

NQT Induction Assessment Form

Assessment for the end of the First 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: 05/09/2016

End date: 31/12/2016

Days Completed: 71

Days Absent: 3

Days Reduction: 0

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

Institution Details

Name: XXX Secondary Academy

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

In the classroom XXX ensures that her expectations of students are extremely high by creating a classroom climate which is conducive to learning. She has created high expectations in terms of behaviour through the use of the whole school behaviour policy and 100% compliance techniques to manage behaviour. Following NQT training on classroom climate, XXX has considered how she can ensure that her classroom climate is one in which students are praised for their success but also feel comfortable making mistakes because it leads to success. She has also reflected on the importance of communicating her enthusiasm for the subject she teaches. There is evidence of high expectations in terms of student learning and progress in lessons through XXX's differentiation to support, stretch and challenge students. Faculty learning walks show that XXX sets high expectations in terms of the Spanish language she uses in lessons during whole class discussions. She ensures that instructions and routines are always done in target language.

Following assessments, the interventions which are put in place in the classroom to close any gaps in knowledge further instil XXX's high expectations of her classes. Outside the classroom XXX sets high expectations in her role as Assistant Head of Year through managing pastoral issues, delivering assemblies to the year group and mentoring students in her year group.

Areas requiring further development – including support planned

In order to challenge students further, XXX needs to ensure that she is encouraging students to respond in target language during lessons. Faculty CPD on student target language use, weekly coaching, QA feedback and Practice during NQT meetings will support XXX's development in this area.

XXX needs to ensure that her expectations are consistently high with her year 11 classes.

Observations of other teachers with year 11 will be scheduled to support XXX's development in this area.

Standard 2: Promote good progress and outcomes by pupils

Strengths

In lessons XXX uses a range of teaching strategies to support good student progress. Examples of this are giving instructions in the target language, designing and modelling tasks in the style of the new GCSEs to help students succeed and using assessment for learning techniques to get immediate feedback on the progress students are making in lessons. Following cycle 1 assessments, XXX has analysed her class data for her year 11 class. She has analysed the big picture and has used the data to create intervention plans. In her classes she has identified three students that require reading intervention and four students that require listening intervention. She has created in class intervention resources collaboratively with the Principal teacher in the faculty to ensure that progress made by students is at least good. XXX has put into place diagnostic marking with her year 9 class where she has specifically picked up on key misconceptions that students are having problems with. She is using this to create a dialogue with students by giving them time in lessons to respond to this feedback.

Areas requiring further development – including support planned

XXX needs to ensure that the frequency, quality of marking and quality of student response is consistent across all of her classes. Regular faculty and SLT book checks and feedback will be used to identify strengths and areas for development. Mentor meetings will have marking as a

standing item for Term 2 and XXX's mentor will share best marking practice in meetings.

Standard 3: Demonstrate good subject and curriculum knowledge

Strengths

XXX has demonstrated good subject knowledge in lessons through her consistent use of target language for routines and instructions. Lesson planning shows that XXX uses her strong subject knowledge to plan lessons that promote good progress. During faculty CPD she has developed her curriculum knowledge, in particular with regards to the new style GCSEs, through collaboratively creating resources to use with students and familiarising herself with the new assessment criteria.

She has also developed a deeper understanding of the resources and how to use them effectively with the classes she teaches.

Areas requiring further development – including support planned

XXX needs to develop her skills in writing schemes of work. XXX will plan a mini scheme of six lessons including lessons, homework and assessments. XXX's mentor will support this via weekly mentor meetings to check the progress of the scheme of work development, sharing good examples of schemes of work and homework and providing resources to help plan the scheme.

Standard 4: Plan and teach well structured lessons

Strengths

XXX is adapting faculty resources to plan and teach well structured lessons. She is working hard on her year 11 set 3 lessons to ensure that the lessons are structured to support vocabulary recall and the to practise the listening skills that students need to succeed at GCSE. XXX has attended whole school CPD on a whole school literacy strategy of answering in full sentences. She is now using the following strategies to encourage students to answer in complete sentences: prompting when questioning, asking another student to turn it into a full sentence or giving sentence starters to elicit a complete sentence response. XXX ensures she uses all available opportunities to teach literacy through MFL. She shares the word of the week with students in line with the whole school literacy policy and observations have shown that she is insisting on responses from students are in full sentences in Spanish or in English.

Areas requiring further development – including support planned

XXX needs to gain more experience in developing lessons from scratch, finding suitable resources, including differentiation and incorporating literature or authentic content to incorporate into lessons. This will be supported via mentor meetings with support from her mentor and via faculty cpd.

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

Strengths

In lessons XXX uses the whole school differentiation policy to support, stretch and challenge students. She has considered different ways to stretch the highest attaining students in her class, for example adding extension work onto the weekly vocabulary test to further extend learning.

XXX uses no-opt questioning strategies to check understanding in lessons, which helps her respond to the strengths and needs of all students. Through the use of intervention plans, XXX has been able to target underachieving students and put strategies in place to respond the

needs of these students.

Areas requiring further development – including support planned

XXX needs to investigate more ways of differentiating in MFL. This will be supported through faculty CPD, observations of others in the faculty and wider school and in mentor meetings by the NQT mentor.

XXX needs to develop strategies to measure the impact of any in class interventions that take place to ensure that these interventions are successful. Faculty CPD and mentor meetings will be used to support her development in this area.

Standard 6: Make accurate and productive use of assessment

Strengths

XXX has also conducted various assessments over this cycle and has recently completed listening assessments with her year 9 class. She has created intervention activities to ensure gaps in knowledge/ skills for the listening exam are successfully catered for.

XXX has used the cycle 1 assessments for her year 11 class to ensure that she is acutely aware of the strengths and areas for development of her classes. She is becoming more confident in having data conversations about the progress of her classes. XXX has worked hard to ensure that the use of her assessment is productive by completing question level analyses and from this creating intervention resources based on the exam questions. She has identified underachieving students and any green pupil premium students to ensure that gaps between this group of students is closed. XXX's book marking is developing through the use of the whole school marking stickers. She is beginning to check student response to her feedback in books more regularly and is putting in place strategies to ensure high quality student response is evident in all books.

Areas requiring further development – including support planned

XXX needs to gain experience in writing formative and summative assessments. This will be supported via mentor meetings and supported by the NQT mentor.

XXX needs to ensure that the frequency, quality of marking and quality of student response is consistent across all of her classes. Regular faculty and SLT book checks and feedback will be used to identify strengths and areas for development. Mentor meetings will have marking as a standing item for Term 2 and XXX's mentor will share best marking practice in meetings.

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

Strengths

In her pastoral role as Assistant Head of Year, XXX has used different strategies to manage behaviour not only within her classroom, but also around the school with her year group. XXX has daily meetings with students before school to ensure that they are prepared for the day ahead and has placed a number of y7 students on report to monitor their behaviour around school to contribute to our safe learning environment. XXX has tackled behaviour issues in a variety of ways and has recently dealt with a student who answered back and showed a disrespectful attitude towards her. XXX followed the school policy by issuing a detention and then escalating to on call as the student continued to answer back. Following the incident, XXX had a restorative meeting with the student and also called parents to make them aware of the incident. XXX has also put a plan in place to monitor the behaviour of this student over the next three week period.

XXX has used various methods to manage behaviour effectively in her classroom. This term she

has referred a year 11 student to the Head of Faculty to be placed on faculty report. The targets for this student are: Complete all homework to a high standard, start all tasks in class immediately and attend all after school intervention sessions for Spanish. XXX observed a lesson in English and there were a lot of Y11s that she teaches were in the lesson. The behaviour management was observed with these students and XXX has reflected upon her practice based up on this. She has realised that her positioning in the room is important when helping and supporting students and she is going to update seating plans to take this into account when circulating the room to support intervention students.

Areas requiring further development – including support planned

XXX needs to ensure that she upholds the whole school tracking policy when using whole class questioning. This will ensure that students are actively listening and remain on task during this time. This will be supported by weekly coaching with XXX's coach and via whole school CPD.

Standard 8: Fulfil wider professional responsibilities

Strengths

XXX has reflected on her QTS year and has identified the following targets:

Stretching and challenging all students with a particular focus on using questioning and target language use.

Developing leadership skills via assistant head of year role – gaining some experience in having difficult conversations.

Developing the use of target language in lessons of teacher and students.

Developing extra-curricular activities in faculty/year group.

As Assistant Head of Year, XXX has made lots of contact with parents to communicate with them regarding students' behaviour, attainment and progress so far this year. Recently , she has had to arrange parental meetings to discuss students who have been involved in serious incidents and have been placed into isolation. XXX has developed effective professional relationships with colleagues, in particular year 7 form tutors as she has had to quality assure tutor time session and then give feedback. She has realised the importance of giving feedback in a positive frame to maintain professional working relationships. XXX has also committed to taking part in activities outside of school by supervising students completing the Duke of Edinburgh bronze award this term.

Areas requiring further development – including support planned

XXX needs to gain experience in planning a trip for the MFL faculty. This will be supported by her mentor and other staff within the faculty via faculty meetings.

Part Two: Personal and professional conduct

Strengths

XXX always acts professionally and is a valued member of the school. She attends and actively takes part in all CPD sessions, faculty and pastoral meetings. XXX deals with any Safeguarding issues in the correct manner following whole school policy. She is a hardworking member of staff and always contributes ideas and suggestions in a professional manner with students, staff and parents.

Areas requiring further development – including support planned

XXX needs to gain more experience in giving feedback to colleagues following quality assurance checks or lesson observations. This will be supported by her NQT mentor in faculty meetings.

NQT's Comments

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

I have discussed the above document with my NQT tutor and agree with the comments left. There is sufficient evidence to prove that I have met each teaching standard to a good level. I feel that the targets set for further development are realistic and achievable. I endeavour to work on these imminently.

The NQT will be remaining at this school

Signatures

Head Teacher/Principal

Date

DIGITALLY SIGNED

16/12/2016

Full Name: XXX

NQT

Date

DIGITALLY SIGNED

16/12/2016

Full Name: XXX

Induction Tutor

Date

DIGITALLY SIGNED

16/12/2016

Full Name: XXX