

**Professional Development Plan - objectives & activities to be undertaken**

**Term Autumn (Final NQT Induction term)**

*When each activity has been undertaken, evaluate it with your Induction Tutor*

Objective/learning aim (To help identify the purpose, word each objective 'to...in order to...')	Target date	Success criteria (as measurable as possible with the sources of evidence identified)	Action to be taken, by whom & resources needed (use bullet points)	Review date	Evaluation
S1B. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Half Term	<ul style="list-style-type: none"> <li>• Pupils feel capable to complete tasks across all subject areas</li> <li>• Pupils feel they are being challenged and stretch and successful with this</li> </ul>	<ul style="list-style-type: none"> <li>• NQT to review children's learning habits and assess abilities and dispositions</li> <li>• NQT to review children's current (year 1 phase 3) attainment and use to inform groupings</li> <li>• NQT to develop task design to enable growth mind-set of stretch and challenge</li> <li>• NQT to assess (based on bullet point one) appropriate resources to support bullet point 3</li> </ul>	Half Term	<p>Initial groupings done and regularly adapted based on AFL. Providing differentiated levels of support or activities in all lessons. Regular discussions with year group around task design.</p> <p><i>IT &amp; NQT</i></p>
S2B. Be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these.	Half Term	<ul style="list-style-type: none"> <li>• NQT to have Clear progress and attainment expectations and be consistently acting upon AFL to continue progress</li> </ul>	<ul style="list-style-type: none"> <li>• NQT to review children's current (year 1 phase 3) attainment and use to inform groupings</li> <li>• NQT to work with Y2</li> </ul>	Half Term  Extended to end of Autumn term	<p>Initial groupings done and regularly adapted based on AFL. Regular discussions with year group to plan next series of</p>

			<p>team to plan and develop a series for lessons based on prior knowledge assessment</p> <ul style="list-style-type: none"> <li>• NQT to work with IT to develop hot and cold tasks (English &amp; maths) to assess prior knowledge to enable groupings of below/secure/beyond and plan a succinct series of lesson for groups identified</li> </ul>		<p>lessons. Adapting planning based on children's learning and my AFL. Using cold task outcomes to set targets and inform groupings.</p> <p><i>IT &amp; NQT</i></p>
S3E. Demonstrate clear understanding of appropriate teaching strategies (Focus: early maths)	Half Term	<p>NQT TO:</p> <ul style="list-style-type: none"> <li>• Use multiple strategies for teaching one concept to a range of abilities</li> </ul>	<ul style="list-style-type: none"> <li>• NQT to attend Bar Model INSET (28/9)</li> <li>• NQT to team teach with RR and implement 1:1 representations of bar model and concrete resources as a tool for supporting</li> <li>• NQT to talk to experienced KS1 colleagues to discuss strategies they have used successfully to support the teaching of maths</li> </ul>	Half Term	<p>Attended bar model INSET-incorporated bar models into planning for following week. Attended 'new to year 2' assessment course. Regular discussions with year group about maths planning and strategies. Positive feedback from LLP.</p> <p><i>IT &amp; NQT</i></p>
S4E. Contribute to the design and	Half Term	NQT TO:	<ul style="list-style-type: none"> <li>• Work with IT to</li> </ul>	Half Term	Adapted topic

<p>provision of an engaging curriculum within the relevant subject area.</p>		<ul style="list-style-type: none"> <li>Confidently participate in the development and implementation of new topic area</li> </ul>	<p>develop new topic plan discussing what is working and leading what needs to be adapted based on the children's needs.</p> <ul style="list-style-type: none"> <li>NQT to share plans with year 2</li> </ul>		<p>planning, with XY, to meet children's needs and ensure engaging activities. Discussed adaptations with KS1 lead and IT. Created topic 'front covers' for all year 2 topics.</p> <p><i>IT &amp; NQT</i></p>
<p>S6C. Use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	<p>Half Term</p>	<p>NQT TO:</p> <ul style="list-style-type: none"> <li>Use of AFL check existing data and update as necessary</li> <li>Find gaps in learning</li> <li>Mark accurately in time worthy manner</li> <li>Use of enhancement Stretch and support</li> </ul>	<ul style="list-style-type: none"> <li>NQT to familiarise herself with schools data sheets</li> <li>NQT to attend pupil progress target setting mtg (14/9) (IT &amp; XY)</li> <li>NQT to familiarise herself with (16/17) KS1 exemplification documents</li> <li>NQT to familiarise herself with marking code</li> <li>NQT to work with CD (experience Y2 teacher) to review targets set</li> <li>NQT to work with AB and IT to plan lessons based on set targets</li> </ul>	<p>Half Term</p>	<p>Attended pupil progress meeting and 'new to year 2' assessment course-familiar with new assessment frameworks. Observed AB for AFL strategies-regular discussions with her about this-using strategies in my own lessons. Regularly marking using school code-providing children time to respond to this.</p> <p><i>IT &amp; NQT</i></p>
<p>S8C. Deploy support staff effectively</p>	<p>Half Term</p>	<p>NQT TO:</p>	<ul style="list-style-type: none"> <li>Discuss with support</li> </ul>	<p>Half Term</p>	<p>Including directions</p>

- Establish working relationship with support staff
- Be detailed and constructive in guidance to support staff (verbal or written)

- staff preferred style of working, communicating and strengths
- Observe experienced teachers deployment of support staff and discuss after why they took the seen course of action
  - Plan for effective use of support staff

for support staff in planning-regular discussions about this.  
 Discussions with unit manager/ lead LSA about concerns I have and strategies I could use.  
*IT & NQT*

Signed: NQT..... Induction Tutor.....