

# NQT Induction Assessment Form

Final Assessment and Recommendation

## NQT's Personal Details

**Full Name:** XXX

**Date of Birth:** 01/01/1994

**Teacher Reference Number:** 1234567

**National Insurance number:**

**Date of Award of QTS:** 31/07/2015

## Recommendation

The teacher named above has performed satisfactorily against the Teachers' Standards for the completion of induction

## Confirmation of Induction

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.

**Start date:** 11/04/2016

**End date:** 31/07/2016

**Days Completed:** 67

**Days Absent:** 3

**Days Reduction:** 0

The NQT worked **Full Time** throughout this assessment period

## Institution Details

**Name:** XXX Primary School

**DCSF Number:** 3800000

**Head Teacher/Principal:** XXX

**Tutor:** XXX

**Address:** Address 1, Address 2,, Bradford,  
West Yorkshire BD1 1AA

**Telephone:** 01274 111111

**Email:** head@xxx.bradford.sch.uk

## Appropriate Body

**Name:** Bradford

**Address:** Floor Two,  
Margaret McMillan Tower,  
Princes Way,  
Bradford,  
West Yorkshire  
BD1 1NN

**Telephone:** 01274 439628

**Email:** Michael.garside@bradford.gov.uk

## Part One: Teaching

### **Standard 1: Set high expectations which inspire, motivate and challenge pupils**

#### **Strengths**

- Since day one XXX has worked hard to provide a stimulating and attractive Foundation unit. He has worked closely with the EYFS documentation to meet all the different areas of learning within his unit.
- He provides free flow outdoor activities and ensures that in doing so all safety checks and safeguarding issues are taking into account, including security, staffing and safety check.
- XXX has set targets for each child through the year and these have been closely monitored through continuous observation and assessment.
- He quickly go to know the children and their parents and took into account their experiences and starting positions.
- Within his team of staff XXX has ensured there is constituency of approach in all areas, such as behaviour expectations and safety.

#### **Areas requiring further development during Year 2 (Appraisal targets)**

Set further challenge for the more able children to ensure sufficient progress is made.

### **Standard 2: Promote good progress and outcomes by pupils**

#### **Strengths**

- XXX was able to carry out baseline assessments for all the children within the first term in his role. He analysed these finding with the SMT and was able to set next steps and goals accordingly.
- Through the year he has regularly assessed pupils against the ages and stages expectation for younger children both in the reception class and the nursery pupils.
- He regularly plans for the different ages within the unit and provides for their different needs with changing provision and focus activities. This is evident in the planning scrutiny and also through the lessons observations and discussions.
- XXX amends and adds to his planning daily according to the children progress and interest with is a necessary steps especially in the foundation unit.
- As the children have grown in maturity through the year he has been able to discuss their needs and interest with them and has begun to see a start in the children reflecting or at these commenting on their own learning, showing pride on what they have achieved at such a young age.
- The unit's assessments and observations were moderated by the local authority at the end of the year and it was clear to see that XXX has carried out successful assessments and gathered evidence to back up his decisions on assessments and progress.

#### **Areas requiring further development during Year 2 (Appraisal targets)**

As many of the nursery children continue into the reception class with XXX as their teacher still, he should ensure that their needs are met in all areas and that the knowledge he has of their learning is transferred to the targets set and is evidenced in the provision and planning for the

children on entry.

### **Standard 3: Demonstrate good subject and curriculum knowledge**

#### **Strengths**

- XXX has an increasing knowledge of the EY curriculum and is growing in confidence all the time.
- His planning shows good coverage of the different areas of learning and a clear concern for providing the best for the children.
- He has set good standards amongst the staff and team and these are expected of the children in return with good manners and appropriate language used between all in the unit.
- In the teaching of early reading XXX has from the start been able to teach systematic synthetics phonics very well, following the correct development and using correct language and appropriate resources. He has planned for the different levels of learning and has provided guidance for the less experienced staff in the unit too.
- XXX has liaised closely with the Deputy head who is the Year 1 teacher and has followed advice and good practice, observing her early reading teaching and learning from these opportunities.
- He has seen good progress within the teaching of phonics and the children have a good knowledge of sound and high frequency words too. They are now able to apply these skills in their independent learning.
- In the teaching of early maths XXX has worked hard to provide maths focus activities weekly and these have been related to the topic in study throughout the unit and he has within this been able to extend learning in the outdoor area and the provision in the unit.

#### **Areas requiring further development during Year 2 (Appraisal targets)**

XXX will begin more independent writing and maths opportunities for the children from the start of the year. He will work hard on his weekly timetable of focussed delivery of maths and English and aim to provide a good range and balance of teacher led and independent learning opportunities.

### **Standard 4: Plan and teach well structured lessons**

#### **Strengths**

- XXX has continually planned a variety of activities and stimuli for the children ranging from active storytelling, to scenarios and problem solving and discoveries.
- These have resulted in active and engaged children, keen to find out and investigator and apply their learning.
- He has also been out of the classroom and has successfully carried out an educational visit to enhance the classroom learning and a forest school day. Both days saw the children engaged and motivated in their learning, cooperation and development.
- The days were well planned and all considerations of both health and safety and early education were taken into account.
- XXX is constantly self-reflective and his has really improved his teaching throughout the year. He has also had time in staff inset to reflect on practice with colleagues and this has been very beneficial to his everyday work.
- As a result of the above XXX has been a leader in the foundation who is at all times providing the

very best creative activities for the children within the unit.

### **Areas requiring further development – including support planned**

- To look carefully at the timing of all lessons provided.
- Thinking about the best way to present new learning opportunities for the children.
- Getting the balance right between guided work and independent learning opportunities.

### **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils**

#### **Strengths**

- The planning has become more differentiated as the year has progress.
- As XXX has assessed the pupils further and worked with them daily he is able to understand their needs more.
- In the phonics, writing and maths activities the children have been well grouped so that they know which work to access.
- The work is mainly matched to the pupils needs in all subjects. XXX has observed the children in their learning and play very well. He has noticed individual habits and like and social behaviour and he has responded to any concerns he may have seen.
- He has asked for help and guidance from senior staff and has been able to talk to parents about their children in a supportive manner.
- XXX has had a child in the unit with quite severe special needs and he approached this with a determination and positive outlook, looking for resources and good practice to adapt for his needs.
- He has worked closely with the support assistants and outside agencies and has adapted practice continually.

### **Areas requiring further development during Year 2 (Appraisal targets)**

Assess new children in the unit who are presenting with some individual needs- get to know them and their learning needs and adapt practice to suit their social and behaviour needs.

Extend learning opportunities for the more able nursery children who will continue in his class in September.

### **Standard 6: Make accurate and productive use of assessment**

#### **Strengths**

- Throughout the year XXX has been observing and assessing the children from entry.
- He completed baseline assessment using Early Excellence format and adapted this to fit the ages and stages tracking.
- He used a variety of assessment tools, including video and photos and developed his own electronic version for recording as well as developing the learning journeys for each child.
- These assessments have been formalised 3 times though the year, presenting to SMT and discussing pupil progress accurately.
- He has responded well to the data, increasing focus for some children in some areas and adapting the provision accordingly.

- XXX successfully undertook an external moderation of results and evidence in June 2016. They noted that he had good teacher knowledge of the children and good systems in place for observation and evidence including both paper copies of learning journeys but also a successful use of Early Essence to provide online evidence base for the children and parents.

### **Areas requiring further development during Year 2 (Appraisal targets)**

Continue with baseline assessment as soon as children enter the setting- complete within 2 weeks.

Look at marking and do not over mark, but ensure mistakes such a reversal of letters and numbers are corrected.

Continue with observations and collect evidence of exceeding early in the year for consolidation of judgements.

### **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment**

#### **Strengths**

- XXX has put in place clear routines and practices that instil good expectations of behaviour and socialisation.
- He follows the whole school policy of behaviour management and has very few problems as a result. The children understand the system and it is easily followed by all the staff in the unit.
- New children who have started the unit have been successfully integrated into the class and focus has been given on their behaviour management by 1:1 discussions and support.

### **Areas requiring further development during Year 2 (Appraisal targets)**

Continue the high expectations with the new class to establish safe and happy routines. Ensure expectations are shared with parents of nursery children in particular.

### **Standard 8: Fulfil wider professional responsibilities**

#### **Strengths**

- XXX has fitted very well into the school as a whole, establishing good relationships with all the staff.
- He is happy to ask for advice and listens well, keen to improve his practice.
- XXX has now undertaken two successful parents' consultation meetings and had positive feedback from many about the knowledge he has of the children.
- XXX has attended many CPD sessions and has always tried to incorporate new ideas that are relevant to his children in the everyday practice.

### **Areas requiring further development during Year 2 (Appraisal targets)**

Continue to engage in quality professional development relevant to his needs, such as Talk for Writing.

Continue to be self-reflective on his own practice and adapt teaching methods to meet the needs of the children.

## Part Two: Personal and professional conduct

### **Strengths**

- Clear understanding of the many roles of the teacher.
- Good communicator with parents and staff members
- Good understanding of children's development
- Set himself high targets and expectations
- Given energy and enthusiasm to the role
- Provided good quality learning opportunities
- Created successful partnership with parents and team members
- Taken responsibility of care and safety seriously
- Good relationships with all

### **Areas requiring further development during Year 2 (Appraisal targets)**

With new team members joining the unit he should develop roles and responsibilities in clear way

so that he establishes himself as the team leader.

Build on success of this year to really deepen the understanding of children's learning, so that all the children's needs are met.

NQT's Comments

The NQT has discussed this report with the induction tutor and/or head teacher.

On a whole, I have had a really enjoyable, successful and fulfilling NQT year at XXX Primary.

All the staff in the foundation unit have been extremely helpful with helping me bring ideas to life and working with well with any new changes made in the unit. They have also been able to advise me on what they works in the classroom and what doesn't.

I believe that the classroom environment is so important in the early years and I have made it my priority to provide children with a stimulating classroom with purposeful learning experiences.

I have had no problem using the correct documentation to apply standards into the environment too, e.g. maths activities/resources/display based around a certain learning objective.

Due to the nature of the school and its family focus, it has been easy and enjoyable getting to know the parent's and working with them over the past year to meet all children's needs.

Towards the end of my year, after Moderation and BPIP visits, I ensured that I was challenging more able children more and this will be something I will focus on and continue to do as I enter my second year of teaching.

The NQT will be remaining at this school

Signatures

**Head Teacher/Principal**

**Date**

DIGITALLY SIGNED

31/07/2016

**Full Name:** XXX

**NQT**

**Date**

DIGITALLY SIGNED

31/07/2016

**Full Name:** XXX

**Induction Tutor**

**Date**

DIGITALLY SIGNED

31/07/2016

**Full Name:** XXX