



Concordia Multi Academy Trust Workload Policy

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1. Context

It is clear from national surveys, that excessive workload is a major obstacle to our schools being able to successfully recruit and retain the best teachers and teaching assistants.

Recently, three national working parties established by the Secretary of State for Education have reported on the national picture and indicated how excessive workloads might be reduced. The working parties covered the following areas:

- Marking
- Planning and resources
- Data management

This policy guidance is based on a summary of the work of the three review groups' key findings and recommendations.

NB The principles of managing workload effectively should be based on pupil outcomes and progression.

2. MARKING

<https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

2.1 Purpose of marking

Primary purpose of driving up pupil progress providing an opportunity to:

- interact between a teacher and a pupil
- acknowledging pupils work
- check the outcomes
- make decisions about what teachers and pupils need to do next

2.2 Key Issues for schools

- Governors and school leaders should use the following three principles to review the school's marking practice.
 - meaningful
 - manageable
 - motivating
- Teachers should be encouraged to review current practice to ensure marking adheres to the three principles.

2.3 Key Elements of effective marking

2.3.1 Senior Leader should:

- Ensure that marking should be proportionate and provide good quality feedback.
- Ensure a balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances.

- All marking should be meaningful, manageable and motivating
- Ensure marking is part of an assessment policy alongside other practices that inform teachers, create positive pupil outcomes and drive future planning.
- Ensure consistency of marking across school/ departments
- Share expectations of marking to help all staff be clear about what is required of teachers
- Ensure that each subject/phase are able to determine the policy in their areas of work.
- Ensure that policies are judged against the hours spent marking and adjustments required where necessary
- Effective deployment of all resources in the school
- Take account of hours spent marking and have regard to work life balance of their staff.

2.3.2 Teachers and other relevant staff should :

- give pupils regular feedback, both orally and through accurate marking and encourage children to respond to the feedback.
- use professional judgement on the feedback required for a pupil.
- ensure that marking serves a single purpose - to advance pupil progress and outcomes
- feedback can take the form of spoken or written marking, peer marking and self-assessment
- ensure that marking is used to acknowledge the work the pupil has done, value their efforts and achievement and to celebrate progress.

3. PLANNING AND TEACHING RESOURCES_

<https://www.gov.uk/government/publications/reducing-teacher-workload-planning-and-resources-group-report>

3.1 Purpose of Planning

Planning is critical and underpins effective teaching, and plays an important role in shaping student understanding and progression

3.2 Five Principles for Planning

i) Plan a sequence of lessons

a) Senior Leaders should:

- Detailed daily or weekly plans should not be a routine expectation
- decide and use the best planning tool to suit the demands of the subject or age group
- consider the cost benefit of creating larger blocks of time for planning

b) Teachers and other relevant support staff should:

- Where lesson plans are deemed appropriate , their purpose and audience should be very clear
- Plans should be used as a tool for professional discussions with line manager to help understand and explain teaching decisions
- Have flexibility to accommodate different subject demands and needs
- Choose the best format for their working plans to suit their level of confidence, experience and preference agreeing the rationale with the line manager

ii) Fully Resourced schemes of work should be in place for all relevant staff to use each term

a) Senior Leader should:

- Ensure fully resourced scheme of work is in place, at the start of each term
- Where this is not possible, teachers should be clear who will be planning and resourcing the lessons, what time they will be available and how this will be made available to staff.
- Ensure that teacher understand the 'what and 'why' of the curriculum

b) Teachers and other relevant staff should:

- Plan to identify what needs to be taught across a sequence of lessons
- Be free to teach in a way that suits their professional judgement and experience

iii) Planning should not be done simply to please an outside organisation, e.g. Ofsted

Senior Leader should consider:

- If the teaching is having an impact on pupil progress

iv) Planning should take place in purposeful and well defined blocks

Senior Leaders should:

- Ensure PPA time is allocated and identified on the timetable
- Review the effectiveness of how time set aside for planning is allocated
- Consider identifying blocks of time for collaborative planning
- Ensure that trainee teachers are able to demonstrate their planning

v) Effective planning makes use of high quality resources

Senior Leaders should:

- Undertake a cost benefit of continually searching or producing materials i.e. if the benefits are not apparent in pupil outcomes then this amounts to unnecessary workloads
- Ensure quality assure resources are available such as textbooks (including electronic resources) student books, teacher guides.

- Ensure that new entrants have access to effective plans and materials
- Ensure that collaborative planning is followed up by regular professional discussions which focus on the outcome for the pupils.
- Consider the benefits of collaborative planning where teacher creativity and professionalism can be exercised
- Ensure that the downloaded resources are supportive of sensitive and effective approaches to high attainment, high equity and high enjoyment of learning

Teachers and other relevant staff should:

- ensure that planning should start from the curriculum to be taught and not the activities being taught each day.

4. DATA MANAGEMENT

<https://www.gov.uk/government/publications/reducing-teacher-workload-data-management-review-group-report>

4.1 Purpose of utilising data

Date when well used can have a profound and positive impact and can help School leaders and teachers to focus on the right issues

4.2 Key recommendations

- Everybody involved in data collection should only collect data that is purposeful, valid and reliable.
- Teachers should ask if they do not understand why data is collected.

4.3 Principles of data management

- **Be streamlined**
 - eliminate duplication i.e. collect once and use many times
- **Be ruthless**
 - Only collect what is needed to support outcomes for children
 - Amount of data collected should be proportionate to its usefulness
 - review why the data is needed
- **Be prepared to stop activity**
 - do not assume that the collection of data or analysis must continue just because it always has
- **Be aware of workload issues**
 - consider not just how long it will take, but whether that time could be better spent on other tasks

School Leaders should:

- Ensure that all data collection has a clear purpose
- Ensure that data processing is as efficient as possible

- Focus on key performance indicators for the school
- Create an assessment and data collection calendar, updated annually.
- Standardised tasks and test items can be useful in supplementing teacher judgement and assessment
- effectively utilise new technology to support quicker and simpler collection and almost real time analysis and presentation of data/

Teachers and other relevant staff should

- know if a pupil is on track to achieve end of year expectations through the use of their own professional knowledge and skills

4.4 The key principles of effective data management

The production and use of data should have a clear answer to the following questions:

- a) Am I clear on the Purpose?
 - Why is the data being collected, and how will it help improve quality provision?
- b) Is this the most efficient process?
 - Have the workload implications been properly considered and is there a less burdensome way to collect, enter, analyse, interpret, and present the information?
- c) Is the data valid?
 - Does the data actually provide a reliable and defensible measure of educational attainment?

Purpose

- Does our data management system align with our values and ethos?
- Are we focusing on the right things for our school?
- What do we want to measure and why?
- What are our key issues?
- How does the data help us progress as a school?
- What are we expecting to find, and how would it enable us to change practice?
- What will we do with the data and when?
- What would happen – what could we not decide - without it?

Process

- Does this, or similar data, already exist?
- Can we use an existing process?
- Are we getting the right data, to the right people, at the right time to make the right decisions?
- Can we provide assurance of the accuracy of our measurement – is the data valid?
- Can we stop collecting any data?
- What is the opportunity cost (time that could be spent on another task)?
- What training is required?
- What can we learn from others?
- Over what time period will we collect it? When will we stop