

# Your induction year

## Section 4

## Objectives and Action plan for the induction period

Transition Points 2 and 3 of the Career Entry and Development Profile are at the core of the statutory induction arrangements for NQTs. New teachers should take their profile into their first teaching post and, working with their induction tutor, use Transition Point 2 to agree and record objectives for professional development and a related action plan for the induction period. The objectives set for each NQT should be individual, and relate to the Core Standards, the areas of strength and priorities for further professional development, and the demands of their first post. This first set of objectives should be agreed as soon as possible after the NQT is in post so that they can be shared with all those involved in supporting the NQT.

Progress towards the objectives should be reviewed regularly and these reviews should result in the revision of objectives and updating of the action plan. In this way, the Career Entry and Development Profile will help to ensure that monitoring and support is well-focused throughout the induction period and that short, medium and long-term needs are addressed. These reviews are likely to coincide with the formal review meetings that form part of the induction arrangements. The final assessment meeting of the induction period can also be used as the basis for objective setting and professional development planning for the second year of teaching, when Performance Management arrangements will begin to apply.

The way in which the objectives are framed will affect how achievable they are, and the ease with which progress towards them can be monitored and reviewed. Objectives should be realistic and attainable. The NQT may be able to work towards most objectives on a day-to-day basis as part of their normal teaching role. Other objectives may involve the support of other school staff or expertise from outside the school, for example from other schools, Councils, HEIs, professional and subject associations, or diocesan authorities.

Transition Point 2 of the Career Entry Profile should record:

- the agreed objectives; the actions to be taken to achieve them, and by whom;
- the success criteria which will enable judgments to be made about the extent to which each objective has been met;
- the resources, if any, that will be needed;
- target dates for their achievement;
- dates when progress will next be reviewed (likely to be the next formal review meeting).

## Objectives and Action plan for the induction period

Whenever an action plan is used to set or revise objectives, the induction tutor and the NQT should sign the action plan on the appropriate page. Both should keep a copy of the profile.

Further guidance on setting objectives and self evaluation and review are contained in this section.

# Transition Point Two: at the start of induction

Discussing with your induction tutor your priorities for induction and how these relate to, build on, or differ from the priorities you identified at Transition Point One.

You will wish to do some initial thinking about the context of the post in which you will start your induction period.

Contextual issues	What, if anything, is new or different for me?	What preparation or support will I need?	How could this be provided?
Profile of pupils			
Subject(s) courses			
Age group			

## Transition Point Two: at the start of induction

Discussing with your induction tutor your priorities for induction and how these relate to, build on, or differ from the priorities you identified at Transition Point One.

Continued from previous page.

Contextual issues	What, if anything, is new or different for me?	What preparation or support will I need?	How could this be provided?
School context			
Resources			
Responsibilities			
Career plan			

## Transition Point Two: at the start of induction

Summary of initial meeting with induction tutor.

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Date

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NQT

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Induction tutor

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Summary of issues discussed

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Date for meeting to set objectives

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## Transition Point Two: at the start of induction

Prioritising areas for development during induction (in discussion with your induction tutor).

	<i>From CEPD Transition point 1</i>	<i>From Induction feedback on teaching</i>	<i>From self-review against Transition Point One QTS and Core standards</i>
Strengths			
Areas of less experience			

# Transition Point Two: at the start of induction

My priorities for induction

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My thinking towards the end of my ITT programme	Short-term priority	Medium-term priority	Longer-term priority
My thinking in relation to the class(es) I will be teaching and the school where I will start my induction programme	Short-term priority	Medium-term priority	Longer-term priority

## Setting objectives and writing action plans for the induction period

As a newly qualified teacher you should have an individualized action plan which is established in discussion with your induction tutor and reviewed and revised regularly. The document provides guidance and suggestions on reviewing progress once action plans are underway. You can also find advice on setting objectives on the TDA induction website ([www.tda.gov.uk/induction](http://www.tda.gov.uk/induction)).

Whatever format you use for your action plans, they should identify:

- **objectives** – between three and five;
- **success criteria** against which you can judge whether you have achieved each objective;
- **actions** that you and others need to take to achieve the objectives, and an indication of who needs to do what;
- **resources** that will be needed to support the plan;
- **target dates for achievement;** and
- **review dates** when progress will next be evaluated.

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### Objectives should:

- be appropriate for each individual NQT;
- enable you to build on the strengths identified using Transition Point One of the Career Entry and Development Profile;
- support your needs in the context of a particular teaching post;
- be related to achievement of the Core Standards and any other needs and interests that are identified;
- be clearly phrased, focused, realistic and achievable.

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### Success criteria should:

- describe how it will be evident that you have achieved your objectives;
- be identified before decisions are made on the actions to be taken;
- be phrased clearly in relation to your objectives.

# Setting objectives and writing action plans for the induction period

## Actions should:

- identify exactly what is to be done and who will do it;
  - set out actions for you and for those who will support you;
  - involve an appropriate range of development opportunities for the NQT;
  - be realistic and achievable within the resources available.
- 

## Resources should:

- be identified to support training and development needs;
  - show the time that will be allocated for your development opportunities.
- 

## Target dates for achievement should:

- be agreed when the objective is framed;
  - be realistic and manageable
- 

## Dates for review should:

- be set for every six to eight weeks
-

## Setting your objectives

You have been assessed as having met the Standards for Qualified Teacher Status. You will already have developed particular strengths while in other areas you will feel you need more help and support in order to become more capable and confident. This is true of all newly qualified teachers. Some aspects of teaching are very difficult to develop until you have full responsibility for the pupils you teach and are playing a full part in the life of a school. In addition, many newly qualified teachers find that once they have taken up their first teaching post, they suddenly feel less confident and capable even in those areas identified as strengths in their Career Entry and Development Profile.

The Training and Development Agency (TDA) has developed a framework of standards for all teachers at each stage in their careers. In recognition of the importance of the first year of teaching, the TDA has developed standards for teachers on induction and the mainscale. These fall into three interrelated sections:

- a. Professional attributes
- b. Professional knowledge and understanding
- c. Professional skills

You will find it helpful to use these standards to review your progress over the year. Your school will be assessing your progress against these standards each term

When setting your objectives with your induction tutor it is important to remember the following points.

### Agreeing objectives

Your objectives should be negotiated between yourself and your induction tutor. It is important that you take note of your induction tutor's views as well as stating your needs and requesting the guidance and support you feel you need.

### Short, medium and long term objectives

At the beginning of your first term, the most helpful objectives will be short term and can be achieved and reviewed after a few weeks, and certainly by the end of the first half term. Later on in the first term, once you have settled in and feel part of the school, and you have received feedback from observations of your teaching, you should set more challenging medium and longer term objectives.

# Setting your objectives

## Making objectives specific and achievable

To make sure your objectives are as useful to you as possible, try to state clearly what you are setting out to achieve. Remember to identify the small steps you will need to take towards longer term development.

## Writing success criteria

The success criteria should state how you will know you have achieved your objectives. It is helpful to think about what an observer would expect to see as evidence that you had achieved your objective.

## Building on your strengths

Make sure that at least one of your objectives is focused on an area of strength. In this way you will extend and develop your expertise in the areas in which you are relatively confident and have particular interests or talents.

## Support to help you meet your objectives

Your induction tutor will discuss with you the support the school can provide to enable you to work towards your objectives. Over the year this support should include:

- structured time to reflect on your practice with your induction tutor;
- guidance from your induction tutor and other colleagues on whole school issues;
- observation of your teaching and feedback focused on your objectives;
- staff meetings, workshops, school-based in-service training;
- opportunities to attend courses for newly qualified teachers and any other courses;
- continued help to improve planning and teaching;
- opportunities to observe experienced teachers;
- specific guidance at key points in the year;
- opportunities to discuss with senior staff in school your progress towards objectives as well as any difficulties you may be experiencing.

# Setting your objectives

## Reviewing and revising action plans

The objectives identified in your Career Entry and Development Profile will be a useful starting point, but you will also identify other areas for development as the year progresses. It is important that you regularly review your objectives, recognise your successes and then go on to identify the next set of objectives. The standards self review summary will help you to keep a broad view of your development over the year.

## Keeping evidence of progress

Although your induction tutor will help you, it is important that you take responsibility yourself for maintaining evidence of your progress and development over the year. This evidence could include:

- your own notes, reflections and evaluations;
- your termly review sheets (pages 4.20 and 4.21);
- notes of discussions with your induction tutor and others who advise you;
- written feedback from your induction tutor and others;
- feedback from pupils and parents;
- examples of children's work;
- examples of improved planning, assessment and record keeping;
- copies of reports from assessment meetings.

## Setting objectives and writing action plans for the induction period

Possible format for summarising your agreed objectives

Objectives	Success Criteria	Actions to be taken and by whom	Resources	Target date for achievement	Review date	Evaluation of progress

Signature on behalf of school

Date

Signature of NQT

Date

# Setting objectives and writing action plans For the induction period

Possible format for drawing up a separate action plan for each objective

## Objective

of

(for example, 1 of 3)

Success criteria

Actions to be taken and by whom

Resources needed

Target date for achievement

Review Date

Confirmation of objectives set:

Signed (NQT)

Signed (Induction Tutor)

Date

## Evaluation of progress

yes

no

yes

no

Comments

Signed (NQT)

Signed (induction Tutor)

Date

## Reviewing progress during your induction period

**The DfES Guidance on the induction of NQTs recommends that you should meet your induction tutor for professional review meetings at least every six to eight weeks. At these meetings your objectives and induction action plan will be reviewed to take account of your progress and any new priorities and needs that have emerged.**

Regular reviews of your objectives will help you to track your achievements as you gain further experience and develop greater expertise. Your induction tutor will also feed back evidence to you, for example from classroom observations, and this will inform your thinking about the next stage of your induction programme. Remember that it is important to build on your strengths as well as making sure that you receive support in the areas where you feel less confident or need more experience.

In preparation for your professional review meetings you may find it helpful to think about each of your objectives and identify the progress you have made. Some of your objectives may be partially met, some completely. Longer term objectives will require more time and support before you can be confident that you have fully met them.

It is also important for you and your induction tutor to evaluate the support that has been provided. You should identify particularly helpful development opportunities for future reference. Any perceived shortfalls should be discussed and recorded at review meetings so that your school can take steps to ensure that support is re-established or re-organised, as required.

This section is laid out in the same format as the Transition Points that make up the Career Entry and Development Profile, and is designed to be used in the same way. It asks several questions designed to prompt your thinking. It also offers a way of noting your responses and where you might find evidence in support of those responses. You are not expected to write lengthy answers to each question. The processes of reflection and professional discussion are more important than what is written down.

## Reviewing progress during your induction period

### At regular and key points during your induction period (every 6 to 8 weeks)

The next page provides space for you to make notes to help you recall your thinking. Alternatively, you may wish to write more extensively in response to the questions. You are encouraged to choose your own format, or to select and adapt a format from the TDA induction website ([www.tda.gov.uk/induction](http://www.tda.gov.uk/induction)). The following questions are not exhaustive, you can of course add your own.

**1. Think about the progress you have made towards achieving your objectives over the past 6 to 8 weeks.**

How do you know you have progressed? How have you been able to make this progress?

**2. Which of your professional development opportunities have had the most impact on you and your teaching?**

Why were they so helpful?  
Have any of your support activities been less helpful?  
Why do you think that was?

**3. Are there any objectives, or aspects of objectives, where you have made less progress than you expected?**

How do you know?  
Why do you feel this has happened?

**4. What further support would you find valuable?**

What would help you to build on your achievements and improve your progress towards your objectives?

**5. What new objectives should be set for the next stage of your induction period?**

For example, these might relate to:

- priorities you identified earlier in your induction period but which have not yet been addressed;
- new or unexpected priorities; or
- objectives that have been adapted and carried over from an earlier action plan.

Why are these important for you now?

## Reviewing progress during your induction period

Date

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Make a note of your response to each question, the reasoning that led you to this response and where you might find evidence to support your thinking.

## Reviewing progress during your induction period

This page offers a possible format for reviewing your objectives

Date of review point:

Date of next review point:

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<b>Objective</b>	<b>Date agreed</b>	<b>Progress made</b>	<b>Evidence</b>	<b>Evaluation of support and professional development</b>	<b>Further development needs</b>
<b>New objectives suggested</b>					

# Reviewing progress during your induction period

## Development activity record

You may wish to use this pro forma to record your learning from a range of development activities, including:

- observation of other teachers;
- school-based development opportunities;
- discussions with colleagues;
- external activities such as seminars and conferences;
- reading and research

Date	Activity	What did I learn? How will I use this learning?

# Reviewing progress during your induction period

## Record of professional review meeting.

This and the following page offer two possible formats for recording the outcomes of professional review meetings.

NQT		Induction tutor		Date	
Term one		Term two		Term three	
review 1	review 2	review 3	review 4	review 5	review 6
(please circle as appropriate)					

Evidence considered. For example: lesson observation, planning, pupils' work, NQT's evaluations

Objectives reviewed and progress made

Revised objectives

Support to be provided by the school

Date for next discussion and review

Signed: induction tutor

NQT

# Reviewing progress during your induction period

## Record of professional review meeting

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NQT	Induction tutor	Date
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New needs identified

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Any concerns raised by the induction tutor

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Any concerns raised by the NQT

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Date of next review meeting

## Transition Point Two – Discussing with your induction tutor your priorities for induction and how these relate to, build on, or differ from the priorities you identified at Transition Point 1

The notes page opposite provide space for you to make annotations that will act as an aide-memoire to your thinking. Alternatively, you may wish to write more extensively in response to the questions. You are encouraged to choose your own format or to select and/or adopt a format from the supplementary materials available to support the CEPD at [www.TDA.gov.uk/induction](http://www.TDA.gov.uk/induction). The following questions are not an exhaustive list; you can of course add your own.

### 1. At this stage, what do you consider to be your most important professional development priorities during your induction period?

Why are these issues the most important for you at this time? In thinking about this consider:

- your responses at Transition Point 1;
- the post in which you are starting your induction period;
- any feedback you have already had from your induction tutor or other colleagues;
- your self review against the QTS and Core Standards.

### 2. How have your priorities changed since Transition Point 1?

- the pupils you will be teaching: for example, their attainment levels; the proportion of pupils who are gifted and talented or who have special educational needs; the number of pupils who speak English as an additional language;
- the context of the school: for example, its phase, size, geographical area, organisation;
- the subject(s) and year group(s) you will be teaching <sup>2</sup>;
- the courses and schemes of work you will be using;
- the resources to which you will have access to support pupils' learning;
- responsibilities you will be taking on <sup>3</sup>;
- your career plan.

### 3. How would you prioritise your needs across your induction period?

- What do you feel should be the short-term, medium-term or long-term priorities?
- What is your reasoning for prioritising in this way?

### 4. What preparation, support or development opportunities do you feel would help you move forward with these priorities?

<sup>2</sup> Newly qualified teachers should not normally be required to teach subjects and/or age ranges outside their trained specialisms without the provision of additional support.

<sup>3</sup> Newly qualified teachers should not normally be asked to take on additional non-teaching responsibilities without the provision of additional support

## Transition Point Two

Date

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Note down your response to the questions, where you might find evidence to support your thinking, and/or the reasoning that led you to this response:

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**Summary check – How well have you:**

- Considered background information about your new school and pupils?
- Prepared for your discussions with your induction tutor, deciding how to share your CEDP and other supporting information with them?
- Engaged in productive discussion and negotiation with your induction tutor?

## Confirmation of Transition Point Two

Your induction tutor and you should sign below to confirm that you have jointly discussed your early priorities for professional development, and that you have begun to plan an individualised induction programme in order to meet these priorities.

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Signature of Newly Qualified Teacher

Date

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Name (in block capitals)

Date

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Signature on behalf of the school

Date

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Name (in block capitals)

Job Title

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# Career Entry and Development Profile

**Recording reflections and discussions at transition point two**

## Self evaluation and review



- You should undertake to evaluate your teaching and professional development at regular intervals during your first year of teaching.
- Use the standards self review summary to record your development.
- Refer back to the Career Entry and Development Profile Transition Point 1: areas of strengths and priorities for development, and your objectives and action plans.
- Monitor your progress regularly with your induction tutor and update your action plans each term.
- Keep a record of your discussions and objectives set.
- At the end of your first year you should reflect upon the year in depth and set objectives for your further professional development.

## Core standards self review summary *See Appendix A for full QTS Standards*

	On appointment	End of term 1	End of term 2	End of term 3
<b>Professional attributes</b>				
<b>C1</b> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.				
<b>C2</b> Hold positive values and attitudes and adopt high standards of behaviour in their professional role				
<b>C3</b> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity				
<b>C4</b> (a) Communicate effectively with children, young people and colleagues. (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people				
<b>C5</b> Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment				
<b>C6</b> Have a commitment to collaboration and co-operative working where appropriate				
<b>C7</b> Evaluate their performance and be committed to improving their practice through appropriate professional development				
<b>C8</b> Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified				
<b>C9</b> Act upon advice and feedback and be open to coaching and mentoring.				
<b>Professional knowledge and understanding</b>				
<b>C10</b> Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.				
<b>C11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications				
<b>C12</b> Know a range of approaches to assessment, including the importance of formative assessment				
<b>C13</b> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment				

<b>C14</b>	Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement				
<b>C15</b>	Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments				
<b>C16</b>	Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach				
<b>C17</b>	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.				
<b>C18</b>	Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.				
<b>C19</b>	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.				
<b>C20</b>	Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.				
<b>C21</b>	Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.				
<b>C22</b>	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people				
<b>C23</b>	Know the local arrangements concerning the safeguarding of children and young people.				
<b>C24</b>	Know how to identify potential child abuse or neglect and follow safeguarding procedures.				
<b>C25</b>	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.				
<b>Professional skills</b>					
<b>C26.</b>	Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.				
<b>C27</b>	Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.				
<b>C28</b>	Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.				

<b>C29</b>	<p>Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:</p> <p>(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.</p> <p>(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</p> <p>(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.</p> <p>(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p> <p>(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.</p>				
<b>C30</b>	<p>Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</p>				
<b>C31</b>	<p>Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</p>				
<b>C32</b>	<p>Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p>				
<b>C33</b>	<p>Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.</p>				
<b>C34</b>	<p>Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.</p>				
<b>C35</b>	<p>Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.</p>				
<b>C36</b>	<p>Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.</p>				
<b>C37</b>	<p>(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.</p> <p>(b) Make use of the local arrangements concerning the safeguarding of children and young people.</p> <p>(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</p>				

<b>C38</b>	(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.  (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.				
<b>C39</b>	Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.				
<b>C40</b>	Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.				
<b>C41</b>	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.				

*It is useful to show evidence that you have met these standards. You could use this key to show where there would be evidence that you have met the standards:*

Lesson observation  
Pupils' work  
Record keeping  
Lesson evaluations

**O**  
**W**  
**R**  
**E**

Assessment meeting  
Planning  
Self review

**AM**  
**P**  
**SR**

Career Entry and Development Profile objectives  
Reporting to or discussions with parents  
Professional review meeting

**CEP**  
**RP**  
**PRM**

## Insert your school induction programme here

Your school will develop an induction programme for you. It should cover general issues as well as catering for your individual needs.

# Summary of professional dialogue

You will find it useful to make a list of your professional dialogues with colleagues.

Some examples may include exchanges with:

- Subject leaders
- Senco
- Induction tutor
- Governors
- Co-ordinators
- Advisory staff
- Headteacher
- Higher Education tutors
- Deputy headteacher
- Other colleagues

Date	Topic discussed	With whom?	Action points

# Termly self review

Name : \_\_\_\_\_

Date: \_\_\_\_\_

This review is at the end of my 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> term of teaching. It records the areas where I feel I have made progress and sets out my objectives for next term.

**I am developing my relationships with children** in the following ways

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

This term I have gained a greater understanding of **school policies and procedures**:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

The following are examples of ways I am **communicating and working effectively with others**:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

My **assessment, monitoring and recording** of pupil progress has improved in the following ways:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

My knowledge and understanding of \_\_\_\_\_ **subject(s)**  
**and the curriculum** has improved in the following ways:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

I am using my skills in **literacy, numeracy and ICT** in the following ways:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

My knowledge of **achievement and diversity** issues has improved in the following ways:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

I have gained greater understanding of safeguarding and promotion of the **health and well-being** of children and young people in the following ways:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

I consider my **planning** to be (very good /good/good most of the time/reasonable with some weaknesses/in need of major improvement.)

The following are examples of my improved **planning**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

My **classroom management** has improved in the following ways:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

The following are examples of how I am working positively with parents:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

I have made the following contributions to school beyond my own classroom:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Other areas I am pleased with are:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

The areas I need to develop next term are:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

## Assessment arrangements

Your school is responsible for ensuring that rigorous and fair judgements are made about your performance as a newly qualified teacher using national standards.

There will be an assessment meeting at the end of each term with your induction and/or member of senior management.

The meetings should follow this pattern:

### End of term 1

This meeting will focus on the extent to which you are consistently meeting the Standards for the Award of QTS and how you are beginning to meet the Core Standards.

### End of term 2

This meeting will assess your progress towards meeting the Core Standards.

### End of term 3

This final meeting will determine whether you have met all the requirements for satisfactory completion of the induction period.

## Keeping records

You should file your completed term 1 and term 2 assessment forms in this section.

Your NQT induction summary statement should be kept safely.

Your school will be sending copies of your assessment forms to the Local Authority at the end of each term.

## Evaluating lessons

Although it is a time consuming exercise and not something which can be done in detail for every single lesson, evaluation is a necessary and worthwhile part of a teacher's professional development.

### Why evaluate?

It is only by evaluating and reflecting on ones own practice that teaching and learning can improve. We all learn from our mistakes as well as from things which go well.

### How to evaluate

At the end of the lesson it is worth making brief notes of things which go well, and things which do not work out as you had hoped. Did the class respond well? Did they understand the tasks? Were the tasks suitably differentiated?

Make notes to suggest how you might do things differently, or make notes of strategies or techniques which were particularly successful.

### Deeper evaluation

At the end of a week, choose two lessons. One should be a lesson which you feel went particularly well, and one with which you were less satisfied.

Look closely at your aims and objectives for each lesson, look at your resources and the structure of the lesson. Ask yourself the following questions.

- Did I use assessments from previous lessons to inform my planning?
- Did I fulfil all the aims and objectives of the lesson? If not, which were not fulfilled?
- What did pupils learn? How do I know?
- Were the resources appropriate and had I forgotten anything?
- Did the time plan work?
- Were the materials and tasks suitable and suitably differentiated?
- Were my instructions to the pupils clear?
- Did the pupils settle down well to the tasks?
- Did I handle a particular pupil well/badly?
- What improvements can I make?
- How will I use assessments from this lesson to inform future planning?
- What should I repeat?

You will find the answers to some of the questions different in the two lessons. This should pinpoint areas which you need to look at, and give you ideas of how you can move forward.

Every teacher at every level of experience will have lessons with which they are not completely happy. It is only by evaluation that we can improve our practice.

## Evidence of professional development

Insert here:

- your own lesson evaluations
- written feedback from observers or visitors to your classroom;
- a record of your professional development opportunities during the year
- the Core Standards self review summary;
- a list of any extra curricular activities you have undertaken;
- details of any further responsibilities you have taken during the year;
- the induction period assessment forms completed at the end of each term.

## Record of professional development

*This record should include any courses attended, school based training Sessions, working parties/task groups/visits to other schools, details of school based development work.*

Date	Description of activity	Location/provider	Reflections/Evaluations	Action points

## Further questions to aid lesson evaluation

Questions	Comments
Did every pupil in the class have some of my attention during the lesson?	
Did a small number of pupils dominate the class? Did they get a disproportionate amount of my time? Who were they? Why did this happen? What can I do to minimise this problem in future?	
Were there pupils in the class who were not stretched enough? .How do I know? What can I do about it?	
Were there pupils who found the work too hard or who didn't understand the task? How can I avoid this happening in future?	
Did every pupil learn or achieve something worthwhile during the lesson? How do I know?	
Was the homework I set: <ul style="list-style-type: none"> <li>• appropriate?</li> <li>• a logical progression from the lesson?</li> <li>• of the right length?</li> <li>• differentiated?</li> </ul>	
Were there incidents of poor behaviour during the lesson? Was this because: <ul style="list-style-type: none"> <li>• the activities were unsuitable/not varied enough/too hard/too easy for them?</li> <li>• I had not made my expectations of high standards clear enough?</li> <li>• I need to improve my approach to behaviour management?</li> </ul>	
What can I do in future to alleviate any problems?	
What am I particularly pleased with in this lesson?	

## Extra curricular interests and involvement

Activity	When?	Pupils involved