

Bury Fair Workload Charter

The national teacher survey and local workload surveys demonstrate that excessive workload is the biggest single factor driving the recruitment and retention crisis in schools across the country.

Bury Council believes that in order to deliver the best education for our children, we need to build a healthy working environment for teachers and support staff and that means reducing workload for our staff.

The national working parties established by the government have reported on the national picture.



ON MARKING, THE WORKING PARTY SAID:

"We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is little evidence that this improves pupil outcomes in the long term. One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop. Policies should be judged on actual hours spent on marking, and adjustments to requirements made where necessary."

ON PLANNING, THE WORKING PARTY SAID:

"Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development. Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made."

ON PUPIL PERFORMANCE DATA, THE WORKING PARTY SAID:

"Do not routinely collect formative assessment data" "Summative data should not normally be collected more than three times a year per pupil."

ARE YOU A FAIR Workload School?

Staff working in a Bury Fair Workload School can expect:

- High quality training and professional development opportunities that meet the individual needs, without adding significantly to the workload and having a negative impact on work/life balance.
- Employers exercising their duty of care to employees with regard to workload, including for headteachers.
- A directed time calendar produced before the start of each academic year showing how 1,265 hours is reasonably allocated throughout 195 days.
- The principles of a reduction in weekly meetings to one per week, a recognition that open/award evenings are not compulsory to attend and that school policies can be delivered within contracted hours.
- The introduction of policies, especially those governing marking and assessment being reviewed during the school's usual cycle are workload impact assessed.
- Have in place a clear policy and robust system for managing rarely cover. The School Teachers' Pay and Conditions Document states that teachers should only be expected to rarely cover in unforeseeable circumstances
- Guaranteed PPA which should be timetabled to be a MINIMUM of 10% of timetabled teaching time. Leadership and management time should also be given to those with additional responsibilities.
- A reasonable lunch break that is not interrupted by meetings or other activities.
- Pro-active and regular discussions with trade union representatives around managing workload.
- Engage with the principles and recommendations from

DfE Making Data Work 2018
Ofsted Clarification Document for Schools on what they do not require.
DfE Workload Reduction Toolkit.

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"

Foreword from Chair: Dawn Copping
 Marking report.

"Teachers should not be spending their time on bureaucracy that does not add value. Teachers' time should be protected and used to make a difference."

Foreword from Chair: Kathryn Greenhalgh
 Planning and teaching resources report.

"Protect what we hold dear about our profession, improving the life chances of our children because we are trusted to do what is best, not to collect meaningless data to prove it."

Foreword from Chair: Lauren Costello
 Data management report.

Here's a quick look at what three independent teacher-led workload review groups said in short reports on **marking, planning and resources** and **data management**.

DO	DON'T	REMEMBER OFSTED SAYS
<p>Remember all marking should be meaningful, manageable and motivating and should serve a single purpose- to advance pupil progress and outcomes.</p> <p>Remember quantity of feedback should not be confused with the quality.</p> <p>Give lesson plans the proportionate status they merit, and no more, to lessen teacher- workload.</p> <p>Look to identify blocks of time to allow for proper collaborative planning.</p> <p>Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils.</p> <p>Have high quality resources and schemes of work already in place and easily accessible.</p> <p>Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision?</p> <p>Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.</p>	<p>Spend time on marking that doesn't have a commensurate impact on pupil progress.</p> <p>Simple message: stop it!</p> <p>Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep-marking'.</p> <p>Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work.</p> <p>Create detailed plans that become a 'box-ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning.</p> <p>Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.</p> <p>Plan to please external organisations.</p> <p>Collect data just because you can or the system allows it- have an appropriate sense of its validity and purpose.</p> <p>Duplicate data for different audiences- 'collect once, use many times'.</p>	<p>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.</p> <p>Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and oral feedback is used to promote learning.</p> <p>If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.</p> <p>Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.</p> <p>Ofsted does not require schools to provide individual or previous lesson plans to inspectors.</p> <p>Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.</p> <p>Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the a school uses routinely and not additional evidence generated for inspection.</p>



For more recommendations and to read the reports in full search 'reducing teachers workload' on www.gov.uk

For clarification of what Ofsted expects, search the Ofsted Inspection framework on www.gov.uk

To read about practical ways to reduce your workload from other schools, visit the Department for Education's teaching blog: teaching.blog.gov.uk.

