



EXEMPLAR INDUCTION ACTION PLAN – ASSESSMENT FOR LEARNING

This exemplar action plan is for reference only and should act as a guide to assist you in writing your own personal action plan.

Complete as an outcome of joint discussion with your Teacher Tutor and with reference to the Career entry Profile, the GTCNI Competences, Code of Values and Professional Practice. (See GTCNI Publication: ‘Teaching the Reflective Profession’ and Sections 2 and 4 of the Teacher Education Partnership Handbook)

INDUCTION ACTION PLAN: Assessment for Learning: Formative Feedback

Area for Development (Ref to Competences)	Success Criteria	Actions (Including timescales)	Support Arrangements	Monitoring (Inc evidence in portfolio)
<p>Focus: To promote active learning through the development of verbal and written formative feedback</p> <p><i>Teachers may wish to the appropriate Induction phase exemplars of the following GTCNI teacher competences:</i></p> <p>Competence 24 Teachers will focus on assessment for learning by monitoring pupils’ progress, giving constructive feedback to help pupils reflect on and improve their learning.</p>	<p>The teacher:</p> <p>1a. Makes effective use of formative assessment which will feature as an integral part of teaching and learning.</p> <p>1b. Uses assessment evidence to modify teaching in order to meet the needs of pupils and improve learning.</p>	<p><i>This action plan will be delivered over a 4-6 week period (etc) from ... to ... in Term 1 (etc) In order to plan for effective delivery of the action plan the teacher:</i></p> <p>1a. Will become familiar with the N.I. Curriculum 2007 Assessment for Learning booklet.</p> <p>1b. Should attend the EA’s Active Learning course for Beginning Teachers</p>	<p>1a.</p> <ul style="list-style-type: none"> • Access and read through the CCEA Northern Ireland Curriculum Support and Implementation Box. <p>1b.</p> <ul style="list-style-type: none"> • Apply online for appropriate EA Induction Courses. 	<p>1a. and 1b.</p> <ul style="list-style-type: none"> • Notes on formative feedback strategy ideas taken from NI Curriculum Materials and Induction Course which have been tried out with pupils. • Examples of adjusted planning. • Self Evaluation of lessons
<p>Competence 25 Teachers will select from a range of assessment strategies to evaluate pupils’ learning and</p>	<p>2a/b. The teacher’s marking shows evidence of effective use of formative feedback strategies in line with the school’s procedures for marking and</p>	<p>2a. Become familiar with the school procedures for marking and assessment.</p>	<p>2a.</p> <ul style="list-style-type: none"> • Consult the school’s assessment policy 	<p>2a.</p> <ul style="list-style-type: none"> • Examples of annotated pupils’ work • Observation comments on use of verbal feedback with



<p>use this information in their planning to help make their teaching more effective.</p>	<p>assessment</p>	<p>2b. Arrange observations of:</p> <ul style="list-style-type: none"> • other colleagues' practice • own classroom practice by Head of Key Stage/HoD/TT/Assessment Coordinator (as appropriate) 	<p>2b. Meet with the Teacher Tutor/Head of Key Stage/HOD to discuss consistency of approach.</p>	<p>pupils</p> <p>2b.</p> <ul style="list-style-type: none"> • Notes on good AfL practice observed in other classrooms
	<p>3. The pupils know and understand:</p> <ul style="list-style-type: none"> • The intended learning • The criteria needed for success in the learning 	<p>3. Introduce the key elements of AfL strategies to the class.</p>		<p>3.</p> <ul style="list-style-type: none"> • Examples of planning for effective use of AfL • Classroom AfL learning visuals • Annotated notes of teacher observation of pupils
	<p>4. The pupils can:</p> <ul style="list-style-type: none"> • use feedback effectively to make improvements in their work • giving constructive feedback to peers <p><i>Teachers may find it useful to record more specific success criteria according to their particular context.</i></p>	<p>4. Build in time:</p> <ul style="list-style-type: none"> • to talk to the pupils about their learning • encourage self-reflection <p><i>Teachers may find it useful to identify specific AfL strategies regarding their particular context.</i></p>	<p>4. Arrange review meetings with Head of Key Stage/HoD/TT/Assessment Coordinator (as appropriate) to discuss:</p> <ul style="list-style-type: none"> • progress in pupils' use of AfL strategies in support of their own learning • classroom observation feedback 	<p>4.</p> <ul style="list-style-type: none"> • Samples of pupils' work • Feedback comments from pupils
<p>Evaluation</p> <p>Please refer to the following page for guidance on how to complete an evaluation of your action plan taking account of the outcomes of evidence gathered e.g. impact on your own and pupils' development as identified through your self-evaluation of lessons, examples of pupils' work, observation feedback etc.</p>				
<p>Self-Reflection</p> <p>Please refer to the following page for guidance on how to engage in this final important self-reflection in order to conclude your first action plan.</p>				



GUIDANCE FOR DRAWING UP YOUR INDUCTION ACTION PLAN

Area for Development	Success Criteria	Actions (including time scales)	Support Arrangements	Monitoring
	<i>What will my focus look like when it has been achieved?</i>	<i>What do I have to do to make this happen?</i>	<i>What support will I need to help me implement my actions/achieve my target?</i>	<i>How will I monitor progress?</i>
<p>What do you want to develop in terms of your teaching and your pupils' learning?</p> <p>Consider with your Teacher Tutor:</p> <ul style="list-style-type: none"> • Priorities for development from your Career Entry Profile • Needs arising within your classroom setting • School Development Plan Priorities, if appropriate <p>Competences: Map your area for development against 1-3 appropriate teacher competences focusing in on the Induction exemplars given for each in Section 6 of the GTCNI publication: <i>'Teaching – the Reflective Profession'</i>.</p> <p>At a later stage, targets for Action Plan 2 may arise from:</p> <ul style="list-style-type: none"> • Your summative reflection on 	<p>What outcomes do you expect to achieve?</p> <p>Consider: The specific improvements, skills, knowledge and learning outcomes for:</p> <ul style="list-style-type: none"> • your own professional development in the context of your chosen competence – i.e. the impact on your teaching and classroom 	<p>What will you need to do to achieve your success criteria? Be specific and avoid general statements</p> <p>Consider:</p> <ul style="list-style-type: none"> • Carrying out reading, research and observation of good practice • Your planning • Incorporation of appropriate teaching strategies and resources from reading, research and classroom observation • Delivery of lessons • Timing • Inbuilt mechanisms for self-evaluation 	<p>What support will you need to help you implement your actions & achieve your targets?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Participation in the Induction Inservice Training Programme • Assistance given with planning by Teacher Tutor, Key Stage Coordinator or HOD • Support of classroom assistants • Support from EA Induction Officer(s) • Support from other external agencies 	<p>How will you monitor and evaluate your progress on this action plan? What evidence will you include in your Induction portfolio?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Including 2 examples of your planning linked to your action plan e.g. lesson plans, unit/scheme of work, PPTs etc • Keeping a reflective journal of significant events related to your action plan • Including self-evaluations of lessons • Including written feedback on a minimum of two lesson observations from your Teacher Tutor, Principal, Head of Key Stage or HOD • Incorporating a range of examples of how you have regularly monitored and assessed your pupils' work e.g. marking for improvement, photographic, video etc. • Providing 3 examples of pupils' work (written, photographic etc.) • Including pupil feedback e.g. questionnaires, comment boxes, podcast interviews, • Providing a summary of monitoring discussions & meetings with your TT, KS



<p>Action Plan 1</p> <ul style="list-style-type: none"> • Classroom observation and feedback • Your Induction Interim Review Report 	<p>management</p> <ul style="list-style-type: none"> • your pupils 			<p>Coordinator or HOD e.g. Induction Interim and Summative Reports</p>
<p>Evaluation</p> <ol style="list-style-type: none"> 1. Refer back to your evidence sources. To what extent do they show that you achieved your success criteria 2. Consider the specific improvements, skills, knowledge and learning outcomes for your own professional development in the context of: <ul style="list-style-type: none"> • The teacher competences you targeted • The impact on your teaching and classroom management • The impact on your pupils' learning 				
<p>Self-Reflection</p> <p>The following prompt questions are designed to help you reflect on and provide a brief summary of the main professional outcomes for yourself of this action plan. You should also use the questions as a basis for discussion when completing the Interim and Summative Reports on Induction with your Teacher Tutor.</p> <ul style="list-style-type: none"> • So what? <ul style="list-style-type: none"> ➢ How have I developed as a teacher from the experience of working through my second action plan and evaluating against the success criteria? ➢ What knowledge, skills and new understanding have I gained? ➢ What has been particularly successful? • Now what? <ul style="list-style-type: none"> ➢ What are my strengths? ➢ What are my areas for improvement? • What next? <ul style="list-style-type: none"> ➢ How will I build on my strengths? ➢ How will I take forward my areas for improvement? ➢ What changes wil I make to my teaching in the future? 				