

Teachers' Standards - record of evidence sheet

Use one of these forms each term as an ongoing record to assess how far the NQT is progressing towards each Standard and to assist the completion of the termly assessment form

Progress key: **No** - no evidence
 W- working towards standard
 M - meeting standard
 E - exceeding standard

NQT:	Induction Tutor:		Term: Autumn 1 Autumn 2
Standard	Evidence	Progress (No, W, M, E)	Date and Signature
Part one: Teaching. A teacher must:			
1. Set high expectations which inspire, motivate and challenge pupils			
<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect 	<p>I ensure that children are appropriately dressed for PE lesson and model appropriate dress myself.</p> <p>Added word cards to English wall with blu-tack so that children can take them off to support with spelling- children are using these independently in English lessons.</p> <p>Pre-visit and risk assessment for trip to the allotment. Discussed risk assessment with other adults and children before leaving.</p> <p>Discussed safety during lesson observation when I asked children to go underneath tables.</p> <p>I update working walls regularly to reflect what we have been learning. I have either done this with the children and asked them to put items on the wall, or discussed it with them after I have made changes.</p> <p style="color: red;">I have passed safeguarding concerns on to the head</p>	M	RR 22/9/17

		<p>teacher verbally and by email.</p> <p>I take children to share their work with other members of staff when they have put a lot of effort in or made considerable progress. They enjoy receiving praise from other adults and take pride in their achievements.</p> <p>Class trip to nativity experience-discussed risk assessment with the children and other adults before leaving.</p>	E	RR 30/11/17
•	set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<p>Discussed IP targets for children in my class with SENCos-took advice from them about wording. Talked about a child who has recently been placed on the SEN register and how to write his first IP-borrowed a text book and other information from SENCo to support me in writing this, and discussed IP after.</p> <p>Grouped children based on year one assessments and AFL cold tasks outcomes. Adapted groups based on work outcomes and AFL opportunities (targeted questioning) throughout individual lessons (PDP target).</p> <p>I include “now try this” activities in my marking to build on learning in the lesson and test security of concept taught (AFL). Children are always excited to try these when they see them (PDP target).</p> <p>Differentiated activities or level of support in planning. I ensure that children have a mixture of independent work and work with an adult-I give my LSA guidance on my expectations when she is working with a group.</p> <p>I have responded to feedback from the SENCo about my IPs, and discussed this with my LSA.</p> <p>I discussed adaptations to play plans for children in my class with A.C.</p> <p>I regularly provide different levels of “challenge” in</p>	<p>M</p> <p>M</p> <p>E</p>	<p>RR 22/9/17</p> <p>RR 22/9/17</p> <p>RR 30/11/17</p>

		<p>maths lessons. Children select their challenge independently and are keen to push themselves in their learning. They generally choose an appropriate challenge for themselves, and know where to go to get support (PDP target).</p> <p>I provide time at the beginning of lessons for children to look at their targets from the previous lesson (when appropriate). I show in my marking when they have achieved that target with a symbol (PDP target).</p> <p>Feedback from English book scrutiny-I have high expectations for the children and am addressing previous concerns about stamina.</p>	E	RR 30/11/17
<ul style="list-style-type: none"> demonstrate consistently the positive attitudes, values and behavior which are expected of pupils 	<p>Practiced lining up ready to leave the classroom and walking through the school with my class-reinforced this regularly throughout the first two weeks.</p> <p>Evidence in lesson observation 20.9. Where the use of praise was commented on.</p> <p>Classroom display/behavior chart acts as a visual reminder to children of the behavior expectations.</p> <p>I regularly remind children of my behaviour expectations. I try to find positive ways of reinforcing these, and highlight children who are spotted doing the right thing. I also create opportunities for children to receive praise from other adults around the school.</p>	<p>M</p> <p>E</p>	RR 13/10/17	RR 30/11/17
2. Promote good progress and outcomes by pupils				
<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes 	<p>Met with assessment lead to set targets for my class for the year - discussed concerns I had and children I felt could be targeted to make better than expected progress.</p> <p>Discussed with year team strategies to enable targeted children to achieve</p> <p>Target sharing parents evening (Sept) -</p>	M	RR 13/10/17	

		<p>discussed children's current level of attainment and where we aim for them to be at the end of the year including strategies we will be employing to support this and how parents/carers can support at home.</p> <p>I regularly set children next step targets or activities when marking.</p> <p>I use cold tasks to set targets for children in my class and have incorporate these into my planning. I discuss this with other members of my year group team and maths or English lead when appropriate.</p> <p>Feedback from maths book scrutiny-pitch and pace of learning is appropriate.</p> <p>Feedback from English book scrutiny-feedback encourages the children and ensures they are keeping up with the challenge I am setting them.</p> <p>Feedback from maths and English book scrutiny-progress is evident in books.</p>	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • 	<p>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p>	<p>Grouped children for reading based on year 1 assessment, grouped children for maths based on cold task outcomes and targeted questions. Adapted groupings based on work in individual lessons. Identified specific children in planning (PDP target).</p> <p>Regular PPA with my year group to plan next series of lessons - discussing what has gone well so far, and where the year group as a whole need more work (PDP target).</p> <p>Evidence in lesson observation 20.9.</p> <p>Have directed my LSA to take "booster groups" of</p>	W	<i>RR 13/10/17</i>

		<p>children who have struggled in a lesson so that they are ready for the next lesson. This has shown to be having a positive impact on the children in these sessions with misconceptions being addressed. Have discussed with NQT Mentor the use of 'pre-teaching' and the potential impact of this. Will trial in Autumn 2. Have started including 'pre-teach' slots every week. This has been particularly effective when pre-teaching vocabulary that the children will need later in the week.</p> <p>Updated science data tracking sheet based on first unit of work.</p> <p>I annotate planning after lessons to indicate children who have met or exceeded the learning objective, and those who may need more support. I use this to inform my groupings and target support in the following sessions.</p> <p>I share targets from hot and cold tasks (and other lessons) with children and provide them with time to reflect on these before starting their next piece of work. I make sure that I provide opportunities in planning for children to meet these targets (PDP target).</p>	M/E	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • 	<p>guide pupils to reflect on the progress they have made and their emerging needs</p>	<p>Provided all children with targets from their cold tasks in Maths and English. Allowed time for children to look at their targets and talk about them with an adult.</p> <p>I encourage children to choose their own level of challenge in maths after completing the same initial activity. I then speak to children (or direct my LSA to) if I feel they need to choose a different level.</p> <p>I have started to reduce the level of guidance I</p>	M	<i>RR 13/10/17</i>

		<p>provide in my marking and asked children to think about why I want them to look at a particular sentence/word/calculation again. I use a symbol to show them when they need to look again.</p> <p>Give children regular opportunities to feedback to marking – which I then respond to.</p> <p>I regularly provide verbal feedback in lessons, and work with children to make improvements to their work.</p> <p>I stop children during lessons to share good examples of work and then allow them time to edit their work based on what they have seen or heard.</p> <p>After completing hot tasks in maths, I ask the children to traffic light each section of the task based on how well they think they have done. Have discussed using traffic lights more often with year group team.</p> <p>After completing extended pieces of writing, I ask the children to look back at the toolkit and tick the parts they have included in their writing. I also provide time for them to add anything they haven't included. I speak to individual children and ask them to prove to me that they have included the aspects they have ticked.</p>	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • 	<p>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p>	<p>Attended INSET day on SEN – focus on children with learning difficulties, how they may think/learn and how they needs can be met in class</p> <p>Attended INSET day on the use of the bar model – how to introduce this and how to use this as the bridge between concrete and abstract. LLP visit commented on my secure and progressive use of CPA, including the bar model.</p>	W M	<i>RR 22/9/17</i> <i>RR 20/10/17</i>

		<p>Attended new to year 2 assessment course-made notes on specific teaching strategies or approaches to try in school.</p> <p>I have moved to mixed ability groups for all lessons. I encourage children to choose their own level of challenge or think about what their targets for each lesson should be, with support from an adult if needed. I then pull small groups to work with myself or my LSA on particular targets.</p> <p>I include a variety of approaches and activities in my lessons. I encourage children to think about how they learn best and to choose appropriate resources or strategies to support their learning.</p>	M	<i>RR 30/11/17</i>
•	encourage pupils to take a responsible and conscientious attitude to their own work and study	<p>I have been clear on my expectations for children's presentation in their books - modelled clearly what I want them to look like to structure presentations and continue to model good examples daily.</p> <p>After completing starter activities in maths, I have brought the children back to the carpet to discuss the activity and strategies they used. I then allow children time to make any corrections based on what we have discussed.</p> <p>Children in my class are able to work independently when required. They know what they will need to do in order to be successful and they know where to go to support their learning rather than always asking an adult.</p>	M	<i>RR 13/10/17</i>
			M	<i>RR 30/11/17</i>

		<p>Parent workshops for English and maths- discussed with adults ways in which they could support their child at home, and provided time for them to complete activities in the classroom with their child.</p> <p>I attend staff meetings to keep up to date with any changes, and pass these on to my LSA when necessary.</p>		
<ul style="list-style-type: none"> 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 		<p>Evidence in lesson observation 20.9.</p> <p>I model correct handwriting in children's books, on working walls and on the board during inputs.</p> <p>Parents' reading workshop-discussed how adults can support their child to read at home, provided time for them to ask questions. Invited parents/carers in to read with their child at the end of the day.</p> <p>After teaching a lesson on adverbs, I have asked children to identify the adverb in my instructions during other activities.</p> <p>I regularly provide speaking and listening opportunities for my class, modelling key skills and correct spoken English.</p> <p>Feedback from English book scrutiny-evidence of skills taught in English lessons being used in writing in other subjects. Opportunities for speaking and listening activities.</p>	<p>M</p> <p>M</p>	<p>RR 13/10/17</p> <p>RR 30/11/17</p>
<ul style="list-style-type: none"> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 		<p>I plan phonics for the year group – appropriately pitched for all. Well received by colleagues.</p> <p>I plan phonics for "break away" group with LSA- discuss appropriate activities with her based on both of our observations of the children. Gave</p>	<p>M</p>	<p>RR 13/10/17</p>

		<p>guidance to LSA on GPCs and words appropriate to each phonics phase.</p> <p>Discussed reading objectives with LSA and made sheet for her to refer to when making notes during guided reading sessions.</p> <p>Discussed phonics planning and teaching with the LSA covering my class as she was not feeling confident in this area. I taught phonics during my NQT time for her to observe.</p> <p>I now teach the “break away” phonics group whilst my LSA works with the rest of the class at least once a week so that they have quality time with me and to ensure that I am aware of their current capabilities.</p> <p>Feedback from English book scrutiny-phonics planning is thorough with a clear progression and homework links.</p>	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	<p>I plan Maths for the year group-following white rose small steps guidance. Include lots of opportunity for using concrete resources, moving on to pictorial representations. Including modelling this on the working wall.</p> <p>Attended bar model INSET training-incorporated this into planning for following week (PDP target).</p> <p>Attended ‘new to year 2’ assessment course-made notes on specific teaching strategies or approaches to try in school (PDP target).</p> <p>Regular discussions during PPA and at the end of the day with year group about maths planning and strategies that had worked well in specific lessons (PDP target).</p>		M	<i>RR 13/10/17</i>

		<p>Feedback from LLP visit-clear use of CPA approach and evidence of reasoning in books (PDP target).</p> <p>Worked with maths lead to develop new school calculation policy.</p> <p>I share my maths planning and resources with a teacher from another year group to use with a SEN child in her class. I have also signposted her to resources I have found helpful when designing tasks.</p> <p>Feedback from maths book scrutiny-pitch and pace of learning is appropriate, with clear evidence of CPA progression.</p>	<p>E</p> <p>E</p>	<p>RR 13/10/17</p> <p>RR 30/11/17</p>
4. Plan and teach well structured lessons				
<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time 	<p>R.R and J.G commented on high quality and level of productivity in children's books after lesson observation 20.9</p> <p>I have developed routines with the children for transitions and collecting/giving out resources to ensure that learning time is maximised in lessons.</p> <p>I use individual whiteboards and other resources regularly during inputs to ensure that all children are actively engaged in the lesson.</p> <p>Feedback from English book scrutiny- progress is already evident in books.</p> <p>I plan groups to work with myself or my LSA during every lesson. This ensures that all children are able to access the learning and achieve the intended outcomes.</p>	<p>M</p> <p>M</p>	<p>RR 13/10/17</p> <p>RR 30/11/17</p>	
<ul style="list-style-type: none"> promote a love of learning and children's intellectual curiosity 	<p>Evidence in lesson observation 20.9.</p> <p>Took children on a trip to the allotment to link with</p>	<p>M</p>	<p>RR 13/10/17</p>	

		<p>our topic. Used this to feed in to our topic, science and English work, and work for our issue of the month display.</p> <p>I try to plan engaging, hands on activities that will give a purpose to children's work. For example, during a unit of work on writing instructions, the children made fruit salad and paper poppies which they then wrote instructions for. They also had the opportunity to follow a range of instructional texts so that they understood what a good set of instructions looked like and why it was important.</p> <p>Where possible, we link our topic into other subject areas, such as art, English and science. The children are excited about the topics and are keen to apply the knowledge they have gained in topic sessions to other lessons.</p> <p>Feedback from English book scrutiny-exciting events are planned in to hook/immerse the children in new units.</p>	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • 	<p>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p>	<p>Set spelling homework for the year group linked to words covered in phonics sessions-put on website.</p> <p>Planned and led a trip to the allotment with my class, to link in with our "field to fork" topic. Planned topic and English lessons linked to this trip.</p> <p>I have directed my LSA to give children certificates when they have completed all of their homework. If they exceed the expectations (e.g. reading more than 3 times a week) then they receive a raffle ticket. Children are very motivated by this-most children read more than 3 times since this was introduced and the number</p>	M	<i>RR 13/10/17</i>

		<p>of children not completing homework has gone down.</p> <p>Assessed and sent times tables booklets home for children to practice at home.</p> <p>Provided times tables certificates for children who had completed their current "challenge". I regularly discuss with children different ways they could practice their times tables at home.</p> <p>Set topic homework for the half term. We discussed this with the children as a year group, giving suggestions for how they could approach it, and showed a good example from last year.</p> <p>I encourage children to attend homework club at lunchtime if they struggle to complete their homework at home.</p>	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> reflect systematically on the effectiveness of lessons and approaches to teaching 	<p>After feedback from lesson observation, discussed AFL strategies with other year 2 teacher and observed her using some of these. I have started using whiteboards, thumbs/fingers and physical prompts more during carpet times to give me a better idea of the children's understanding (PDP target).</p> <p>After feedback from lesson observation, I have ensured that my WALT for each lesson is appropriate to what I want the children to learn. I have shared this with children every lesson, and have asked children to explain to me what they are learning and how they will know if they are successful before sending them off to work (PDP target).</p> <p>Annotated planning to adapt following sessions after lessons.</p>		M	<i>RR 13/10/17</i>

		<p>Reflected with my LSA on strategies we have been using to support AT since he started in our class and ways that we could improve our approach. Discussed with his year 1 teacher and with year 2 teacher.</p> <p>After feedback from English book scrutiny, I have ensured that the 'how' of teaching new skills is clearly noted on my plans.</p> <p>Updated topic "front cover" with successes from the topic, and elements we would change in future.</p>	M	RR 30/11/17
•	contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	<p>Discussed adaptations to topic plan with year group leader and KS1 lead, in order to provide engaging activities and ensure coverage of the curriculum (PDP target).</p> <p>Discussed adaptations to delivery of "8 ways of thinking" activities to start topics, making it more accessible for year 2, with RR (PDP target).</p> <p>Planned new topic with other year 2 teacher, building on suggestions from RR (PDP target).</p> <p>Wrote topic front covers for all year 2 topics- outlining key activities, objectives and outcomes (PDP target).</p> <p>Added Site of application writing opportunities to English overview for the year, including opportunities in other subjects.</p> <p>Wrote the plan for our next topic, shared this with year group and RR (PDP target).</p> <p>Evaluated topic "front cover" for our first topic, in order to support planning for next year and ensure children have the opportunity to meet all</p>	M	RR 13/10/17
		<p>Added Site of application writing opportunities to English overview for the year, including opportunities in other subjects.</p>	M	RR 30/11/17
		<p>Wrote the plan for our next topic, shared this with year group and RR (PDP target).</p>	E	RR 30/11/17

		<p>OT screening and strategies I could implement in class. Borrowed a book to look at and information to copy ready for a meeting with the child's parent.</p> <p>Completed EP referral for Z.D with SENCo.</p> <p>Chose children to read with a volunteer in the afternoons-chose children who do not read often at home, or those I felt need extra support. Discussed targets for the children with the volunteer.</p> <p>I include time for my LSA to provide pre-teach sessions with specific children in my timetable each week.</p> <p>I have included children's IP targets into starter activities/small group work to ensure that these children have extra opportunities to practice these skills or embed the knowledge.</p>	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> 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 	<p>I plan specific activities for Z.D to complete with E.N (from other year 2 class) – linked to learning objective where possible. Created a small world play area linked to our topic for these children to access to support language and imaginative development.</p> <p>Completed Boxall screening for children in my class with SEMH needs. I then discussed their targets from these with the SENCo.</p> <p>I include specific children or groups of children in my lesson plans with next step targets for these children and activities that will support these children to meet their targets.</p> <p>I have taught children specific strategies they can use to support their independent learning, such as</p>	<p>M</p> <p>M</p>	<p><i>RR 20/10/17</i></p> <p><i>RR 30/11/17</i></p>	

		the use of sentence maps or cubes when writing. I work with children to embed these strategies and then encourage them to access the resources or strategies independently in other lessons.		
•	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	<p>Evidence in lesson observation 20.9.</p> <p>I have provided extension activities in every maths lesson.</p> <p>Updated RAPP sheets for targeted children in my class-highlighting teaching strategies and interventions in place to support these children to make progress. Shared these with LSA so that she is aware of these children's targets and what she can do in class to support them.</p> <p>I provide time each week for my LSA to complete pre-teach activities with small groups of children. These often focus around new vocabulary that the children will need to use and understand in following lessons.</p> <p>I provide extension activities or challenges to stretch high ability children in all lessons. I include these in my planning.</p>	<p>M</p> <p>M</p>	<p>RR 20/10/17</p> <p>RR 30/11/17</p>
6. Make accurate and productive use of assessment				
•	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<p>Used data from year one to identify initial groupings. Adapted these based on cold tasks and observations in the classroom.</p> <p>Attended new to year 2 assessment course.</p> <p>Completed science data for my class based on first unit of work (PDP target).</p> <p>Attended task design in English course, with a focus on providing opportunities to meet the assessment framework.</p>	<p>M</p> <p>M</p>	<p>RR 20/10/17</p> <p>RR 30/11/17</p>

		<p>Updated RAPP sheets to identify how target children are progressing, and highlight concerns (PDP target).</p> <p>I stuck assessment sheets into the front of children's reading, writing and maths books. I tick these to identify whether children have met the objectives taught independently or with support.</p> <p>Completed topic assessment sheet for our first topic-included strategies to support children to achieve objectives in later topics (PDP target).</p>		
•	make use of formative and summative assessment to secure pupils' progress	<p>After marking books, I identify children to work with me or LSA the following lesson.</p> <p>Evidence in lesson observation.</p> <p>After discussion with other year 2 teacher, I gave each child a card with the </> symbol on. During my input I asked children to show me using their card which way the symbol should go. I used this to help me decide when to send children off to tables to work independently (PDP target).</p> <p>I use a variety of strategies during inputs (whiteboards, physical resources, show me on your fingers) to gauge the understanding of the whole class. This helps me to decide whether to provide more input to all or some of the children, and informs my groupings for the lesson.</p> <p>I look at children's work and ask them questions about their learning during lessons. Based on this assessment, I provide challenges/ extension activities, or bring groups back to the carpet to work with an adult.</p>	<p>M</p> <p>M</p>	<p>RR 20/10/17</p> <p>RR 30/11/17</p>
•	use relevant data to monitor progress, set targets, and plan subsequent lessons	I highlight specific children to work with an adult during the next lesson on planning. Identify	M	RR 20/10/17

		<p>groups of children to complete different activities or work on specific targets (PDP target).</p> <p>Attended 'new to year 2' assessment course. Made notes on specific strategies and activities to use in school (PDP target).</p> <p>Met with assessment lead to set targets for my class for the year-discussed concerns I had and children I felt could be targeted to make better than expected progress (PDP target).</p> <p>I have updated all data sheets when required. I have discussed concerns arising from this with members of SLT or other year 2 teacher, and taken their advice on board when planning support for these children (PDP target).</p> <p>I group children for following sessions based on my assessment within the lesson, and my marking. I include this in my planning and ensure I plan tasks that will enable children to make progress in the following session. I share this with my LSA and direct her to work with groups on specific targets (PDP target).</p>	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 	<p>Discussed and modelled marking code with children so that they are able to respond to marking independently. I provide time at the beginning of lessons for children to respond to marking (PDP target).</p> <p>I regularly mark children's books and encourage them to respond to marking. Provide "now try this" next step activities.</p> <p>I provide verbal feedback regularly in lessons, and allow children time to make improvements based on my feedback.</p>	<p>M</p> <p>M</p>	<p><i>RR 20/10/17</i></p> <p><i>RR 30/11/17</i></p>	

		After feedback from maths book scrutiny, I have made it clearer in my marking where children have met the lesson objective, and what their next steps are.		
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		<p>teacher. Started putting his name on board with marks to indicate missed play time, as this was something that was successful in year 1.</p> <p>Started points card with AT, after discussion with other members of staff. So far this is an effective strategy for him.</p> <p>Regular discussions with my LSA and the LSA covering my class to ensure that our expectations and responses are consistent.</p>		
•	manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	<p>Put a seating plan in place for the carpet as children were struggling with carpet times. Behaviour on the carpet has been much better since introducing this.</p> <p>I give AT the opportunity to sit at a table during carpet inputs, as he was finding these times difficult. I ensure that he is still focused and engaged when he sits there. I give him a whiteboard at times so that he can write or draw his ideas rather than shouting out, and he knows that I will still come to look and listen to his ideas later on.</p>	M	RR 13/10/17
			M	RR 30/11/17
•	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	<p>I follow school system for sanctions when required-discuss with parents when necessary. Discussed specific children with SENCo and strategies I could try.</p> <p>Started a home-school book with a child, after discussion with him and his parent, to celebrate success but also any concerns that need to be passed on (he attends before and after school clubs so I don't always see his parent).</p> <p>Dropped into class during PPA to check on a child who had been struggling. Discussed with LSA covering my class strategies that might work, and told her to send the child to me if he was</p>	M	RR 13/10/17
			M	RR 30/11/17

		becoming too disruptive.		
8. Fulfil wider professional responsibilities				
•	make a positive contribution to the wider life and ethos of the school	<p>Issue of the month display board in corridor.</p> <p>New to year R parents open afternoon (Oct).</p> <p>Worked with maths lead to develop new school calculation policy.</p> <p>Parents reading workshop-discussed strategies and expectations, allowed time for parents/carers to read with their child.</p> <p>Parents/carers in to read with their children at the end of the day.</p> <p>Met with 6th form student who will be in my class. Spoke to other teachers who have had students in the past to gain an idea of appropriate activities.</p> <p>Parents maths workshop-provided activities for parents/carers to complete with their child.</p> <p>After my class wrote instructions for making paper poppies, they took them to a year 5 class to share with them before the year 5s wrote their instructions later in the day.</p> <p>SCITT students observed me teaching science. PGCE student asked to observe me teaching maths.</p>	M	RR 30/11/17
•	develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<p>Observed PE lead teaching my class PE-discussed teaching strategies with him.</p> <p>Met with SENCos to discuss IP targets for children in my class-also spoke about concerns</p>	M	RR 30/11/17

		<p>and strategies for some non-SEN children in my class. Spoke to SENCo for advice on meeting I had booked with a parent the following day-borrowed a book and other information to copy.</p> <p>I have taught PE alongside the PE lead-discussing strategies and key skills with him before, during and after lessons.</p> <p>I share maths resources with a teacher from another year group to use with a SEN child in her class.</p>	M	RR 30/11/17
•	deploy support staff effectively	<p>I direct Unit staff as to the amount and type of support I would like them to give Z.D-fed back concerns to lead LSA or Unit manager.</p> <p>I share planning regularly with LSA by email, and discuss with her at the beginning of the day/lessons. Direct her to support specific groups of children. I leave notes for class or Unit LSA where necessary (PDP target).</p> <p>Left directions and discussed morning with LSA when she was covering my class. Checked in with her by text in the morning (PDP target).</p> <p>Asked LSA to provide short booster sessions to re-cap with specific children who had struggled in maths lessons (before the next lesson).</p> <p>Evidence in lesson observation 20.9 (PDP target).</p> <p>Gave feedback to Unit LSA about positive changes I had noticed in her approach to Z.D (PDP target).</p> <p>Discussed phonics planning and teaching with the LSA covering my class as she was not feeling</p>	M	RR 20/11/17
			M	RR 30/11/17

		confident in this area. I taught phonics during my NQT time for her to observe (PDP target).		
•	take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	<p>Asked English lead for feedback on marking.</p> <p>Attended 'new to year 2' assessment course.</p> <p>Asked to observe other year 2 teacher for assessment strategies (based on feedback from observation). Also discussed strategies she had used in other lessons.</p> <p>Attended target setting in English course after school with the English lead-fed back ideas to my year group team.</p> <p>I regularly seek out members of staff to ask their advice on specific children, tasks or teaching approaches. I know who to go to for different things.</p>	M	RR 20/10/17
•	communicate effectively with parents with regard to pupils' achievements and well-being	<p>Invited parents/ carers in to look at new classroom after school. The children were able to talk to their adults about their learning and show off work they were proud of. Adults had the opportunity to ask me questions.</p> <p>Parents evenings-shared children's strengths and areas for development. Shared IP targets for SEN children. Shared curriculum expectations for the year spelling lists. Arranged alternative days to meet for parents who could not make the set days.</p> <p>Spoke to a parent about her child's behaviour that day when she picked him up from after school club on Friday. Spoke to her again on Monday morning and listened to her concerns, highlighted positives. Started a home-school book so we could both share successes and concerns.</p>	M	RR 20/10/17

		<p>Discussed new points card with AT mum-how it works, what the expectations from him are and how I will share it with her.</p> <p>I regularly encourage children to share their achievements with their parents/carers when they are picked up. I support children to do this when needed.</p>	M	<i>RR 30/11/17</i>
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Standard	Evidence	Progress	Date and Signature
<i>Part two: Personal and professional conduct</i>			
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct throughout a teacher's career.			
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behavior, within and outside school, by: 		M	<i>RR 30/11/17</i>
	<ul style="list-style-type: none"> ○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 	M	<i>RR 30/11/17</i>
	<ul style="list-style-type: none"> ○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 	M	<i>RR 30/11/17</i>
	<ul style="list-style-type: none"> ○ showing tolerance of and respect for the rights of others 	M	<i>RR 30/11/17</i>
	<ul style="list-style-type: none"> ○ not undermining the fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faith and beliefs 	M	<i>RR 30/11/17</i>
	<ul style="list-style-type: none"> ○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • 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 	I am always appropriately dressed and punctual for school. I am aware of, and act within, the school's ethos and policies.	M	<i>RR 30/11/17</i>
<ul style="list-style-type: none"> • Teachers must have an understanding of, 	I consistently maintain professional standards. I	M	<i>RR 30/11/17</i>

	and always act within, the statutory frameworks which set out their professional duties /responsibilities.	have read the national curriculum and school policies.		
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Signed: NQT..... Induction Tutor.....