Removing Unnecessary Workload Inset - DfE. Report by D Cronin

Key Points

- Marking causes the most angst amongst teachers at primary and secondary level (remember, it should be meaningful, manageable and motivating).
- OFSTED and constant references to it create anxiety and excessive workload. Keep giving staff the message that OFSTED don't expect a particular type of planning, marking or assessment.
- Data can be onerous - ensure it is used for impact.
- Ensure staff do not over-plan. Collaborative working on schemes of learning is more helpful.
- When you introduce a new initiative, indicate what staff will have to do no longer.
- With the introduction of terminal exams, are we asking staff to produce / mark too many assessments?
- Staff appreciate thank yous and a sense of opportunities to progress.
- High quality CPD which influences T&L helps staff feel better about their role.
- Verbal feedback can reduce workload in terms of marking - encourage staff to get amongst the pupils more to have impact.
- Ensure that every five minutes of a meeting adds value.
- Ensure that meetings focus on developmental aspects and not admin.
- Coaching is important for trainee teachers and ensure Mentors are top quality.
- CPD needs to include supporting staff to be resilient.
- As a SLT revisit what you are doing and why - eg. summative reports - what's the impact?
- Ensure staff understand the value of an activity.
- DfE is trying its best ... eg. QLA at KS2 is helpful; Teaching and Learning Innovation Fund (TLF) is helpful for CPD.

Recommendations

- Review the culture around data and reduce data demands on staff.
- Ensure there is a well-developed collaborative ethos within your school.
- Re-visit Marking Policy - purpose/timing/impact.
- Headteacher to clarify OFSTED expectations to all staff.
- Consider ways to reduce admin attached to data and its analysis for staff.
- Allow meeting time / CPD time for staff to work together on planning - collaborative planning is key.
- 'Hub' time should also allow for staff across schools to plan.
- Carry out exit surveys with staff leaving.
- Complete the Toolkit audit as an SLT individually and then discuss the impact of your decisions on a teacher's workload.
- Don't introduce anything which will not impact on the quality of Teaching and Learning and hence pupil outcomes. If you introduce something, take something away.
- Consider flexible working opportunities for staff - eg. TA starts later to run clubs after school.
- Look at the quality of your well-being programme for staff at all levels.
- As Headteacher demonstrate a good work/life balance to your staff.
- Re-brand Performance Management / Appraisal as Performance Development.
- Revisit School Diary as a SLT - evaluate with a working party of staff some of the 'pinch points' in the school year.
- Be brave: cut corners at times. Decide if the latest buzz word / initiative is right for your school.
- Read through Workload Challenge Research Project Posters March 2018 as a SLT dividing it up and pick out golden nuggets for your school.
- Communicate intentions such as reducing marking load to parents so they are on-side.

Helpful Links

Workload Challenge Research Project Posters:

Workload Challenge Research Projects: overall summary