). Targets: DD has started to differentiate work within her lessons; she now needs to ensure she has consistently high expectations of all students, with sufficient rigour in her approach. She also needs to think more carefully about ways in which to engage all students, so all feel stretched and challenged, This, in turn, will also help DD to ensure a consistently productive working environment in class (1.1b).</i>
TS2: Promote good progress and outcomes by pupils	
Strengths (with evidence): <i>Through her involvement in the parents' evenings for Years 7 and 10, DD has started to demonstrate accountability for students' attainment, progress and outcomes (1.2a). DD uses students' prior attainment data to inform her planning and to identify which students to push and those for whom she needs to provide additional support. Through marking students' assessments and discussing levels with them, DD is developing more understanding of students' attainment and ways in which to provide stretch and challenge for them (1.2b). Particularly with her examination groups, DD has made effective use of mark schemes encouraging students to self-reflect and identify ways in which to further improve their work, She is starting to negotiate targets and ways in which to meet these through her conversations with students (1.2c). DD uses test buddies in Year 11; this enables effective peer assessment as well as teacher assessment to occur, helping students to act on targets for</i>	Areas for development / targets / support: <i>Targets: This cluster of standards is a development point for DD as she teaches a greater range of modules, assesses students' work regularly, and tailors her feedback to students, planning and teaching strategies in light of this, In particular, as she gets to know her students well, DD will increasingly be able to plan teaching and tailor work to meet their specific needs and prior knowledge (1.2b).</i>

improvement (1.2d). As evidenced in her lesson observations and planning, DD has encouraged students to take responsibility for their work and to carry this out conscientiously. This was particularly evident in the examination preparation work DD undertook with her GCSE and A level classes (1.2e).

TS3: Demonstrate good subject and curriculum knowledge

Strengths (with evidence):

DD's subject knowledge is very good overall. As demonstrated at interview and confirmed in her lesson observations, she is confident with a wide range of ICT applications and software, She is therefore able to give clear instructions and answer students' questions with confidence. With any software or applications that DD lacks knowledge or expertise, she has worked hard to address this and to develop her confidence through working through the available tutorials, For example, she had no knowledge of Scratch prior to teaching this to her Year 8 groups; however she has now developed this knowledge and taught effective lessons, adapting the lessons to meet the needs of her different ability classes (1.3a).

Areas for development / targets / support:

Areas requiring further development: DD demonstrates understanding of developments in the subject, For example, she discussed possible changes in software with her Year 10 class when discussing Apple's logo, and speculated on the new (Phone. She has also started to promote the value of scholarship, For example, her Year 10 class had a negative attitude to studying IT as a compulsory subject which DD has been addressing; she is now starting to find students becoming more engaged in their lessons. Teaching lessons with consistent rigour, pace and challenge will also help to promote increased scholarship within the classroom (1.3b). in line with our whole-school literacy focus, DD has marked students' work for literacy and explained their errors to them. She needs to continue to address the accuracy of her own literacy (such as correct use of apostrophes), to enable her to further support the quality and accuracy of students' literacy (1.3c).

TS4: Plan and teach well-structured lessons

Strengths (with evidence):

As evidenced in her lesson observations and planning, DD has made a good start this term. It is never easy taking on the timetable of a successful teacher and previous head of department mid-way through the year, however DD has managed this without any undue stress or difficulties, She has clearly established routines with students and classes. She sets clear learning outcomes and makes effective use of lesson time, with a generally crisp pace (particularly during her teacher input), keeping up with the department scheme of work and ensuring students are prepared for their assessments (1.4a). She promotes a love of learning through her own enthusiasm in lessons and about the different software available to students, For example, she has developed students' skills using Photoshop. She now needs to extend this, through ensuring consistent progression in students' learning through setting tasks with sufficient stretch and challenge for all. Most students are engaged in her lessons, and keen to respond; this now needs to be extended to all students. Additionally, DD

Areas for development / targets / support:

Targets: For DD to consciously extend her levels of reflection through more detailed and systematic reflection about the effectiveness of lessons and approaches to teaching. To use observations of others' teaching as a focus for this discussion with her subject and NOT mentor, and to use this as an opportunity to reflect on strategies she could trial in her own lessons (1.4d).

<p>needs to ensure sufficient time is allocated to plenary tasks which consolidate students' learning (1.4b). DD sets relevant homework tasks, which students find engaging, such as asking Year 9 students to find logos they like and explaining why they like them, prior to designing their own logos (1.4c). As evidenced in our NQT meetings, DD is reflective and seeks ways in which to further improve her lessons (1.4d). She has started to contribute to the development of an engaging curriculum in ICT, For example, DD attended a department meeting about the best way in which to adapt the current Year 9 scheme of work which is very content-heavy, She also developed a more age-appropriate logo quiz, suitable for her Year 9 classes (1.4e).</p>	
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TS5: Adapt teaching to respond to the strengths and needs of all pupils

Strengths (with evidence):

This cluster of standards is a development area for DD during her second term at XX. Through her planning and lesson observations, DD has demonstrated that she is starting to consciously adapt her teaching to respond to the strengths and needs of all students. For example, she uses a range of resources in her lessons, including quizzes, help sheets and extension tasks. She also uses questioning effectively, directing questions at specific students and asking students to justify or explain their thinking (1.5a), She is developing resources and teaching strategies for students with various special educational needs. For example, she carefully planned where to seat a vulnerable student, to enable him to access support from 3 peer. She has also worked closely with a teaching assistant to enable a student with Down's Syndrome to access aspects of the curriculum (1.5d). However, this cluster of standards is a development point for DD, as she refines her planning, teaching and assessment to cater for the needs of all and to enable all students to make rapid and sustained progress,

Areas for development / targets / support:

Targets: To develop a wider repertoire of strategies for planning and teaching, to meet the needs of all students including the more able (1.5).

TS6: Make accurate and productive use of assessment

Strengths (with evidence):

Areas requiring further development: As DD started at XX just before the GCSE and A level examinations, she very quickly had to familiarise herself with the demands of the examination requirements. She worked with Year 12 and 13 students on the pre-release scenarios, preparing them for their examinations, and she is now helping GCSE students develop their skills with the relevant software in preparation for their new controlled assessment tasks (1.6a). DD is starting to make effective use of formative and summative assessment to secure students' progress, For example, she assessed Year 11 students' work prior to the deadlines, advising them on improvements to make. She is proud of the improvement in her assessment skills and in the increasing accuracy of her assessments (1,6b), She uses

Areas for development / targets / support:

Targets: To make accurate and productive use of target-setting and assessment, ensuring that this has relevance to and secures students' learning and progress through personalising resources, learning activities and assessments appropriately. To use current attainment levels to inform more detailed planning and differentiation (1,6b)

data appropriately to monitor students' progress, For example, she made effective use of a spread-sheet to track the progress and attainment of Year 11 students' coursework (1.6c), As evidenced in her lesson observations, DD gives regular oral feedback, praising students' answers and addressing misconceptions, as appropriate. She is starting to use level criteria linked to the objectives of her lesson; she now needs to think more carefully about how to involve students more actively in the process of understanding and applying the level criteria to their work so that this is more meaningful and more integral to their learning (1.6d).

TS7: Manage behaviour effectively to ensure a good and safe learning environment

Strengths (with evidence):

As evidenced in her lesson observations, DD's lessons are generally calm and productive; however she has identified this cluster of standards as another development point for next term as she strives to make all lessons more consistently focused and effective, She has an easy-going, relaxed yet firm manner with students. For example, she uses praise effectively and does not raise her voice, helping to sustain a calm environment. DD has high expectations of students and is willing to use a growing variety of strategies, consistent with school policy, to enhance the climate for learning within her classroom. For example, she uses our reward stickers, verbal praise, and models of students' work to motivate and encourage students (1.7b). She has established clear rules and routines for her classes (1.7a); her development point now is to ensure consistent application of these. Students like DD and respond well to her; her relationships are generally positive and productive. The next step for DD is to ensure that she exercises her authority consistently (1.7d).

Areas for development / targets / support:

Targets: To manage all classes effectively, using a range of approaches to involve and motivate all students (1.7c) and to exercise her authority consistently in all classes (1.7d)

TS8: Fulfil wider professional responsibilities

Strengths (with evidence):

Areas requiring further development: DD has started to make a positive contribution to the wider life and ethos of the school, For example, she held several Year 11 catch-up sessions after school, during which students who had missed lessons could work to complete their controlled assessments (1.8a), As mentioned elsewhere, DD has liaised with teaching assistants about the needs of particular students (1.8c), As already mentioned, DD is reflective and willing to seek and act on advice and feedback. She often teaches lessons twice and will review and adapt her lessons prior to teaching these to her second group (1.8d), DD has already been involved in two parents' evenings during which she communicated with parents

Areas for development / targets / support:

DD has developed effective relationships with a range of staff. She has been involved in collaborative planning with members of the IT department. DD works well independently, however she is also now willing to ask for advice when she needs it - from subject and Learning Area colleagues, her NOT mentor and from pastoral staff. For example, DD was experiencing problems with a Year 7 tutor group. She then consulted with the students' tutor and elicited her advice in devising a new seating plan for the class,

She has also developed effective relationships with teaching assistants allocated to her classes (1.8b),

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.

Areas requiring further development: DD definitely treats students with dignity; however this is not yet a strength as she is still developing her behaviour management strategies and establishing her authority with all students in a more consistent way (2.1a). DD has modelled tolerance and respect for others through her involvement in the LGBT week at XX (2.1c). She promotes the core British value of mutual respect. For example she has challenged offensive comments and name-calling from some Year 9 students (2.1d), DD has proper and professional regard for the ethos, policies and practices of the school, She follows procedure and asks if unsure. She has maintained high standards in her own attendance and punctuality, with a 100% attendance record to date (2.2), DD has started to develop her understanding of the statutory policies and frameworks under which teachers operate, For example, she has been consistent in following procedures in the school's behaviour management policy, such as not giving whole class detentions (2.3). She needs to continue to do so.

Targets: For DD to be aware of child protection and safeguarding issues as they arise (2.1b), and to take advantage of opportunities to demonstrate meeting this cluster of standards.

Comments on Part Two: Personal and Professional Conduct

DD has had a very good first term, and we are delighted with her progress to date, She has already established herself as a valuable colleague. As mentioned already, it is not easy taking on the timetable of an established and well-respected member of staff mid-way through a teaching year. That DD has managed this so seamlessly is credit to her. DD takes her teaching seriously and wants to improve, as demonstrated by her engagement in meetings, her willingness to seek and act on advice, and in the way in which she has planned and developed resources and addressed aspects of her subject knowledge.

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; k.hartshorne@ecmtrust.co.uk 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

Danielle Done

Approval date of report

09.12.2015

Name of Induction Tutor

Approval date of report

