

## City of Bradford Appropriate Body

### Guidance for NQTs and Mentors during Lockdown

Following the national lockdown from 5 January 2021, many NQTs and mentors will be wondering how induction will be assessed and evidenced throughout the Spring term.

This document is intended to provide some guidance on activities which NQTs can undertake, methods of support which schools/mentors should consider providing and possible ways to assess and gather evidence of progress against the Teachers' Standards.

As yet the DfE has not released any guidance on supporting induction but should this occur this document will be updated accordingly.

#### Online mentoring and evidencing progress

- Ensure the NQT fully understands the school's protocols and expectations for remote learning. Discuss these with them – don't expect they have read and understood paperwork or emails. It can be an overwhelming experience for them.
- Support your NQT to make sure their pupils are aware of the school's remote learning expectations and how these will be monitored.
- Ensure your NQT understands what to do if pupils are not engaging – how do they record this? Who do they need to speak to?
- Provide support and guidance on how to contact parents in different circumstances. Rehearse tricky conversations. Agree how frequently contact should be made and how to record all contact.
- Ensure your NQT is clear about any potential safeguarding issues, in particular if doing live online teaching. How do they report concerns?
- Go through the Teachers' Standards together and make it very clear to your NQT what sort of evidence would be relevant for each in order for them to show satisfactory progress in the new context of working
  - Ensure they are supported in how to sequence and plan effectively and in the range of resources to use.
  - What type of feedback is expected to be provided to children and how often?
  - Ensure your NQT is supported in providing suitable remote learning for SEND pupils.
  - Ensure your NQT has a named person to contact if they have any IT/technical issues.
  - Discuss how "behaviour management" can be demonstrated online (see also key-worker bubbles information below)

- Look particularly at the expression of subject specific language and terminology and ensure the NQT is able to adapt their language suitably when they are not getting the same visual clues about pupils' understanding or lack of it.
- Provide support in how to lead/deploy Teaching Assistants with remote learning activities.
- Consider linking the NQT with other teachers for specific subjects.
- Meet regularly with your NQT in line with the statutory guidance. Ideally this ought to be once per week in order to support and check how they are doing.
- **Don't forget the NQT's well-being needs to be monitored too!**
- Continue to build their confidence in the new context of working. They may not be very proficient using IT remotely and may have lost their informal support network in school.
- **All teaching related activities** can be used as evidence at the end of this term.
- Assessment form judgements are to be made "in context", so though there needs to be some creativity in what this means, there will be plenty to celebrate and comment upon.

#### **If the NQT is leading a key-worker bubble**

- Observations – in a Covid secure manner – are still possible.
- Be clear with the NQT what you are looking for and what the focus of any observation will be.
- **At the moment, unannounced observation of NQTs are not recommended by the Appropriate Body.**

#### **Use of NQT time**

- **NQT time must still be undertaken** and used for the CPD element of induction.
- Continue to develop practice using the Early Career Framework. The level of this will depend upon whether NQTs are registered with and receiving online support from one of the providers, or whether schools are [accessing the materials](#) alone.
- NQTs must keep in frequent and regular contact with their mentor.
- Ensure activities undertaken are focused on agreed targets and that outcomes and success criteria are clearly understood by the NQT.
- Observations of other staff's online lessons may be done with the agreement of both parties.
- Suitable development activities might include:
  - Deepening subject knowledge – e.g phonics, Mathematics, English.

- Wider reading on pedagogy.
- Sequencing resource materials for specific subjects.
- Reading of class readers/appropriate year group library books.
- SEND focus.
- Research documents.
- Catch up interventions and well-being resources

### **Lesson observations**

- Online lessons can be observed.
- Live observations of key-worker bubbles in class – within Covid secure regulations – can still be undertaken.
- Video lessons can be used.
- Iris or other training systems can be used if available.
- Additional whole school monitoring activities will also provide evidence.

**If you become concerned that your NQT is not making satisfactory progress against the Teachers' Standards due to the present circumstances, then please discuss this **as soon as possible** with Michael Garside.**

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