

## NQT Induction Assessment Form

Assessment for the end of the Second Assessment

### 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 above named teacher's performance indicates that he/she **is making satisfactory progress** against the Teachers' Standards within the induction period.

### 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 Secondary 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**

XXX establishes a safe and stimulating environment rooted in mutual respect through her introduction of more practical based work and systematic use of behaviour management systems in KS3. She sets goals that stretch and challenge students through this and her links to theory work. She consistently demonstrates positive attitudes, values and behaviours expected of students.

KS4 observations show strengths in motivating and challenging students through use of exam listening and marking tasks, setting high expectations with all students engaged.

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

To continue to check engagement with stretch and challenge activities in KS3, particularly monitoring boys' engagement with theory elements. To monitor the impact of this on progress of boys in KS3.

Support includes joint professional development focused on the engagement of boys in KS3.

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

#### **Strengths**

XXX has been very pro-active about being accountable for progress, attainment and outcomes in KS4 with direct responsibility for unit 1 Listening. She has had a significant impact here and also through supporting KS4 students with unit 2 re-working. She has guided pupils to reflect on their progress and emerging needs through the production and use of personal learning checklists for unit 1 and the use of PLCs for unit 2. She encourages students to be responsible in their attitudes towards their work in KS4 through independent student use of these personal learning checklists to drive progress in lessons and intervention sessions.

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

Promoting good progress and outcomes by all pupils in KS3. Planned support includes weekly CPD sessions with Lead Practitioner look at strategies and the production of resources to scaffold good progress and outcomes for all pupils. Support from HoF in monitoring progress data for KS3 and B4L data to ascertain patterns and areas for improvement.

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

#### **Strengths**

XXX demonstrates good subject and curriculum knowledge in KS4 through her effective planning of GCSE theory lessons. She is able to apply her subject knowledge to new areas effectively, providing support in standardising BTEC coursework. Through the latter she demonstrates an understanding of curriculum developments, supporting standardisation under the new BTEC format. Her depth of subject knowledge allows her to break down success criteria for students for each activity both in KS3 and KS4 and use this effectively in the latter to drive progress.

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

Use depth of subject knowledge to drive KS3 progress more effectively.

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

### **Strengths**

XXX is skilled in imparting knowledge and developing understanding through effective use of lesson time in KS4 utilising exam questions and frameworks to check pupils' understanding of the criteria, before giving them the opportunity to apply this learning to their own answers. Her lessons in KS4 are fast paced to promote a love of learning and intellectual curiosity, with effective scaffolding provided through frameworks and peer support to ensure all are engaged. Learning in KS4 lessons is complemented with appropriate homework being set and extension tasks that consolidates pupils' knowledge.

XXX has systematically reflected on the effectiveness of her KS4 lessons through NQT mentor meetings, identifying areas for improvement such as the engagement of all students. Her conscientious planning and well structured lessons have had a positive impact on pupil progress in KS4.

XXX is currently engaged in contributing to the design and provision of KS3 curriculum in order to promote more active engagement of students. This is being done as part of a focus group for joint professional development.

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

Lessons in KS3 are well planned and structured to allow student progress with a growing ability to support/stretch/challenge pupils. The latter is being supported through joint professional development focus group, weekly meetings with Lead Practitioner, and visits to other centres.

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

### **Strengths**

XXX has evidenced effective differentiation in KS4 using personal learning checklists that provide personalised feedback and learning routes. This has had a positive impact on pupil progress.

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

To continue to develop a greater understanding of how to differentiate effectively in KS3 to ensure that all learners are engaged, with a particular focus on stretch and challenge and the engagement of boys. XX will be supported in this by YYY the Deputy Head, in September.

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

### **Strengths**

XXX has demonstrated an accurate and productive use of assessment in KS4 through moderation of GCSE all units. She has made effective use of assessment through internal tracking in order to secure pupils' progress in KS4. XXX has provided formative assessment in the form of personalised learning checklists for individual pupils in KS4 that secure pupil progress. She is able to use assessment data at an individual pupil level as well as whole cohort level using national comparisons.

XXX is part of a joint professional development group designing and testing assessment systems for KS3 and has made good contributions to this in the form of designing and testing frameworks/ taking part in developmental observations.

Lesson observations and learning walks show that XXX provides pupils with regular oral feedback.

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

More effective use of assessment in KS3 to secure pupils' progress.  
More consistent use of written formative assessment systems in KS3.  
Ensure KS3 pupils put all feedback into action.

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

#### **Strengths**

XXX sets clear rules and routines for behaviour in class, taking responsibility for promoting good and courteous behaviour both in class and around the school, in accordance with the school's behaviour policy. Lessons are a calm and safe learning environment demonstrating effective class management and XXX sets high expectations. Sanctions are effectively used, clearly explained and used fluently in order to not disrupt the flow of lessons in KS3. In KS4 lesson planning is such that sanctions are rarely needed and in general relationships with pupils is good. In KS3 lesson observations and learning walks it is evident that authority is exercised appropriately and decisively when necessary.

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

Maintaining good relationships with pupils in KS3, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

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

#### **Strengths**

XXX makes a positive contribution to the wider life and ethos of the school through taking an active part in joint professional development focused on curriculum provision and assessment. Through this she demonstrates effective professional relationships with colleagues, making quality contributions in all areas requested. XXX makes good use of meetings with mentor and Lead Practitioner to seek advice and draw on specialist support for focus areas. She takes responsibility for improving teaching through appropriate professional development such as attending all NQT training sessions and taking part in visits to other centres. She responds in a proactive manner to advice and feedback from colleagues.

XXX has made use of parent mail, phone calls and parents' eve to communicate effectively with parents with regard to pupils' achievements and well-being.

XXX has begun to take a more active part in providing extra curricular opportunities for students to support progress and relationships in KS3 through re-starting the choir and taking part in the ukulele group.

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

To continue to build on extra curricular provision offered in support of pupils' progress and relationships particularly in KS3.

## Part Two: Personal and professional conduct

### **Strengths**

XXX treats pupils with dignity, and in KS4 has built relationships rooted in mutual respect. This is also evident in KS3 but not as consistently for the latter. She demonstrates a good regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.

She always acts with honesty and integrity, having strong subject knowledge and being proactive in keeping up to date; for example through completion of online BTEC standardisation courses on her own time.

Mentor discussions show her to be highly self critical and reflective in her approach, putting the needs of pupils first.

XXX has a proper and professional regard for the ethos, policies and practices of the school and maintains high standards in her own attendance and punctuality.

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

Relationships with KS3 pupils consistently being rooted in mutual respect.

## NQT's Comments

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

During Term 2 I have established safe and productive environments in my KS3 lessons through the more consistent use of goals that stretch and challenge students within theory and practical work and used the behaviour for learning policy to apply sanctions and rewards where appropriate.

At KS4 I have set high expectations by scaffolding exam revision aiming towards full marks. I now need to focus on checking levels of engagement, particularly of high-achieving boys during theory/written work, which I am looking at as part of a joint professional development group.

I have been successful at promoting good progress and outcomes with KS4 students and been responsible for the GCSE Unit 1 Listening paper, using activities that improve students' metacognition by working through different example answers using existing mark schemes to assess them before attempting a separate exam question with their feedback in mind. I have also worked on Unit 2 and Unit 3 coursework with students and used Personal Learning Checklists to give students feedback that allows them to work independently to improve. I now need to use this system in KS3 to promote good outcomes across all year groups so that students know exactly how to improve and can work independently to achieve this.

I have good subject knowledge that has enabled me to break down success criteria across KS3 and KS4, and use this to drive progress at GCSE, though this now needs to drive progress at KS3 more effectively. I have shown good understanding of KS4 criteria by supporting in teaching/assessing at GCSE and standardisation of Btec marking.

My lessons are well-planned and structured to encourage progress. My KS4 lessons have been effectively scaffolded and fast paced to ensure engagement and progress. I now need to ensure that all KS3 lessons are planned to engage/hook students quickly at the start and to include key strategies for checking engagement throughout. This is being focused on through the re-designing of the KS3 curriculum, observations and discussions in the joint professional development group, and through visiting other schools.

Personal Learning Checklists have enabled effective scaffolding and challenge at KS4, this now needs to be deployed more effectively at KS3, particularly at pitching the level higher and assessing the impact on high-achieving boys.

At KS4 various assessment and feedback systems have allowed me to track progress and focus on areas that need further attention. KS3 assessment now needs to be adapted to become more effective at developing students' work.

I have become more consistent with behaviour for learning strategies and use of the school's behaviour policy and sanctions are now used more decisively and effectively. I now need to look at how lessons are structured to hook pupils in and maintain engagement throughout the lesson to prevent disruption where possible. I need to ensure that I am checking the quality of the work (particularly written) at key points in the lesson and challenging students when they have not engaged with the task.

During term 2 I have fulfilled wider professional responsibilities, working with colleagues to internally verify Btec coursework, developing a new personal learning checklist system for marking at KS3, and currently starting to redesign the KS3 curriculum for September after visiting another centre to discuss good practice. I have attended an online standardisation course for Btec to develop my experience with different KS4 courses. I have also given written observation feedback to an ITT student. I have started running the lunchtime choir and rehearsing for a performance in the end of year assembly. I now need to strengthen the extra-curricular provision in the department to build more positive relationships with students and motivate them in and outside of their lessons.

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