

2018-19 NQT Induction Report - Quality Assurance

School	NQT	Date Of Submission	Deadline	Correct Form Submitted	Induction Period
		17/12/18	22/12/18	Yes	Two
BRONZE		SILVER		GOLD	
All forms are signed by the headteacher, NQT and Induction Tutor					
Standard English is used throughout					
The report is personal to the NQT					
There is no reference to OFSTED style judgements within the report					
All sections of the induction report prior to 'Assessment of Progress' section are complete and are accurate.		Submission of forms meets the required deadlines set by the Appropriate Body in line with NCTL expectations.			
CPD/INSET opportunities are referred to		The impact on classroom practice of CPD/INSET opportunities are referred to		The impact on progress towards the Teacher Standards of CPD/INSET opportunities are referred to	
Appropriate statements are recorded against each of the Teachers' Standards. INDUCTION PERIOD ONE ONLY Statements are linked to the NQT's Career Entry Profile.		The source(s) of evidence for the statements are signposted (e.g. pupil progress meeting, lesson observations, work scrutiny, pupil voice).		The statements and evidence provided are personalised to the NQT's development and progress to date thereby demonstrating personal knowledge of the NQT's professional practice	
Appropriate targets are set (3-5 in total across the Teachers' Standards). Each target is linked to the appropriate Teacher Standard.		Targets, set against the Teachers' Standards, explicitly link to the recorded statements.		Targets set are personalised to the NQT's individual needs and are SMART. FOR INDUCTION PERIODS 2 AND 3: Targets are refreshed to reflect the progress, or otherwise, made since the previous induction period.	
Where targets have not been met or have only been met with additional support in place, reports identify the support in place.		Where targets have not been met or have only been met with additional support in place, reports demonstrate timely, personalised actions in line with the NQT's individual needs.		Where targets have not been met or have only been met with additional support in place, reports demonstrate timely, personalised actions in line with the NQT's individual needs and identify the outcomes of the additional support referencing the evidence base.	
The NQT has included a comment on the report.		NQT comments are evaluative of progress to date and the quality of support provided.		NQT comments are evaluative of progress to date and the quality of support provided including the impact of CPD activities on practice	
Comment:					
Very impressive report!					
Name: Dave Cookson		Position: Lead Officer for NQT's		Date of QA: 07/01/19	



department for education

The information on this form will be shared with the Teaching Regulation Agency. The information and subsequent assessment forms will be retained for 6 years by the LA and school, and may also be shared with other named appropriate bodies should the NQT move to another LA before induction is completed.



Northumberland
County Council

Please return a signed copy to:
CAROL GREEN, Children's Services Directorate,
Wellbeing & Community Health Services Group,
Northumberland County Council, Morpeth,
Northumberland, NE61 2EF

2018/2019

NQT INDUCTION : ASSESSMENT FOR THE FIRST & SECOND PERIOD

End of First Assessment Period (clearly mark box with X) Deadline - 22 December 2018

x End of Second Assessment Period (clearly mark box with X) Deadline - 29 March 2018

Instructions for Completion

Where boxes appear, please insert "X"

- The headteacher/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:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

NQT's Personal Details

Full Name

Date of Birth

20.1.77

Name of School

DfE/Teacher Reference Number

02/61718

Recommendation:

x The above name teacher's progress indicates that he/she is **making satisfactory progress towards meeting the Teachers' Standards** within the induction period.

The above named teacher's performance indicates that he/she is **not making satisfactory progress against the Teachers' Standards** for the satisfactory completion of the induction period. (If you have not already done so, please complete a **CAUSE FOR CONCERN FORM**)

x I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Date of beginning of this assessment period: 7/01/19
 Date at end of assessment period: 05/04/19
 Number of days completed during this Assessment period: 60 days
 Number of days of absence during this period: 0

Does the NQT work: **Full Time** X **Part-Time**

Confirmation of Induction

I confirm that the NQT has experienced support and monitoring in line with statutory guidance: <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqt> X

If a **reduction to the number of days** to be served by the NQT has been agreed with the Appropriate Body please include the number of days here Not applicable

(for more information on reductions see the guidance on statutory induction - see link above)

Assessment of progress against Teachers' Standards

The headteacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards (2013) including:

- strengths;
- areas for further development, even where progress is satisfactory;
- evidence used to inform the judgements; and
- where appropriate, targets to be met.

Comments **must** be in the context of, and make reference to, specific Teachers' Standards which can be found at: <https://www.gov.uk/government/publications/teachers-standards>

Standards	Comments
<p>1. Set high expectations which inspire, motivate and challenge pupils:</p> <ul style="list-style-type: none"> ○ establish a safe and stimulating environment for pupils, rooted in mutual respect; ○ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; ○ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 	<p>[redacted] continues to have a safe and stimulating environment for pupils. A lovely calm and positive atmosphere continues to prevail in her classroom. This has been observed during Phonics coaching sessions maths lesson observations, Key Stage worship and around school. Her classroom has stimulating displays, which she changes often to reflect the work undertaken by the children and to engage the children.</p> <p>[redacted] has high expectations and is challenging and motivating pupils of all abilities. During her lesson observations children were focussed and engaged in activities.</p> <p>[redacted] consistently demonstrates the positive attitudes, values and behaviours which are expected of pupils in our school.</p>

Standards	Comments
<p>2. Promote good progress and outcomes by pupils:</p> <ul style="list-style-type: none"> ○ be accountable for pupils' attainment, progress and outcomes; ○ Plan teaching to build on pupils' capabilities and prior knowledge; ○ guide pupils to reflect on the progress they have made and their emerging needs; ○ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; ○ encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<p>continues to be very aware of her accountability for pupils' attainment, progress and outcomes. Good progress can be seen within lessons (English Observation 25th January, Maths Observation 18th March and during Phonics coaching sessions) and in her writing books and maths books. During her maths observation, our maths specialist commented on the good examples of mathematical language and vocabulary that were used by the children in the lesson.</p> <p>also plans lessons which match the pupils' needs and interests and builds upon their prior learning. This was evident in her lesson observations.</p> <p>is demonstrating good subject knowledge and understanding of how pupils learn, providing a variety of learning opportunities and teaching styles to cater for the needs of all learners. She attended CPD training on the 22nd January to observe a Shanghai Maths lesson, which demonstrated a small steps learning approach in mathematics. During her own maths observation, she was observed using this small steps approach in her maths teaching.</p> <p>encourages pupils to take a responsible and conscientious attitude to their work. Her classroom is calm, quiet and her pupils work quietly and conscientiously.</p>
<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> ○ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. ○ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; ○ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers' specialist subject; ○ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics; ○ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<p>During lesson observations and weekly team planning sessions, is demonstrating a secure knowledge of the reading, writing, maths and foundation subject curriculums. is very aware of developments in the maths curriculum and the use of a mastery approach and is using this in her teaching. In her maths lesson observation, used a real life example/problem to engage the children and she moved the children from the concrete example of a beanstalk to a representation of the beanstalk (cubes) to the abstract (numbers in a stem sentence). She also used manipulatives (cubes and Base10 equipment) and structures to support children's learning. "Small steps" were also evident throughout the lesson to support learning.</p> <p>In a writing lesson observation, promoted high standards of literacy and the correct use of standard English. She modelled a super strategy to writing a sentence with her Year 1 class, encouraging them to "say it, write it and read it". It was evident that this was something she had been working on with the children for several weeks. She encouraged the children to check their sentences carefully to ensure they made sense and had the correct punctuation.</p> <p>is delivering RWI phonics on a daily basis. She has sought advice to improve the delivery of her phonics lessons this term and acted upon the advice offered to her to improve the beginning of her phonics lesson. Our external RWI trainer commented on her "confident delivery".</p> <p>Target:</p> <p>has identified maths as an area for further development next term in her action plan. To continue to develop knowledge of the Maths No Problem scheme and lesson structure and implement the Shanghai small steps approach.</p>

Standards	Comments
<p>4. Plan and teach well structured lessons</p> <ul style="list-style-type: none"> ○ impact knowledge and develop understanding through effective use of lesson time; ○ promote a love of learning and children's intellectual curiosity; ○ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; ○ reflect systematically on the effectiveness of lessons and approaches to teaching; ○ contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>During a recent maths lesson, [redacted] was observed using a small steps approach to learning to develop children's understanding of mathematical concepts, making effective use of lesson time.</p> <p>This term [redacted] has also made significant contributions to the Year 1 curriculum. Following a discussion about making tweaks to a topic about plants and homes, [redacted] researched books that might provide a stimulus for the topic. She discovered the books Ada Twist, scientist, Iggy Peck, architect and Rosie Revere, engineer. The books ignited the children's interest and Ada Twist has been used repeatedly as a hook to spark the children's learning in science this term, including investigating materials for a raincoat for her holiday in the Lake District.</p> <p>[redacted] has also contributed to the redesigning and provision of an existing science topic based upon everyday materials. She carried out joint research and helped to design a more "hands on" approach to learning about materials. [redacted] is certainly promoting a love of learning in Year 1.</p> <p>[redacted] reflects upon the effectiveness of her lessons and her approaches to teaching and adapts them as necessary. When concerned about an aspect of her teaching or an area she feels could be improved she will seek out advice from specialists within school. For example, she has sought advice regarding the delivery of her phonics lessons and maths teaching.</p> <p>Target: [redacted] has identified "plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired" as target for the Summer Term. She intends to research and plan a year group trip, carrying out the necessary pre visit checks and all risk assessments.</p>
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> ○ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively; ○ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these; ○ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development; ○ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	<p>[redacted] is demonstrating the use of a range of differentiation strategies, using support staff as appropriate, adapting tasks and using good questioning techniques to engage children and direct learning. This has been evidenced in lesson observations.</p> <p>In maths she is using concrete apparatus effectively to support children's learning and small steps approach to ensure all children are taught effectively.</p> <p>She continues to be very aware of how a range of factors can inhibit pupils' ability to learn. She has continued to liaise with the SENCo, outside agencies and parents to meet the particular needs of these pupils in her care. Pupil passports and support plans have been completed on time and are continually being monitored, reviewed and adapted as necessary.</p> <p>[redacted] continues to demonstrate an awareness of the physical, social and intellectual development of the children in her class. She adapts her teaching to support the children at different stages of their development.</p> <p>[redacted] has a good understanding of the individual needs of the children in her class, including those of high ability and those with special educational needs. She is using distinctive teaching approaches to engage and support them, as suggested by external agencies and adapting them as necessary.</p>

Standards	Comments
<p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> ○ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; ○ make use of formative and summative assessment to secure pupils' progress; ○ use relevant data to monitor progress, set targets, and plan subsequent lessons; ○ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<p>This term [redacted] has gained a greater understanding of how to assess reading, writing and maths using the school's chosen assessment tool, Target Tracker, inputting data for a second time. [redacted] has used the information to identify those children on track and those who will need further support in the Summer Term. She has also participated in a school Partnership writing moderation. At this meeting children's books were moderated at working towards expected or exceeding Year 1 writing objectives. [redacted] gained a greater understanding of the assessment process but also demonstrated her ability to assess children's work accurately.</p> <p>During a pupil progress meeting at the beginning of the Spring term, [redacted] made use of data to help identify pupils needing further support and helped to plan and deliver subsequent interventions.</p> <p>During an English lesson [redacted] was observed encouraging children to respond to written feedback in their books. She continues to set time aside during the week so children have an opportunity to respond to feedback in their writing and maths books. Oral feedback has also been observed in her maths, writing and phonics observation throughout this term.</p> <p>Target: [redacted] has identified this standard as a target for further development in the Summer Term in particular she wishes to focus on the implementation of the Year 1 Phonics screening check. To be familiar with the phonics screening check and to carry out the phonics screening check with her class.</p>
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> ○ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school. In accordance with the school's behaviour policy; ○ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly; ○ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them; ○ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<p>[redacted] continues to have clear rules and routines for behaviour in class and around school. [redacted] models courteous behaviour in classrooms and around school.</p> <p>In lesson observations high expectations of behaviour continue to be observed. [redacted] uses a variety of praise, sanctions and rewards (housepoints/stickers) in line with school policies consistently. In her lessons children are observed beginning their lessons calmly and quietly. The children are always focussed and engaged. She is developing a toolkit of approaches to deal with a variety of pupil needs to support and motivate all pupils.</p> <p>[redacted] manages her classes effectively using a variety of approaches, for example key phrases "hands free, eyes on me" when working with manipulatives in maths lessons and 1, 2, 3 to move children quickly and quietly from the teaching area to their tables.</p> <p>Good, positive relationships with appropriate authority continue to be observed in [redacted] classroom and around school. [redacted] acts decisively when necessary.</p>

Standards	Comments
<p>8. Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> ○ Make a positive contribution to the wider life and ethos of school; ○ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; ○ deploy support staff effectively; ○ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; ○ communicate effectively with parents with regard to pupils' achievement and well-being. 	<p>continues to make a positive contribution to the wider life and ethos of our school. At a recent staff meeting she made some very useful contributions to a discussion about what makes our school special. She has also contributed to maths training led by our maths specialist in school, giving an in depth explanation of the small steps approach to maths teaching that she had observed during her CPD.</p> <p>continues to develop effective professional relationships with all colleagues. She is never afraid to ask questions or seek out advice. She always listens to advice and acts upon feedback to improve her teaching.</p> <p>During classroom observations, has deployed support staff effectively to support pupils and maximise learning.</p> <p>continues to take responsibility for improving her teaching through appropriate self reflection, evaluation of lessons and professional development. For example, she was concerned about her delivery of the RWI phonics programme and asked me to carry out an informal phonics observation/coaching session in January. During feedback targets were identified to make some changes to the beginning of the lesson. acted immediately on the advice offered to her and during a subsequent coaching session the following week with our external RWI trainer, was observed following the delivery of the RWI programme exactly. Our RWI trainer also commented on her "confident delivery". Another example was evidenced during her maths observation on 26th March. Following observation of a Shanghai maths lesson in January, she was observed using her new knowledge to implement the use of small steps to maximise the children's understanding and learning in lessons. keeps a record of her CPD opportunities and how she spends her NQT non contact time.</p> <p>Parents' evenings will be held at the beginning of April. has prepared thoroughly, summarising the children's achievements across the curriculum. She will also share Pupil passports with a number of parents. s also always keen and readily available on a daily basis to speak to parents who are concerned about their children's well being or academic progress.</p>

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 headteacher/principal during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your career. If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher Yes No

I have the following comments to make:

I have really enjoyed this second term teaching, having found my feet in Term one I feel Term two has allowed me to become more confident in moving forward with planning in mathematics and using the Maths No Problem scheme. The school has supported me to go to training for the Shanghai maths small steps approach that has assisted me in planning and understanding all the elements required to teach a new concept so all the children can access the curriculum and make good progress.

It has been invaluable to have peer coaching in Read Write inc. from my mentor who is the R.W.I coordinator, who has allowed me to focus on the detail of the lesson structure and fine tune its delivery to help maximise the children's learning.

It has been really exciting helping redesign the science topic of Materials and a good opportunity to develop these skills.

I have had such a positive second term as an NQT with so much support and encouragement and with a great mentor who is always on hand to answer my questions and offer advice and support.

I am incredibly excited to be heading into my final term as an NQT.

Will this NQT be remaining at your school for the next assessment period? Yes X No

If not, then please complete a Tracking Form (*sent in induction pack, also available from Carol Green*)

This form must be **signed** below by the Headteacher and NQT to confirm accuracy before submitting to Carol.Green@northumberland.gov.uk **Two copies should be made of the fully signed document. The original should be handed to the NQT, a copy forwarded to NCC and a copy retained by school (for 6 years).**

