

This form should be sent to:
Sharon Scull
Professional Development Centre
Park Road,
Hindley
Wigan WN2 3RY

NQT Induction assessment for the:

- End of first assessment period.
- End of second assessment period.
- Interim assessment

Instructions for completion

- 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.
- The original copy should be retained by the NQT.
- Full guidance on statutory induction can be found at www.teachernet.gov.uk/professionaldevelopment/induction.

NQT's personal details:

Full name	Former name(s) (where applicable)	
<input type="text" value="Anthony Nigel Other"/>	<input type="text"/>	
Date of birth	DCSF/teacher reference number	National insurance number
<input type="text" value="06/06/86"/>	<input type="text" value="07 / 12345"/>	<input type="text" value="AN 34 56 89"/>
Name of institution (e.g. school or college)	DCSF institution number (if applicable)	
<input type="text" value="Anytown Comprehensive School"/>	<input type="text" value="445 / 666"/>	
Appropriate Body receiving this report		
<input type="text" value="Wigan Council"/>		
Date of award of QTS:	<input type="text"/>	

Recommendation:

- The above named teacher's progress indicates that he/she **is making satisfactory progress towards meeting the Core Standards** within the induction period.
- The above named teacher's progress indicates that he/she **may not be able to meet the Core Standards** for the satisfactory completion of the induction period.

I confirm that the NQT has experienced support and monitoring in line with the statutory guidance (www.teachernet.gov.uk/professionaldevelopment/induction).

Date of the beginning of this assessment period:

June 09

Number of terms completed during this assessment period (usually one term or two terms – see statutory guidance paragraphs 2.45 and 2.46):

2

or

Number of days completed during this assessment period (where the period is calculated in days – see statutory guidance paragraph 2.47 – 2.53):

Date of end of this assessment period:

Does the NQT work: Full time Part time

Number of days of absence during this assessment period

1

Assessment of progress against the Core Standards:

The Head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Core Standards including:

- strengths;
- areas requiring further development, even where progress is satisfactory (for example aspects of the Core Standards which the NQT has yet to meet);
- evidence used to inform the judgements; and,
- targets for the coming term.

In completing this box, use as headings either the three areas of the new Professional Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments **must** be in the context of and make reference to specific Core Standards. Please continue on a separate sheet if required.

The three areas of the new Professional Standards Framework:

- Professional Attributes
- Professional Knowledge and Understanding
- Professional Skills

Professional Attributes

Tony is continuing to make good progress toward completing his induction year successfully. He has high expectations of all the students that he teaches and through perseverance has now developed some strong relationships built upon mutual respect with both his peers and the students that he teaches.

Tony's behaviour management strategies are continually developing, he uses a range of sanctions to impress a no tolerance to disruptive behaviour but actively rewards students who are working well (C4a, C38b).

He has made a very active contribution to the life of the school this term and as is the nature of a P.E Teacher actively engages in lots of extra curricular roles. Tony uses these extra curricular clubs to reinforce his already good relationships with students. These clubs also provide the opportunity for the students to learn through out of lesson contexts (C37).

Tony has attended the CPD sessions for NQTs and is fully aware of the nature of his role within the school. He actively promotes team work leading from example as he has become very good at sharing practice and brings lots of new and interesting ideas to the department (C40). He is also aware of the local arrangements for safeguarding students and always shows concern and sympathy for any students that he thinks may have been neglected at home (C22, C23, C24).

TARGETS:

To continue to develop a more in depth knowledge of GCSE theory criteria.

Professional Knowledge and Understanding

Tony has increased his awareness of the range of different kinds of assessments that are available to him both in the classroom and the gym. He has used many of these in his lessons to inform students of their progress. He is able to give students level assessments of their skills in a variety of disciplines and has encouraged the use of peer assessment within his lessons (C34).

At GCSE level, Tony has increased the variety of teaching and learning styles in a classroom based lesson. He has increased in confidence in the classroom and now manages the class as well as he does in the gym. His amenable nature has allowed him to develop some excellent relationships which give him the opportunity to motivate some of the less engaged students along (C2, C38a, C39).

In all his observations it has been clear that Tony spends a great deal of time and effort in the planning of well structured lessons. He sometimes even 'over-plans' his work which has resulted in the plenary part of some of his lessons being cut short. This is an area of which Tony is very self critical and has a great deal of determination to resolve (C8, C9, C35).

TARGETS:

To make sure that the plenary tasks are fulfilled within lessons.

Professional Skills

Tony is continually reflecting on his practice and evaluates both his theory and practical lessons in order to continually adapt and improve every possible area (C7). He is very open to advice and listens well to the more experienced staff in his department. After discussion from observers he has acted upon any advice given with urgency in order to achieve his desired aim (C8).

Tony has reported to parents through phone calls and parents evenings (C32). His knowledge of levels at KS3 and GCSE grade criteria has developed well over the last term. He sets homework which is relevant to the tasks completed and the feedback is discussed with individual students in subsequent lessons (C28).

Tony is conscious of ensuring a high degree of literacy and numeracy are present in his practice at all times. He plans mini tasks even within practical lessons which require the students to utilise these skills (C27).

Tony has shown his support for each student in areas where their personal skills may be lacking. He takes the time to support and encourage each individual where necessary to build their confidence in their own ability (C33).

TARGETS:

Evidence on which this report has been based:

Observations by induction tutor.

Observation by subject mentors.

Observation by Head of subject.

Reports from heads of subject / subject mentors / induction tutors involved with setting action plans.

Reports from professional review meetings held every half term with induction tutor.

Examples of lesson planning and schemes of work.

Examples of marked workbooks / classroom assessments.

Weekly 'open forum' as part of NQT support group meeting.

Record of Support Activities:

Weekly Induction support programme delivered by induction tutor.

Weekly meetings with induction tutor to discuss planning plus observations of teaching.

One to one meetings with induction tutors to produce / evaluate / review action plans.

In house training on Assessment for learning.

In house training on Effective use of class support staff.

In house training on Literacy across the curriculum.

In house training on Pastoral care system in schools.

CPD opportunities for NQTs.

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 (www.teachernet.gov.uk/professionaldevelopment/induction);
- 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:

During my first two terms as an NQT at Anytown Comprehensive I feel that I have developed in a range of areas. In particular I feel that my behaviour management both in the classroom and around school has improved significantly. Through observing other members of staff whilst they are dealing with behavioural issues and talking through with colleagues in my department and around school, I have learnt how to deal with situations much more competently.

I now understand that developing working relationships with pupils plays a major role in managing behaviour in the classroom and around school. I feel that I am very privileged that I get to see pupils in out of school contexts on a day to day basis via extra curricular clubs such as; after school rugby practice and games, lunchtime badminton and gymnastics club have helped me to build on these relationships and allowed me to understand the pupils better. This has proven to be a very valuable tool when teaching the pupils in lessons.

Although I believe that I still have a lot to learn from this area, I have managed to develop a gradual response to disruptive behaviour and I feel my classroom discipline has improved to a great extent. Through learning from my mistakes I have learnt not to “fire all my bullets at once” and also gained knowledge in how to speak to and deal with pupils who refuse to co-operate with school rules etc.

Since teaching at Anytown I feel that my confidence in various aspects of teaching has improved. One of these areas is my ability to discuss national curriculum levels with pupils during lessons to improve their understanding of the grades and how to achieve them. Although this is one of my long term targets, I already feel able to distinguish between levels in all the topics I have covered so far at key stage 3, for example 3,4 & 5 and also GCSE grades (pupils graded up to level 10). However an area for improvement (as discussed with NQT co-ordinator) for me is to be able to identify and discuss the differences between sub-levels at KS3 (for example 3-, 3, 3+) and to also ensure that the pupils know the differences between sub-levels as a tool for assessment for learning. I am now aiming to give more in depth analysis of pupil demonstrations direct more questions to pupils regarding sub levelling to ensure pupil understanding.

I believe that my increased knowledge in NC levels has helped me to assess pupils at the end of each topic much more easily and it is becoming slightly less time consuming each time I do it. Assessment seems much more beneficial to the pupils now, this is because the majority of pupils know what level they wish to achieve and also how they are going to achieve it.

Before teaching at Anytown, I lacked experience in teaching GCSE theory in the classroom. I feel that although it has been a very steep learning curve, I have improved significantly in this area. I have developed a range of teaching strategies through weekly observations of my subject mentor (teaching year 10 GCSE theory) and also by being observed teaching the same class and then

receiving feedback regarding my progress. Areas for improvement included

- 1) Learning outcomes and relating back to them throughout the lesson.
Action taken – writing outcomes on the board.
- 2) Different methods of pupil assessment as well as Q+A.
Action taken – mini-tests – pupils swapping papers and marking each others and announcing grades.

Both of these areas of improvements had very simple solutions in order for me to improve, however they seem to have made a considerable improvement in my knowledge and understanding of what each individual pupil has learnt.

I will continue to seek advice relating to my teaching from colleagues as I wish to improve my overall teaching in my final term as an NQT.

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 signed below.

Signed: **Head teacher/principal**

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor** (if different from Head teacher/principal)

Date

Full name (CAPITALS)