

End of Year 1 of Induction (Interim) Assessment- on track

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

Xxx has established a positive and supportive classroom environment where pupils feel valued and motivated to learn. They set clear expectations and use praise effectively to encourage effort, resilience and good learning behaviours. Routines are becoming increasingly secure, and pupils respond well to the xxx's calm and consistent approach. Their growing understanding of pupils' needs enables them to plan learning that is appropriately pitched and accessible. Pupils feel confident to participate, share ideas and take risks in their learning.

Area for Development: Continue to develop strategies that stretch higher-attaining pupils through deeper questioning and more demanding tasks.

TS2 – Promote good progress and outcomes by pupils

Xxx has made a strong start in supporting pupils' progress across the curriculum. They use a range of assessment strategies to check understanding and are beginning to use this information to plan next steps. Pupils are generally on track to meet expectations, and the xxx can discuss individual strengths and areas for development with growing confidence. They work with colleagues to organise small-group support and are developing their ability to match interventions to pupils' needs.

Xxx is building positive relationships with families and shows sensitivity to pupils' well-being, helping those experiencing anxiety or challenges at home to remain engaged in learning. They work closely with the SENDCo to ensure pupils with SEND are included in whole-class learning and supported appropriately.

Area for Development: Strengthen the use of assessment to plan precise next steps, particularly for pupils who require additional challenge or support.

TS3 – Demonstrate good subject and curriculum knowledge

Xxx has developed secure subject knowledge in core areas and is increasingly confident in delivering the school's curriculum. They make regular links to prior learning and are beginning to use questioning more strategically to deepen understanding. Their English and maths planning shows clear progression, and pupils respond well to the structure and clarity of their teaching.

They use PPA and ECT time effectively to prepare lessons, research approaches and seek guidance from colleagues. Xxx is developing confidence in addressing misconceptions and using them to support learning.

Area for Development: Continue to build subject knowledge across the wider curriculum to enhance confidence and consistency across all subjects.

TS4 – Plan and teach well-structured lessons

Xxx plans lessons that are well organised and appropriately sequenced. They draw on learning from their ECT programme and in-school training to adapt planning for their class. Their teaching style is calm, clear and increasingly responsive to pupils' needs.

Xxx works effectively with their teaching assistant, communicating expectations and planning support in advance. They are developing their use of feedback and are beginning to provide pupils with more opportunities to respond and improve their work.

Area for Development: Develop greater consistency in using feedback to move learning forward, ensuring pupils regularly act on guidance.

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

Xxx is developing a strong understanding of the range of needs within their class. They adapt tasks, provide scaffolds and use supportive resources to help pupils access learning. They work closely with the SENDCo and colleagues to review targets and adjust provision for pupils with SEND.

They are increasingly confident in adapting routines—for example, using differentiated morning tasks or additional check-ins for pupils who need help settling. Their planning and books show growing evidence of thoughtful scaffolding.

Area for Development: Continue to refine differentiation, ensuring that both higher-attaining pupils and those who need more support receive appropriately tailored challenge.

TS6 – Make accurate and productive use of assessment

Xxx uses a range of AfL strategies effectively and is developing confidence in identifying gaps in learning. They follow the school's Marking and Feedback Policy and are beginning to use "in the moment" feedback more consistently. Pupils' books show improving presentation and clearer evidence of progress.

Xxx is becoming more strategic in how they circulate during lessons, using questioning to check understanding and support pupils. They contribute to year-group discussions about progress and are developing their ability to analyse data and plan next steps.

Area for Development: Continue to develop confidence in using assessment information to adapt future planning and identify pupils who require targeted intervention.

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

Xxx has established positive relationships with pupils and creates a warm, supportive classroom environment. They use praise and rewards effectively, and pupils respond well to their calm and consistent approach. Routines are becoming increasingly secure, helping pupils feel confident and ready to learn.

Xxx follows school behaviour systems appropriately and records incidents accurately. They are reflective and seek advice when needed, which has helped them develop greater confidence in managing low-level behaviours.

Area for Development: Continue to embed routines and develop strategies that promote independence and self-regulation, particularly during transitions and independent tasks.

TS8 – Fulfil wider professional responsibilities

Xxx has made a positive contribution to the year group and wider school community. They work collaboratively with colleagues, share ideas and take responsibility for planning and preparation. They

engage well with CPD and are reflective in their approach, acting on feedback to improve their practice.

They show enthusiasm for the wider role of the teacher and are beginning to take on small additional responsibilities where appropriate.

Area for Development: Seek opportunities to contribute to team-level tasks or small projects to develop confidence and experience ahead of Year 2.

Part Two – Personal and Professional Conduct

Xxx consistently demonstrates professionalism, integrity and a strong commitment to their role. They uphold safeguarding expectations, maintain positive relationships with pupils and colleagues and contribute to a supportive team culture. They are reflective, open to feedback and committed to developing their practice.

Their positive attitude, reliability and willingness to learn have made them a valued member of the school community during their first year.

Area for Development: Continue to develop confidence in professional communication, particularly when working with parents or external agencies.