



Induction Handbook

for all

New Starters

Name



Welcome to Griffithstown Primary School.

Induction Mentors	
Mr. R McDonnell	Miss R. Thomas

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1. Welcome & Introduction

Welcome to Griffithstown Primary School. We are delighted to have you join our team. This handbook is designed to support your induction and help you settle into your role confidently. Whether it's understanding our policies, planning effective lessons, or communicating with parents, this guide has you covered.

2. Vision

INSPIRE – CHALLENGE - ACHIEVE

At Griffithstown Primary school, excellent teaching ensures that all learning is inspirational and challenging. We are a happy, safe and nurturing school, with excellent behaviour, attendance and punctuality. The opinions of children, parents, staff, governors, the community and other organisations are listened to and acted on in all aspects of school evaluation and improvement. Children develop and apply excellent literacy and numeracy skills across the whole curriculum; we are adaptable, lifelong learners. Pupils make healthy choices and have active bodies and minds. Griffithstown Primary School is committed to equality and inclusion, and no one is disadvantaged by social or economic factors. Griffithstown Primary embraces the Welsh language and the heritage of Wales. We understand the diversity of modern Wales and our place in the wider world. Pupils understand the environmental challenges and are prepared for the technological opportunities of the 21st century.

3. Key Contacts & Support

Name	Role	Email
Mr. Nicholas Blackburn	Headteacher	Nicholas.Blackburn@torfaen.gov.uk
Mrs. Cerian Pugh	Deputy Headteacher	Cerian.Pugh@torfaen.gov.uk

Mr Ian Pembrey	Year 6 SLT Curriculum Lead S&T Lead Digital Lead	pembreyi1@hwbcymru.net
Miss Rebecca Thomas	Year 6 SLT NQT Mentor S&T Lead Digital Lead Acting Welsh Lead	thomasr794@hwbcymru.net
Miss Kelly Morris	Year 5 PS3 Lead LLC – English WalkThrus	morrisk276@torfaenschools.wales
Mrs Sophie Jordan	Year 4 / 5 SLT ALNCo	Sophie.jordan@torfaen.gov.uk
Mr Ross McDonnell	Year 3 H&W Lead NQT Mentor	MCDONNELLR9@torfaenschools.wales
Miss Amy Charles	Year 3	amy_charlesx@icloud.com
Mr Joe Blackmore	Year 2 MN Lead Forest Schools Lead	blackmorej15@hwbcymru.net
Miss Erin Evans	NQT - Year 2	erinmair003@yahoo.co.uk
Mrs Sam Hawksworth	Year 1 H&W Lead	samantha.Hawksworth@torfaen.gov.uk
Miss Lucie Murphy	NQT - Year 1	lucie_murphy@live.co.uk
Mrs Rebecca Jones	PS1 Lead Reception Teacher	PhillipsR225@Hwbcymru.net
Mrs Joanne Crane-Brown	Reception Teacher Expressive Arts	cranej8@hwbcymru.net
Miss Ella Lloyd	NQT - Reception	ellalloyd02@outlook.com
Mrs Clare Cox	Nursery Teacher	CoxC24@Hwbcymru.net
Mrs Tammy Nightingale	Nursery Teacher PPA/Management Cover	nightingalet7@hwbcymru.net
Mr Paul Sergeant	PPA/Management Cover	SERGEANTP6@Hwbcymru.net
Mrs Abbie Mruk	Office Clerk	Abigail.Mruk@torfaen.gov.uk

4. Summative Assessment Opportunities (see Assessment Policy)

ALN & MAT pupils are assessed appropriate to their ability.

What?	Who?
Baseline Snapshot Expectations (September, January, April, June)	Nurs, Rising 3s
Baseline Snapshot Expectations (September, June)	Rec
Phonics & reading of 'tricky words' (every six weeks)	Nurs – Y2, & pupils in other year groups not scoring on STAR
PM Reader (termly or as required)	Nurs – Y2, & pupils in other year groups not scoring on STAR
STAR Reader (Sept, Dec, March, June)	Y2 - Y6
STAR Maths (Sept, Dec, March, June)	Y2 - Y6
Maths Diagnostic Interviews (half termly or as required)	Nurs – Y2, & pupils in other year groups not scoring on STAR
Parallel Spelling Test (Sept, Dec, March, June)	Y2 - Y6
English Writing Progression Grid (Sept, Dec, March, June) – June must be a narrative piece	Rec – Y6
English Oracy Progression Grid (Sept, Dec, March, June)	Rec – Y6
Welsh Oracy Progression Grid (Dec, March, June)	Rec – Y6
Welsh Reading Progression Grid (May)	Y2 – Y6
Welsh Writing Progression Grid (May)	Y2 – Y6
Cwestiynau Campus (All 12 in September, January & June)	Rec – Y6 (One set for Rec – Y2, one for Y3 – Y6)
Personalised Assessments (May)	Y2 – Y6
Motional Snapshot (as required)	Nurs – Y6
Blanks Levels Assessments (Sept then as required)	Identified pupils
Attitudes to Learning and Wellbeing (half termly)	Rec – Y6

Academic and wellbeing assessments inform the next stage of learning. In some instances, support plans must be developed in consultation between teachers, pupils and parents. This documentation may take the form of IDPs (Individual Development Plans), One Page Profiles (OPPS), Well-being One Page Profiles (WOPPs) or Individual Action Plans for the most able learners.

You share Progress Certificates with parents every term. In autumn and spring these certificates inform and prepare parents for the Parent/Teacher Consultation (PTC). In summer the progress certificate is included along with the end-of-year report.

Progression Grids identify features of a typical learner in specific year groups. The grids enable teachers to record a pupil's attainment and identify the pupil's next steps. Grids have been developed for:

- English: Speaking and Listening, and Writing
- Welsh: Speaking and Listening, Reading

Writing Grids are used alongside scheduled summative assessments and are in the pupils' English and Welsh books. The statements in the grid are dated as achieved.

5. Induction Priorities

Safeguarding

	Date / Comment
Safeguarding expectations: <ul style="list-style-type: none"> • How to record, report and share information on my MyConcern • How to approach disclosures made by pupils about adults at home, teaching staff and the headteacher. • Expectation regarding e-safety in school / at home • Core Safeguarding knowledge: PREVENT, CSE, FGM, County Lines 	

Introductory Information/School Procedures

	Date / Comment
Sign in	
Use the printer	
Use SIMS	
Complete a fire drill	
Complete a lockdown drill	
Ensure all pupils meet the expectations of the Healthy Snack Policy	
Print at home - VPN	
Top-up my printer credit	
Meet the expectations of extra-curricular clubs	
Meet the expectations of golden time clubs	

Planning, Assessment and Reporting

	Date / Comment
Plan on Taith: <ul style="list-style-type: none"> • Short Term Planning • Provision Planning • Long Term Planning Skill coverage Download and save planning to OneDrive every fortnight	
I have reviewed the sample of books for my year group, to ensure I understand the appropriate expectations for all groups of learners	
Conduct formative and summative assessments, use trackers, complete Progress Certificates	
Report Writing: how to find examples, what to include, layout etc	
English / Welsh Progression Grids: frequency / data entry	
Complete and apply intervention documentation:	

One Page Profiles (OPPs) Well-being One Page Profiles (WOPPs) Individual Action Plans (IAPs) Individual Development Plans (IDPs) Diagnostic Interviews	
Meet the Homework expectations for my year group	
Track 'Wellbeing' and 'Attitudes to Learning' on Taith,	
Make wellbeing referrals for ELSA	
Understand Formative Assessment (Assessment Policy): <ul style="list-style-type: none"> • Written / Verbal feedback • Moving on questions and acknowledgements • Peer / Self assessment • Marking codes • Welsh comments • Assessment for Learning (AfL) Booklet <ul style="list-style-type: none"> ○ Where is it stored? ○ How to incorporate AfL into teaching/learning 	
Access Nesy intervention	
Complete an All About Me profile	
Access Motional and complete a Snapshot	

Pedagogy, Curriculum and Classroom Practice

	Date / Comment
Deliver an effective reading session; <ul style="list-style-type: none"> • How to PM Benchmark • How to use the PM scheme • How to manage home reading • Understand the protocol of Group Guided Reading (GGR) • Manage a GGR folder, • Embed a VIPERS approach • Timetable a reading carousel • Use reading data for grouping • Establish an attractive and purposeful reading area 	
Phonics and Spelling: <ul style="list-style-type: none"> • How to group for phonics, spelling and timetable activities • How to teach phonics 	
Deliver an effective Welsh reading session: <ul style="list-style-type: none"> • How to find activities and books 	
How do I access the Welsh packs	
Understand the expectations of lesson observations (one per year)	
Understand the protocol for Walkthrus and how to upload video evidence	
Understand the expectations of displays: <ul style="list-style-type: none"> • What to display • Positioning / Height 	
Understand the expectations of Jigsaw: <ul style="list-style-type: none"> • Log-in details • How to use the resource and how often • Daily well-being greetings • Daily Mile 	
Understand TAPAS philosophy and pedagogy: <ul style="list-style-type: none"> • What resources do I need? 	

<ul style="list-style-type: none"> • What must be displayed? • How can I observe best practice? 	
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ICT/Digital Tools

	Date / Comment
Phonics and Spelling: <ul style="list-style-type: none"> • How to use online phonics and spelling resources • How to set assignments on SpellingShed 	
Maths <ul style="list-style-type: none"> • How to use online maths and times-table resources, Mathseeds, Mathletics and TT Rockstars 	
Ensure all pupils can access online learning in school/at home: <ul style="list-style-type: none"> • All pupils require Log-in cards 	
How to use the OneDrive, get a Hwb email, access the school calendar	
Understand DoJo expectations e.g., creating events, posting information	
Understand how to organise, and use EVOLVE to record education trips	

Behaviour, Rewards and Routines

	Date / Comment
The Relationships and Wellbeing Policy: <ul style="list-style-type: none"> • School expectations • Anti-bullying • Colour coded behaviour e.g., green, gold • Certificates for excellence: maths/reading etc. • House Points displayed as DoJos • Tocyn Cymraeg 	
Assembly Expectations: <ul style="list-style-type: none"> • Daily assembly: prompt, quiet and calm entry / exit • Monitoring and supervision of pupils during assembly • Celebration assembly routines and Seren Yr Wythnos certificates • Ensure the Seren Yr Wythnos winner chooses and experiences a special privilege <i>for the week</i> e.g., front of queue, special seat in class etc. 	

Communication and Parental Engagement

	Date / Comment
How to build positive relationships with parents: <ul style="list-style-type: none"> • Presence on the yard/door/gate at the start and end of day • How to have difficult conversations with parents, including how to communicate, in a public environment • How to call from the office / where to find contact details • What is appropriate information to share and when to bring in leadership 	
Parent Teacher Consultations <ul style="list-style-type: none"> • Expectations: pupil work, timeframe, dialogue 	

6. Additional Guidance / Mindset

You won't always get it right! No one expects you to know everything straight away. Like everyone else, you are always learning.

If you feel that you are struggling, it is important that you are pro-active

- Reflect
- Ask
- Research

- **Adapt**

One of the best ways to grow in confidence is to reach out to a range of colleagues across the school. Each member of staff brings different strengths, expertise, and teaching styles, and learning from them can be incredibly valuable.

We encourage you to observe as many different teachers as possible, whether it's for behaviour management, subject knowledge, classroom routines, or creative lesson ideas. Be open to guidance and support, and don't hesitate to ask questions. We're all here to help each other, and collaboration is a key part of your development.

7. Your Deal

NQT Time:

You have been allocated ½ day per week / one day per fortnight for NQT release. Use the time to complete Induction tasks, observations and research to broaden your experiences. This is directed time, and you must be on site.

PPAW:

You have been allocated ½ day per week / one day per fortnight, for Planning, Preparation, Assessment and Wellbeing. This is non-directed time. This is your time to ensure you are organised for the requirements of the role. This includes work and wellbeing requirements.

8. Task and Finish Meetings

You must meet with your mentor, after school, every fortnight. The meeting must last one hour.

A total of six directed hours.

At the end of the 12-week block, you must have completed all identified aspects in this booklet.

Dates will be shared in September.

You will be reimbursed with one day non-contact, on completion.

10. My Observation / Experiences' Log

Date	Teacher and AOLE / s	What was observed? e.g., differentiation, skills, behaviour, strategies	Impact on teaching and learning in my classroom e.g., differentiation, skills, behaviour, strategies
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