

Smarter Steps to Reduce Teacher Workload

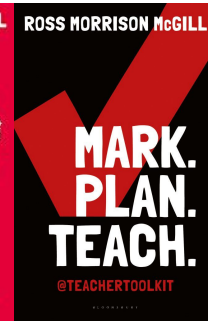
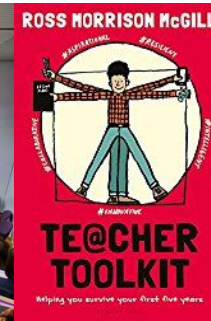
Saturday 11th March 2017

 Follow us on Twitter [@ASCL_UK](https://twitter.com/ASCL_UK)

thinkshare**grow**



Who am I?



Teacher

|

Trainer

|

Author

|

Blogger

TE@CHER TOOLKIT

The Most Followed Teacher on Twitter in the UK

You!



- Teachers: are **amazing**
 - Teachers: **work hard**
- Teachers: committed and **passionate**
 - Teachers: **shape lives**
- Teachers: work in **challenging** circumstances

The brief:

- To support your work in schools.
- To challenge the way we all work ...
- To offer 12 solutions!



The lesson plan:

Phase	Content
Part 1	Research
Part 2	Self-Evaluation
Part 3	24/7 Access
Part 4	Work-life fallacy ...
Part 5	Ideas!

**"If you do NOT design your (work) life,
someone else will design it for you ..."**

Nigel Marsh

Poll ...



Let's go!

Start thinking ...



What is the one 'workload' issue you would change within yourself?

Phase	Content
Part 1	Research
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1. Research

DfE Workload Survey:

Type / Year	2013	2015	2017
Primary	50.2 hours pw	59.3 hours pw	55.5 hours pw
Secondary	49.9	55.7	55.3
Primary SLT	56.1	60.2	59.8
Secondary SLT	57.3	63.3	62.1

*[DfE report 2017](#)

Workload Challenge: [Analysis](#) of teacher consultation responses

44,000 responses:

- 63% stated excessive level of detail made tasks **burdensome**
- 45% stated that **duplication** added to burden of workload
- 41% stated that **over-bureaucratic** nature of the work

Figure 4: Unnecessary and unproductive tasks. “Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?” Workload Challenge survey, 2014 (sample base = 1,645 respondents).⁴

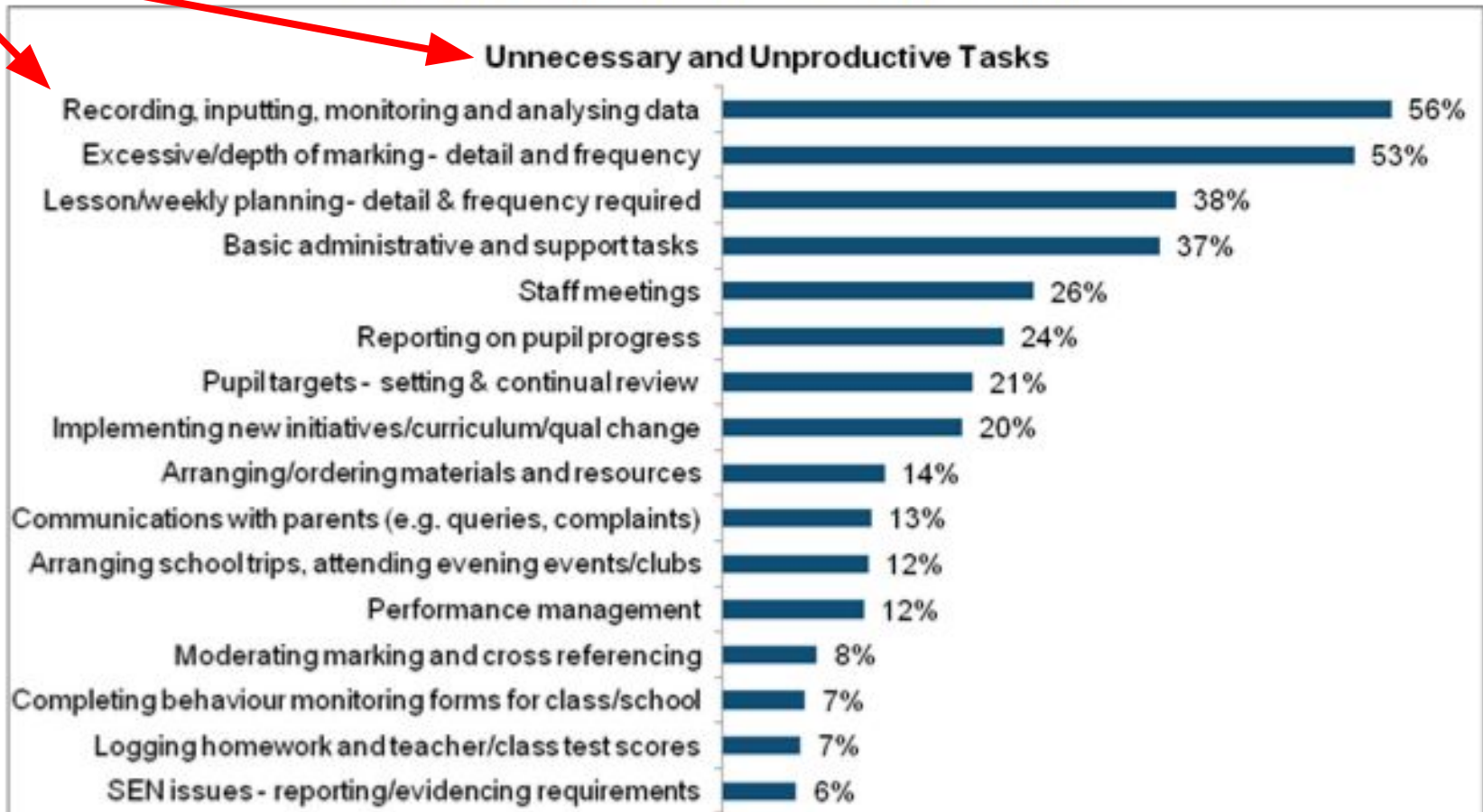
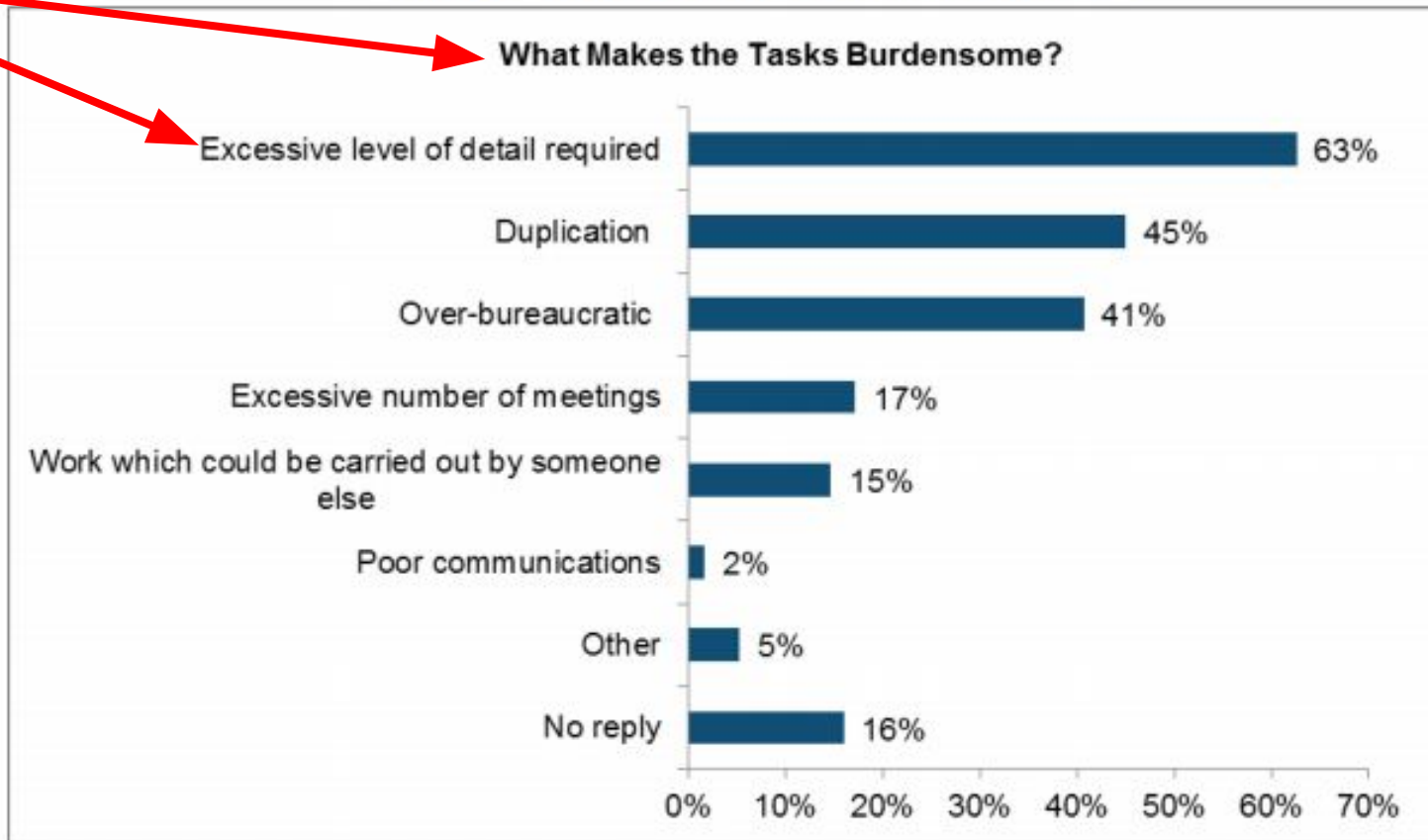


Figure 3: What makes the tasks burdensome? “Tell us about the unnecessary and unproductive tasks which take up too much of your time. Where do these come from?” Workload Challenge survey, 2014 (sample base = 1,685 respondents)



Solutions?



One page summary ...

February 2015

Annex C: strategies for tackling workload in schools

Many respondents gave examples of the practical measures their schools have taken to reduce unnecessary workload. We would encourage teachers and headteachers to discuss whether any of these ideas could help reduce workload in their schools.



Curriculum and planning

- Reduction in written lesson plans (e.g. introduction of the '5 minute' lesson plan).
- Shared / longer blocks of protected non-teaching time to plan lessons and mark work.
- Collaboration (including across phases and schools) to plan / develop new schemes of work, and dedicated time in subject / phase teams to find and share resources.
- 'Off the shelf' schemes of work with detailed lesson plans and adaptable materials.

Assessment and data (reporting / monitoring)

- More peer and self-assessment.
- Sparing use of more detailed marking and written feedback, appropriate to children's age and stage.
- Effective use of whole school data management system / registers (including training for staff).
- Use of software for marking, homework and tracking pupil progress.
- Use of tablets for planning, assessment and recording lesson notes.

Support and professional development

- Effective use of support staff e.g. removing administrative tasks from pupil-facing roles, employing attendance officers and pastoral support workers, sharing data managers with partner schools.
- Peer observations with specific focus to prompt professional dialogue.
- Teacher-led CPD with focus on improving practice rather than disseminating information.

School administration and management

- Minimising number/length of meetings.
- Use of email for information, allowing meetings to focus on learning and teaching.
- Incorporating staff work-life balance into the school development plan.
- Use of online tools for administrative processes (e.g. logging behaviour issues, organising school trips, updating school policies).
- Prioritising tasks that have the greatest impact on pupils' learning.

Now, we have a poster!

March 2017



Reducing Teacher Workload

"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 Chak, 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 Chak, Kathryn Goodrich
- 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 Chak, 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>✗ Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it!</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>✓ Remember quantity of feedback should not be confused with the quality.</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>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>✓ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload.</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>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>✓ Look to identify blocks of time to allow for proper collaborative planning.</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>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>✓ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils.</p>	<p>✗ Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.</p>	<p>Ofsted does not require schools to provide individual or previous lesson plans to inspectors.</p>
<p>✓ Have high quality resources and schemes of work already in place and easily accessible.</p>	<p>✗ Plan to please external organisations.</p>	<p>Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.</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>✗ Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose.</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 school uses routinely and not additional evidence generated for inspection.</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>✗ Duplicate data for different audiences – 'collect once, use many times'.</p>	

For more recommendations and to read the reports in full, search 'reducing teachers' workload' on GOV.UK
For clarification of what Ofsted expects, search the Ofsted Inspection framework on 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
The reports are endorsed by the following:

“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**

“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**

“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**

The problem?!

Remember Ofsted says

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.

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.

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.

The problem?!

✓ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision?

✓ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.

✗ Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose.

✗ Duplicate data for different audiences – ‘collect once, use many times’.

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 school uses routinely and not additional evidence generated for inspection.

Define: routinely

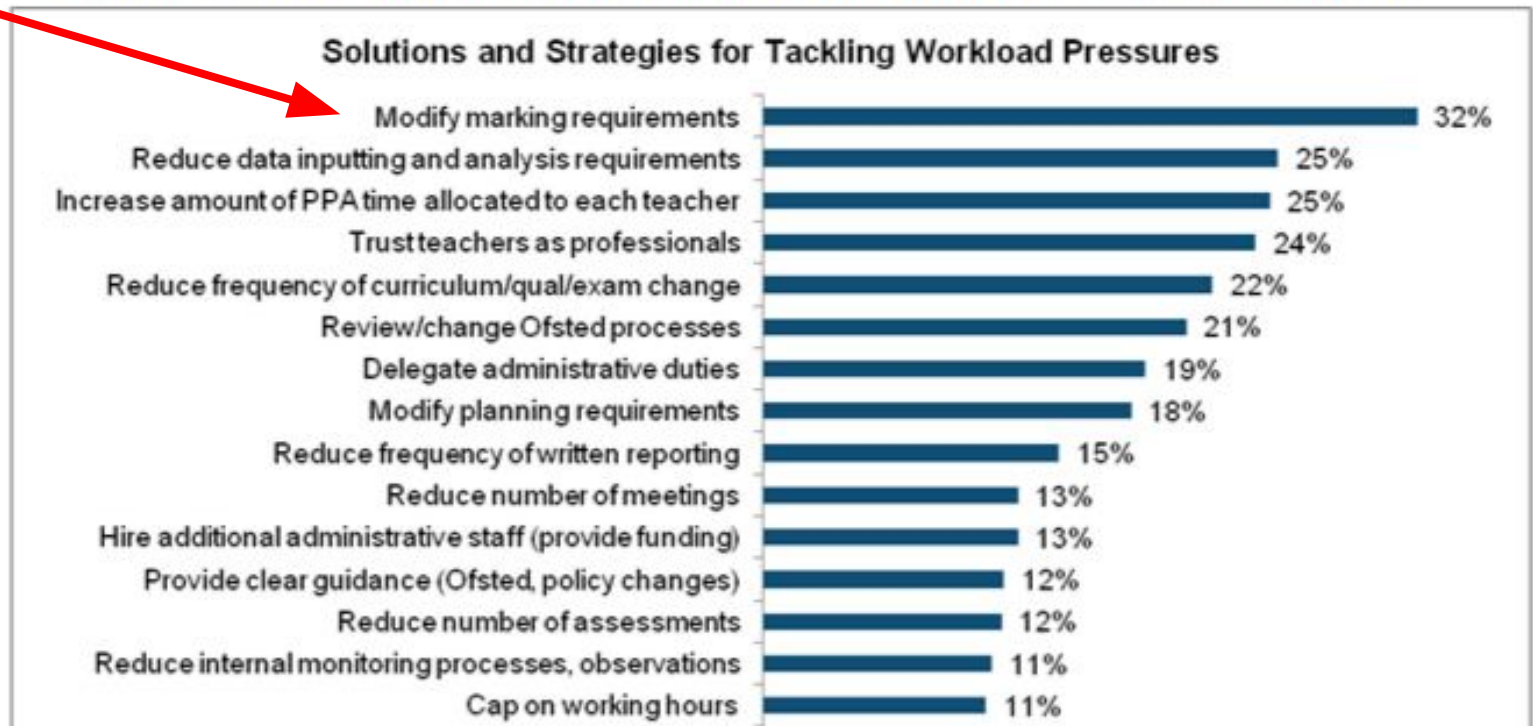
"One day, I hope
will have to exist"

"One day, I hope
will have to exist".
@TeacherToolkit.



Solutions?

Figure 6: "Send us your solutions and strategies for tackling workload – what works well in your school?", "What do you think should be done to tackle unnecessary workload – by government, schools or others?" Workload Challenge survey, 2014 (sample base = 1,680 respondents).5

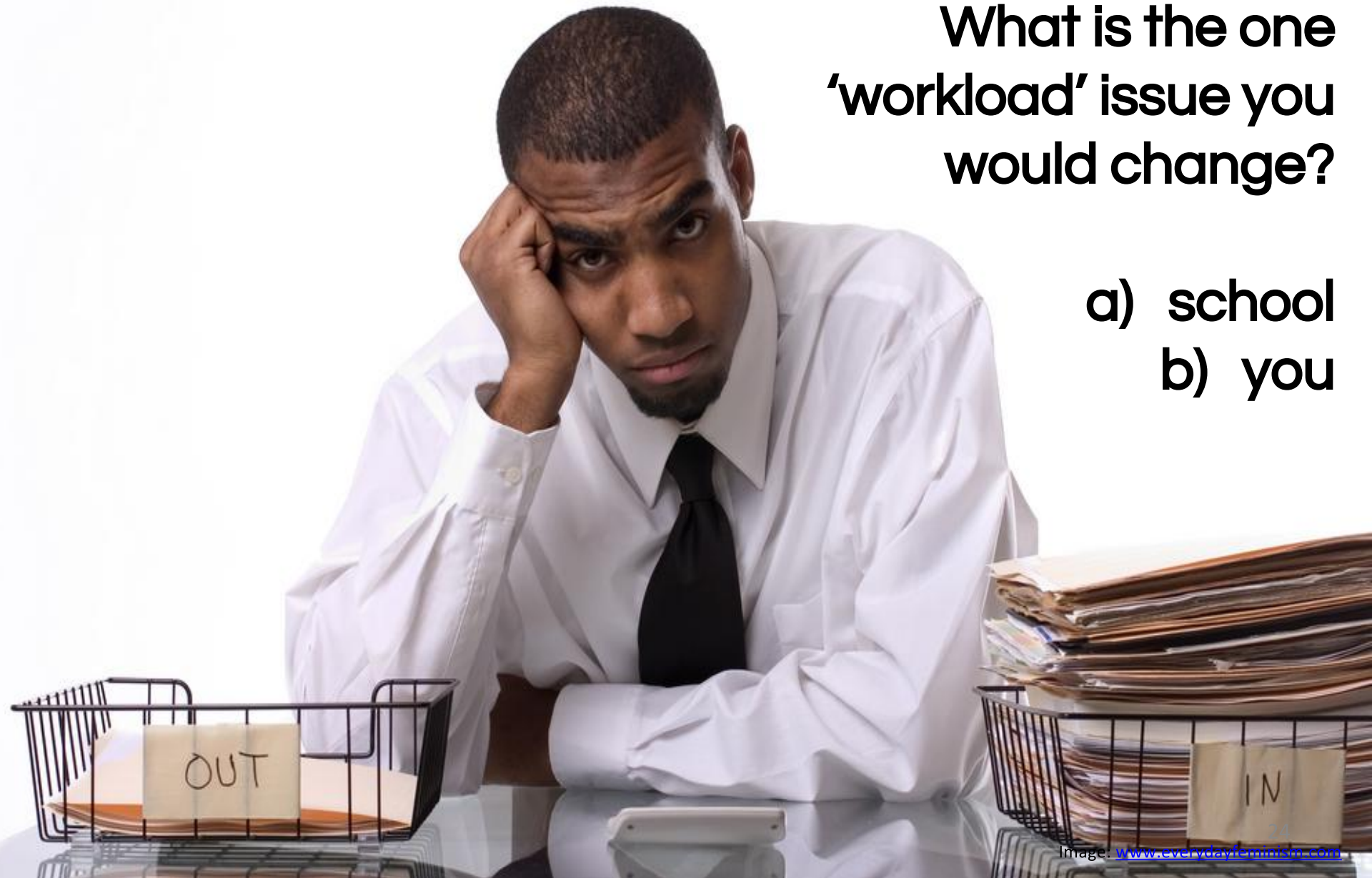


Think – Pair – Share



What is the one
'workload' issue you
would change?

- a) school
- b) you



Phase	Content
Part 1	Research
Part 2	Self-Evaluation
Part 3	24/7 Access
Part 4	Work-life fallacy ...
Part 5	Ideas!





2. Self Evaluate



Grab ...

- 1. A pen**
- 2. Scrap A4 paper**

Here come the rules ...

- **Paper**
- **Add name**
- **Number 1–10.**

Name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Spell these words!



**Now
swap
papers!**



Spell these words!

Spell check!





Now
swap
papers!

Spell these ~~Spells~~check!



Shoot!



What's the point ?



- 1. Improves literacy**
- 2. Develops subject knowledge**
- 3. Reliable starter / plenary**
- 4. Engage ... but with purpose**
- 5. Active!**





Leadership Review

Consider this ...



What is your:

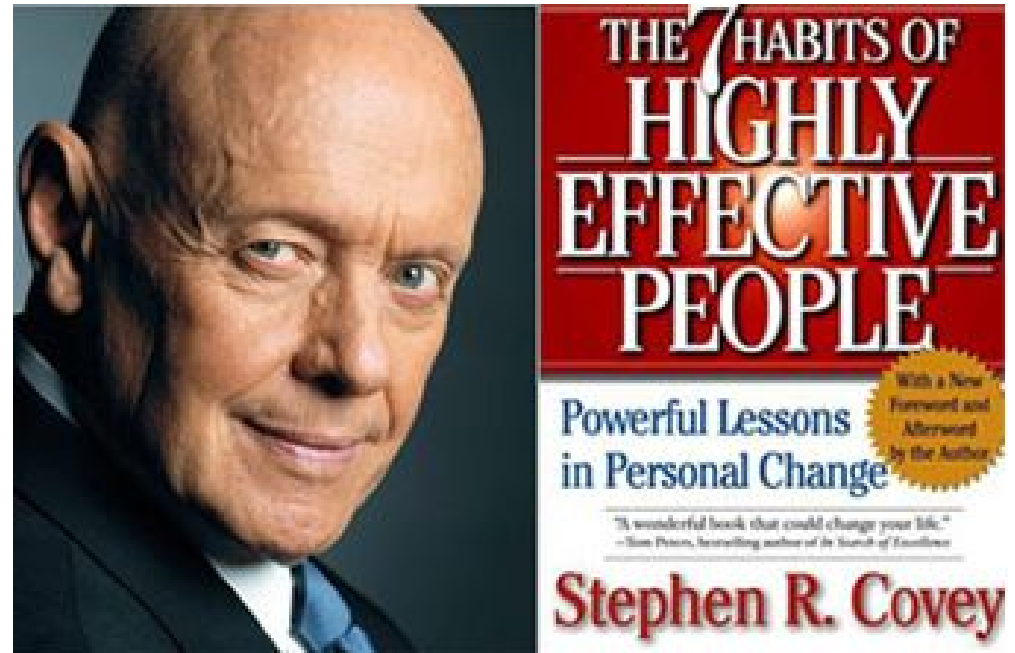
- **personal** workload challenge?
- **school's** workload challenge?



Steven Covey

The 7 Habits of Highly Effective People

= Urgent / Important Matrix



October 2015

URGENT & IMPORTANT

- 4.1.16
- Learning Policy day/pack.
- CTL deadlines
- Induction
- Coaching + Mentoring
- K/ITC/Over CPD
- Flood fill CPD
- Diagnostic

NOT URGENT & IMPORTANT

- Staff Well Being
- Show my Homework!
- CPD budget
- Stage 2 appraisal
- ELT projects
- CPD Menu
- Loyalty card
- T&L mtg dates
- Differentiated CPD
- Display site work

URGENT & UNIMPORTANT

- ITT database
- Open Classroom
- Mintclass reports
- Open Classroom sign
- eQualitas!

NEITHER!

- Blind!
- Desk lamp
- Pedo - new staff
- Flood fill - plan x2
- WSET

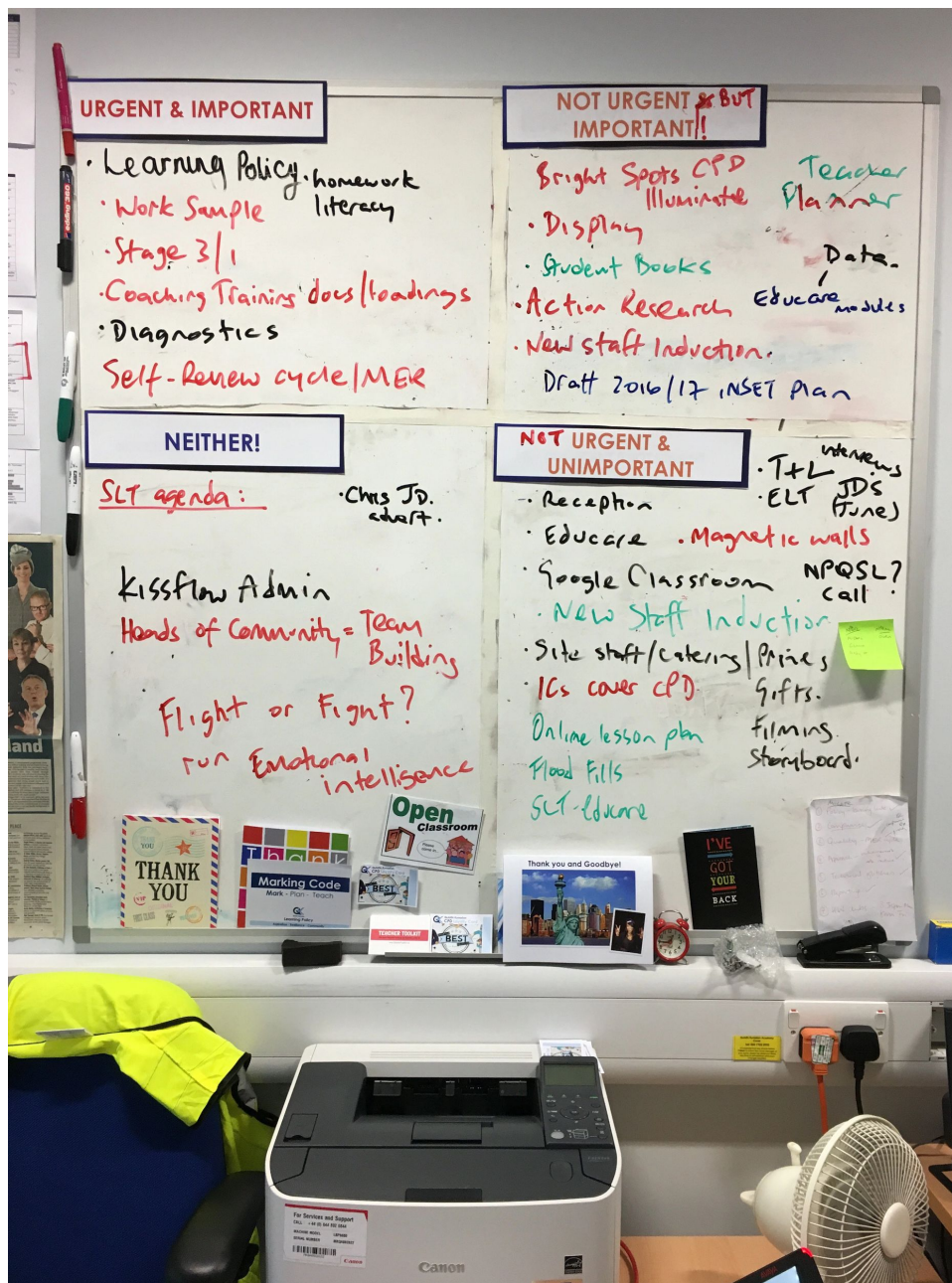
ASCL conf:

- Martin ✓
- Nathan ✓
- Kyle ✓
- Colleen?
- Hannah?
- Leanne

Other notes:

- Appeals 18.1.16
- T&L
- PAY Policy
- Marking Party (Feb)
- Bronze Silver Gold
- Marketing Code A7
- Marketing video
- #TMLondon 23.3.16!
- OK T&L Days

June 2016

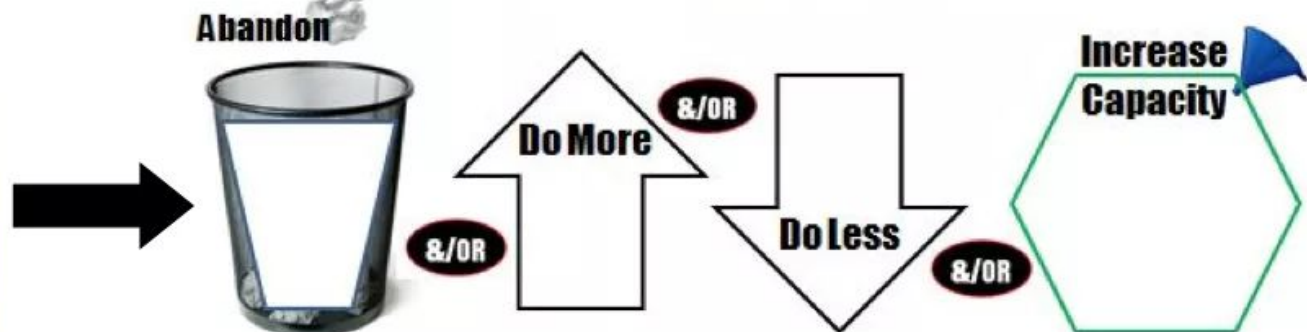


The 5 Minute Workload Plan

....print and scribble your way to greater impact.

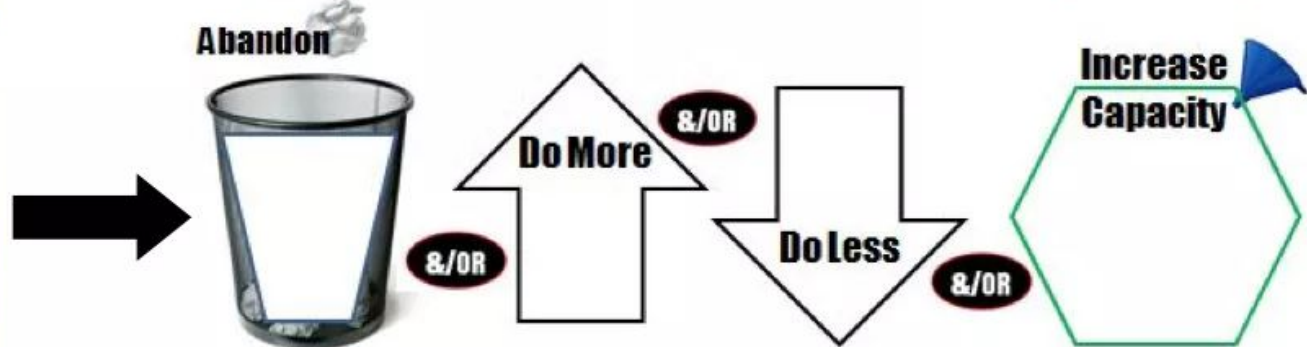
Workload Issue 1:

Priority: H/M/L



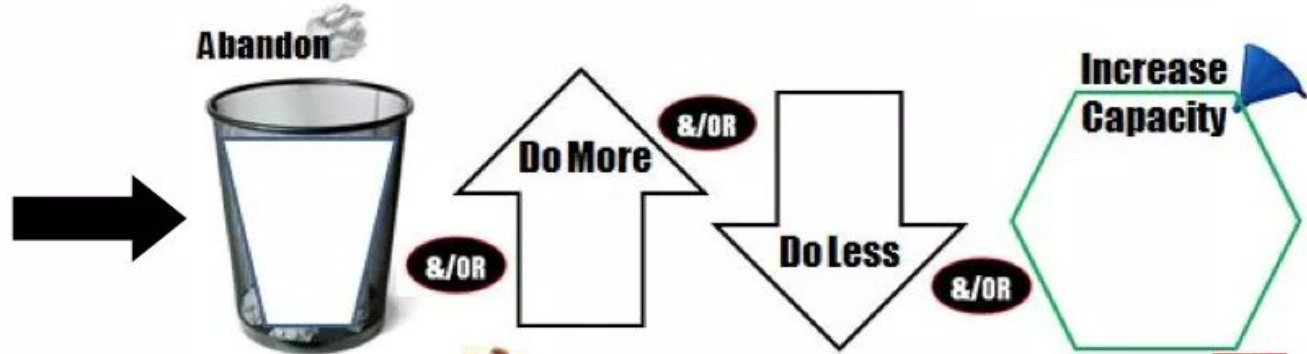
Workload Issue 2:

Priority: H/M/L



Workload Issue 3:

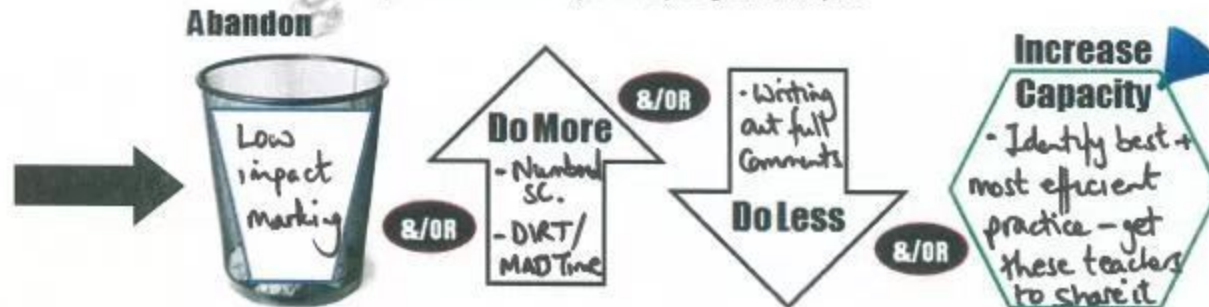
Priority: H/M/L



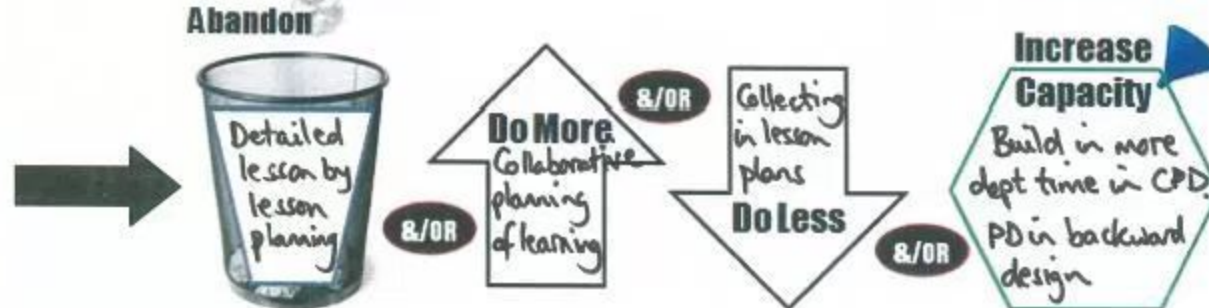
The 5 Minute Workload Plan

....print and scribble your way to greater impact

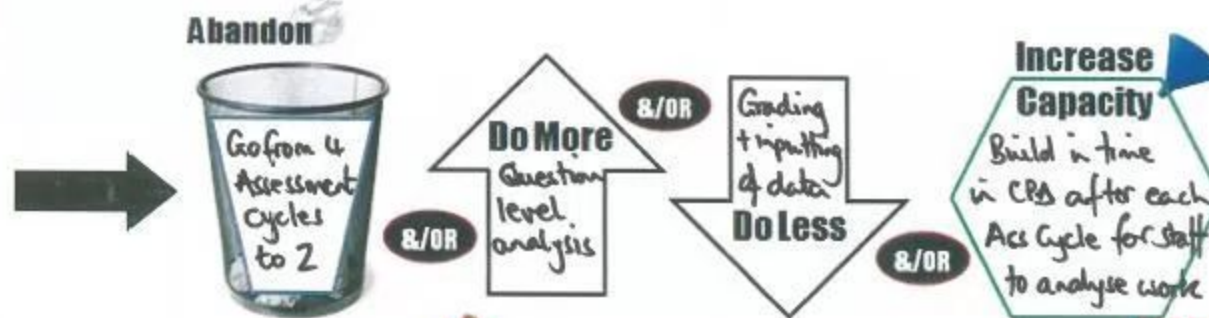
Workload Issue 1:
Marking & feedback
Priority: **H**/M/L



Workload Issue 2:
Lesson planning
Priority: H/**M**/L



Workload Issue 3:
Inputting data
Priority: H/M/**L**



Stephen Tierney (2015) @LeadingLearner & Ross McGill @TeacherToolkit



The Life of a Deputy Headteacher

(9 blogs)



School Leadership

The Life of a Deputy Headteacher: Part 7

15th June 2016 @TeacherToolkit 3197 Views 11 Comments
 Comments Jill Berry, leadership, The Life of a Deputy Headteacher
 Edit

What does a typical term look like in 'the life of a deputy headteacher'?



Like this:



Be the first to like this.

Read more



School Leadership

The Life of a Deputy Headteacher (Part 6)

12th March 2016 @TeacherToolkit 2450 Views 3 Comments
 Comments leadership, March, The Life of a Deputy Headteacher
 Edit

What does a typical day look like in 'the life of a deputy headteacher'?



Like this:



One blogger likes this.

Read more



School Leadership

A Day in The Life of a Deputy Headteacher: Part 5

22nd December 2015 @TeacherToolkit 2254 Views 4 Comments
 Comments Appraisal, leadership, Learning Policy, Pay Policy, The Life of a Deputy Headteacher, To do list
 Edit

If you are a senior leader, how has the end of the year (2015) been for you?



School Leadership

The Life of a Deputy Headteacher: Part 4

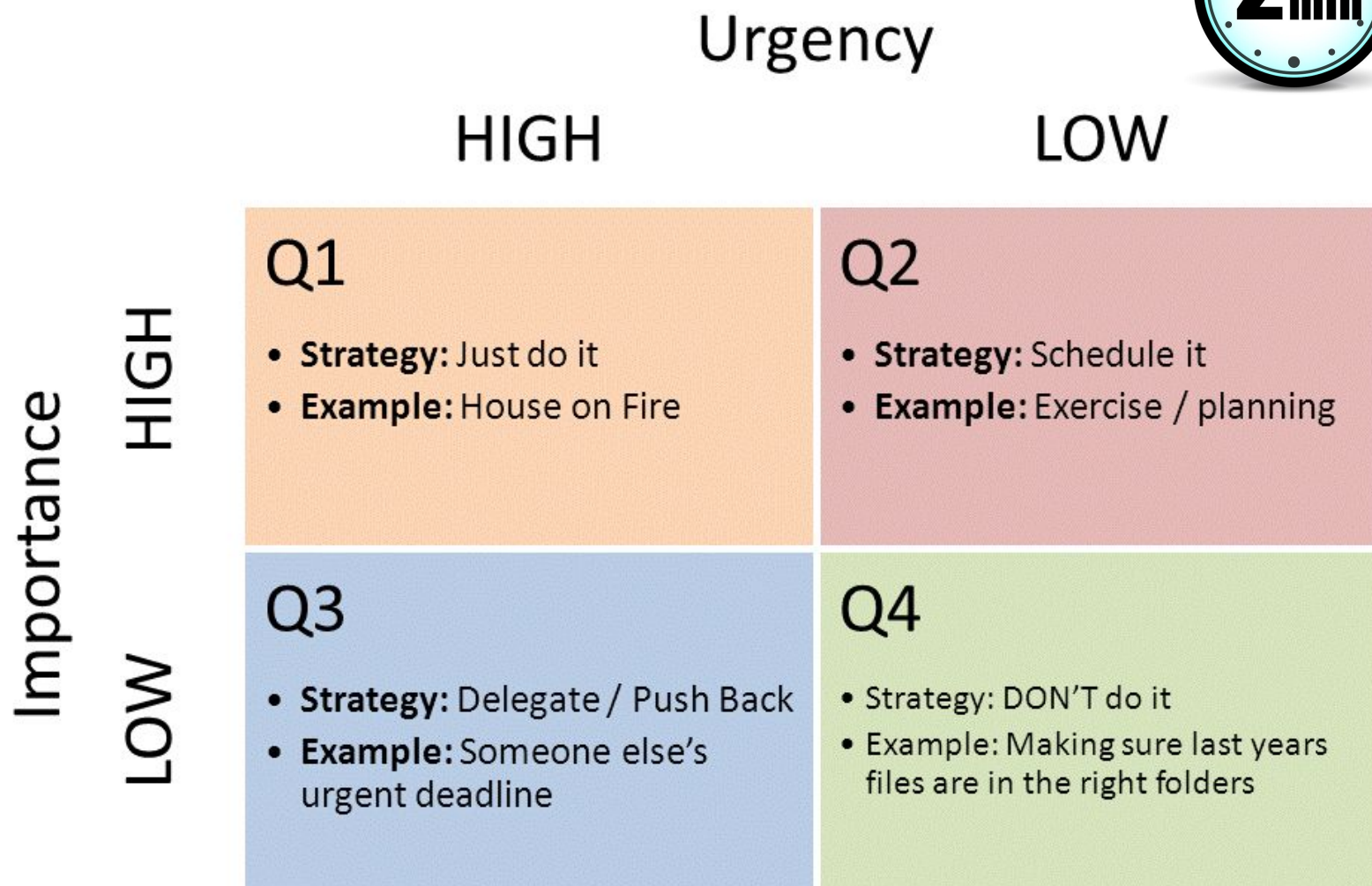
4th October 2015 @TeacherToolkit 1704 Views 3 Comments
 Comments #SLTchat, Senior Leadership, September, The Life of a Deputy Headteacher, Workload
 Edit

If you are a senior leader, how has the start of the academic year been for you?



	Urgent	Not Urgent
Important	<p>I</p> <p>Fire Fighting</p> <p>Crises Pressing problems Deadline-driven projects</p>	<p>II</p> <p>Quality Time</p> <p>Prevention, capability improvement Relationship building Recognizing new opportunities Planning, recreation</p>
Not Important	<p>III</p> <p>Distraction</p> <p>Interruptions, some callers Some mail, some reports Some meetings Proximate, pressing matters Popular activities</p>	<p>IV</p> <p>Time Wasting</p> <p>Trivia, busy work Some mail Some phone calls Time wasters Pleasant activities</p>





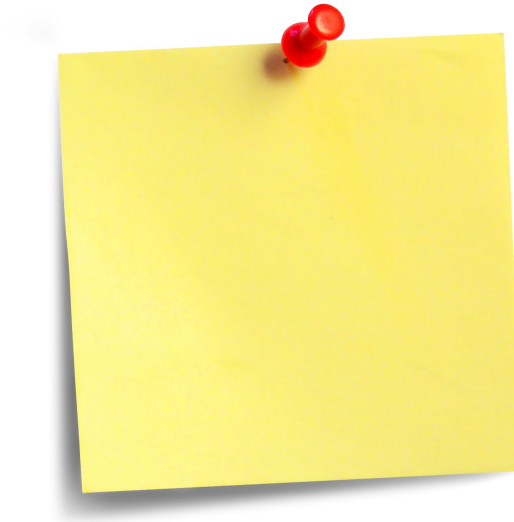
Think – **Pair** – Share

- 1 minutes
- Identify 3-5 common issues

If it is **NOT 'time',
what is the real cause?**

“Every time you **add something to your own
or another person’s workload, you should
commit to also **take something away.**”**

Post-It Notes:



Don't forget ...



What is the one 'workload' issue you would change within yourself?

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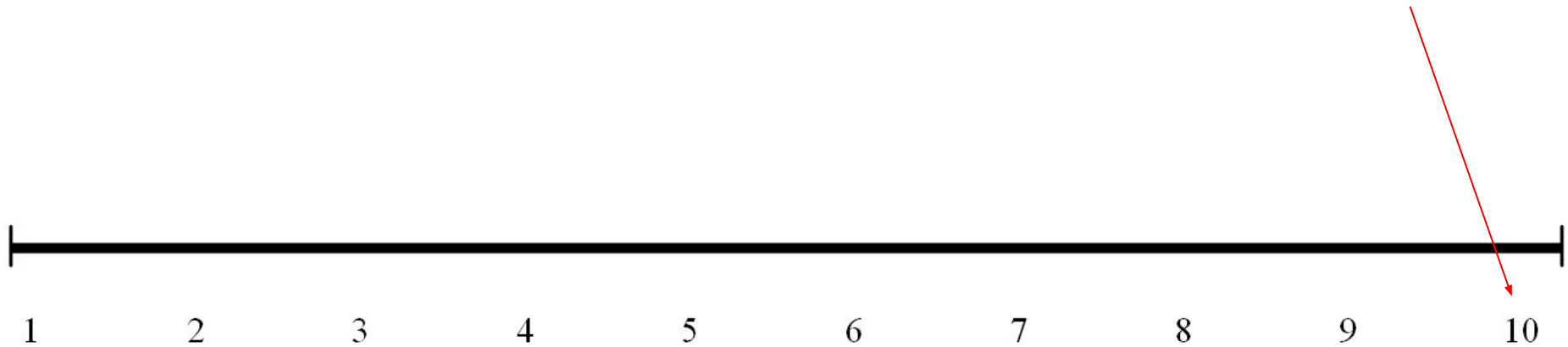


3. 24/7 Access



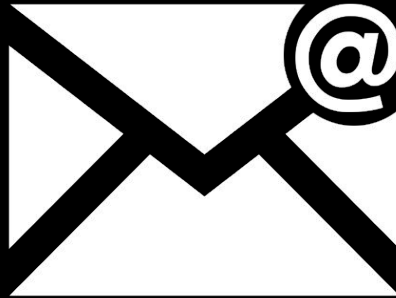
Take phone out. Place on table? How many apps connect you to work/workload?
Delete one app right now ... Leave it!

Bad: controlling you?



Shia LaBeouf





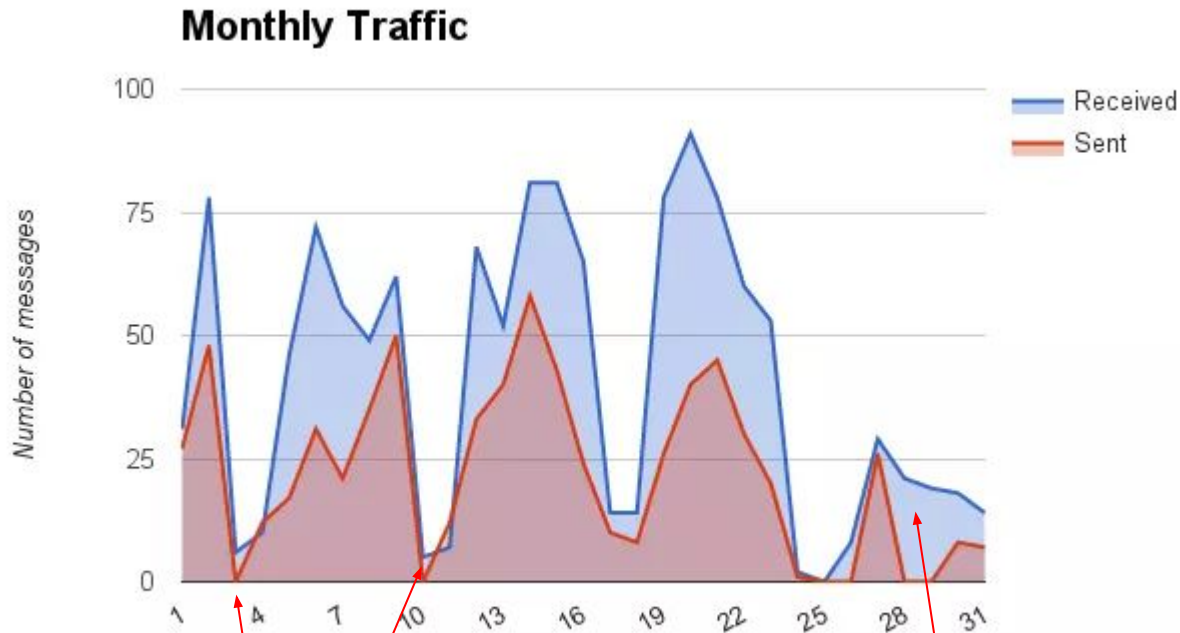
4. Email

EMAIL

Protect staff from emails: how often do you?

1. ... send/answer emails after 6pm?
2. ... send/receive a Friday night headache?
3. ... turn it off?
4. ... use a work mobile phone?

Email analysis - November 2015



Weekends

End of month
Do people want less later in the month?

Forumla

More emails received

+

Less emails replied (answered)

=

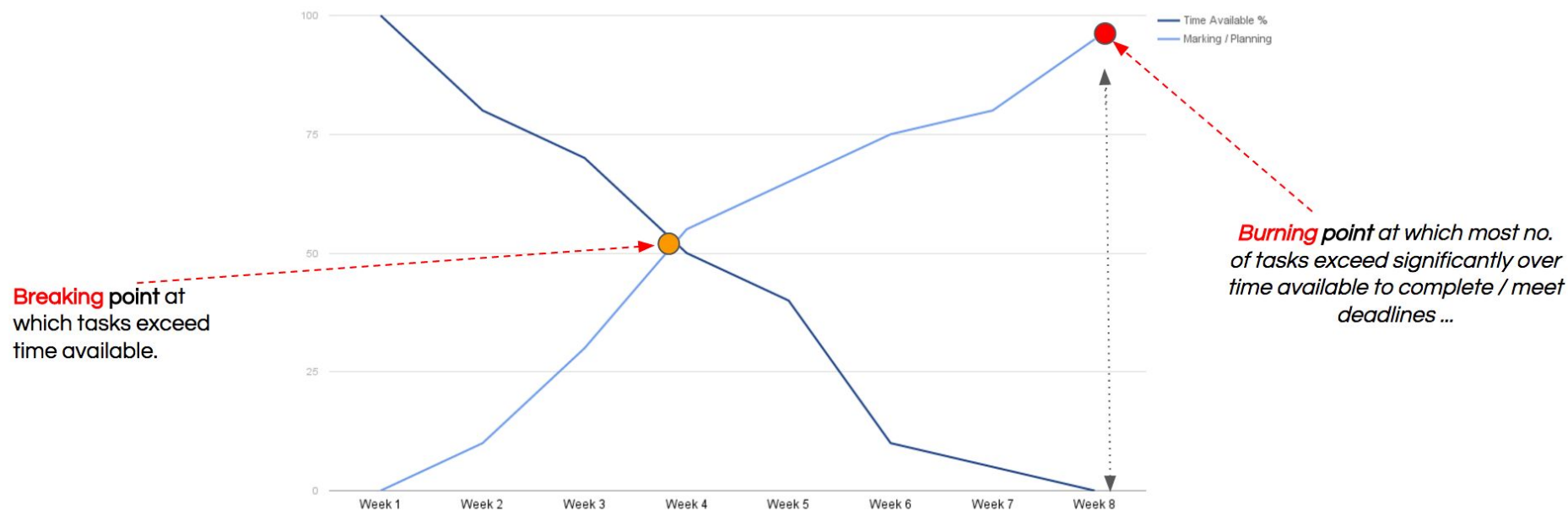
Growing Inbox!

Time versus Tasks

www.TeacherToolkit.me/The-Burning-Teacher



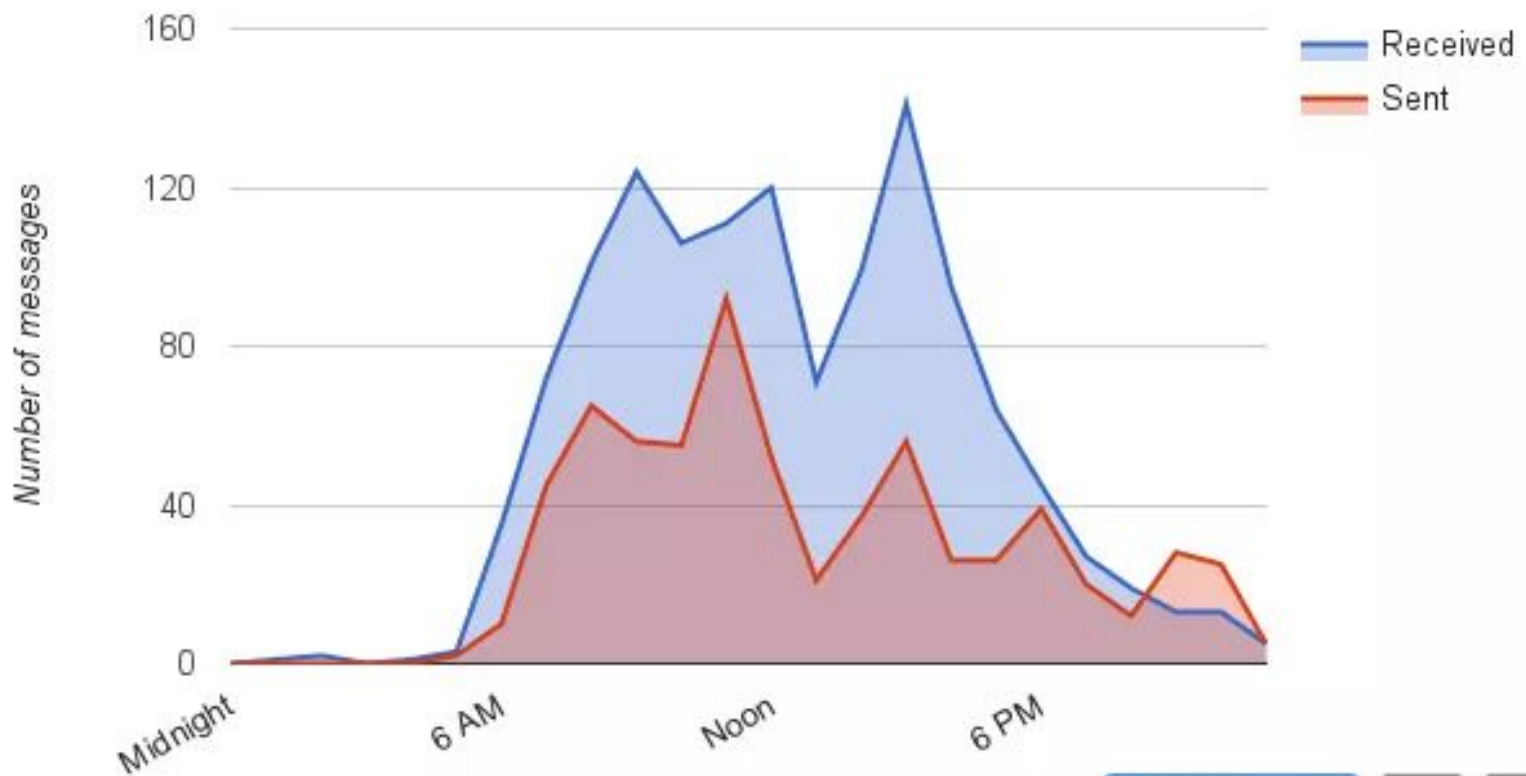
Time Available vs. Tasks to Complete



N.b. graph analogy represents one half-term in teaching; increasing workload over period of time.

1. Receiving more than I'm sending ...
2. More emails after 4pm
3. I'm still replying into the night !

Daily Traffic

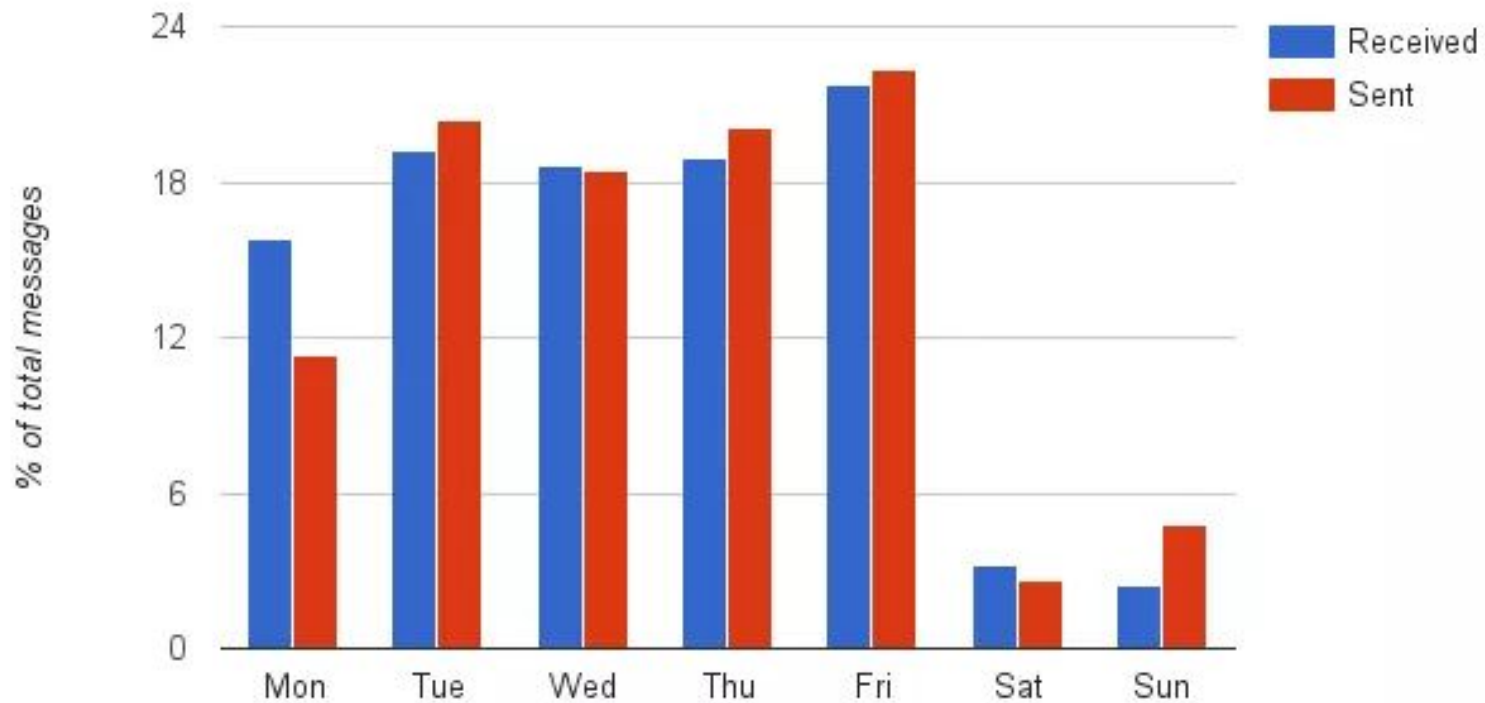


Share Image



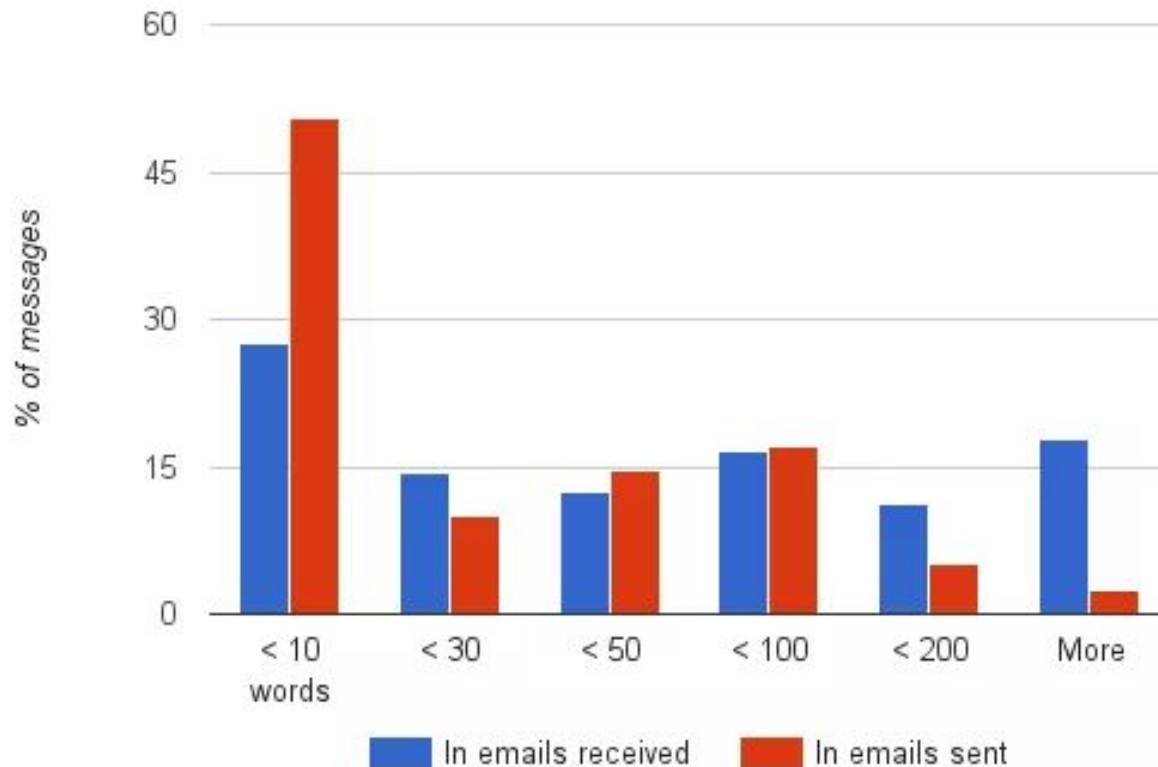
1. I don't read/reply as much on a Monday!
2. I send 2-4 emails on Sat/Sun
3. Friday is my email response day.
4. Sending 18+ per day.

Weekly Traffic



1. 10 words in x50 emails!
2. Do staff need quick answers or could these be quick corridor conversations?
3. Send less words than I receive ...

Word Count



5 Email Protocol Tips for Schools

1. Checking Email:

During the school day, staff should only check email when they are not teaching.

2. Sending/Replying to Email:

No email should be sent between the hours of 7:30PM and 7AM.

3. 'All Staff' Emails:

Only the PA to the Principal has the ability to email 'All Staff'.

4. Server:

A serious alternative, is to programme the school network to only 'push/fetch' email from the ICT server between certain periods of the day.

5. Forwarding and Bcc:

Be clear about email etiquette. Do you need to reply and just say 'thank you'?

What would it be?

What is the one
'workload' issue
you would
change within
yourself?



Phase	Content
Part 1	Research
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5. Work–Life

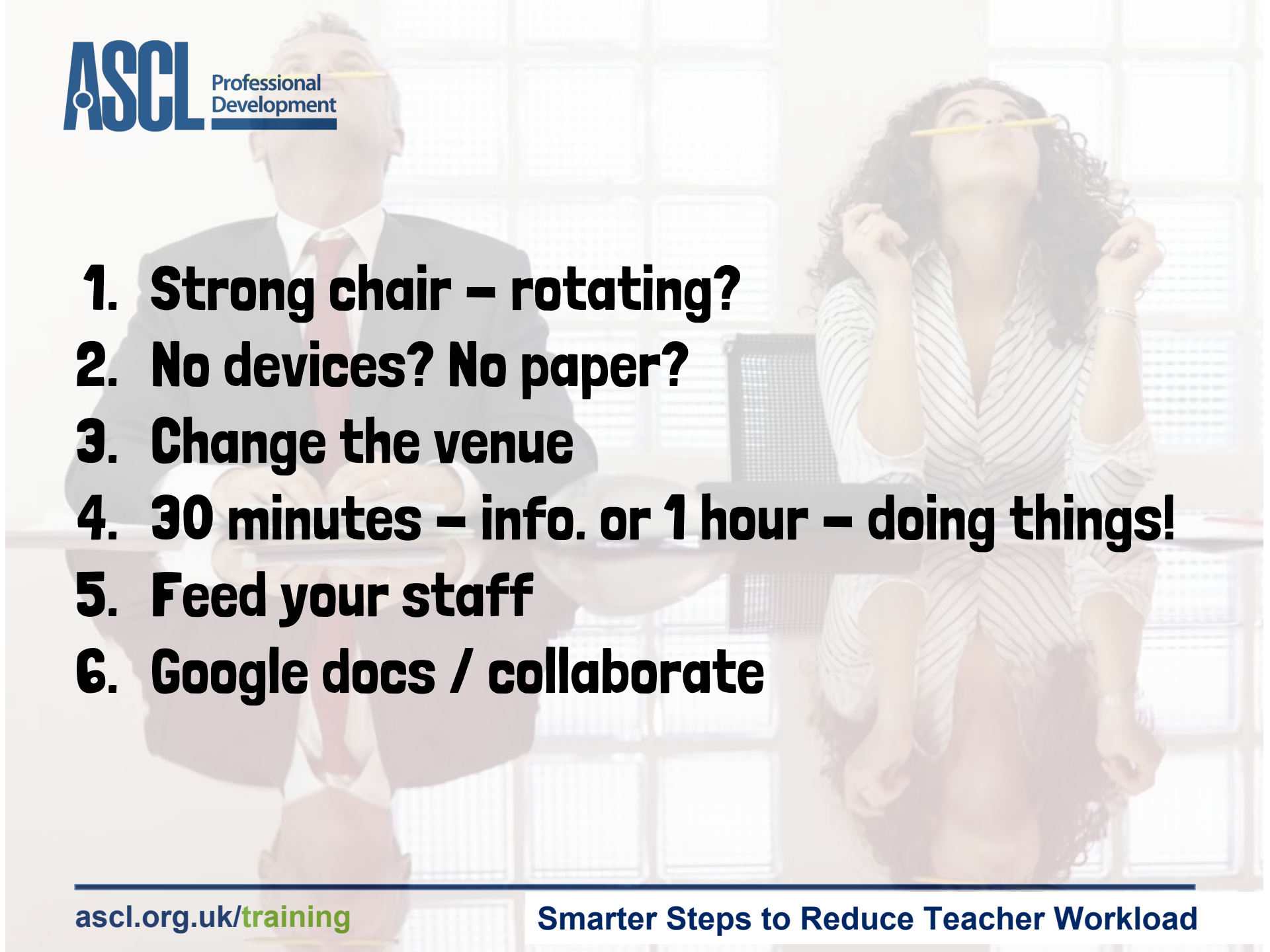


Smarter Steps to Reduce Teacher Workload

As a deputy headteacher ...

... in one week, I spend 15 hours+ per week in meetings! That's on average 25% of my time when I could be with students ...

***6.5 of these hours are after-school hours.**

- 
- The background of the slide is a faded, light-colored photograph of two people, a man and a woman, sitting at a desk. Both are looking upwards and balancing a yellow pencil on their noses. The man is on the left, wearing a dark suit and a red tie. The woman is on the right, wearing a white and blue striped shirt. The background is a grid of light-colored squares, possibly a window or a wall.
- 1. Strong chair – rotating?**
 - 2. No devices? No paper?**
 - 3. Change the venue**
 - 4. 30 minutes – info. or 1 hour – doing things!**
 - 5. Feed your staff**
 - 6. Google docs / collaborate**

**"If you do NOT design your (work) life,
someone else will design it for you ..."**

Nigel Marsh

A large, glowing orange sphere, resembling a giant apple or a sun, dominates the center of the slide. A small, dark silhouette of a person stands on a grassy patch at the base of the sphere on the right side, looking up at it. The background is a light, hazy gradient.

Is Work-Life Balance A Fallacy?

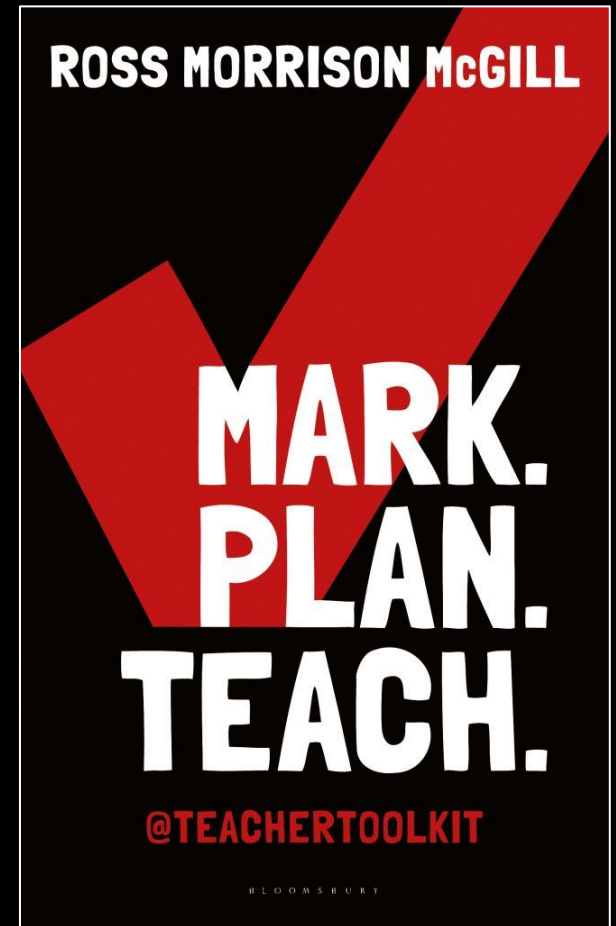
Take back control?



6. Mark

Plan

Teach





5 key stakeholders



Parents



**Senior
Leadership**



Child



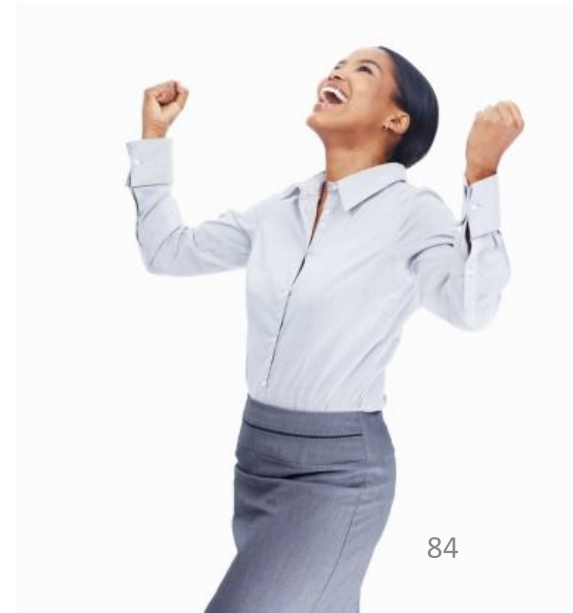
Inspectors

Teachers



**Should I be marking
every piece of work?**

NO!



**How often should
we expect to see feedback?**

When
needed!

**Should we demand that
verbal feedback has a
higher priority?**

YES!





Pupils' work

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.
- Ofsted **does not** expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.

What about **verbal**?



138 influences and effect sizes across all areas related to student achievement.

0.4+ represents ½ (value added) grade in progress.

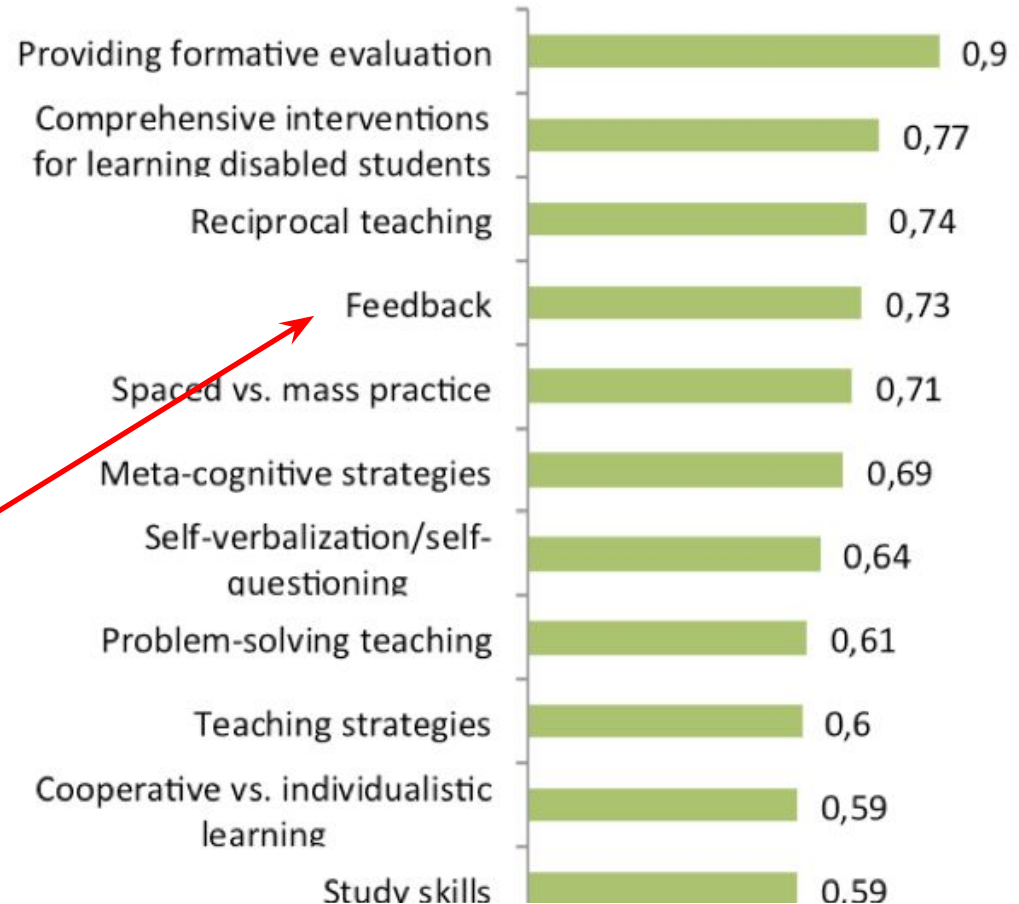
Feedback!

TEACHING EFFECTS

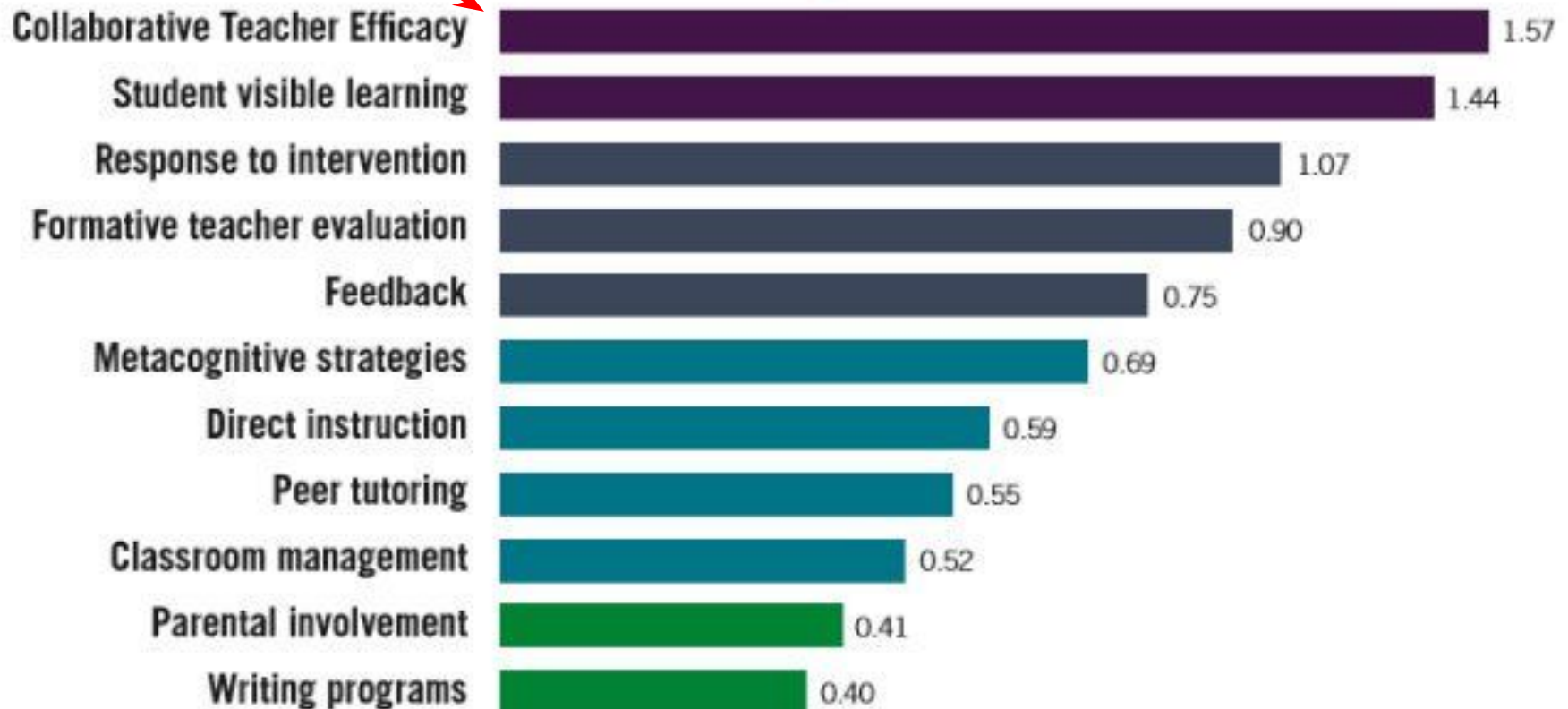
Influences and effect sizes related to student achievement

Source: Hattie (2009) Visible Learning

Diagram: www.visible-learning.org



Collective Teacher Efficacy



The whistle blows!



The whistle blows!

It's nearing the end of the match. The players are tired.

The coach calls for a time-out.

The team hustles round, kneeling in anticipation and a confused look comes over their faces. The coach is writing down what he'd like to say.

"I'm almost done!" he shouts, "This is going to be great!".

The whistle blows and the time-out is over. The team, bewildered by their coach's odd behaviour, makes its way back onto the pitch. They haven't been given the information in time.

The whistle blows!

The other team rallies and scores again. It's a devastating loss.

Back in the changing room, the weary, dejected players find a note with 'Feedback' written on it. The team captain opens it up.

It was the strategy to win the game.

Frustrated, they question the coach about his behaviour.

"Keep calm," he says. "We can work on it tomorrow."

The team, understandably annoyed, tell the coach that they needed to know right away, not the next day.

Jeremy Hannay

Marking Guidance:

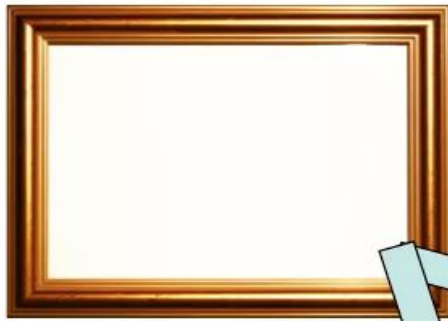
Ideas to reduce Teacher Workload versus Marking (Progress) Over Time

What teachers at QK should do?	What teachers at QK should not do?
Always name every piece of work, as a first draft.	Do not mark the first (version) piece of work.
Always expect first piece of work to be redrafted, based on verbal feedback provided.	Do not get bogged down in detail. Green, Red, Purple, Blue pens – it does not matter!
Always consider withholding grades to encourage students to listen and act on feedback first.	Do not provide extensive or unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback.
Always dedicate 10 minutes every 2-3 weeks in class, for students to redraft a piece of work.	Do not leave marking books longer than 2-3 weeks!
Always diagnose student work with a question.	Do not mark work with 'Well done' or 'Very good!'
Always use the QK Literacy guidance when marking.	Do not assume that a particular frequency or quantity of work should be provided.
Always recognise the importance of feedback in different forms, other than writing.	Do not waste time date-stamping work when you have provided verbal feedback.
Always remember that marking (progress) is over time and not a one-off assessment point. Is your assessment formative or summative?	Do not mark every page of work. Avoid tick and flick; instead leave it blank.
	Do not mark work that is copied; including worksheets

The 5 Minute Marking Plan

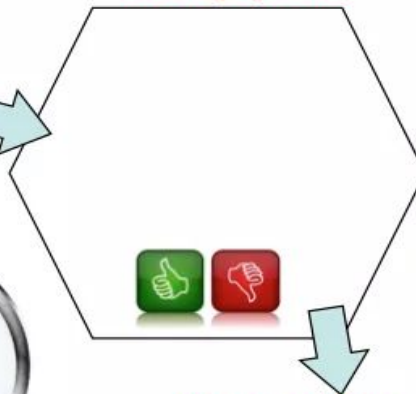
....print and scribble your way to focus on student assessment!

The big picture?
(The purpose of marking for this piece of work / project?)



Summative marking:
to measure (progress) student learning

Grading system:



Formative marking:
to improve student learning

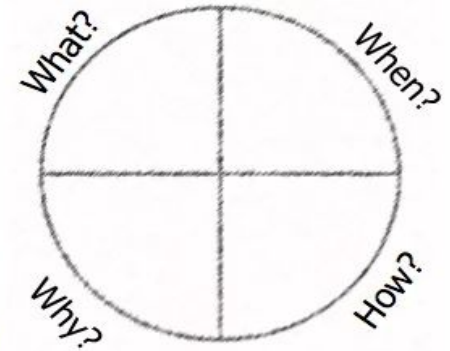
Comment system:



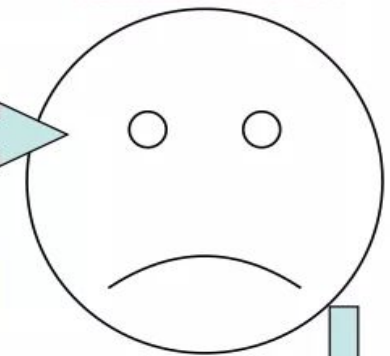
Key marking points to share with students?



Re-teach?



Common Errors?!



What should be changed in activity / SoW?



☐ yes
☐ no
☐ maybe

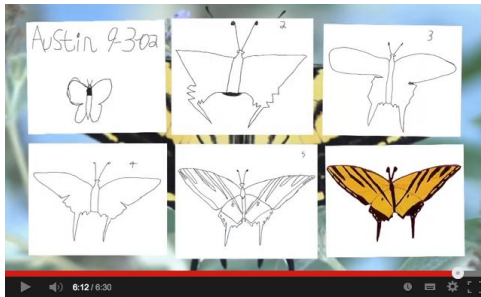
What should/should not be marked?

Peer/Self assessment opportunities?

Student response to feedback required?



Austin Butterfly



Yellow Box

The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

Yellow Box



you don't need to use the full news again
SEA SHOCK once you've established who she is

Chloe Cooper saw the wave and tried to swim away. Everyone was in suspense. She was swimming as fast as she could but the wave was faster, bigger and stronger and it swept her away! Her mother ^{quoting word} quoted: 'I ran in to get her, but it was too late. She had gone! We searched all afternoon, but there was no sign of her. The police have told us to prepare for the worst. But I know she is out there somewhere, and we will never give up till we find our beautiful daughter Chloe Jade.'

THE SEARCH

Search parties have been out at sea for four days now. They were about to give up when they found something. It was pink and it was glistening in the distance. They turned the speed up and sailed quickly towards it. Captain Crossbow ^{quoted} quoted: 'We picked up the item and realised it was a surfboard. On the surfboard were some initials that read: 'C.J. Cooper'. We sent for the helicopters straight away to search the area.'

surfing disaster go to: www.levnews.com or follow her story on twitter @chloe'saufdisaster to keep updated.

Y8
target
6A

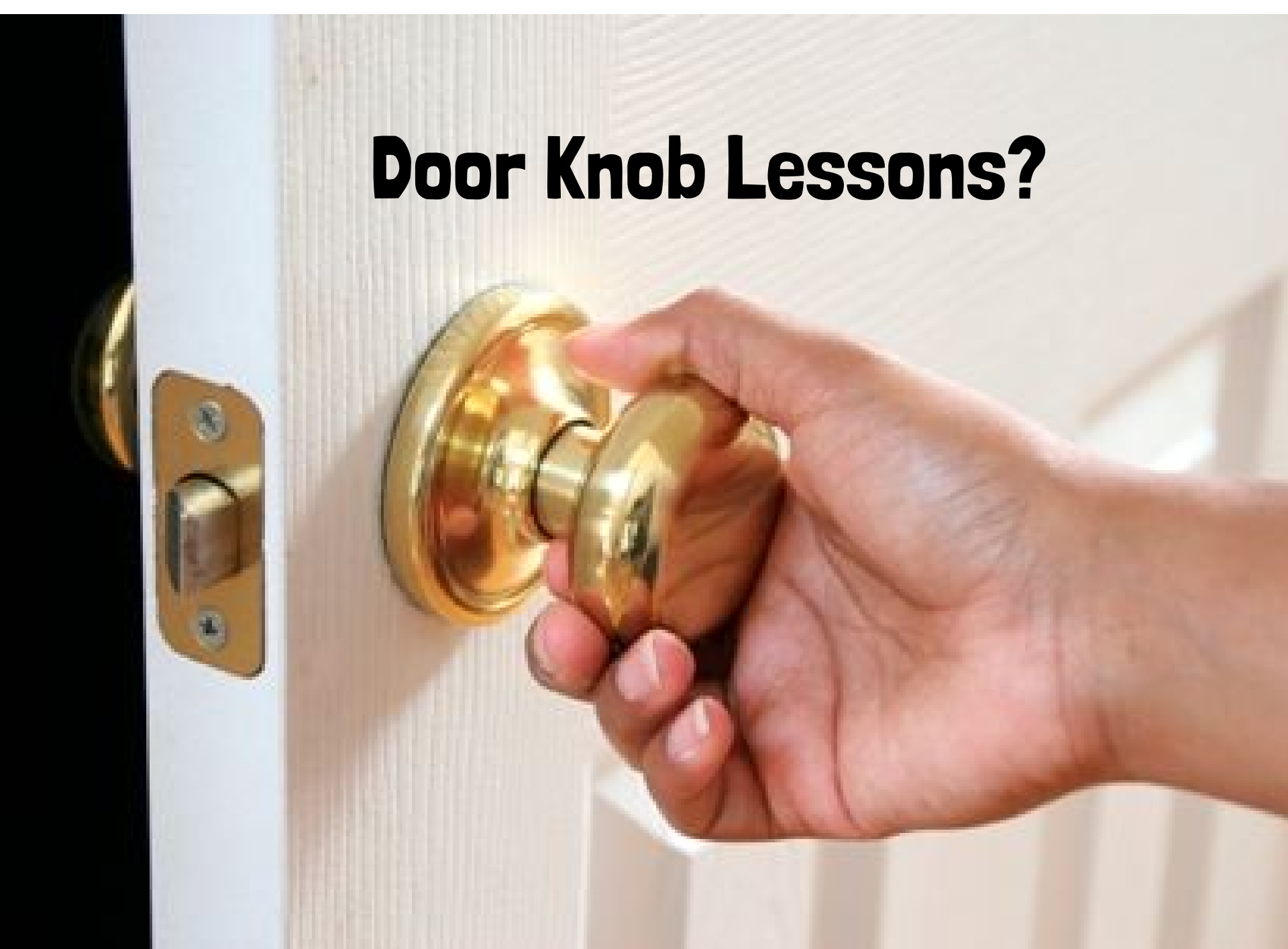
6A!

10hp

Lovely detailed write Chloe: well done!
This is impressively accurate as well as being convincing, exaggerated + dramatic.
① If you're going to write an article which reports the discovery of Chloe alive, you must make this clear throughout.
② Correct, the highlighted ~~text~~ in the box below.

PLAN

Door Knob Lessons?



Formal Lesson Plans?

John Kelly Girls Technology College Lesson Plan Summary



Teacher: RMC	Day / Date / Period: 26/9/08	Teaching Group / Subject 9A Mixed Ability / Set: Mixed
Students / (Special Needs) / (EAL)		Gifted and Talented Students
Lesson Context: Topic; Software reference; prior learning / Every Child Matters To continue to develop isometric and perspective drawing techniques in order to produce a design folder of drawing skills Students need to: produce an A3 folder of drawing work over the course of 6 weeks.		
Learning Objectives: I will develop isometric drawing techniques using the graph paper, so that I can produce my own drawings. Extended Learning Objective: I will start to sketch a variety of building using two or three point perspective and isometric techniques.		
Timing 5 mins 5 mins 30-40 mins 30-40 mins 5-10 mins	Activities Meet & Greet / Enter room / Seating plan / Books, Planner & Equipment? / Set Hwk / Discuss objectives Recap on past knowledge, examples of good practice and current targets Students sit according to seating plan map. Students need a drawing board, ruler and masking tape. All students should have their OWN pencils. <u>What needs to be done?</u> Task 1: Complete some practice shapes, letters and objects using isometric graph paper. As an extension, using a colouring pencil, shade and highlight various objects on your drawing. Task 2: Students must use the worksheet given and either: 1 – sketch the shapes of the building (freehand) or 2 – use the isometric graph paper to draw the building shapes. Support independent study through questioning / providing examples of good evidence. Discuss personal issues and targets to meet coursework deadline highlighting any relevant issues with the rest of the group. IF STUDENTS COMPLETE THE TASKS.....they need to start UNIT 1.5 / Student ICT Shared area. Recap on good practice. Set targets and discuss. Pack away and dismiss group All pupils will complete database exercise and finalise What Why How? Most pupils will start their final Word report and begin to create a detailed evaluation. Some pupils will successfully have completed their report and will start to formulate a testing strategy. Equipment Needed: PC's Technician preparation: n/a Risk Assessments: Body position at PC / Chairs & Bags	
Support Activities (EAL/ SEN): Individual help with preparing documents Provide example websites Tutorials on creating Excel results Key Words (Numeracy / Literacy): Database / Spreadsheet	Extension Activities: To seek user opinions regarding the specific topic.	Homework Database completed by Final Deadline: Monday 4 th June

The BIG picture?

The 5 minute Lesson Plan

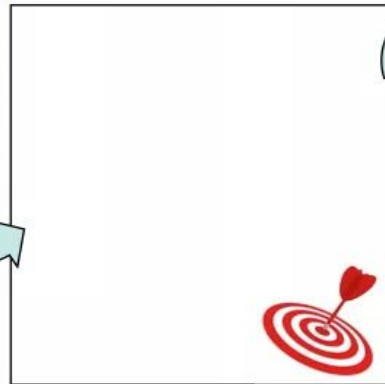
....print and scribble your way to Outstanding!



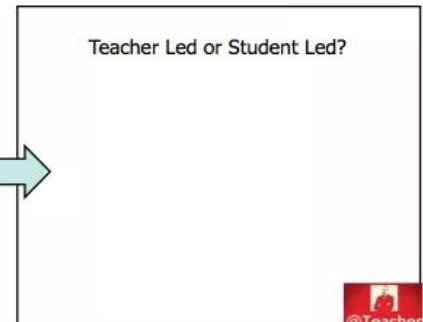
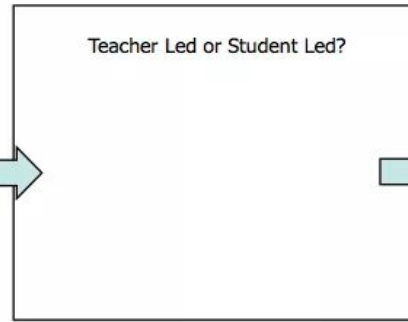
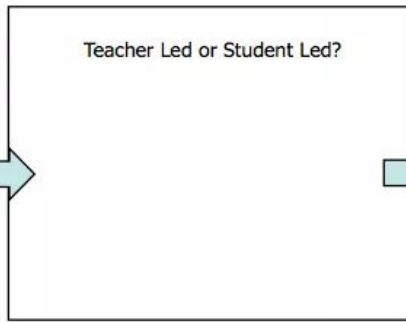
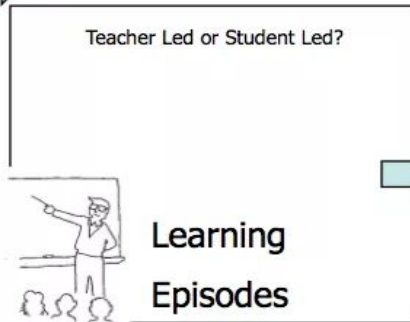
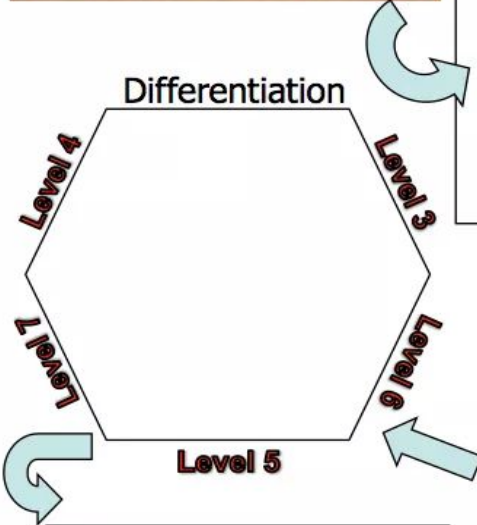
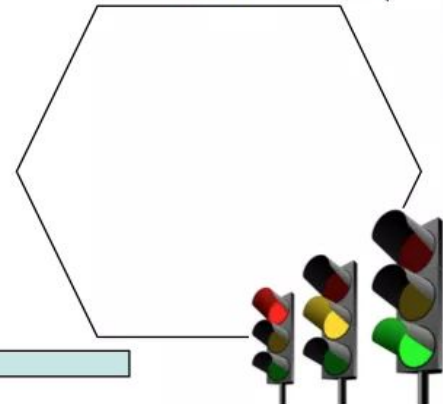
Objectives

Engagement?

Stickability!



A f L



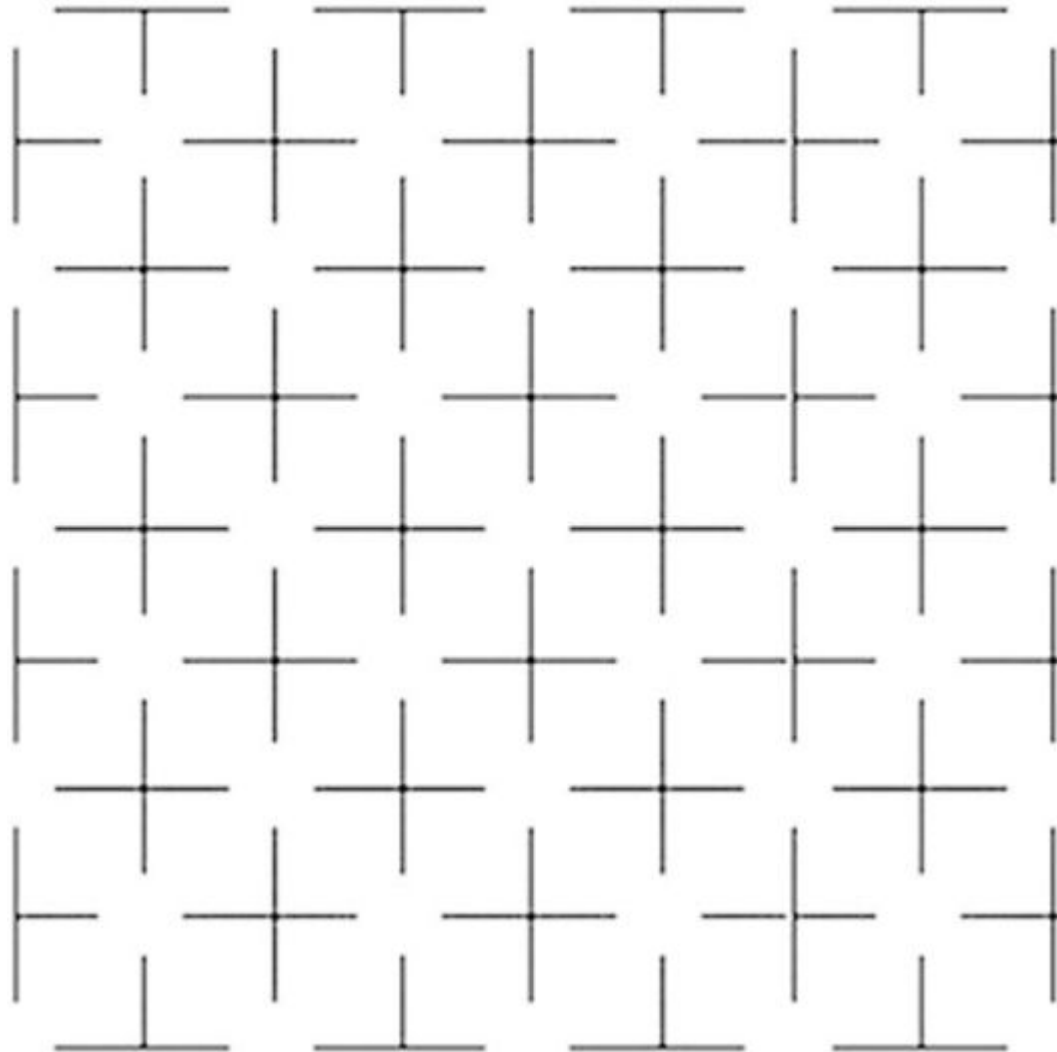
TEACH

a little theory ...

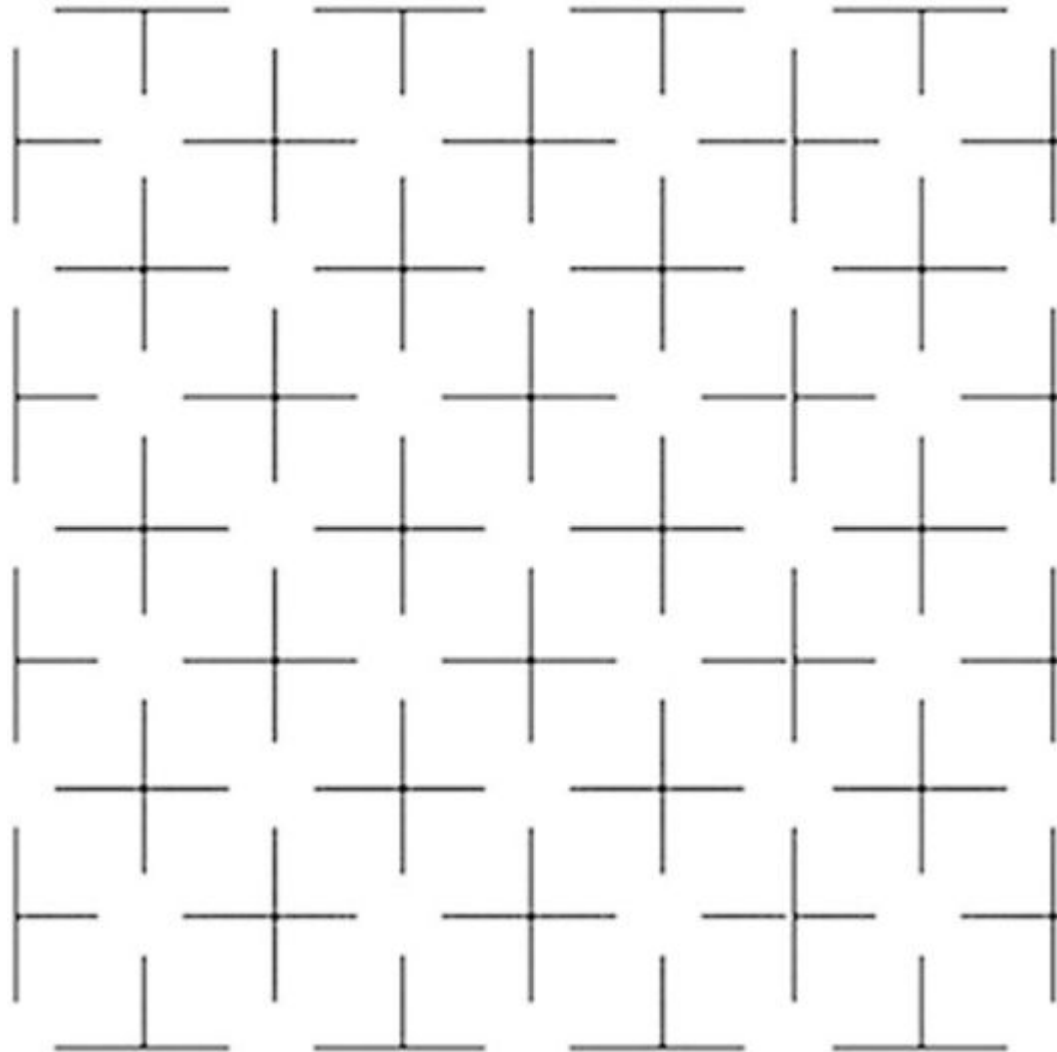
Qualitative or Quantitative model of teaching?



What do you see?

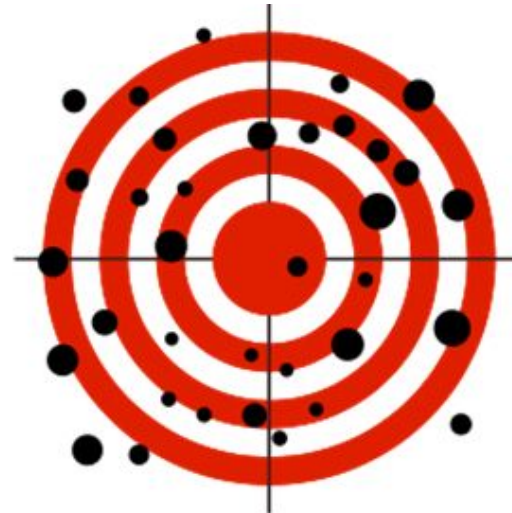


Looking **at** OR Looking **for**?





Unreliable & Invalid



Unreliable, But Valid



Reliable, Not Valid



Both Reliable & Valid

Training observers to:

1. 'look at' rather than 'look for.'
2. develop high-level observational skills.
3. offer sophisticated feedback.

The challenge:

1. Remove the fear culture of one-off performance.
2. Risk taking or stifle creativity?
3. Establish coaching/mentoring, matched to needs.
4. Encourage all teachers to use IRIS Connect.

Faculty	Inadequate (4)			Requires Improvement (3) <small>(Red = CPD programme by JSU / MA)</small>			Good (2) <small>(Green = Q20 programme by LH)</small>			Outstanding (1)		
	3	2	1	3	2	1	3	2	1	3	2	1
Science				X	X	XXXXXX	XX	X	XX			
Maths			X		XX	X	XX		X	XX		
English & Media					XXX	XX	X		XX	X		
Design Technology				X			XX	X	XX			
MFL						X	XX		X	X		
ICT				X					X	X		X
Creative Arts					X	XX	XX	X	X	X		X
PE						XX	X		X	X		
Humanities 1 (RE; Citiz; SERE)				X	X	XX	XXX	XXX		X		
Humanities 2 (His; Geog; T&T)					X		XXX	XX	XXX	X		
Business Studies								X	X			
Learning Plus				XX	X		XX	X	X			
Totals:	0	0	1	6	11	17	23	11	19	9	0	2
Standards:	1 = 1% <small>(Last reported at 1.09%)</small>			34 = 34% <small>(Last reported at 25.27%)</small>			53 = 53% <small>(Last reported at 62.63%)</small>			11 = 11% <small>(Last reported at 10.98%)</small>		

1 teacher = 800 hours of teaching
3 observations!

No more graded lessons!



Some schools ...

Learning Walks with **NO** feedback?

...why **NO** feedback?!



Learning Policy

One-page summary

Mark: (Training session [here](#).)

Marking and assessment has two purposes. One, students act on feedback to make progress over time. Two, it informs future planning and teaching.

- Teachers must have a **secure overview** of the starting points, progress and context of all.
- Marking must be **primarily formative**, may be selective, and include use of **yellow box** methodology which is clear about what students must act upon.
- Marking and feedback must be **regular**
- The **marking code** must be used. (see [here](#))

Plan: (Training session [here](#) and [here](#))

Planning is a process not a product. It has one purpose, to enable high quality delivery which meets the needs of all students.

- Be **clear** and **precise** about the knowledge/skills you want students to **learn**, not what you want them to do. Break them down.
- Do the 'so why?' test. Activities, including homework, must be designed to facilitate learning and not keep students busy.
- There must be **evidence** of long-term planning from schemes of work and short-term planning in the planner.
- **Differentiation** should be planned over time to ensure a **Quality First** approach which **meets the needs of all students and groups** and maximises the use of any additional adult(s) in the room.
- Every class must have a **seating plan** on **MINTclass** that accounts for their profile.
- There should be **no dead time**. This includes a **flying start**, with students purposeful from the beginning, appropriate pace for the intended learning and remember '[Parkinson's Law](#)'.

Teach:

Teaching is a lifetime's craft. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan William)

- We are all **teachers of literacy**. The quality of both students' and teacher's language, such as in razor sharp instructions and questioning, are significant determinants of progress. Make the implicit, explicit.
- Teachers must be explicit about **learning outcomes** and **key words**.
- **Go with the learning**: the 'flow' of great progress is more important than following a lesson plan.
- All students must be **working harder** than the teacher, over time.
- Ensure that **learning has stuck**, through checking with **key strategies** which are incisive, systematic and effective.

Teaching and Learning Consistency

Blog [here](#)
Link to full: [here](#)

Good teaching requires ...



Simple

Focused

Clear

Plan

... plans that are clear and consider 'why' students are learning, so that a quality first approach can meet the needs of all students.

Teach


... instructions delivered thoughtfully with explicit use of language, so that students understand what's being asked of them, engage and then act on feedback.



All information is a monitoring, evaluation and review period as indicated on the calendar below. These are in line with the following school priorities.

For every MER process, [please use this template](#) unless otherwise stated in the Guidance column.

1	Curriculum	2	Teaching, Learning and Assessment	3	Raising Achievement	4	Personal Development, Behaviour and Wellbeing
---	------------	---	-----------------------------------	---	---------------------	---	---

	Monday	Tuesday	Wednesday	Thursday	Friday	By who?	Guidance
Week 1	September	Exams Analysis				Hof's/ HoD's/Ds	Use this Guidance
Week 2	Score Cards					Hof's/HoD's/Ds	Use this Guidance
Week 3	SEP 2015/16	Department Development Plan				Hof's/HoD's/Ds	Use this Guidance
Week 4	Stage 3 Appraisal					Appraisers	Appraisal Guidance
Week 5	SEP 2015/16			October		SLT	
Week 6	SEP 2015/16					SLT	
Week 7	Stage 1 Appraisal (inc. Blue Sky reviews)					Appraisers	Appraisal Guidance Blue Sky Guidance
Week 8	Departmental Learning Walk (inc. 6th form) and Book Looks Focus on literacy and homework					Hof's & HoDs	Observe Template Book-Look Template
Half - Term							
Week 9	November	Tutor Learning Walks (inc. 6th form & Reading Registrars)				Ds & SLT	Use this Guidance Template to follow
Week 10	Tutor Learning Walks (inc. 6th form & Reading Registrars)					Ds & SLT	Use this Guidance Template to follow

Week 11	QK Book Look Scrutiny (inc. 6th form) PLUS Q4 Observation CPD Project					SLT & TEL team	Guidance to follow Book-Look Template
Week 12	QK Book Look Scrutiny (inc. 6th form)					SLT & TEL team	Guidance to follow Book-Look Template
Week 13		December	Assessment Point 1 analysis			SLT	Guidance to follow Template to follow
			Round 1 Observations Focus: teacher classroom, assessment, resource systems, data			Appraisers	Guidance to follow Observe Template
Week 14	Round 1 Observations					Appraisers	Guidance to follow Observe Template
Week 15	Student Surveys / Voice					DOLs	Guidance to follow Template to follow
	Round 1 Observations					Appraisers	Guidance to follow Observe Template
Christmas							
Week 16	January				Staff Survey	SLT	Guidance to follow
Week 17							
Week 18	Parent Surveys					SLT	Guidance to follow
Week 19							
Week 20	February	Departmental Learning Walks and Book Looks Focus on evidence of 'acting on feedback'				Hof's & HoDs	Observe Template Book-Look Template
Week 21							
Half Term							
Week 22	QK Book Look Scrutiny (resource review, formative, teacher, marking code)					SLT & TEL team	Observe Template Book-Look Template
Week 23		March					
Week 24	Tutor Observations					DOLs	Use this Guidance Template to follow



MER cycle:

Monitoring

Evaluation

Review.

To steady workflow
and workload ...





**Something
to consider...**

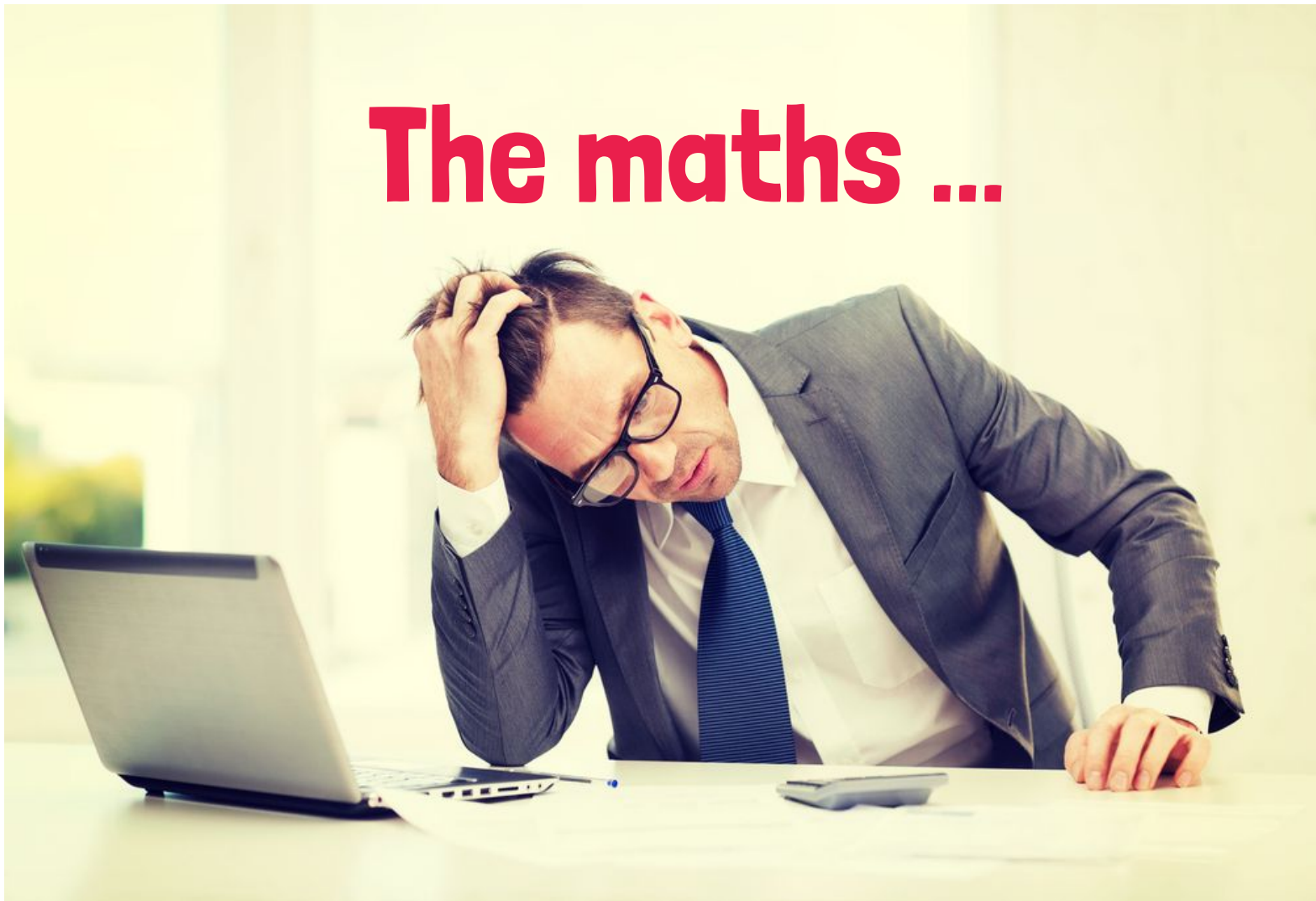
7. Coaching

1. Banish lesson gradings forever.
2. ... then **STOP** the traditional **3** lessons per year.
3. No more **formal** observations. Ever!
4. Allow every teacher to receive coaching.
5. Identify 25–50% of staff to be coaches.

- 6. Allocate funding.**
- 7. Allocate time: one period per week** (15 min / 30 min)
- 8. No paperwork. Optional log book.**
- 9. Rigorous training for coach.**
- 10. Relationships outside of appraisal.**

- 11. Across** departments, levels, roles.
- 12. Specific framework. A common vernacular ...**
- 13. The cycle would repeat every week.**
- 14. The coaching would be for 2 terms.**
- 15. Voluntary ... let appraisal take care of itself.**

The maths ...



Inner London NQT: £27, 819

View
By Month

Gross Pay	£2,318.25
Tax Free Allowance	£885.55
Total Taxable	£1,434.92
Income Tax Paid	£286.98
National Insurance	£197.59
Student Loan	£0.00
Total Deductions	£484.57
Net Wage	£1,833.68
NI Employer	£226.63

View
By Week

Gross Pay	£534.98
Tax Free Allowance	£203.85
Total Taxable	£331.13
Income Tax Paid	£66.23
National Insurance	£45.60
Student Loan	£0.00
Total Deductions	£111.82
Net Wage	£423.16
NI Employer	£52.30

View
By Day

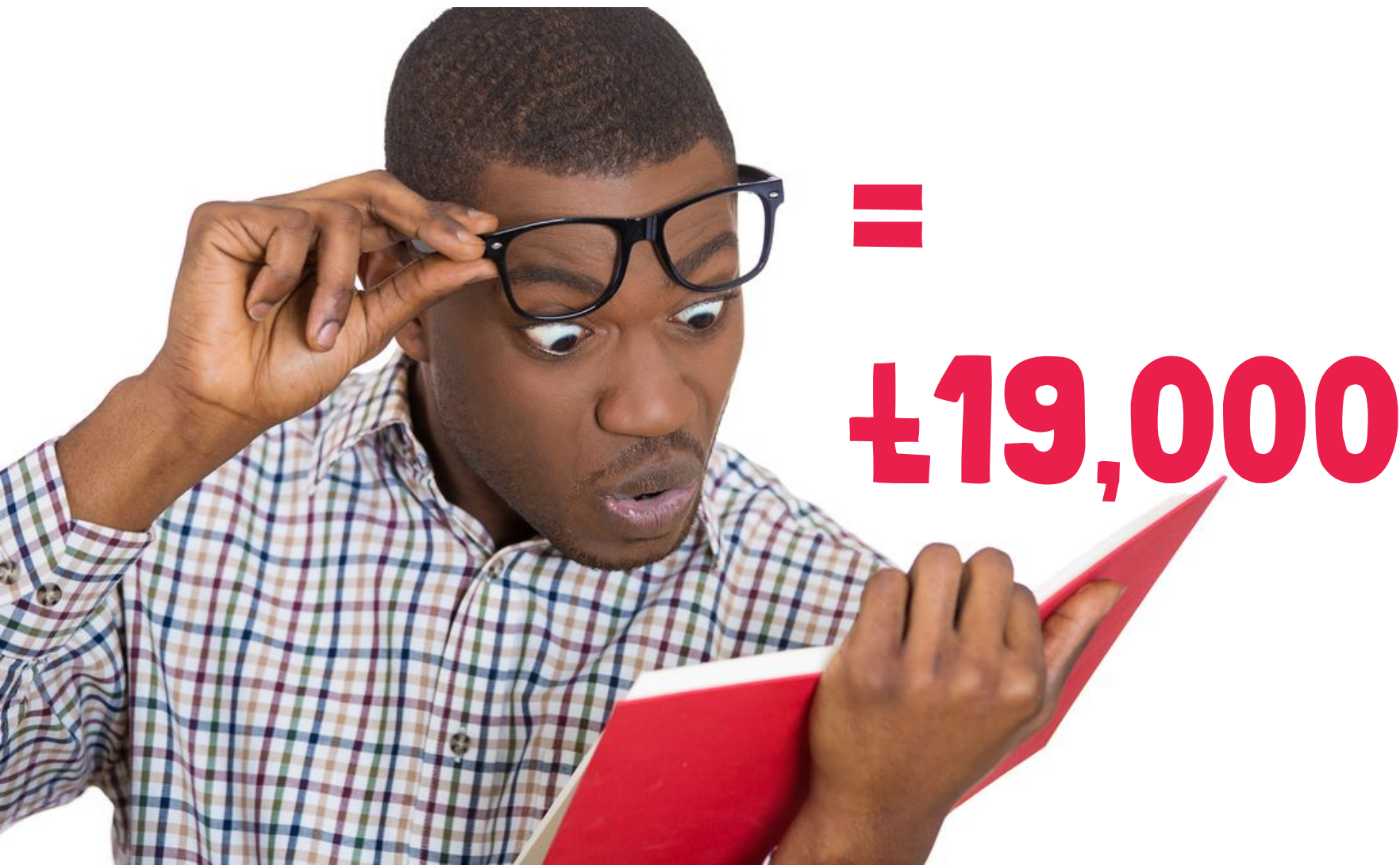
Gross Pay	£107.00
Tax Free Allowance	£40.77
Total Taxable	£66.23
Income Tax Paid	£13.25
National Insurance	£9.12
Student Loan	£0.00
Total Deductions	£22.36
Net Wage	£84.63
NI Employer	£10.46

£100 / 5 lessons = £20

£20 x 1 lesson a week

38 lessons = £760

£760 per teacher per year
X25 teaching staff on M2+



For 50 teachers

... assuming x40 teachers are M3–UPS3

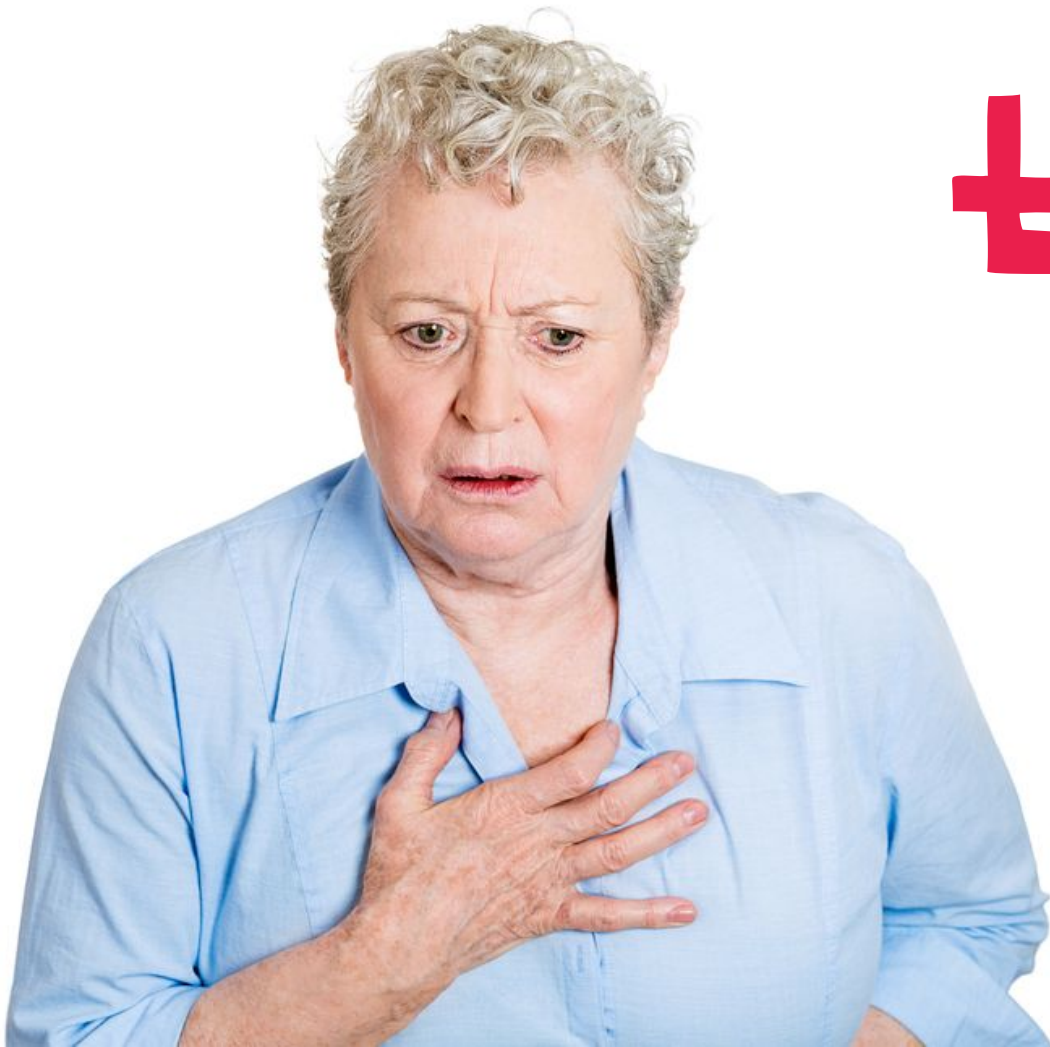
NQT: £27,819 (Inner London) = x10

MPS6: £37,862 (Inner London) = x25

UPS1: £42,756 (Inner London) x15

M2 = £760 p.w.	for x10	= £7,600
MPS6 = £1,124 p.w.	for x25	= £27,550
UPS1 = £1,254 p.w.	for x15	= £18,810

50 teachers / the costs



£53,960

Feedback ... who?

What is the one 'workload' issue you would change in yourself?

Phase	Content
Part 1	Research
Part 2	Self-Evaluation
Part 3	24/7 Access
Part 4	Work-life fallacy ...
Part 5	Ideas!





5 More Classroom Ideas to Aid Workload!

8. Literacy

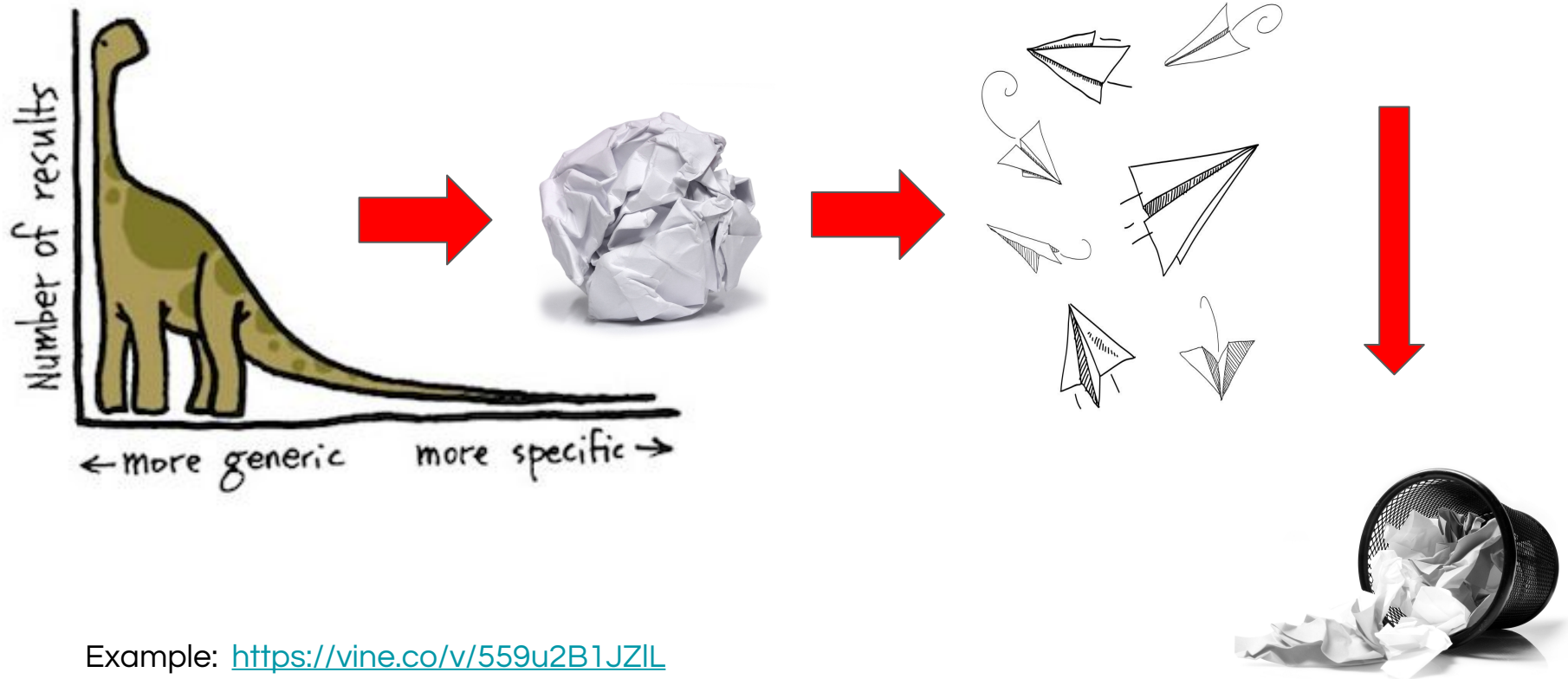
Forget this! → **10+ Keywords**



Do this! → Be Explicit / Flying Start



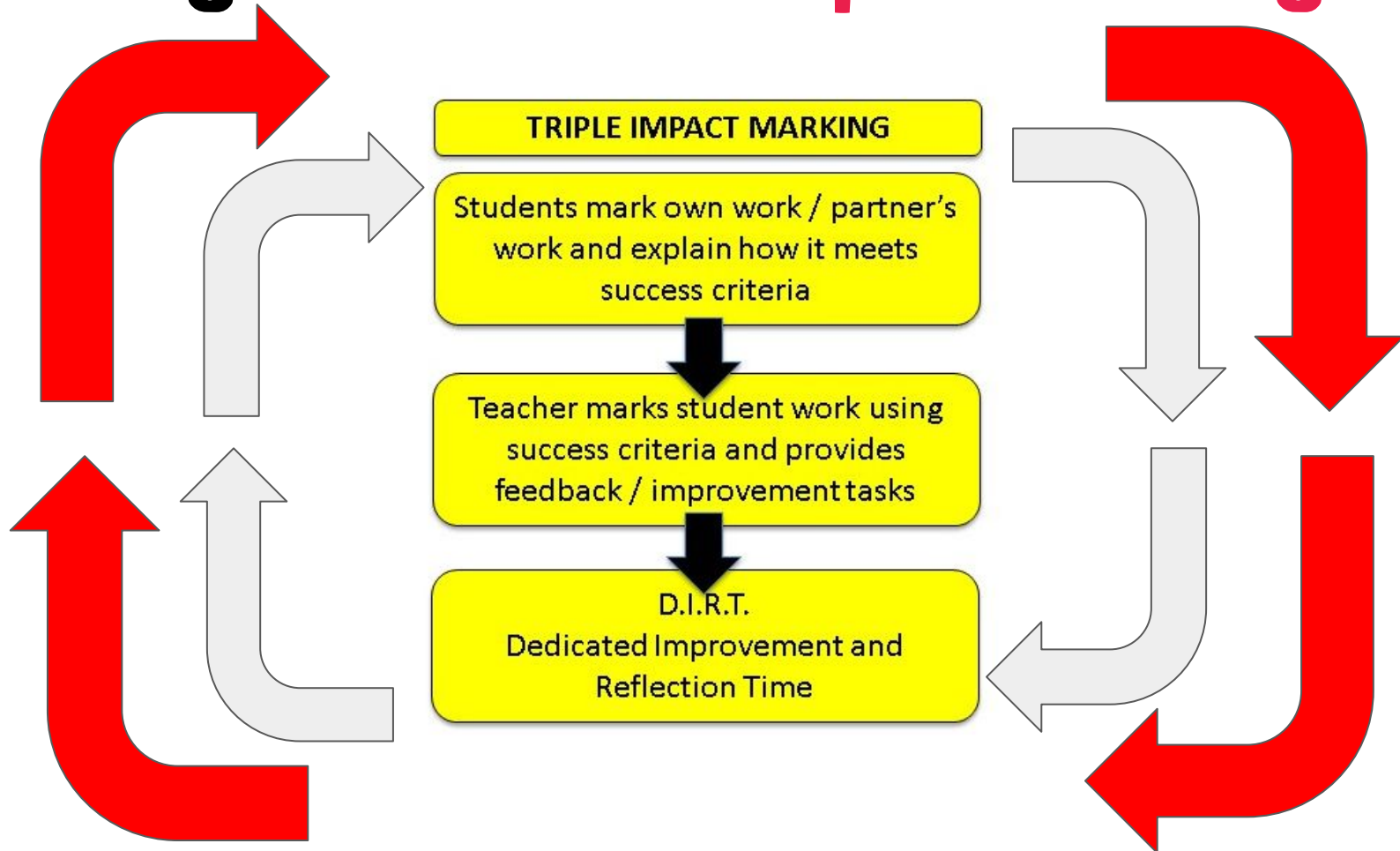
Do this! → Be Explicit / Flying Start



Example: <https://vine.co/v/559u2B1JZIL>

9. Covert Feedback

Forget this! → Triple Marking



Forget this! → Triple Marking

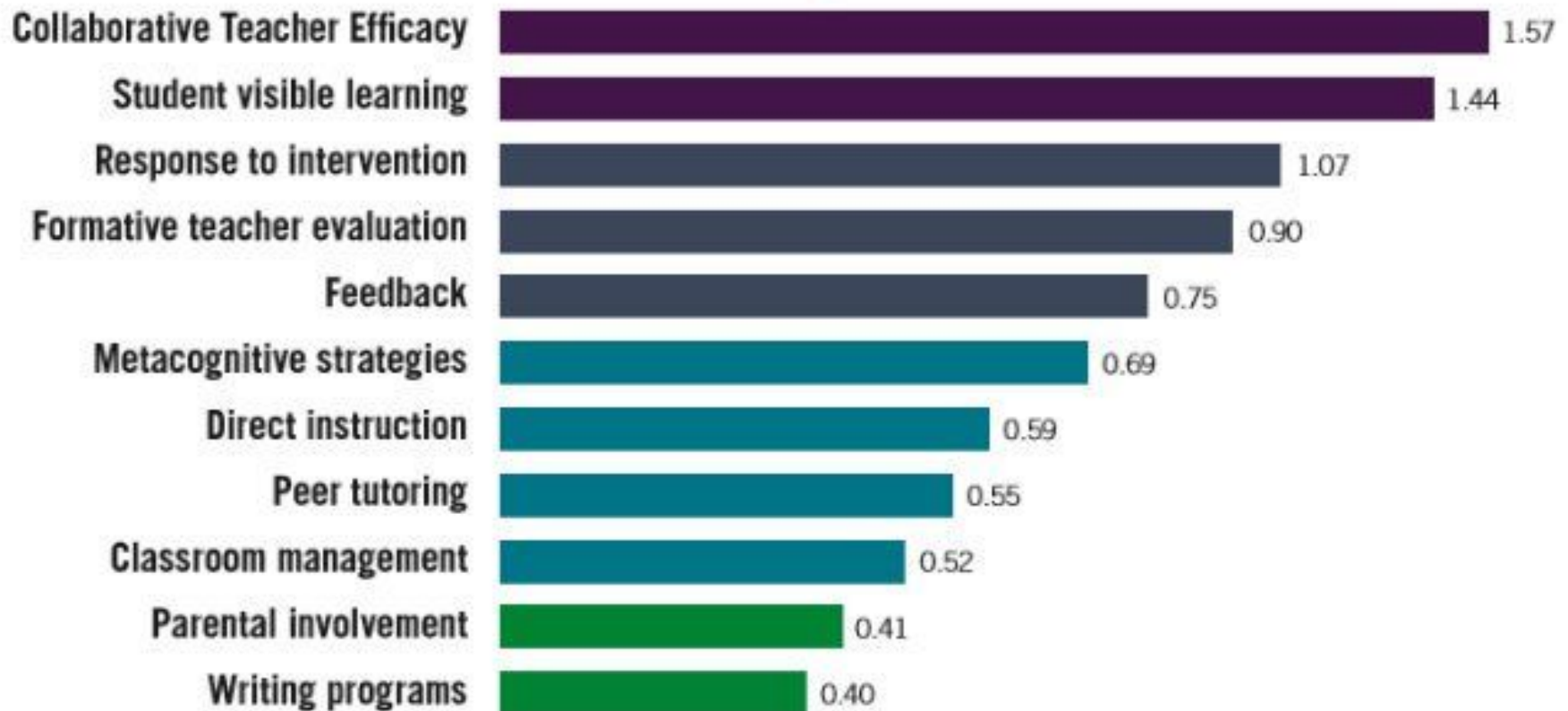


Pupils' work

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.
- Ofsted **does not** expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books and folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.

Do this! → **Covert Feedback**





NOT YET

BY CAROL DWECK



"Praising the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement. This process praise creates kids who are hardy and resilient."

If you get a failing grade, you think, I'm nothing, I'm nowhere. But if you get the grade "Not Yet" you understand that you're on a learning curve.

It gives you a path into the future ..."

10. Modelling

Forget this! → **Work Hard**



Do this! → Work Smarter.

Be a lazy teacher!



I Do, We Do, You Do.



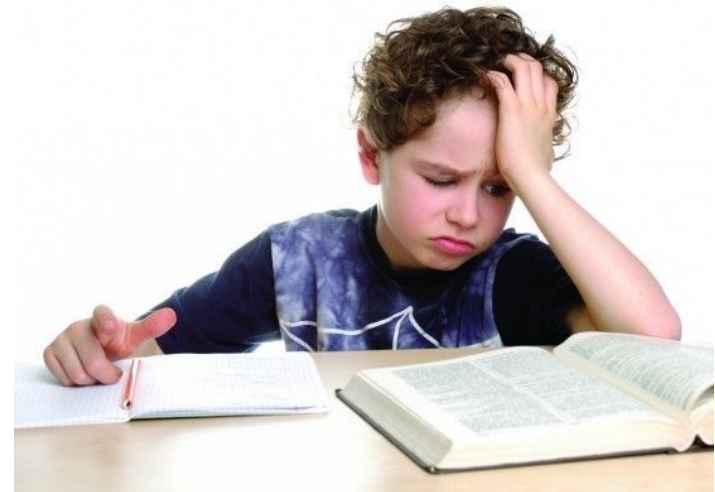
Model the work.

1. **Don't** answer ANY questions.
2. **Don't** offer help.
3. **Don't** repeat instructions.
4. **Don't** accept "I can't do it."
5. **Do** model work in silence.

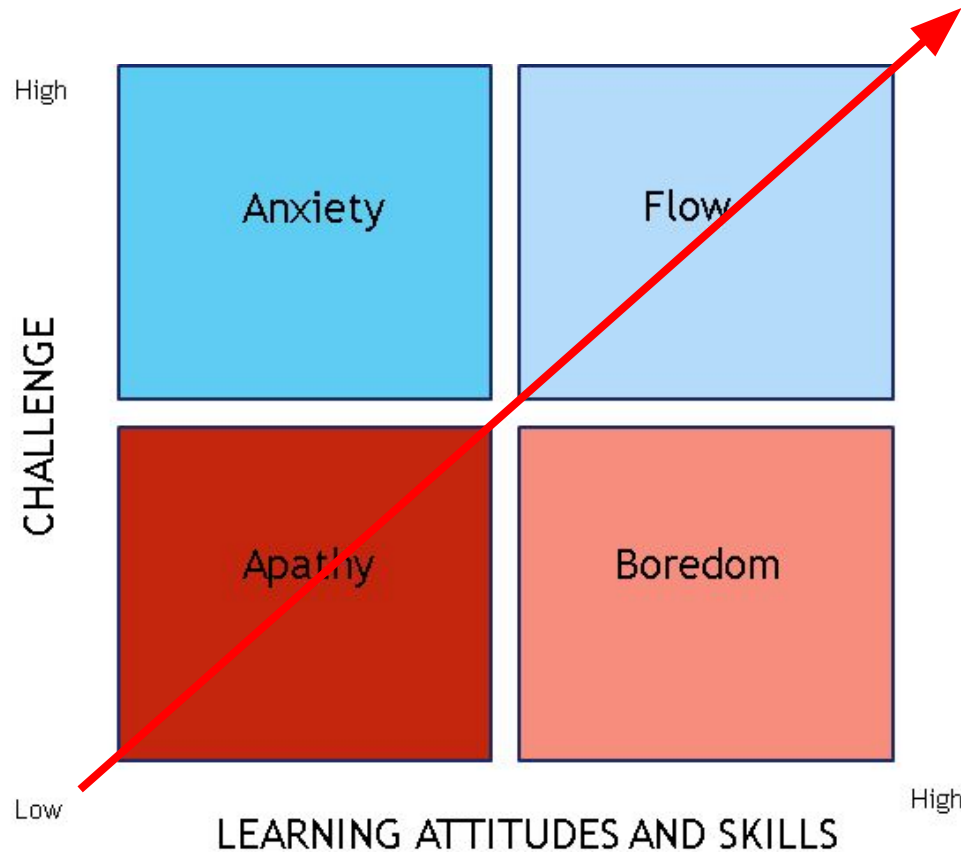


11. Pitch

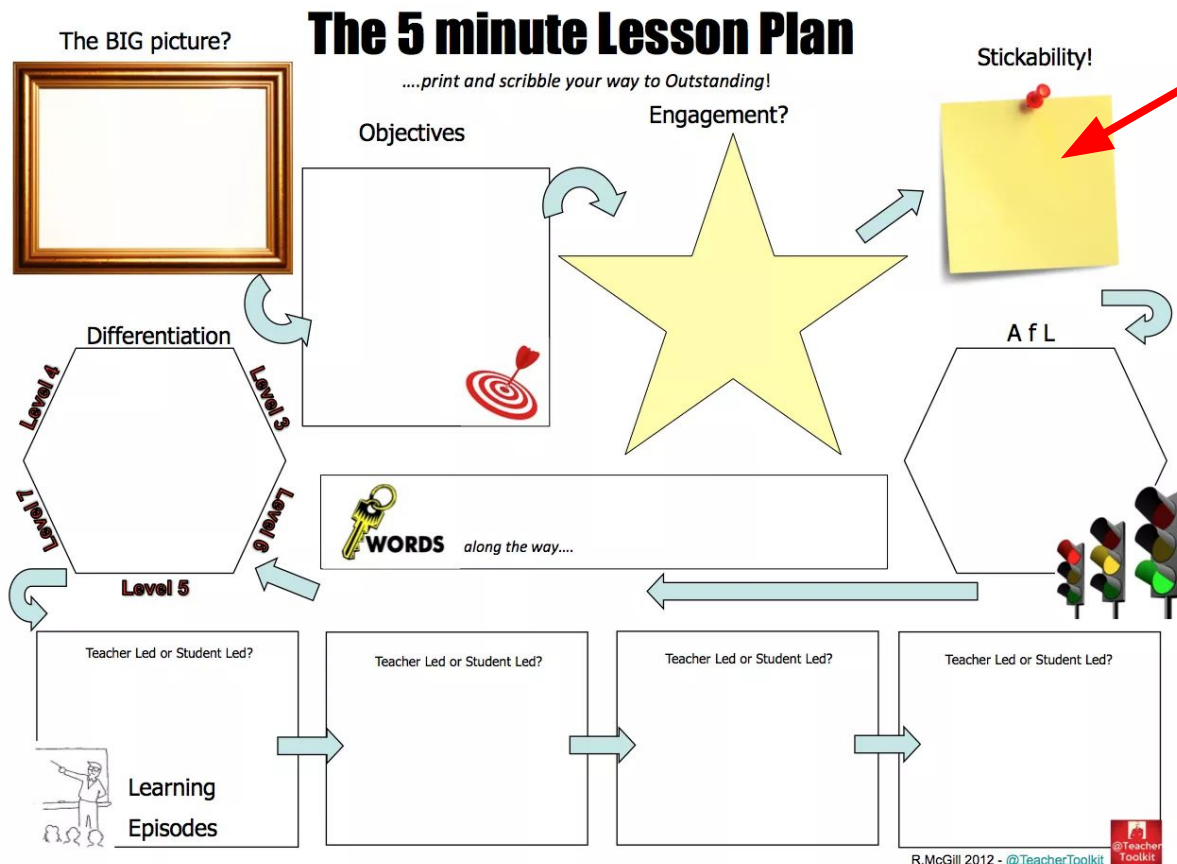
Forget this! → Low threat



Do this! → High challenge



Do this! → High challenge



12. Feedback

this! → Feedback Stamps!



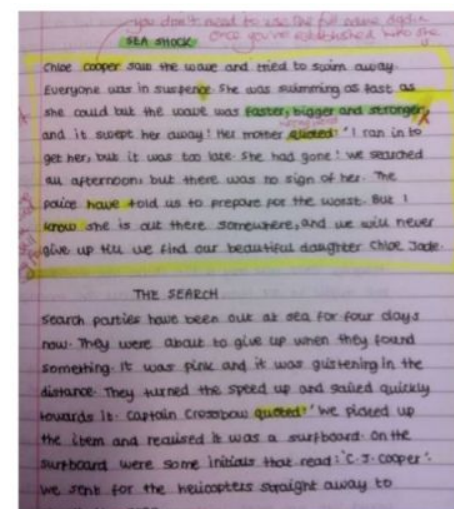


The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

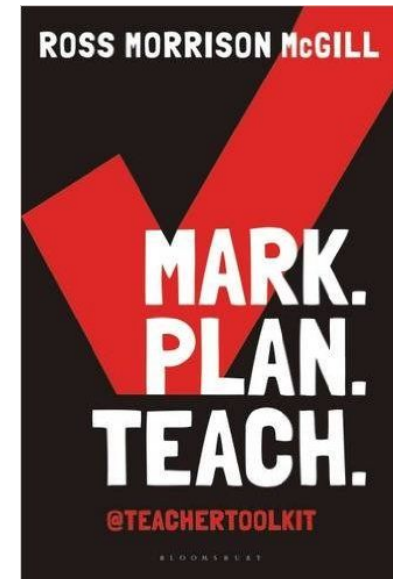
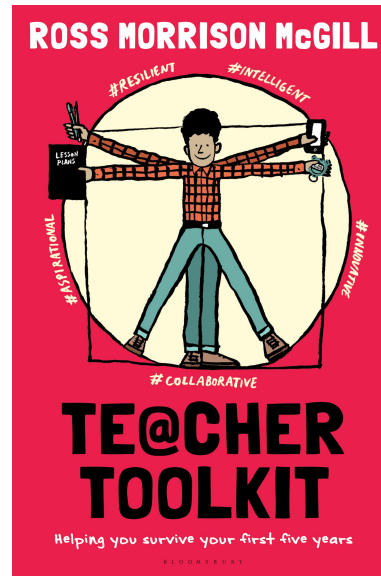
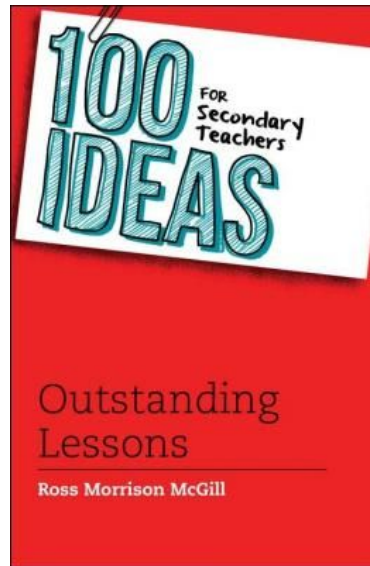
These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation



That's all Folks!

Thank you!



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([Feedback](#) appreciated)

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Eliminating unnecessary workload around **Lesson Planning**. [Workload Review Group](#) - March 2016

1. Undue time spent on planning/resources
2. Distinguish between planning vs. daily planning
3. Box-ticking leads to workload
4. Evaluate effectiveness of planning
5. Lead-in time for changes to the sector.
6. Use of textbooks - do not reinvent the wheel
7. No silver bullet resources
8. See SLT [recommendations](#) page 11

Eliminating unnecessary workload around **Marking**. Workload Review Group - March 2016

1. Marking - interaction; what to do next?
2. Written feedback has become disproportionate.
3. Quantity should not be confused with quality.
4. Quantity or marking does not make you a good teacher.
5. Shrink the importance of marking and stop unnecessary burdensome practice.
6. Ineffective - endless written dialogue between T/Ss
7. No one-size-fits-all. Core and consistent approach, including trusting teachers.
8. x3 Ms = Meaningful, manageable, motivating.
9. SLT [recommendations](#) page 11

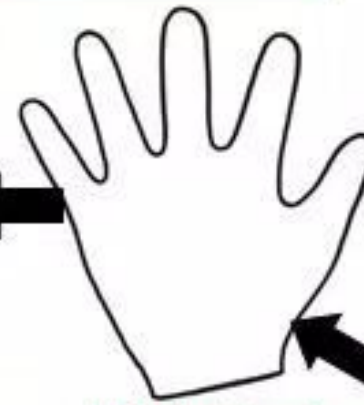
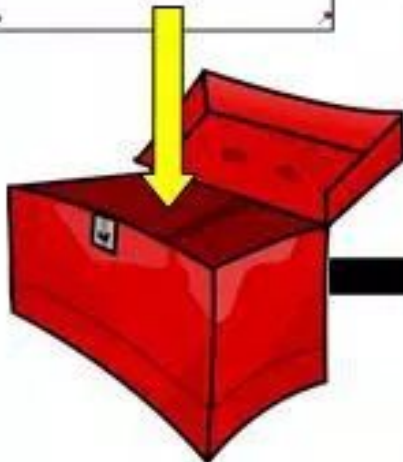
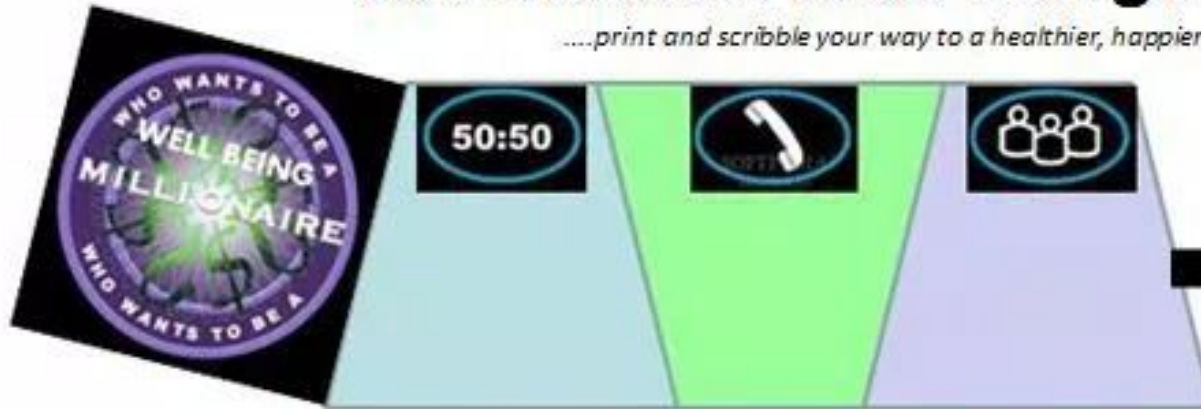
Eliminating unnecessary workload around **Data**. Workload Review Group - March 2016

1. Data can have an impact.
2. Collection of data becomes an end in itself.
3. Clear purpose / efficient process
4. What is the data for?
5. Collect once - use many times
6. Be ruthless - collect to support outcomes for children.
7. Be prepared to stop - don't continue just because it's what you've always done ...
8. Consider how long it will take vs. time spent elsewhere
9. SLT [recommendations](#) page 13

**EXTRA
STUFF!**

The 5 Minute Well-Being Plan

....print and scribble your way to a healthier, happier you



Helping Hand



.... And
rest!



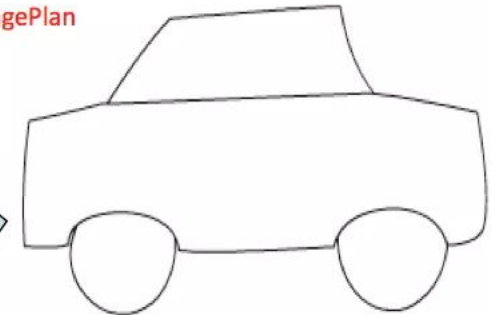
The 5 Minute **Change** Plan

...print and scribble your way to changeable pedagogy! #5MinChangePlan

Drivers



- 1. Why?**
- 2. Why?**
- 3. Why?**
- 4. Why?**
- 5. Why?**



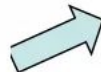
Impact!



Short Term Wins



Advocate



Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Change
Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Confusion
Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Anxiety
Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Resistance
Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Frustration
Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Treadmill

Change Grid



(Copyright 2014)

5 Simple Solutions:

1. End graded **observations**
2. Create a simple **marking policy** (inc. what not to do)
3. Understand **examination** requirements at SLT/middle
4. Share OfSTED [myths](#)
5. **Trust** all staff to do the right thing ...

ORGANISATION

Discuss in your group.

- 3 minutes.
- Try to identify 5-10 keywords

How do you **know** a good teacher?

Post-It Notes



CLOSED

**Teachers'
Standards**

Department for
Education

Department
for Education

**Teacher
appraisal and
capability**

A model policy for schools

May 2012

VS.

**Teacher Standards
Appraisal**

**What is a good teacher?
How do we know?
How do we evidence this?**

OPEN



Progress Over Time



The teaching



Student books; marking



6	B1	C2	C3	3	1
5	D1	E1	E3	3	3
5	C1	C2	C2	2	1
6	C1	C2	C1	2	1
6	C2	C1	B3	2	1
4	D1	D3	E3	3	3
5	C2	C3	C3	2	2
6	A3	A3	B1	2	2
	D1	D1	D3	3	3
	C3	C3	D3	3	3
5	C3	D2	D3	2	3
5	B3	C1	C3	2	2
6	A3	B1	B3	2	2
6	A3	B1	C1	2	2

Teacher (owned) data



Student conversations



What is a good teacher?
How do we know?
How do we evidence this?



CLOSED

vs.

OPEN



Typicality and support

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