



NQT Induction Assessment Record

Department for
Education



Lambeth

Please complete and return the completed form, to Dave Coram at dcoram@lambeth.gov.uk in the following windows for end-of-term assessments, or the dates given when the NQT was registered (if the NQT is not following the scaffolding of term dates):

Term 1 – 18-25 October 2012 **Term 2** – 13-20 December 2012 **Term 3** – 7-14 February 2013
Term 4 – 20-27 March 2013 **Term 5** – 16-23 May 2013 **Term 6** – 11-18 July 2013

Please note the following start and end dates to be used for full-time NQT assessments:

Due end of Term 1 – 11 Jun - 26 Oct
Due end of Term 3 – 5 Nov – 15 Feb
Due end of Term 5 – 25 Feb – 24 May

Due end of Term 2 – 3 Sept – 21 Dec
Due end of Term 4 – 7 Jan – 28 Mar
Due end of Term 6 – 15 Apr – 24 Jul

NQT's Personal Details (must be fully completed)

Full name (as registered with GTC)		Former name(s) – if relevant	Appropriate Body receiving report
Poppy CATT		-	Lambeth
Date of birth	Teacher Ref. No.	N.I. No.	Date of award of QTS
01 / 11 / 75	11 / 12345	AB123456C	01 / 07 / 12
Name of institution (e.g. school or college)			DfE institution number
Lambeth Primary School			208 / 1234

	IP1	IP2	IP3
Date of the beginning of this assessment period	03 / 09 / 12	07 / 01 / 13	15 / 04 / 13
Does the NQT work full-time or part-time?	Full-time	Full-time	Full-time
Number of terms completed during this assessment period – where NQT is working full-time (usually 'TWO')	Two	Two	Two
OR			
Number of days completed during this assessment period – where NQT is working part-time OR an interim asst.			
Date of end of this assessment period	21 / 12 / 12	28 / 03 / 13	24 / 07 / 13
Number of days of absence during this assessment period	Two (2)	Four (4)	One (1)
Total absence during whole induction period		Six (6)	Seven (7)

Recommendation

	IP1	IP2	IP3
The above named teacher's performance indicates that he/she <u>is performing/has performed satisfactorily</u> against the Teachers' Standards for the completion of induction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The above named teacher's performance indicates that he/she <u>is not performing/has not performed satisfactorily</u> against the Teachers' Standards for the completion of induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher named below should have their induction period extended			<input type="checkbox"/>
I confirm that the NQT has experienced support and monitoring in line with statutory guidance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Assessment of performance and progress against the Teachers' Standards

The Headteacher/principal or induction tutor should record, in the following eleven sections, brief details of the NQT's performance and progress against the Teachers' Standards including:

- the evidence on which this assessment report is based;
- strengths;
- areas requiring further development, even where progress is satisfactory (for example aspects of the Teachers' Standards which the NQT is yet to meet consistently); and
- priorities, support planned and targets for the next period of induction.

Comments must be in the context of the Teachers' Standards.

Please do not attach the assessment of progress as a separate document; it should be typed on the following pages – the boxes expands as you type.

Evidence on which this assessment report is based

IP1

Two lesson observations - Literacy and general
General Learning Walks (as part of whole-school programme)
One Professional Review Meeting
One formal assessment meeting
Weekly meetings with Induction Tutor
Day-to-day informal contact with Induction Tutor

Feedback from Teaching Assistants
Planning files
Examples of children's work

NQT's contributions to staff and team meetings
Home contact books, including comments from parents

Paperwork kept by NQT and Induction Tutor

IP2

Three lesson observations - ICT and general as part of regular NQT programme and general as part of Appropriate Body Quality Assurance programme
General Learning Walks (as part of whole-school programme)
One Professional Review Meeting
Weekly meetings with Induction Tutor
Day-to-day informal contact with Induction Tutor

Feedback from Teaching Assistants
Planning files
Examples of children's work

NQT's contributions to staff and team meetings
Home contact books, including comments from parents

Paperwork kept by NQT and Induction Tutor

IP3

Three lesson observations - Numeracy and two general
General Learning Walks (as part of whole-school programme)
One Professional Review Meeting
Weekly meetings with Induction Tutor
Day-to-day informal contact with Induction Tutor

Feedback from Teaching Assistants
Planning files
Examples of children's work

NQT's contributions to staff and team meetings
Home contact books, including comments from parents

Paperwork kept by NQT and Induction Tutor

A teacher must set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Outstanding	Good	Satisfactory	Unsatisfactory
Sets very high expectations which inspire motivate and challenge the pupils in his/her care	Sets high expectations which inspire, motivate and challenge the pupils in his/her care	Sets reasonable expectations which inspire, motivate and challenge the pupils in his/hair care	Does not set adequate expectations which inspire, motivate and challenge the pupils in his/her care
Progress at end of IP1			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy is up-to-date with the safeguarding policies and procedures and has undertaken child protection training online (along with the rest of the school) and knows who to ask for support.

Poppy has established safe and purposeful learning environments in which the children feel confident and secure.

Poppy has quickly developed a positive relationship with her class, involving them in creating interactive learning areas within the classroom. She has worked hard to create stimulating working walls in her classroom this term and to ensure that her selection of resources and activities is sufficiently varied to engage children of all abilities (classroom display boards, lesson observations, pupil feedback/parent evening feedback).

IP2

Poppy continues to build upon the areas highlighted at the end of IP1.

Having an additional two terms' worth of personal knowledge of pupils' abilities has led to Poppy being more creative and adventurous, when it comes to planning activities that cater for all pupils - particularly with the higher-ability pupils.

Because of this, the relationships that she has with the pupils in her class continue to go from strength to strength.

IP3

Poppy continues to have excellent relationships with all of her pupils, with all of them feeling secure enough in their environment to be willing to make mistakes in their learning attempts - Poppy should be commended for creating this environment.

A teacher must promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Outstanding	Good	Satisfactory	Unsatisfactory
Promotes exceptional progress and outcomes by his/her pupils	Promotes good progress and outcomes by his/her pupils	Promotes adequate progress and outcomes by his/her pupils	Little attention is paid to the progress and outcomes of his/her pupils
Progress at end of IP1			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy's planning now shows an understanding of the prior learning and achievements of the children in her class - particularly in relation to writing (lesson observation, planning records).

She keeps accurate records to monitor individuals' progress and is beginning to use mini-plenaries throughout a lesson to help shape next steps planning and to enable her pupils to reflect on their progress (lesson observation, planning records and work scrutiny).

Poppy has attended training to develop and understanding of learning styles and is developing independent learning strategies - this is an agreed area for further development.

IP2

As mentioned in the IP2 section for TS1, Poppy has benefited greatly from having an additional two terms' worth of knowledge of her pupils' abilities and ways of learning – she is now better able to plan and adapt lessons and activities for all of her pupils, based on what she sees happening in front of her during lessons and her knowledge of the pupils.

IP3

Poppy has had a positive two terms, with regard to this Standard – the vast majority of pupils now take an active interest in their own learning and progress, improving the effectiveness of Poppy's lessons.

A teacher must demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Outstanding	Good	Satisfactory	Unsatisfactory
Demonstrates an excellent subject and curriculum knowledge	Demonstrates a good subject and curriculum knowledge	Demonstrates a secure subject and curriculum knowledge	Significant gaps in subject and curriculum knowledge
Progress at end of IP1			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy has quickly become familiar with the school's Schemes of Work and has secure subject knowledge for the curriculum areas covered this term (planning, lesson observations and notes from Tutor meetings).

Poppy has attended Phonics training and has a secure knowledge of phonic phase progression.

Poppy identifies a need to further develop use of ICT across the curriculum and this is an appropriate focus for next term, particularly in English.

IP2

Poppy has continued to show secure subject knowledge in all curriculum areas covered during the period (planning, lesson observations and notes from Tutor meetings), with many elements of good knowledge - this is becoming more apparent as Poppy gains in confidence and becomes more confident in the school environment.

Poppy's use of ICT across the curriculum has come on leaps and bounds this period - she has attended training on this, and this has had a marked effect on her teaching and outcomes (lesson observation, planning and work samples)

IP3

Poppy is now demonstrating good subject knowledge - as acknowledged in the IP2 comment, this is largely due to Poppy now feeling very much 'at home' at Lambeth Primary (planning, lesson observations and notes from Tutor meetings)

Her pupils are motivated and, excluding the occasional 'wobble', attention levels are high.

A teacher must plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Outstanding	Good	Satisfactory	Unsatisfactory
Lessons are mostly good and often show characteristics of outstanding lessons	Lessons are never less than satisfactory and often good or better	Lessons are mostly satisfactory, with occasional unsatisfactory elements	Lessons are often wholly unsatisfactory
Progress at end of IP1			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy uses a range of strategies to promote curiosity, including role play and fancy dress, and to inspire interest.

She is beginning to use talk partners more frequently so that pupils are gaining in confidence in clearly articulating their views (lesson observation reports and learning walks).

Poppy understands and follows the agreed school homework policy - parental questionnaires evidence high levels of satisfaction that homework is supporting learning.

Poppy has offered valuable advice as a French specialist during our recent whole-school assessment review.

IP2

Poppy has enabled her pupils to become highly effective, curious learners during this period, through their clear understanding of how lessons will be structured - however, Poppy still keeps the element of surprise, as to exactly how the learning will happen, well (lesson observations, learning walks and planning)

There is continued evidence that the tasks being set as homework are relevant and are being completed with the support of parents (samples of work and home contact books)

IP3

Poppy continues to plan and deliver well-structured lessons, as at the end of IP2 (lesson observations, learning walks and planning)

She has already begun to work on areas of the MFL curriculum, for which she will have responsibility from the start of next year.

A teacher must adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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 additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Outstanding	Good	Satisfactory	Unsatisfactory
Has a very clear understanding of the strengths and needs of all pupils and adapts his/her teaching accordingly	Has a clear understanding of the strengths and needs of all pupils and adapts his/her teaching accordingly	Has some understanding of the strengths and needs of all pupils and adapts his/her teaching accordingly	Fails to take sufficient account of the strengths and needs of pupils or adapt his/her teaching
Progress at end of IP1			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy has responded to the support given during the middle 'term' of the period (between her two lesson observations) on planning more effectively for the ability groups within her class.

Poppy is beginning to adapt lessons to ensure that the pace of learning for all groups is maintained - this is an agreed focus for further development next term.

IP2

Poppy has built on the support received during IP1 on planning effectively for all ability groups well; she now has a much better idea of how to adapt the core activity for lower-ability, standard and higher-ability pupils (planning, samples of work, assessment records and lesson observations)

With this increased confidence, the pace of Poppy's lessons are now developing well; she is now better able to spend time with those needing support, rather than being overly concerned with ensuring all pupils had grasped the taught ideas before moving onto independent work.

She has attended both NQT and specialist Local Authority training on working with pupils having EAL; she is beginning to make use of the ideas given in this training, and is hoping to develop this further during IP3, and make a difference with the EAL pupils recently arrived in her class.

IP3

This period of induction has been one of perseverance for Poppy; at times, she has felt that she had 'hit a brick wall', in terms of developing her practice around EAL provision; however, having had the chance to seek advice from the EAL co-ordinator in school and the Lambeth EAL Adviser, she has overcome the hurdles that she faced, and has been able to see some progress with the EAL pupils in her class.

To her credit, Poppy has not allowed this to detract from the progress that she had made in other aspects related to this Standard in the previous two periods of induction; her pacing and differentiation for different ability groups continues to develop well.

A teacher must make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Outstanding	Good	Satisfactory	Unsatisfactory
Confident in making very accurate and productive use of assessment approaches	Good knowledge of and can make accurate and productive use of assessment	Has some knowledge and can make reasonably accurate and productive use of assessment	Tends to make inaccurate or unproductive use of assessment
Progress at end of IP1			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy has received training and support in understanding and using the school's tracking system (notes from Tutor meetings, tracker and staff meeting discussions).

She has taken part in moderation meetings in order to enhance the accuracy of assessments.

Marking is always completed promptly and pupils are responding to prompts given. (book scrutiny)

Poppy uses a range of assessment within the class and is able to give children immediate feedback verbally and using mini plenary within the lessons (lesson observations)

Following the AfL training, she has a better understanding and uses lesson evaluation effectively to inform her planning - she has begun to collect evidence for APP in her guided reading sessions (planning)

IP2

This period of induction has been one of consolidation for Poppy; she has continued to use, and build on, what was reported on at the end of IP1 (notes from Tutor meetings, tracker, staff meeting discussions, book scrutiny and planning) - she is also making better use of learning objectives and success criteria, so that pupils are clearer as to what is expected of them, with regard to learning, during guided reading sessions.

IP3

Poppy has attended NQT training on assessment; this has led to her becoming more proficient in processing the assessment data that she has gained through a variety of means, and using it to plan relevant lesson sequences for all pupils

She has also been able to produce clear, meaningful information on achievement for her pupils' new teachers.

A teacher must manage behaviour effectively to ensure a good and safe learning environment

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Outstanding	Good	Satisfactory	Unsatisfactory
Very confident in a range of behaviour techniques and strategies and has very good relationships with pupils	Good use of a range of behaviour management and strategies and has good relationships with most pupils	Reasonable use of some behaviour management techniques and strategies to manage the classroom and is developing positive relationships with pupils	Learners' overall behaviours and attitudes are unsatisfactory and the classroom is not well managed.
Progress at end of IP1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy has quickly applied the school's agreed behaviour policy - she has high expectations of behaviour and has established clear rules and boundaries. The children are encouraged to be independent and to co-operate using a variety of circle time activities.

Poppy uses interesting and varied sets of resources and activities to engage and motivate pupils in her lessons (lesson observations, SLT drop in feedback, planning file).

She has developed good relationships with her pupils and is experimenting in using varied seating plans for different types of group work (lesson observations, planning file).

IP2

Poppy's behaviour management continues to be a real strength – her pupils respond well to having clear boundaries and knowing the consequences for overstepping these.

Her Teaching Assistant has commented on how well the pupils have progressed under Poppy's guidance this period.

IP3

Poppy has continued to demonstrate superb behaviour management skills and strategies during IP3; pupils continue to progress well, given the behavioural environment that they are able to work in.

A teacher must fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Outstanding	Good	Satisfactory	Unsatisfactory
Excellent understanding of the roles and responsibilities of a teacher and participates fully in the life of the school	Up-to-date knowledge and understanding of the roles and responsibilities of a teacher and participates in school life	Understands the roles and responsibilities of a teacher and participates in some aspects of school life	Has not fulfilled all professional obligations and has made little effort to contribute to the life of the school
Progress at end of IP1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress at end of IP2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgement at end of IP3			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IP1

Poppy is very quick to act upon advice and is not afraid to ask for help - she reviews her teaching and how it relates to the pupils' progress and she is beginning to adapt her strategies accordingly.

Poppy has attended school PTA events and has volunteered to arrange a charity fundraising event.

Poppy has been a real asset to the school this term - she is flexible and adaptable and is always enthusiastic about whatever she is asked to do.

IP2

One of Poppy's strengths is that she is proactive in seeking advice on things that are not going as well as she might hope they would be; she does not bury her head in the sand, hoping the problem will go away – in addition, she has sought the advice of colleagues on issues before they have arisen!

Poppy has remained positive and adaptable – long may this last!

IP3

Poppy may not have been quite as bright and bubbly this period as in the previous two, due to her anxiety over the progression of her EAL pupils, but she still remains positive – and is able to reflect on how much of a 'journey' she has been on this year.

Her charity fundraiser was a great success, and is something that we will be looking to repeat in coming years.

We are extremely lucky to have Poppy as a member of staff at Lambeth Primary – thank you, Poppy, for your energy!

Personal and Professional Conduct

Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

Elements						
Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position	Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	Showing tolerance of and respect for the rights of others	Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs	Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality	Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities
Is NQT meeting element at end of IP1?						
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Is NQT meeting element at end of IP2?						
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Is NQT meeting element at end of IP3?						
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

IP1

Poppy is very professional in her conduct in and around school.

Poppy understands and follows school policies in relation to Safeguarding.

She has attended the NQT conference focussing on professional behaviour and e-safety.

She understands the need for constant vigilance and to record and report incidents relating to child protection (discussions about safeguarding procedures and use of risk assessment forms).

When working with her induction tutor, Poppy is reflective and acts upon advice.

Poppy has shown excellent attendance and punctuality throughout this assessment period.

IP2

As IP1

IP3

As IP1

Targets and support planned for the next period of induction

IP1

TS2 - Further develop and understanding of how pupils learn and plan for a range of preferred learning styles.

TS3 - Develop knowledge and use of ICT to support learning and progress across the curriculum.

TS6 - Develop use of formative assessment in reading to ensure that learning intentions and success criteria are always communicated effectively so that all pupils have a clear understanding of what they need to do to improve.

IP2

TS3 - Continue to develop ICT use to enhance learning

TS5 - Develop knowledge and strategies to support EAL learners in the classroom.

Targets and support planned post-induction

IP3

TS5 - Further consolidate EAL knowledge and strategies to support learners and learning

Report written by

IP1

Dave Coram - Induction Tutor

IP2

Dave Coram - Induction Tutor

IP3

Dave Coram - Induction Tutor

Questions for, and comments by, the NQT

The NQT should record their comments or observations and answer the questions below 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 head teacher during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance; and
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. If so, what are these areas?

	IP1	IP2	IP3
I have discussed this report as part of a formal assessment meeting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

I have the following comments to make

Please note that the NQT should be encouraged to make a comment other than 'I have no comment to make' – any report submitted without a comment of any kind will be returned for a comment to be added

IP1
I feel that this report clearly reflects my first period of induction at Lambeth Primary - the strengths and areas for development reflect my own feelings.
IP2
Again, I feel that this report is a fair reflection of the period of induction completed - the comments made are accurate.
IP3
I would like to thank all those involved with my induction for their support over the course of the academic year - I feel that much of my progress is down to their perseverance!

The following have taken place during the relevant period of induction

	IP1	IP2	IP3
10% timetable reduction for Induction received	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10% timetable reduction for PPA received	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Individualised support programme in place for 10% Induction timetable reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Regular meetings with Induction Tutor	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Discussions around CEDP Transition Point Two and Three held (TP2 during IP1 and TP3 during IP3)	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Professional Review Meeting held (halfway through each period of induction)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Two or more observations of your teaching against Teachers' Standards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Observations made by you of other teachers (this is not a statutory requirement, but is considered good practice)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Please select ONE option only from the list below			
I will be remaining at my current school into IP2/ into IP3/ post-Induction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I will be taking up a position at a different school in Lambeth *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be taking up a position in a maintained school in London *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be taking up a position in a maintained school elsewhere *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be taking up a position in an independent school *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be supply teaching *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will be leaving the teaching profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If selected an option marked *, please give the following information

Name of school/agency	
Appropriate Body (if applicable)	
Contact at school (for forwarding this record)	
E-mail address for this contact	