

## **End of Induction Assessment Example- Successful in meeting the Teachers' Standards**

### **TS1 – Set high expectations which inspire, motivate and challenge pupils**

Xxx has created a warm, motivating and highly engaging classroom environment where pupils feel supported and ready to learn. They use assessment information and personal knowledge of pupils effectively to ensure that every child can access the learning each day. Working walls are used purposefully to celebrate pupils' work and provide clear reference points that help pupils who need reminders or additional support.

Xxx maintains consistently high expectations and rewards pupils in line with school systems; the pride pupils show when they meet these expectations has been a pleasure to see. They work well with colleagues to extend learning beyond the classroom—for example, during the KS2 geography unit on rivers, pupils produced thoughtful and well-presented homework that demonstrated strong engagement with the topic.

Relationships with pupils are a significant strength. Pupils respond positively to xxx's teaching style, and the positive, joyful atmosphere observed in lessons reflects this. Pupils feel confident to share ideas, understand when to focus, and enjoy social moments appropriately. This is the result of the xxx's clear routines, strong organisation and calm, structured approach.

**Area for Development:** Continue to refine strategies for stretching the most confident learners, ensuring they are consistently challenged through targeted questioning and extension tasks.

### **TS2 – Promote good progress and outcomes by pupils**

Xxx has ensured that pupils make strong progress across all subjects. They use a range of assessment strategies to inform teaching and put in timely support where needed. Recent data shows that the majority of pupils are on track to meet end-of-year expectations, with particularly strong outcomes in reading and maths. Xxx can confidently discuss each pupil's strengths and next steps, and they work closely with the team to organise targeted small-group interventions.

They identified writing as a priority for the cohort and independently researched and implemented new strategies, reviewing and adapting these regularly. Xxx also supports pupils' wider well-being, working sensitively with families to help children experiencing anxiety, sleep difficulties or challenges at home. Their daily check-ins have helped pupils remain engaged in learning.

Xxx has four pupils on the SEND register and works effectively with the SENDCo and parents to ensure they are fully included in whole-class learning, with appropriate adaptations and resources. Parents have been highly positive about the progress their children are making.

#### **Area for Development**

Continue to monitor the impact of writing interventions to ensure pupils who are below age-related expectations make sustained and consistent progress.

### **TS3 – Demonstrate good subject and curriculum knowledge**

Xxx has continued to strengthen their curriculum knowledge and works closely with the team to ensure a clear and coherent teaching sequence. They make regular links to prior learning through

starters, questioning and assessment, which has helped pupils retain knowledge and apply skills with increasing confidence. Xxx has taken responsibility for planning English across the year group, using PPA and ECT time effectively to research themes, ensure progression and design engaging lessons. As a result, pupils have produced high-quality writing across a range of genres.

In maths, xxx demonstrates secure subject knowledge, particularly in multiplication and problem solving. They use the “I do, we do, you do” model effectively and address misconceptions through purposeful discussion that moves learning forward.

### **Area for Development**

Continue to deepen subject knowledge in foundation subjects to further enhance cross-curricular links and pupil understanding.

### **TS4 – Plan and teach well-structured lessons**

Xxx plans well-structured, engaging lessons that reflect the learning they have gained through their ECT programme and in-house training. They adapt planning thoughtfully, drawing on what worked well last year and adjusting approaches to meet the needs of their current class. Their teaching style is effective, blending clear structure with their own personality to create a positive learning atmosphere.

Xxx has developed a strong working relationship with their teaching assistant. Regular communication and clear direction ensure that support is purposeful and consistent, which has had a positive impact on pupils’ learning. They also use feedback effectively, applying guidance from CPD, INSET and moderation to improve marking and ensure pupils have time to respond. Writing targets are used well, and pupils’ books show clear progression as a result.

### **Area for Development**

Continue to build opportunities for pupils to reflect on their own learning, helping them develop greater independence and ownership of next steps.

### **TS5 – Adapt teaching to respond to the strengths and needs of all pupils**

Xxx is proactive in researching and implementing strategies to support pupils with a wide range of needs. They have a clear understanding of the differing abilities within the class and ensure that all pupils receive appropriate support and intervention. Through regular SEND plan reviews, they identify specific needs, update targets and adapt provision accordingly. Xxx works closely with colleagues, the SENDCo and subject leads to ensure pupils receive high-quality, tailored support.

In the classroom, xxx adapts routines and tasks thoughtfully—for example, providing differentiated morning activities to help reluctant pupils settle or to reinforce prior learning. Their planning and pupils’ books show clear evidence of scaffolding, adapted expectations and the use of supportive resources such as word mats and times-table grids.

### **Area for Development**

Continue to refine strategies for extending higher-attaining pupils, ensuring they are consistently challenged through deeper questioning and more complex tasks.

### **TS6 – Make accurate and productive use of assessment**

Xxx makes effective use of assessment within their class and across the year group. They confidently apply a range of AfL strategies, use the Marking and Feedback Policy consistently and provide clear, purposeful feedback that helps pupils address gaps and move their learning forward. Pupils' books are well presented, and xxx uses "in the moment" feedback skilfully during lessons, supported by regular use of whiteboards and the IWB to check understanding.

When planning, xxx is strategic about where they position themselves during independent tasks, ensuring they can assess pupils' learning, question them further and provide timely support. Where assessment identifies pupils who need additional help, xxx follows this up through targeted support in subsequent lessons or through small-group interventions. They also contribute effectively to year-group progress reviews, demonstrating a secure understanding of pupil needs and next steps.

### **Area for Development**

Continue to refine whole-class assessment routines to increase efficiency and reduce workload while maintaining high-quality feedback.

### **TS7 – Manage behaviour effectively to ensure a good and safe learning environment**

Xxx has built strong, positive relationships with all pupils and creates a calm, supportive classroom environment. They are a caring and empathetic practitioner who treats each child as an individual and helps them feel confident, safe and motivated to do their best. Pupils know they can make mistakes without fear and that their achievements will be recognised. Xxx uses praise systems such as raffle tickets, stickers and team tokens effectively, and the personalised certificates sent home further strengthen relationships with pupils and parents.

They follow school behaviour protocols consistently and use CPOMS accurately to record incidents and actions taken. Their clear expectations, warm approach and consistent routines have contributed to a successful year for the class.

### **Area for Development**

Continue to develop strategies that promote pupil self-regulation, particularly during transitions and independent learning, to further strengthen classroom autonomy.

### **TS8 – Fulfil wider professional responsibilities**

Xxx continues to contribute positively to wider school life and demonstrates a strong commitment to the profession. Despite some limitations this term, they have remained proactive in supporting year-group responsibilities, including planning, organising and reading the daily whole-year-group story. They are viewed by colleagues as a reliable and competent member of the team, consistently aware of what needs doing and willing to take initiative.

Xxx engages well with professional development, contributes thoughtfully to staff discussions and implements new school initiatives with enthusiasm. Their positive attitude, professionalism and dedication have made them a valued member of the school community.

### **Area for Development**

Continue to build confidence in leading small projects or initiatives to further develop wider professional influence and leadership skills.

## **Part Two – Personal and Professional Conduct**

Xxx consistently demonstrates high levels of professionalism, integrity and commitment in their role. They uphold all safeguarding expectations and approach every aspect of their work with care and responsibility. Xxx contributes positively to the wider school community, bringing fresh ideas, enthusiasm and a collaborative attitude that has been valued by colleagues, pupils and parents alike.

They engage fully with professional development, respond openly to feedback and show a strong commitment to improving their practice. Xxx works effectively with outside agencies and understands the importance of adapting to the evolving nature of the profession. Their organisation, energy and positive outlook have made a significant impact on the team.

### **Area for Development**

Continue to build confidence in managing challenging or sensitive professional conversations to further strengthen communication and leadership skills.