CPD Training | Primary NQT Feedback

All our courses are graded as follows: impact on teaching and learning in the classroom, how useful did participants find our workshops, discussion and activities undertaken during the workshop, organisation of the workshop (location and communication), facilitation of the workshop (organisation, resources, facilities) and overall content of the session. Participants are also asked to rate their knowledge, skills and confidence before and after the sessions, and what they will do differently as a result of the course. Those are the comments we have gathered so far for our Primary NQT Training Programme:

Your First Term in Post

A group of eight participants from four different schools discussed behaviour management, focusing on positive behaviour, paying attention to playground issues and learning ways to deal with constant tattle-telling, setting targets, using a points system, assessing and reflecting on the impact of behaviour management techniques, using continual assessment, changing ways of approaching disagreements between children, ensuring all children are praised for achievements, and improve time management. The participants commented especially on the good atmosphere created by the tutor which encouraged participants to be open and to discuss issues, concerns and experiences and the helpful discussion and tips (2014) Informative session with lots of strategies I can take into school. Louiza

Behaviour Management

◆ I will implement different activities and establish a different policy. Dan ◆ I will be more consistent, show enthusiasm and excitement towards lessons and reinforce routines. Verity ◆ I will limit teacher talk time, improve consistency with class rules and communicate with home on positives. Suzy ◆ I will undertake new behaviour management strategies, try some new ideas shared on the course. Sophia ◆ I will get to know my children more, establish a couple of critical routines and focus on lasting rewards. Toyin ◆ I will show consistency for good and bad behaviour, limit teacher talk time, and start a new reward system. Alice ◆ I will spend more time getting to know the pupils, think about sending home notes with positives messages and continue with above consistency. Fowzia ◆ I will attempt new behaviour management tactics and follow up on parents. Neil ◆ I will get to know my class, implement a system of rewards and link with home. Lucy ◆ I will spend more time and energy catching children at being good. Thanks. Tom ◆ I will think of a strategy to settle the children. Gemma ◆ I will use the noisemeter technique. Huw ◆ I will incorporate responsibility for children and think about the language I use. Melanie ◆ I will re-evaluate my strategies, look back over notes and assess whether my techniques are working. Darren ◆ I will use choices, have a set structure familiar to children, contact parents, establish a positive relationship and monitor behaviour and improvements. Jusna ◆ I will look at my planning and how I manage my children, ensure consistency, observe other teachers and request an observation focussing on behaviour management. Emily ◆ I will apply some different behaviour strategies, positive ones, be consistent and relentless with routines. Jack ◆ I will agree class noise level with the children before we begin an activity, think about the positive and consistent language that I use and about the classroom layout. Rosie ◆ I will assess my own classroom management, evaluate and possibly implement new strategies, and re-assess how structured the
routines are. **Sarah** ◆ I will reflect on current classroom management, plan a variety of class activities and layouts to keep children engaged. **Danielle** ◆ I have been given confidence that I am doing the right things so I will keep on doing that and extend my choices. Thank you! **Coralie** ◆ Really lovely session. Thank you so much for providing answers and understanding the frustrations! **Jane** ◆ I will use a more positive language and different noise strategies. This session was really informative. I enjoyed the discussion to share ideas and get other perspectives and advice. **Robyn** ◆ I will think about when praise or sanctions need to be public or private. **Emily** ◆ It was very nice to feel on the right track. I really like the methods talked about and I am glad this is what you are advocating. I think they are very effective. **Kate** ◆ I will build up a bank of strategies to see which ones are most effective, use a wider range of strategies, reduce teacher talk time, ensure consistency with rewards and sanctions and continue to praise. **Amy** ◆ My final evaluation will depend on how well some of these strategies work in practice, but I think I have picked up useful ideas today. **Simon** ◆ I will be more conscious of my language choices, plan to “organise problems out”, experience with new resources and displays to support Behaviour Management. It was great to have opportunities to share ideas with fellow NQTs. **Owen** ◆ I will plan more to organise away behaviour problems at the end of day, ask for extra support, have trophy or reward jar, develop more detailed ways of sharing achievements with parents, increase strategies, change more frequently and experiment more. **Ella** ◆ Very useful to reflect after a few weeks being back in the classroom again. Useful practical examples. **Ellie** ◆ Brilliant ideas, best part! **Natasha**. Informative session which will help me in my future practice. **Louiza** ◆ It is always good to share good practice. **Harpreet** ◆

### Inclusion

◆ I will implement a buddy system for J, use a different technique to help D in writing sentences, ignore calls for attention at playtime, ask T to mark his own work with my green marker, implement an additional reward system for D and T, and use the highlighter writing technique with J. **Suzy** ◆ I will use more visuals for EAL children and try a different behaviour management strategy with some children. This session was very good and informative. The course leader was very helpful. **Maria** ◆ I will liaise with SENCO to discuss children of concern, put into place actions set by SENCO, re-assess and evaluate children of concern and ask myself if anything needs to change and what can be done differently. **Tom** ◆ I will change a few areas with the children, planning for EAL, track changes and check DfE website for more support. **Neil** ◆ I will address EAL in my class effectively and have a structure in place to further support EAL. It was really nice talking to other NQTs. **Alana** ◆ I will implement strategies to get my EAL child more involved, get children to take him around the new school and name certain areas, order dual language books and read dual language books. **Veronica** ◆ I will flag up some initial concerns, use more visuals in the classroom and plan family centred homework activities. **Anna** ◆ I will buddy my EAL child up with children on the playground and encourage writing through looking at words. **Katherine** ◆ I will review my interventions and review, extend and rotate nurture group. Very informative. Thank you. **Rodene** ◆ I will do more peer-assessment, consider a nurture group and make individualised activity pack for some. **Ella** ◆ I will introduce more inclusive practices – nurture groups, ensure adult support and focus groups are mixed for every lesson and use rotating focus groups, nurture groups, focus on lower achievers (not always SEN) to ensure no group is left behind. **Amy** ◆ I will focus more on my middle ability group and set up a nurture group. **Chloe**.
Teaching and Learning

◆ I have found the resources that I need to plan for effective lessons on the PNS and will use them to build up on what I have learnt today. Sarah ◆ I have learnt about lots of different resources available to help support planning and to help children’s learning. Khaledha ◆ I will attempt to write all my lessons more relevant to the cohort I am working with, I will think about how to engage with the children within all areas of the EYFS curriculum in a way which is relevant to them, make use of our demographic and location, and plan for activities which the children can use and relate to on a regular basis. Sophia ◆ I will time activities, giving more relevance, reflect on my own teaching rather than just learning, and engage with the new curriculum, considering going forward about how we are going to approach it. Suzy ◆ I will evaluate learning more after lessons, include more activities in planning to make lessons more meaningful, take children outside more to enjoy in their learning, plan for activities that children can self-assess themselves rather than the teacher. Verity ◆ I will try and account for “relevancy” explicitly in all lesson planning, use what I learnt to help children understand halving and doubling and generate own system for evaluating. I will look at the new curriculum, work out how to make it relevant, and attempt to integrate it Alana ◆ I will review the development of the new curriculum, begin to consider how to deliver it and explore teaching opportunities. Tom ◆ I will make my lessons more interactive, find ways of engaging children further, and keep up to date with curriculum changes. Neil ◆ I will research and think about how history can be taught in KS1, about strategies of teaching halving etc., brush up on my knowledge of some of the aspects of history. Fowzia ◆ I will begin planning questions in conjunction with my lesson plans, plan better ‘early finisher’ tasks that are based on higher order skills, and spend more time integrating the subject areas for a more in-depth learning experience. Eva ◆ I will incorporate high order questioning in planning, embed HOQ’s in planning (where necessary), consider using HOQ’s in term planning and subjects, and seek opportunities and activities to engage children through questioning. Peter ◆ I will plan questioning and ensure questions range from lower order to higher order in lessons. I will ensure planning of questioning is progressive and low ability children have the opportunity to answer higher order questions. I will continue to keep in mind Bloom’s Taxonomy and ensure it is integrated into planning. Amy ◆ I will introduce more higher order questioning activities, analyse questioning used across the curriculum and plan questioning into medium term planning. Rodene ◆ I will plan more self-consciously, use bloom pyramid and plan in progression of order thinking. Ella ◆ Fantastic workshop activities, always enjoy the sessions. Sarah ◆ Thank you for the workshop, it has been brilliant! Sonia ◆ Thank you very much. This was really helpful! Phil ◆ Thank you. I have learnt so much and have applied a lot in the classroom. It is already making a difference. Zainab◆

Assessment and Report Writing

◆ It was helpful to get tips on what to fill in for the appropriate boxes. I will be using the information next week to write reports. Sarah ◆ I will write the reports using the questionnaire, today’s hand-outs and answers from the children. Fowzia ◆ This session has made me aware of how important reports are. Veronica ◆ I will begin to consider report writing now and put into practice what has been discussed. Thanks! Tom ◆ I will look for the positives with problem children, get the children to do report writing and write my reports. Neil ◆ I will be more confident in how to phrase things in report, how to manage time for reports and best approach it. Emily ◆ I will produce better written reports in a more positive manner, refer to school values, thing about
writing better phrased statements, compare with last year’s reports and look at last year’s targets. 

Amy ◆ I will think more about the areas of weaknesses for pupils, aim to tackle these before the end of term, plan time to write the reports to ensure care is taken in wording phrases appropriately. Eva ◆ I will think about and use resources provided to implement very good reports and set useful and purposeful targets. Sonia ◆ I will make sure to start planning time frame, see all parents with concerns before handing out the reports and phrase all reports positively but clearly, using resources provided. Ella ◆ I will look at past reports to be aware of format before writing my reports. Laura ◆ What I enjoyed the most about today’s session was the opportunity to discuss assessments with other NQTs. Anna-Marie ◆ Thank you, it was very useful. Ingrid. I will find report writing much easier now. Good opportunity to work with other NQTs. Charlie ◆

Looking to the Future

◆ I will actively plot my career path and look for ways of achieving my end goal, research training which is needed and perhaps book training and discuss with members of staff for progression. The hand-outs and discussion points are cherry picked for a clear focus to the sessions. However there is still a flexibility to discuss issues which are prominent to NQTs in the session. Neil ◆ I will think about my career plan for the next five years, think about and arrange a meeting with our SENCO to discuss PMCO needs for next year and start up a club. Hopefully! I really enjoyed these sessions, they allowed me to meet other teachers from different boroughs, and listen to their experiences, which were always very helpful. Fowzia ◆ I will look ahead with more confidence and have faith in my developing abilities. Rowan ◆ I will look over this year’s planning, reflect on what area of responsibility I would like to take and research courses for more development. Ella ◆ I will think about how to achieve goals, get enough experience to achieve them and find courses for more development. Emily ◆ I will think carefully about my professional development and career, about the steps I will be taking and focus on and work on those steps. Sonia ◆ Thank you so much for your support this year. I will recommend this training to next year’s NQTs and everyone I know. Jessica ◆ I feel more focused and ready to make plans for next year and beyond. Carina. I will start thinking more about a long term career. Kate ◆