

**SECTION 3**

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**THE THREE TERMLY  
FORMAL  
ASSESSMENTS**

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### 1 Assessment dates and deadlines for returning forms

At the end of each term your school is required by law to complete an assessment form for you and return it to the Local Authority. **It is important that the deadlines are met.** The deadlines for full-time NQTs for 2010 / 11 are:

|               |   |                                |
|---------------|---|--------------------------------|
| <b>Term 2</b> | - | <b>Friday 10 December 2010</b> |
| <b>Term 4</b> | - | <b>Friday 25 March 2011</b>    |
| <b>Term 6</b> | - | <b>Friday 24 June 2011</b>     |

If you work part time, the length of induction is calculated pro rata and therefore the dates of formal assessments are different. In this case, your Headteacher should use the tables on the next page and consult the Induction calculator at

<http://www.tda.gov.uk/teachers/induction/inductioncalculator.aspx>

which shows how much induction is left to complete and how long this will take on any contract rate. It will also calculate when formal assessments are due.

**All sections on each assessment form must be completed** by your Induction Tutor and you (the NQT) **must** have signed it. It is important that your Induction Tutor remembers to add targets and support arrangements as detailed on Page 2 of the Assessment Forms. For further guidance and electronic copies of the form refer to:

<http://www.teachernet.gov.uk/professionaldevelopment/nqt/induction>

If full-time you are entitled to at least **one** review meeting with your mentor **each term, of a six term year**, ie six meetings and a formal assessment meeting three times a year. Each assessment follows on from pre-arranged lesson observations and feedback sessions, which have taken place.

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### 2 Pro-rata assessment periods / dates for part-time NQTs in a 6 term year: (first, second and third assessment periods)

| Part time proportion | First, second and third assessment periods in a 6 term year |
|----------------------|---|
| Full-time            | 2 terms (6 terms in total)                                  |
| 0.8                  | 2.5 terms (7.5 terms in total)                              |
| 0.6                  | 3.3 terms (10 total)  |
| 0.5                  | 4 terms (12 total)  |
| 0.4                  | 5 terms (15 total)  |
| 0.3                  | 6.6 terms (20 total)  |

### 3 Assessment meetings

A formal assessment meeting between you and your Headteacher (or the Induction Tutor acting on behalf of the Headteacher) must take place towards the end of each two terms (or the end of the appropriate period if you are part-time or began induction midway through a term)

These meetings should take place after **approximately** 63 days (first assessment), 126 days (second assessment) and 189 days (final assessment).

It is your responsibility to ensure with your Induction Tutor that these meetings take place at the correct time.

Keep an accurate record of the number of days you work and any days of absence when you are on contract.

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The purpose of the meetings is to discuss and confirm the extent to which you are achieving the Core Standards. Following each meeting the statutory Assessment Form is completed and sent to the LA. The meeting dates should be set in advance and scheduled in time for the completed and signed forms to be received by the LA by the dates shown on the previous page.

Assessments must be rigorous, accurate, fair and consistent throughout a school, and the Core Standards (Section 5) are used to focus the gathering of evidence. If appropriate your Induction Tutor will undertake joint observations with experienced staff to help to assess you accurately and communicate the ongoing assessments and progress to the Headteacher / Induction Tutor (secondary).

The pattern of these meetings should be as follows:

- \* The first meeting focuses on the extent to which you are consistently continuing to meet the Standards for the Award of QTS with increasing professional competence, and are beginning to meet the Core Standards
- \* The second meeting focuses on your progress toward the Core Standards
- \* The final assessment meeting is used to determine whether you have met **all** of the requirements for the satisfactory completion of the induction period. If so, the final meeting can be used to set objectives and professional development opportunities for the second year of teaching. Make sure you still include targets on this final form to inform your first performance management discussion in Year 2.

At the end of each form is a space for you to make a comment, a box for your comments and a space for your signature. You are strongly encouraged to do so. This is **your** Induction and you may comment here on the comments written elsewhere. **No other parts of the form may be completed by you.** The school should provide you with the original of the assessment form. School should keep a copy for their records and send another copy to the Local Authority.

Sufficient specific evidence must be shown on the form against each of the Standards. The termly assessment decisions about progress toward the Core Standards should be based on:

- \* The Professional Development Plan
- \* Lesson observation records of at least 2 observations during the previous two terms
- \* Progress review: records of discussion from at least 2 professional reviews of progress during the term
- \* Your self-evaluation records
- \* Formal and informal assessment records for pupils for whom you have had particular responsibility, including test or examination results
- \* Information about liaison with others, eg colleagues or parents
- \* Your lesson plans, records and evaluations
- \* Your CEDP

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This evidence is retained by the school after induction until notified by the LA that you have successfully completed induction.

### 4 Unsatisfactory progress

If you are not making satisfactory progress toward achievement of the Core Standards, action should be immediate and **not delayed** until a formal assessment meeting has taken place. The Headteacher (or his/her agreed representative) will:

- \* meet you to ensure that you are aware of the concerns about progress, and record this in writing
- \* ensure that a relevant support programme is put in place to help you overcome identified weaknesses and make any necessary improvements.
- \* inform the LA of the concerns

If, despite support, you still do not make satisfactory progress, and at a formal assessment point are deemed to be at risk of failing to complete the induction period, **the Headteacher** will:

- \* observe you teaching and review the available evidence
- \* request a third party also to observe you and review the evidence, if the Headteacher is the Induction Tutor
- \* indicate this to the LA and seek advice from the LA where appropriate
- \* hold the formal assessment meeting and invite you to be accompanied by a representative (eg professional association representative). At the meeting the Headteacher will discuss and record:
  - identified weaknesses
  - agreed objectives set in relation to the Core Standards
  - planned support
- \* evidence used to inform the judgement
- \* complete the appropriate assessment form indicating that you are at risk of failing to meet the Standards and include a record of the outcome of the assessment meeting
- \* complete the appropriate assessment form indicating that you are at risk of failing to meet the Standards and include a record of the outcome of the assessment meeting
- \* write to you, enclosing a copy of the report, about the assessment and the consequences of:
  - failure to make the necessary improvements
  - failure to complete the induction period satisfactorily
- \* send a copy of the assessment report and letter of warning to the LA
- \* with the LA assure themselves that:
  - the assessment is well founded and accurate
  - weaknesses have been correctly identified
  - appropriate objectives have been set to remedy weaknesses
  - a relevant support programme is in place to help you to overcome identified weaknesses

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### 5 Failure to meet the NQT Core Standards at final assessment

If, based on lesson observations, relevant evidence and an independent report by an LA representative, your Headteacher concludes that you have failed to meet the Core Standards, the Headteacher will complete the appropriate assessment form recommending that you have failed to meet the Standards.

An LA Panel, consisting of advisers, headteachers and senior leaders not involved with the case, will consider all the paperwork gathered throughout the year and decide whether to ratify the Headteacher's recommendation for you to fail or whether, in exceptional circumstances, an extension should be granted. You will have the right to attend the Panel Hearing if you wish and to be represented by your Professional Association.

### 6 Appeal Procedure

If, after the Panel has met, the LA confirms that you have failed satisfactorily to complete the induction period, or extends the period of induction, following failure, on the grounds of exceptional circumstances, it must inform you of your right to appeal, with the name and address of the Appeal Body and the deadline for appeals.

You should send a notice of appeal to the General Teaching Council. The notice must be sent within 20 working days beginning with the date you received notice of the LA's decision.

The statutory procedure governing appeals is defined in the DCSF *Statutory Guidance on Induction for Newly Qualified Teachers in England*.

<http://www.teachernet.gov.uk/publications>

(ref: DCSF/00364/2008)

and available at <http://www.teachernet.gov.uk/professionaldevelopment/induction>

#### **End of First Assessment Period, End of Second Assessment Period and Interim Assessment forms:-**

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/NQTInductionAssessment2008.doc>

#### **NQT Induction Form for the Final Assessment and Recommendation forms :-**

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/FinalAssessmentAndRecommendation2008.doc>