

## 2017-18 NQT Induction Report - Quality Assurance

School	NQT	Date Of Submission	Deadline	Correct Form Submitted	Induction Period
		18/07/18	20/08/18	Yes	Three
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. <b>INDUCTION PERIOD ONE ONLY</b> 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. <b>FOR INDUCTION PERIODS 2 AND 3:</b> 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:					
Name: Dave Cookson		Position: Lead Officer for NQT's		Date of QA: 01/08/18	



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

2017/2018

## NQT INDUCTION : FINAL ASSESSMENT AND RECOMMENDATION

### 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>

### Recommendation:

**X** The teacher named below has **consistently met** all Teachers' Standards for the satisfactory completion of induction.

The teacher named below has **not consistently met** all the Teachers' Standards for the satisfactory completion of induction.

The teacher named below should have their induction period **extended**.

### NQT's Personal Details:

Full Name:

Date of Birth:

08.04.1995

DfE/Teacher Reference Number:

Name of Institution (eg school or college)

1663573

Date of beginning of this assessment period: 16.4.18  
 Number of terms completed during the Final Assessment period: 1  
 Number of days completed during the Final Assessment period:  
 Date of end of the Final Assessment period: 20.7.18  
 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: x

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

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.

*(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;
- 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.

Standards	Comments
<p><b>1. Set high expectations which inspire, motivate and challenge pupils:</b></p> <ul style="list-style-type: none"> <li>○ establish a safe and stimulating environment for pupils, rooted in mutual respect;</li> <li>○ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;</li> <li>○ demonstrate consistently the positive attitudes, values and behaviour which</li> </ul>	<p><b><u>Evidence towards all standards is taken from formal and informal lesson observations, coaching sessions and discussions in mentoring meetings.</u></b></p> <ul style="list-style-type: none"> <li>● High expectations of behaviour are evident and children encouraged to support each other as the first step in seeking help when unsure.</li> <li>● Demonstrates awareness of wider safety issues relevant to EYFS and uses behaviour policy effectively to promote and maintain a safe environment</li> </ul>

	made to occasional slip ups in use of standard English. [redacted] is aware of the importance of this and has taken steps to rectify.
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Standards	Comments
<p><b>4. Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>○ impart knowledge and develop understanding through effective use of lesson time;</li> <li>○ promote a love of learning and children's intellectual curiosity;</li> <li>○ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;</li> <li>○ reflect systematically on the effectiveness of lessons and approaches to teaching;</li> <li>○ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<p>Area for development - To further develop use of independent tasks and exploration activities to consolidate learning following on from whole class teaching sessions.</p> <p>Strength - teaching style promotes a love of learning and self belief of the pupils.</p> <ul style="list-style-type: none"> <li>● Proactive in seeking feedback on teaching and acts upon suggestions immediately.</li> <li>● Fully involved in EYFS team work of adapting planning content and formats to meet emerging needs.</li> <li>● Makes effective use of teaching time, adapting as the year progresses to build expectations according to ability.</li> </ul>
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>○ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;</li> <li>○ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;</li> <li>○ 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;</li> <li>○ 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</li> </ul>	<p>Area for development - To further develop the use of child initiated learning as part of the enabling environment.</p> <ul style="list-style-type: none"> <li>● Can talk about pupils in detail demonstrating awareness of their individual strengths and development areas and is able to match tasks and teaching points accordingly.</li> <li>● Differentiates in age appropriate ways, developing this throughout the year to meet the changing needs of the pupils.</li> <li>● Makes individual provision for SEND and highest ability pupils, drawing upon specialist guidance where needed.</li> </ul>

are expected of pupils

Standards	Comments
<p><b>2. Promote good progress and outcomes by pupils:</b></p> <ul style="list-style-type: none"><li>○ be accountable for pupils' attainment, progress and outcomes;</li><li>○ plan teaching to build on pupil's capabilities and prior knowledge;</li><li>○ guide pupils to reflect on the progress they have made and their emerging needs;</li><li>○ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;</li><li>○ encourage pupils to take a responsible and conscientious attitude to their own work and study.</li></ul> <p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"><li>○ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</li><li>○ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;</li><li>○ 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;</li><li>○ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;</li><li>○ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li></ul>	<ul style="list-style-type: none"><li>● Refers to prior learning and encourages pupils to reflect upon this.</li><li>● Targets questioning to ability level e.g. for more able 'How did you work it out?'</li><li>● Routines and expectations clearly embedded and pupils largely follow expectations without prompting.</li><li>● Has worked very effectively within the year group staff team to set targets and monitor progress towards them, refining practice as necessary.</li></ul> <p>Area for development - further develop understanding of and confidence in teaching the smallest steps in mathematical concepts.</p> <p>Area for development - further develop skills and confidence in teaching early phonics and the small steps involved in moving from reading to writing.</p> <ul style="list-style-type: none"><li>● Is proactive in developing own skills by observing other teachers and working with mentor in team teaching sessions.</li><li>● Demonstrates good understanding of the EYFS curriculum and how to plan to move through from 30-50 months to exceeding ELG objectives.</li><li>● Lesson observation in Summer 2 showed that [redacted] extended learning in line with exceeding expectations to meet the needs of all pupils.</li><li>● Has worked with maths specialist consultant to develop knowledge of a range of approaches to teaching maths and explored and refined these within the classroom.</li><li>● In lesson observations, reference has been</li></ul>

<p>additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
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Standards	Comments
<p><b>6. Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>○ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;</li> <li>○ make use of formative and summative assessment to secure pupils' progress;</li> <li>○ use relevant data to monitor progress, set targets, and plan subsequent lessons;</li> <li>○ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	<p>Strength - awareness of age related expectations and ability to assess effectively and accurately.</p> <ul style="list-style-type: none"> <li>○ Uses assessment tracking systems to identify gaps in learning and inform planning and teaching.</li> <li>○ Wide experience of moderation exercises, in school, cross school and at LA level. Always seeks advice where needed and constantly reviews data.</li> <li>○ Has developed use of the marking policy and uses it to give immediate feedback to pupils and to record pertinent information.</li> </ul>
<p><b>8. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;</li> <li>○ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and</li> </ul>	<p>Strength - Consistently positive behaviour management, the pupils respond well and are keen to conform and please the teacher.</p> <ul style="list-style-type: none"> <li>● Has experimented with a range of strategies to find those which are most effective and which meet the needs and circumstances of pupils with specific needs.</li> <li>● Consistently applies the whole school behaviour policy.</li> <li>● Has played a full part in Safeguarding training looking at the classroom environment and demonstrates a sound awareness of good practice.</li> </ul>

<ul style="list-style-type: none"> <li>○ motivate them;</li> <li>○ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Age appropriate expectations are set in a way which motivates children to gain independence and be aware of their own and others safety.</li> </ul>
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<p><b>8. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>○ make a positive contribution to the wider life and ethos of school;</li> <li>○ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;</li> <li>○ deploy support staff effectively;</li> <li>○ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;</li> <li>○ communicate effectively with parents with regard to pupils' achievement and well-being.</li> </ul>	<p>Strength - Effective communication with and deployment of support staff to maximise learning for all ability groups.</p> <ul style="list-style-type: none"> <li>● Thorough preparation for parent consultation meetings and in seeking advice from mentor in how to deal with difficult conversations.</li> <li>● Very open to constructive criticism and constantly seeks to act upon advice given.</li> <li>● Has run after school club and supports school events.</li> </ul>
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## 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 x

Yes

No



**I have the following comments to make:**

I feel I have been given sufficient support to complete my NQT year successfully and I would like to thank Anne for this. I agree with the targets put into place for next year and feel they will help me with my transition from an NQT to a RQT.

This form must be **signed** below by the Headteacher and NQT to confirm accuracy before submitting to [Carol.Green@northumberland.gov.uk](mailto: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).

**STATUTORY GUIDANCE** - Once the form is signed, the NQT should be given the **original** and a copy sent to the Appropriate Body **within ten working days** of the assessment meeting. The Headteacher/Principal should also retain a copy of the completed report for 6 years.

Please return completed assessment form to: Carol Green, Children's Services Directorate,  
Wellbeing & Community Health Services Group, Northumberland County Council, County Hall,  
Morpeth, Northumberland, NE61 2EF