

SECTION 6

**PRO FORMAS
TO BE USED
THROUGHOUT
INDUCTION**

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PRO FORMAS TO BE USED THROUGHOUT INDUCTION

- **Preliminary Meeting Checklist**
- **Induction Programme Log**
- **Professional Development Activity Codes**
- **Professional Development Plan – objectives & activities to be undertaken**
- **Professional Review Meeting: Record of discussion**
- **Lesson Observation Record**
- **Summary of Lesson Observation**
- **Benchmarking Performance Table**
- **OFSTED guidance on where to pitch judgements**
- **Assessment Forms -**

End of First Assessment Period, End of Second Assessment Period and Interim Assessment Forms

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

Final Assessment and Recommendation Form

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

Schools are not required to use these formats, but induction objectives, observations and review meetings must be recorded in some way

PRELIMINARY MEETING CHECKLIST

Tick items to indicate that they were covered and record any details.

| | | | | | |
|--------------------|--|--------------------------------|--|-------------|--|
| Name of NQT | | Name of Induction Tutor | | Date | |
|--------------------|--|--------------------------------|--|-------------|--|

| Agenda Item | Tick | Details |
|--|-------------|----------------|
| Diary / Planner | | |
| Dates of terms and major school events | | |
| Staff handbook and/ or a school Induction handbook | | |
| Timetables of lessons and groups to be taught | | |
| Curriculum documents | | |
| Details of the LA's induction and training programme | | |
| The school NQT training programme | | |
| Details of how the schools will manage the induction / assessment arrangements | | |
| The LA 'named contact' | | |
| How to contact your mentor | | |
| Transition Point 1 of the CEDP checked and discussed | | |
| Date for next meeting to discuss Transition Point 2 of the CEDP | | |
| Sickness/ Adverse weather arrangements | | |
| | | |
| | | |
| | | |
| | | |

Professional Development Activity used in supporting teachers' Continuous Professional Development (CPD)

The grid shows a range of methods that can be used for your CPD. You should try to think imaginatively about combining different methods to achieve your attended aim. The themes in the Core Standards guidance (Section 5) may help you to do this.

- How might you use the different methods?
- Which of the Induction Standards might they usefully support?

| | |
|------------------------|--|
| Critical reflection | Time to read & research into a chosen focus, e.g. surfing web, reading, THINKING!! Could also include time to develop an IT skill via practice |
| Reflective observation | Own targets/reflective practice; team teaching; being an observer; |
| Observations of others | In your school: same key stage, another key stage, a specific subject or strategy |
| Observing | In another school: same year group, different setting etc |
| Networking | Internal response partner or making link with another NQT or other teachers – cluster or own focus to think, discuss, evolve a resource, refine practice |
| Support | 1-1 support from a key person in/outside the school for subject guidance, needs analysis etc |
| Training (internal) | Staff meetings, INSET days, working groups |
| Training (external) | Attending external training from LA CPD book, other providers / or part of NQT Induction Programme |
| Visits | Resource centres, educational visit centres, nurseries, other LAs |
| Extending experience | Observing governors' meetings, work of an EP, librarian etc |

Professional Development Plan – objectives and activities to be undertaken

| Objective / learning aim (To help identify the purpose, word each objective 'to...in order to...') And Core Standard(s) to be met through each objective | Target date | Success criteria (as measurable as possible with the sources of evidence identified) | Action to be taken, by/ with/ whom & resources needed | Type of activity | Review date |
|---|-------------|--|---|------------------|-------------|
| | | | | | |

NQT LESSON OBSERVATION SHEET

| | | | | |
|--|--|-------|--|----------------------|
| Name of NQT: | | Date: | Observer: | |
| Class: | | Girls | Boys | Lessons: 1 2 3 4 5 6 |
| Topic/Lesson Content | | | | |
| Target(s) for observation | | | Related to CEDP | |
| Planning and preparation, monitoring and assessment | | | Lesson plan aims: Aims/outcomes Resources Timing Differentiation SEN (IEP?) All must, most will, some could very able underachieving gender / race / vulnerable Progression Opportunities for ICT / SMSC / x-curric links | |
| | | | Start of lesson | |
| Teaching Methods and Use of Resources | | | Management & Relationships High expectations of behaviour Anticipation/response to inappropriate behaviour Control / Presence Rapport / Respect Use of TAs and other adults Time Management Subject knowledge & Presentation Clarity of explanation Enthusiasm Differentiated questions Teaching Styles Range of activity Whole class / Groups / individuals Pace / Challenge Use of ICT Appropriate challenge for every learner | |
| | | | reception / register pupil grouping / seating plan learning objectives explicit review of last lesson | |

Summary of Lesson Observation

To be completed by the Induction Tutor (or other observer)
Used for feedback to and comments by the NQT

| | |
|---|-----------------|
| NQT: | Date: |
| Observer: | Subject: |
| Length of observation: | |
| <p>Observer: Comment on the quality of the NQT's teaching in relation to the Core Standards. Refer to the Guidance Criteria shown for the Core Standards in Section 5. Ensure that generic advice is given that can be applied to other lessons, as well as specific advice relevant to this lesson.</p> <p>NQT: Use these comments and subsequent discussion to identify development points.</p> | |
| Strengths identified by observer | |
| | |
| Strengths identified by NQT | |
| | |
| Development points – in order to improve I will need to ... | |
| | |
| <i>Carry forward development points to the Professional Development Plan</i> | |
| Signed: NQT Induction Tutor..... | |

BENCHMARKING PERFORMANCE TABLES
How good is the quality of teaching and learning?

| Thread in Benchmarking table | Learners' progress | Teachers' subject knowledge | Appropriate challenge | Quality of assessment including use in planning and pupil monitoring | Differentiation for pupils with additional needs | Teaching methods and use of resources | Use of teaching assistants and other adults |
|-------------------------------------|---|--|---|--|--|--|---|
| Outstanding (1) | Learners thrive as a result of the teaching and make exceptionally good progress. | Teachers' high levels of expertise and evident interest in what they are teaching. | Work is suitably challenging for every learner. | Teachers careful planning is based on thorough assessment that ensures work is very well pitched. | Those with additional learning needs are enthused and extended. | The methods and use of resources, such as ICT and the degree of independent learning, enthuse and extend learners. | Well directed teaching assistants, paired or joint teaching, reinforces and strongly supports learning. |
| Good (2) | Virtually all learners make good progress and show good attitudes to their work. | The teachers' good subject knowledge lends confidence to their teaching styles. | The level of challenge stretches without inhibiting. | Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to their different capabilities, so that all can succeed. | Those with additional learning needs have work well-tailored to their needs based upon a good diagnosis. | A good range of carefully chosen resources such as ICT, and the well-judged setting of extension and project work to encourage independent learning, does much to encourage the skills and confidence needed for independent learning. | Good arrangements support parents/carers in helping learners to succeed. |
| Satisfactory (3) | Most learners make the progress that should be expected of them and they enjoy their work and are motivated to do well. | Teachers have a secure knowledge of the curriculum and course requirements. | The level of challenge is sufficient for groups of learners most of the time. | Assessment is adequate for teachers to monitor learners' progress and plan lessons, and learners know what to do to improve. | Work is appropriate for those with additional learning needs. | The teaching methods, including opportunities for independent learning and the use of a range of resources such as ICT, encourage and engage them. | Arrangements are in place to enable support staff and parents/carers to support learners effectively. |
| Inadequate (4) | Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Learners do not enjoy their work. Behaviour is often inappropriate. | Teachers' knowledge of the curriculum and the course requirements are inadequate, | The level of challenge is often wrongly pitched. Not enough independent learning takes place or learners are excessively passive. | Assessment is not frequent or accurate enough to monitor learners' progress, so teachers do not have a clear enough understanding of learners' needs. Learners do not know well enough how to improve. | | The methods used do not sufficiently engage and encourage the learners. | Teaching assistants and parents/carers are inadequately helped to support learners. |

Guidance on where to pitch judgements about the overall quality of a lesson

The overall judgement will be a 'best fit' of the grade descriptions in the box except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

| Description | Characteristics of the lesson |
|-------------------------|--|
| Outstanding (1) | The lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of the learners. |
| Good (2) | <p>Most learners make good progress because of the good teaching they receive. Behaviour overall is good and learners are keen to get on with their work in a secure and friendly environment in which they can thrive. The health and safety of the learners are not endangered.</p> <p>Teaching is well informed, confident, engaging and precise. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners. Teaching assistants and resources are well deployed and good use is made of time. Assessment of learners' work is regular and consistent and makes a good contribution to their progress.</p> |
| Satisfactory (3) | The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners. |
| Inadequate (4) | <p>A lesson cannot be adequate if:</p> <ul style="list-style-type: none"> • most learners, or a significant specific minority of learners, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour • learners' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is inimical to the development of learners' personal qualities • the health or safety of the learners is endangered • the teaching is unsatisfactory. This will usually cause the learners' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitudes of the learners. Unsatisfactory teaching is likely to have one or more of the following: <ul style="list-style-type: none"> ○ weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils ○ work badly matched to the pupils' starting points ○ ineffective classroom management of behaviour ○ methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners ○ inadequate use of resources, including assistants and the time available ○ poor assessment. |

Evaluation Schedule (from Sept 2009)

**The quality of teaching and the use of assessment
- Grade Descriptors**

| | |
|-----------------------------|---|
| Outstanding (1) | Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring. |
| Good (2) | The teaching is consistently effective in ensuring g that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss that they need to do to sustain good progress. Teachers listen to observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning. |
| Satisfactory (3) | Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning. |
| Inadequate (4) | <ul style="list-style-type: none">• Expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment. or <ul style="list-style-type: none">• Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve. |

NEWLY QUALIFIED TEACHER INDUCTION ASSESSMENT FORMS

End of First Assessment Period,
End of Second Assessment Period and
Interim Assessment :-

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

NQT Induction Form for the Final Assessment and Recommendation :-

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

Further details and a copy of this handbook:

<http://www.learningwithsouthglos.org/SchoolWorkforce/content/TeachingStaff/NQTs/index.htm>