# C:\Users\ann\Downloads\PLN logo CMYK (1).jpghttp://www.schooljotter.com/imagefolders/whitehill/NCTL-National-Teaching-School-lock-up-28colour29.png

# NQT Assessment Form for the:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | |  | |  | |  | | |  | | --- | | End of **First** assessment period | | End of **Second** assessment period | | Interim assessment (if NQT leaving school mid-term) | |

**Instructions for completion**

* In the assessment meeting at the end of each induction period, the NQT and Induction Tutor should agree on strengths, areas for development and targets.
* The Induction Tutor completes the form and passes to the NQT for comments (see final page).
* The Headteacher/Principal checks the final form and send via email to [prolearnnet@gmail.com](mailto:prolearnnet@gmail.com) within 10 working days of the NQT completing the assessment period. The NQT and Induction Tutor must be copied into the email as authentication. Please do not send hard copies.
* The NQT should retain the original copy. The Headteacher/Principal should keep a copy.

Please complete all sections of the form. Where tick boxes appear please insert “X” in the area.

**NQT’s personal details**

|  |  |
| --- | --- |
| **FORENAME(S):** |  |
| **SURNAME:** |  |
| **\*FORMER NAME (where applicable)** |  |
| **DATE OF BIRTH:** |  |
| **DfE TEACHER REFERENCE NUMBER:** |  |
| **NATIONAL INSURANCE NUMBER:** |  |
| **DATE OF AWARD OF QTS:** |  |

|  |  |  |
| --- | --- | --- |
| **SCHOOL/ACADEMY:** | **D*f*E INSTITUTION NUMBER:** | **TELEPHONE NUMBER:** |

|  |  |  |
| --- | --- | --- |
| |  | | --- | |  | | I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified in line with the statutory guidance  <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers/> |

**Recommendation:**

|  |  |  |
| --- | --- | --- |
| |  | | --- | |  | | The above named teacher’s performance indicates that he/she **is making satisfactory progress** against the Teachers’ Standards within the induction period. |
| |  | | --- | |  | | The above named teacher’s performance indicates that he/she **is not making satisfactory progress** against the Teachers’ Standards for the satisfactory completion of the induction period. |

**Additional information:**

**Please mark an ‘x’ in one box to show how the NQT is progressing against the Teachers’ Standards for satisfactory completion of the induction period.**

This information enables the Appropriate Body to target its monitoring and provide a service of support where it is needed. All NQTs who fall into categories 'C' and 'D' will be monitored more closely, with possible school visits and extra support provided.

|  |  |
| --- | --- |
|  | **A**. This NQT is currently making excellent progress against the Teachers’ Standards |
|  | **B**. This NQT is currently making good progress against the Teachers’ Standards |
|  | **C**. This NQT is making limited progress against the Teachers’ Standards and is receiving additional support from within the school |
|  | **D**. This NQT is not making satisfactory progress against the Teachers’ Standards and requires significant additional support |

|  |  |
| --- | --- |
| Start date of this assessment period: |  |
| End date of this assessment period: |  |
| Number of terms completed during this assessment period (one term if F/T; more if P/T) |  |

OR

|  |  |
| --- | --- |
| Number of days completed during this assessment period (only complete this if NQT leaving school mid-term and this is an interim assessment): |  |
| Does the NQT work: Full Time **YES/NO** | Part Time **YES/NO** (if so, state proportion) |
| Number of days of absence during this assessment period (enter ‘0’ if the NQT has not been absent):  **NB this section is crucial, as the NQT will be required to carry out an extension if they have more than 30 days absence in a year** |  |

**Assessment of progress against the Teachers’ Standards:**

The Headteacher/Principal or Induction Tutor should record brief details of the NQT’s progress against the Teachers’ Standards, including:

* Strengths;
* Areas requiring further development, even where progress is satisfactory (eg aspects of the Teachers’ Standards which the NQT has yet to meet);
* Areas of concern;
* Evidence used to inform the judgements; and
* Targets for the coming term, with any support needed.

Comments must be in the context of and make reference to each specific standard, details of which can be found at: <http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012->

**Evidence key**

|  |  |  |
| --- | --- | --- |
| **W** Pupil’s work | **AR** Assessment and record keeping | **F** Feedback from colleagues on practice |
| **P** Planning | **O** Lesson observation | **T** Training activities |
| **RP** Reporting to/discussions with parents and carers | **TE** Teaching environment | **AM** Assessment meeting |
| **PRM** Professional review meeting | **SR** Self review |  |

**PART ONE: TEACHING (Teachers’ Standards 1-8)**

**A teacher must:**

|  |  |
| --- | --- |
| **1. Set high expectations which inspire, motivate and challenge pupils** | **Evidence codes**  (Refer evidence key above) |
| **1a establish a safe and stimulating environment for pupils, rooted in mutual respect (not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

|  |  |
| --- | --- |
| **2. Promote good progress and outcomes by pupils** | **Evidence codes**  (Refer evidence key above) |
| **2a be accountable for pupils’ attainment, progress and outcomes**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **2b plan teaching to build on pupils' capabilities and prior knowledge**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **2c guide pupils to reflect on the progress they have made and their emerging needs**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **2e encourage pupils to take a responsible and conscientious attitude to their own work and study.**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

|  |  |
| --- | --- |
| **3. Demonstrate good subject and curriculum knowledge** | **Evidence codes**  (Refer evidence key above) |
| **3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **3c 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**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

|  |  |
| --- | --- |
| **4. Plan and teach well structured lessons** | **Evidence codes**  (Refer evidence key above) |
| **4a impart knowledge and develop understanding through effective use of lesson time (not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **4b promote a love of learning and children’s intellectual curiosity**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **4d reflect systematically on the effectiveness of lessons and approaches to teaching**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s)**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

|  |  |
| --- | --- |
| **5. Adapt teaching to respond to the strengths and needs of all pupils** | **Evidence codes**  (Refer evidence key above) |
| **5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **5b have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **5c 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**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **5d 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.**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

|  |  |
| --- | --- |
| **6. Make accurate and productive use of assessment** | **Evidence codes**  (Refer evidence key above) |
| **6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **6b make use of formative and summative assessment to secure pupils’ progress**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **6c use relevant data to monitor progress, set targets, and plan subsequent lessons**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

|  |  |
| --- | --- |
| **7. Manage behaviour effectively to ensure a good and safe learning environment** | **Evidence codes**  (Refer evidence key above) |
| **7a 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**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **7c manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

|  |  |
| --- | --- |
| **8. Fulfil wider professional responsibilities** | **Evidence codes**  (Refer evidence key above) |
| **8a make a positive contribution to the wider life and ethos of the school**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **8b develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **8c deploy support staff effectively**  **take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **8d communicate effectively with parents with regard to pupils’ achievements and well-being**  **(not yet met/working towards/achieved/exceeding)**  Strengths (with evidence) |  |
| **Areas of Development:** | |
| **Targets and Support:** | |

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

* Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s 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 which set out their professional duties and responsibilities.

|  |
| --- |
| **Comments on Part Two:** |

|  |  |
| --- | --- |
| **Date NQT carried out Safeguarding Children training in school:** |  |

**Comments by the NQT:**

The NQT should record their comments or observations 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 Headteacher/Principal during this assessment period;
* You are receiving your full range of entitlements in accordance with regulations and guidance; <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers/>
* 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?

I have discussed this report with the Induction Tutor and/or Headteacher **YES/NO**

I have the following comments to make:

|  |
| --- |
|  |

Will this NQT be remaining at this school for the next assessment period? **YES/NO**

If not, then please supply details of the school/Appropriate Body the NQT is moving to, and contact information

Full name of Headteacher/Principal Approval date of report

|  |  |
| --- | --- |
|  |  |

Full name of NQT Approval date of report

|  |  |
| --- | --- |
|  |  |

Full name of Induction Tutor Approval date of report

|  |  |
| --- | --- |
|  |  |

**The completed form must be emailed to** [prolearnnet@gmail.com](mailto:prolearnnet@gmail.com)  **from the Headteacher/Principal or Induction Tutor’s school email account. Please do not use personal email accounts, as these are not secure, and do not send paper copies. In place of signatures, the NQT, Induction Tutor and Headteacher/Principal must all be copied into the email.**