

End of Year 1 (interim) Assessment- not on track

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

Xxx is developing positive relationships with pupils and is beginning to establish routines; however, expectations are not yet consistently high enough to ensure pupils remain focused, motivated and fully engaged in learning. At times, pupils are unclear about what is expected of them, which affects the pace and productivity of lessons. Xxx is still developing confidence in using questioning to challenge pupils' thinking and in setting appropriately ambitious tasks for all learners.

Area for Development: Strengthen consistency in setting and maintaining high expectations, ensuring pupils are challenged appropriately and understand what successful learning looks like.

TS2 – Promote good progress and outcomes by pupils

Xxx is beginning to use assessment information to understand pupils' strengths and areas for development. They can discuss individual pupils with increasing confidence and are starting to identify where support or intervention may be needed. Pupils are making some progress across subjects, and xxx is developing their ability to adapt teaching in response to what they notice in lessons.

Area for Development: Develop greater precision in using assessment to plan next steps and ensure that all pupils, particularly those falling behind, make sustained progress.

TS3 – Demonstrate good subject and curriculum knowledge

Xxx has secure subject knowledge in core areas and is developing confidence in delivering the school's curriculum. They make some links to prior learning and are beginning to address misconceptions more effectively. Planning shows an improving understanding of progression, and xxx is increasingly reflective about how to strengthen their subject knowledge further.

Area for Development: Continue to build subject knowledge across the wider curriculum to ensure accuracy, confidence and clarity in teaching all subjects.

TS4 – Plan and teach well-structured lessons

Xxx plans lessons that follow the school's curriculum and are beginning to structure learning more clearly. They are developing their ability to sequence tasks and explain concepts effectively. While some lessons flow well, others lack clarity or pace, which can affect engagement. Xxx is working on adapting planning to better meet the needs of their class.

Area for Development: Embed consistent lesson structure and pacing to ensure learning time is maximised and pupils remain engaged throughout.

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

Xxx is developing an understanding of the range of needs within their class. They use scaffolds and supportive resources with increasing confidence and work with the SENDCo to review provision for pupils with SEND. They are beginning to adapt tasks and routines to help pupils access learning more effectively.

Area for Development: Strengthen differentiation to ensure that both pupils who need additional support and those who require greater challenge have their needs met consistently.

TS6 – Make accurate and productive use of assessment

Xxx uses a range of AfL strategies and is beginning to identify gaps in learning more accurately. They follow the school's feedback policy and are developing their use of "in the moment" feedback. Pupils' books show some evidence of progress, though feedback is not yet consistently used to move learning forward.

Area for Development: Develop confidence in using assessment to adapt teaching and ensure pupils regularly act on feedback to improve their work.

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

Xxx has built positive relationships with pupils and is developing a calm and supportive classroom environment. They follow school behaviour systems and are becoming more consistent in addressing low-level behaviours. Routines are improving, although they are not yet embedded enough to ensure smooth transitions and sustained focus during independent tasks.

Area for Development: Embed clear routines and expectations to reduce low-level disruption and support pupils in maintaining focus and independence.

TS8 – Fulfil wider professional responsibilities

Xxx contributes to team planning and engages with colleagues; however, their wider professional responsibilities are not yet consistently met. They require support to manage workload, meet deadlines and follow through on agreed actions. While they attend CPD and are reflective in discussions, they are not yet applying learning consistently to their practice. Greater reliability and independence are needed to meet expectations at this stage of induction.

Area for Development: Develop professional organisation, reliability and follow-through, ensuring responsibilities are met consistently and actions from feedback are implemented promptly.

Part Two – Personal and Professional Conduct

Xxx demonstrates professionalism in their relationships with pupils and colleagues and is committed to improving their practice. They uphold safeguarding expectations and engage positively with support and feedback. However, greater consistency is needed in meeting professional expectations, particularly around organisation, preparation and proactive communication.

Area for Development: Continue to develop professional confidence and independence, ensuring expectations are met reliably and communication remains timely and proactive.

Highest Leverage Areas of Development

Xxx must strengthen the consistency of expectations and routines (TS1), ensuring pupils are clear about what is required of them and remain focused throughout lessons. They must also improve reliability and follow-through in wider professional responsibilities (TS8), including meeting deadlines, acting on feedback and contributing consistently to team expectations.

In light of these areas not currently being met, xxx will move onto a support plan at the start of Year 2.