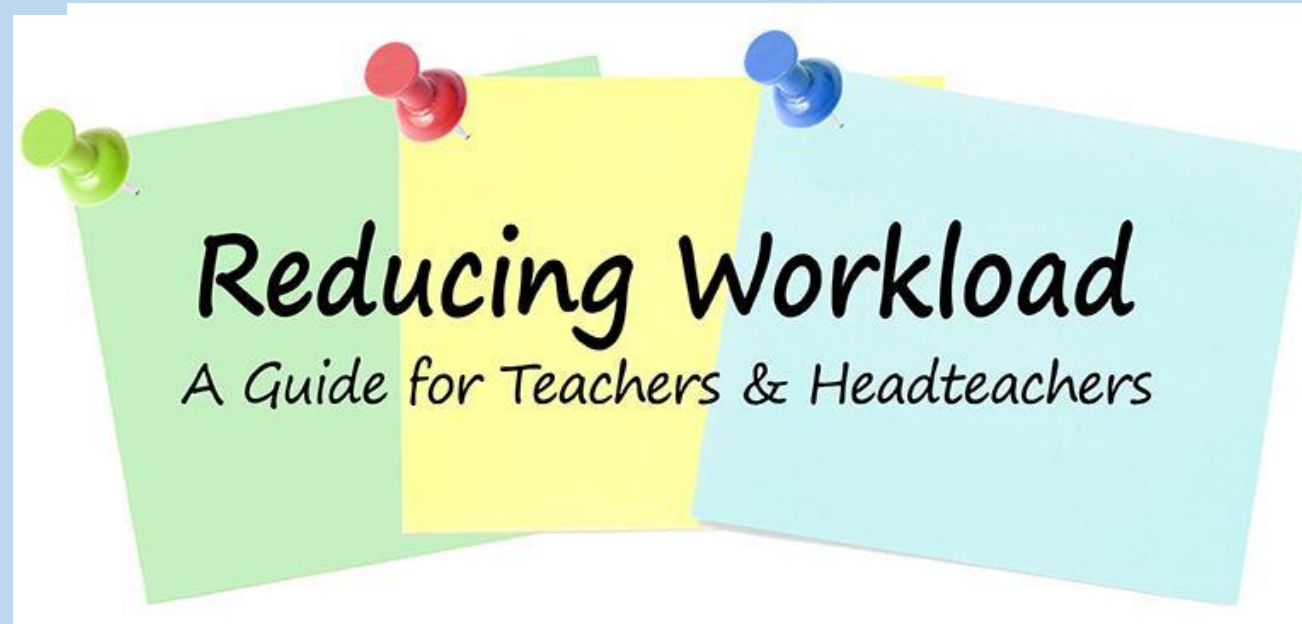




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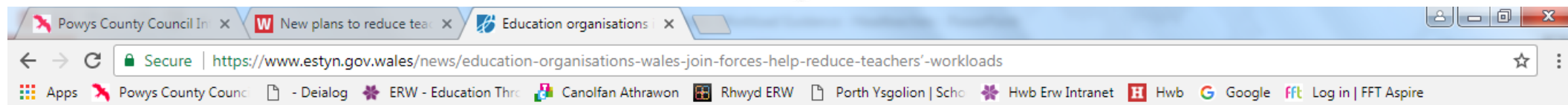
Reducing Workload: A Guide for Teachers and Headteachers



Awareness Briefing for Headteachers



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Education organisations in Wales join forces to help reduce teachers' workloads

Education organisations in Wales have demonstrated their joint commitment to helping teachers balance their workload. The Cabinet Secretary for Education, Kirsty Williams and Her Majesty's Chief Inspector of Education, Meilyr Rowlands today launched resources that focus on how teachers can reduce unnecessary activity.

Supported by 16 organisations, including Estyn, Welsh Government, regional consortia and unions, the resources collectively recognise the burden that the education workforce can feel. A staff room poster and pocket guide highlight what teachers should and should not do when they are planning lessons, marking and assessing and collecting data, as well as clarifying Estyn's expectations.

Related content

- ▶ [Reducing workload for teachers and headteachers](#)

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“We are determined to give teachers **more time to do what they do best**: planning and teaching the best possible lessons for their pupils.

“Too often I hear how teachers feel hampered by box-ticking exercises which aren’t focussed on raising standards in our classroom. We need to bust some myths on what is required of teachers and be absolutely clear in our guidance.

“Reducing unnecessary bureaucracy and enabling teachers to spend more time supporting pupils’ learning is a priority for this government. **We want to make sure teachers’ marking, planning and assessment are effective and proportionate.**

“This new guide, developed with a range of partners, will help teachers get on with teaching so we can continue to raise standards.”



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*‘Teaching is one
of the weakest
aspects of provision’*

Meilyr Rowlands



“Estyn takes the issue of teacher workload very seriously and I hope that this guide will help to clarify expectations and help teachers focus their time and efforts on what is most important – teaching and learning.”



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National Guidance - Background



**Eliminating unnecessary
workload around planning
and teaching resources**

Report of the Independent Teacher
Workload Review Group

March 2016

“There is a key distinction between the daily lesson plan and lesson planning. Too often, ‘planning’ refers to the production of daily written lesson plans which function as proxy evidence for an accountability ‘paper trail’ rather than the process of effective planning for pupil progress and attainment”.



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National Guidance - Background



Eliminating unnecessary workload around marking

Report of the Independent Teacher
Workload Review Group

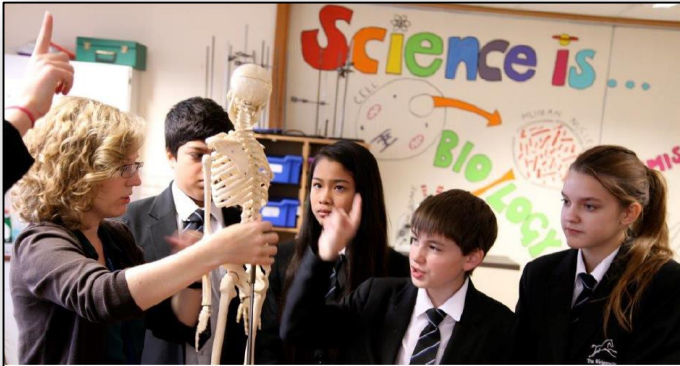
March 2016

*“Marking has evolved into an
unhelpful burden for teachers where
the time it takes is not repaid in
positive impact on pupils’ progress”.*



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National Guidance - Background



**Eliminating unnecessary
workload associated with
data management**

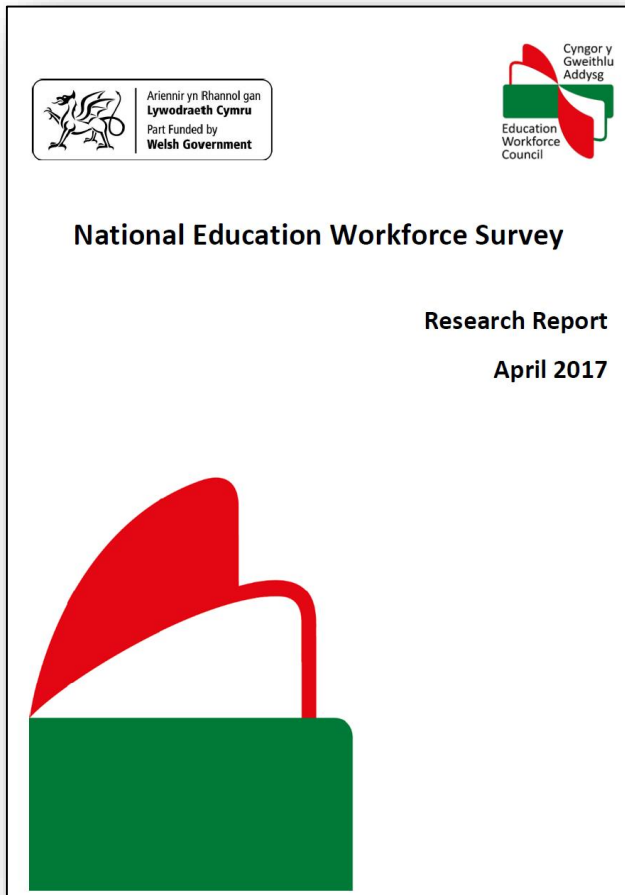
Report of the Independent Teacher
Workload Review Group

March 2016

“Too often, the collection of data becomes an end in itself, divorced from the core purpose of improving outcomes for pupils, often just to ‘be ready’ in case data are needed, what we have called ‘gold plating’. This increases the workload of teachers and school leaders for little discernible benefit.”

National Guidance – Background cont.

National Education Workforce Survey April 2017



‘The survey showed a notable variation in relation to workload. Most learning support staff in both schools and Further Education believed that they were able to manage their workload. However, most teachers and lecturers in both settings said that they were unable to do so, quoting administration, fitting curriculum content into the allotted hours and accountability as factors.’

National Guidance – Background cont.

Evidence shows that excessive workload is impacting on:

- ☐ teacher recruitment
- ☐ teacher retention

- The Education Workforce Survey's final report indicates that 34% of school teachers would like to leave the profession within the next three years.
- More information available on <http://www.ewc.wales/site/index.php/en/research-statistics/national-education-workforce-survey>



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‘A curriculum for Wales – a curriculum for life’



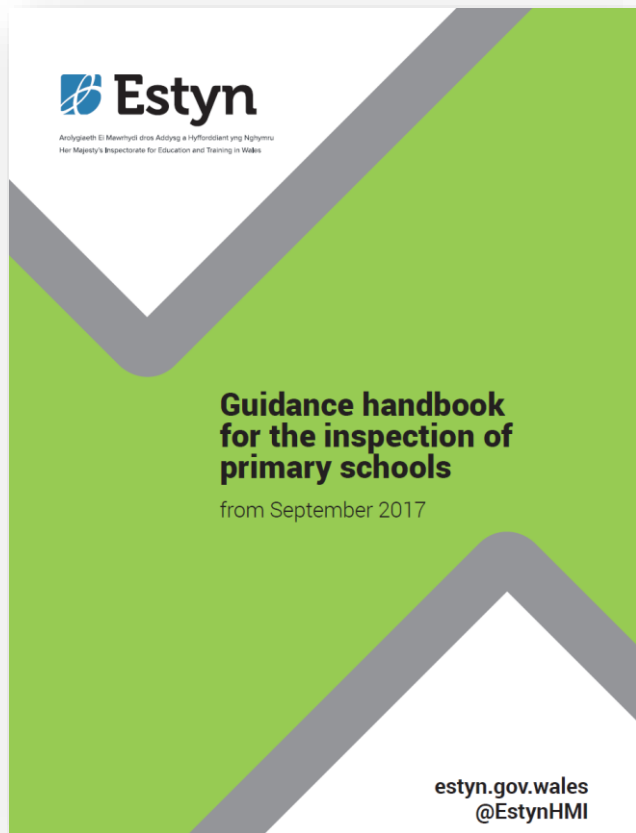
‘Where assessment becomes dominated by accountability processes, as can happen, the consequences for children and young people’s learning can be damaging.’

- Formative Assessment is often seen as a ‘bolt on’ to the curriculum rather than an integral part of teaching and learning.



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Estyn - Changes to inspection arrangements from September 2017



- Education in Wales is changing and so is Estyn's approach to inspection.
- Estyn are committed to ensuring that inspection supports improvement by only focusing on the most important areas that help learners achieve.
- 'The biggest influence on learner outcomes is the quality of teaching and learning'. (The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales)

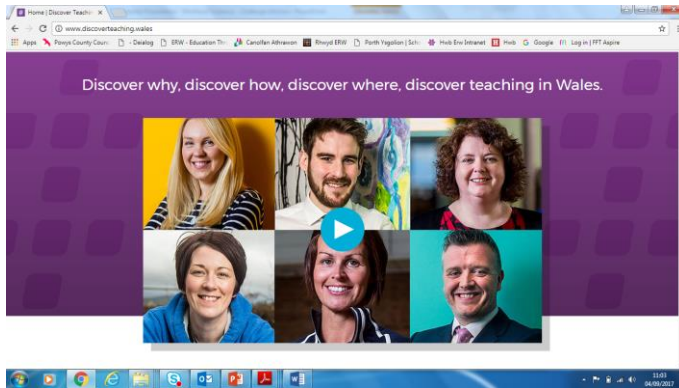




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DISCOVER TEACHING

- A national 'Discover Teaching' campaign aimed at recruiting and retaining teachers in Wales
- The campaign is jointly funded by Welsh Government and by the four education consortia across Wales
- The main objectives for the national campaign are to encourage more people to train to become teachers, to retain existing teachers and also to encourage teachers to return to Wales



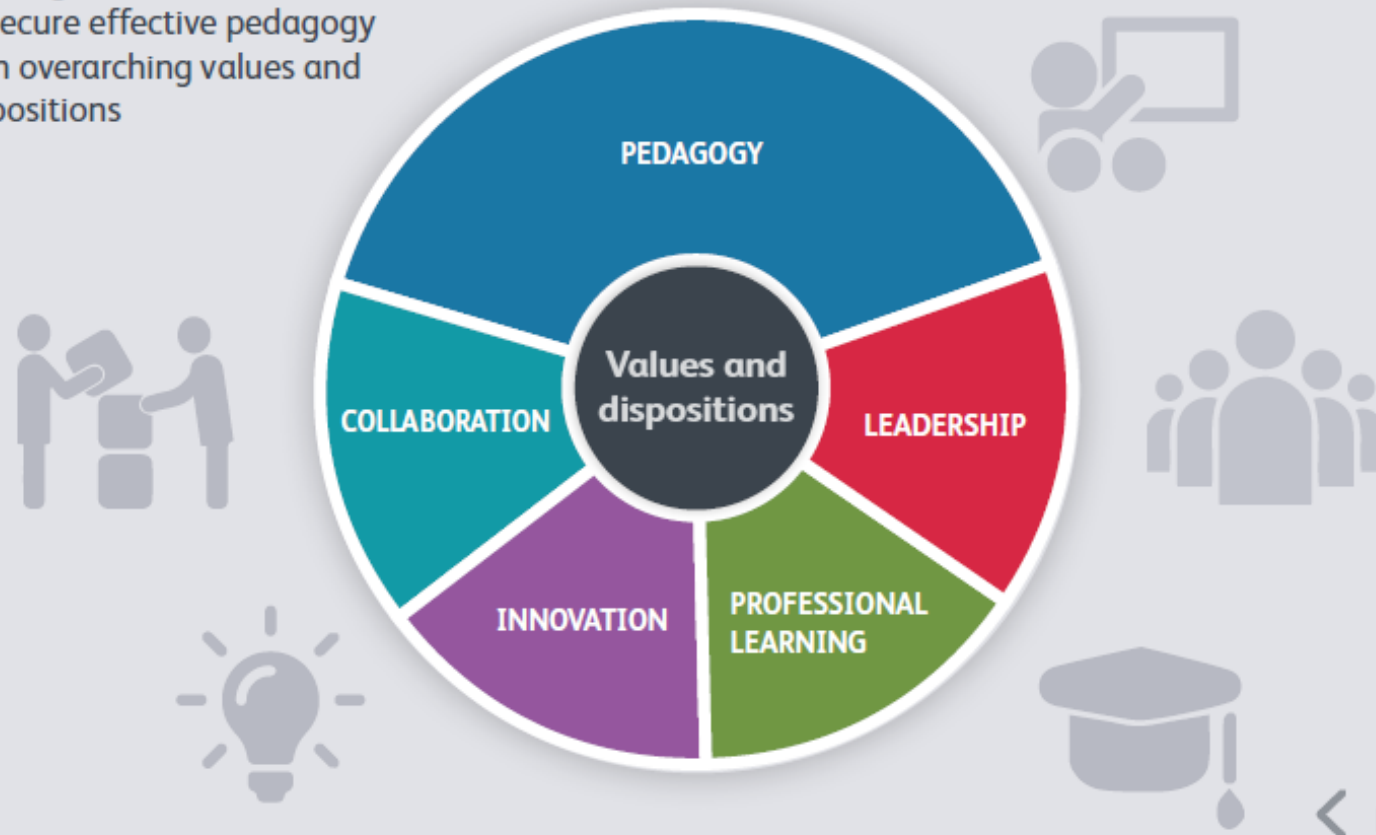


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PROFESSIONAL STANDARDS

The five professional standards for teaching and leadership

Working as one...
to secure effective pedagogy
with overarching values and
dispositions





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"

Forward from Chak, Dawn Gipping
- 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."

Forward from Chak, Kathryn Greenough
- Planning and teaching resources report

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

Forward from Chak, Lauren Oatley
- 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
✓ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose - to advance pupil progress and outcomes	✗ Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it!	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.
✓ Remember quantity of feedback should not be confused with the quality.	✗ Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking'	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.
✓ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload.	✗ Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work.	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.
✓ Look to identify blocks of time to allow for proper collaborative planning.	✗ Create detailed plans that become a 'box-ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning.	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.
✓ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils.	✗ Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
✓ Have high quality resources and schemes of work already in place and easily accessible.	✗ Plan to please external organisations.	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
✓ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision?	✗ Collect data just because you can or the system allows it - have an appropriate sense of its validity and purpose.	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.
✓ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.	✗ Duplicate data for different audiences - 'collect once, use many times'.	

For more recommendations and to read the reports in full, search "reducing teachers' workload" on GO4UKE. For clarification of what Ofsted expects, search the Ofsted inspection framework on GO4UKE.

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:













Reducing Workload

A Guide for Teachers & Headteachers

This guide aims to help and support all teachers to focus on achieving the greatest impact for pupils whilst reducing teachers' workload.

What should teachers do?	What shouldn't teachers do?	What is Estyn's position?
<h3>Planning and teaching</h3> <p>Do...</p> <ul style="list-style-type: none">give lesson plans the proportionate status they merit.ensure that lesson plans reflect the content of any appropriate schemes of work.plan collaboratively and efficiently, taking account of your pupils' needs.have high quality resources and schemes of work in place and ensure that they are easily accessible.	<p>Do not...</p> <ul style="list-style-type: none">make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.create plans that become a 'box-ticking' exercise, taking time away from effective planning.plan to please external organisations.	<p>Estyn...</p> <ul style="list-style-type: none">does not specify how plans should be set out, the length of time they should take or the detail they should contain.does not require schools to provide individual or previous lesson plans or 'favour' specific ways of planning or teaching.judges lessons primarily on the quality of learning. The focus is on how well learners respond to the teaching.will not judge individual lessons using the judgement descriptors but will engage in a professional dialogue with teachers following any direct lesson observations.
<h3>Feedback to pupils</h3> <p>Do...</p> <ul style="list-style-type: none">remember that all feedback (including marking) should be timely, meaningful, manageable and motivating for pupils.consider the quality of the feedback you give pupils rather than the quantity.contribute to the task of reviewing the school's assessment policy periodically to ensure consistency and that it has a worthwhile impact on pupil progress.	<p>Do not...</p> <ul style="list-style-type: none">give marking a disproportionate value in relation to other types of feedback.provide excessive written feedback to pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their own work.spend time on feedback that does not have a commensurate impact on pupil progress.	<p>Estyn...</p> <ul style="list-style-type: none">has no preferred method of marking or giving feedback. Estyn judges the impact of marking or feedback on how well pupils understand what they need to improve.does not expect to see any written record of oral feedback to pupils, but will consider how teachers and pupils use written and oral feedback to promote learning.
<h3>Accountability, analysing data and strategic planning</h3> <p>Do...</p> <ul style="list-style-type: none">be clear on the purpose of collecting and analysing any data. Consider why it's needed and how it will help improve the quality of teaching and learning.consider your own workload in terms of the time it will take you to collect, analyse and use data on pupil performance and whether you could spend that time more efficiently.take advantage of opportunities to contribute to the school's procedures for evaluating its performance and planning for improvement.	<p>Do not...</p> <ul style="list-style-type: none">collect data that is not purposeful. Have a clear and appropriate sense of its validity and purpose.duplicate data for different audiences. Collect it once and use it many times.	<p>Estyn...</p> <ul style="list-style-type: none">inspects will look at evidence to demonstrate that leaders monitor and evaluate the quality of teaching and learning within the school.does not require schools to produce extra data analyses or evidence of monitoring for inspection beyond what they would normally produce for their own purposes.will use a schools' current self-evaluation report to ascertain the extent to which it knows what it does well and what it needs to improve.



National Guidance – What it is




Reducing Workload *A Guide for Teachers & Headteachers*

This guide aims to help and support all teachers to focus on achieving the greatest impact for pupils whilst reducing teachers' workload.



What should teachers do?	What shouldn't teachers do?	What is Estyn's position?
Planning and teaching		
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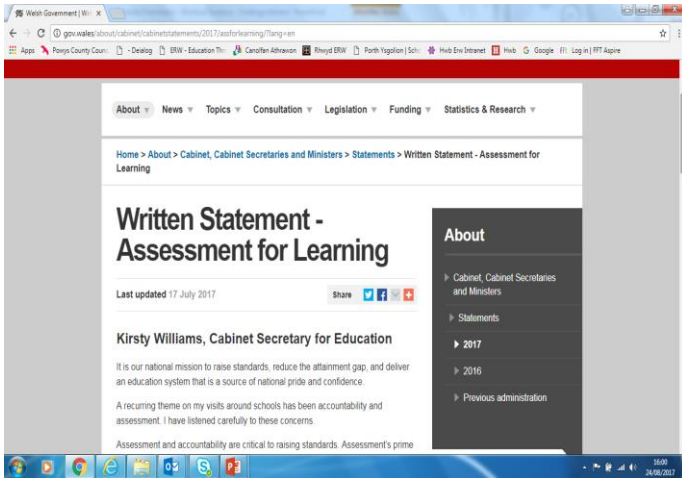


- A guide to help and support all teachers to focus on achieving the greatest impact on pupils whilst reducing their workload.
- It is part of a longer-term effort to maximise the hard work of school staff.
- A recognition for the need for change, and a genuine commitment in Wales to reduce teacher workload and to optimise pupil feedback.

National Guidance – What it is

- An opportunity to focus on planning and effective Assessment for Learning (AfL) strategies, based on research, that impacts on pupil progress
- An opportunity to develop a national training programme to focus on reducing the workload for teachers but ensuring pupil progress
- An opportunity for leaders to reflect on their own workload and the impact of their actions on others





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National Guidance – What it isn't

- A 'quick fix' for leaders and teachers to reduce workload and achieve the greatest impact on pupils
- An instruction manual – it is guidance
- A 'one size fits all' approach
- Guidance telling you to stop giving feedback or to stop marking

Reducing Workload *A Guide for Teachers & Headteachers*

This guide aims to help and support all teachers to focus on achieving the greatest impact for pupils whilst reducing teachers' workload.

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Estyn **Central South Consortium** **GwE** **Education Achievement Service** **NAHRU** **UCAC** **NASUWT** **CYMRU**

EAS **ERW** **Voice** **UNISON** **ASCI**

National Guidance

- Planning is critical and underpins effective teaching, playing an important role in shaping students' understanding and progression.
- School leaders should evaluate how they view planning in their school. All leaders have a key role in ensuring the availability of fully-resourced collaboratively developed schemes of work.

They should consider the quality of teachers' planning and how well their planning benefits from purposeful schemes of work.
(Estyn – Guidance handbook for the inspection of primary schools - 2017)

What **should** teachers do?

What **shouldn't** teachers do?

What is **Estyn's** position?

Planning and teaching

Do...

- give lesson plans the proportionate status they merit.
- ensure that lesson plans reflect the content of any appropriate schemes of work.
- plan collaboratively and efficiently, taking account of your pupils' needs.
- have high quality resources and schemes of work in place and ensure that they are easily accessible.

Do not...

- make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.
- create plans that become a 'box-ticking' exercise, taking time away from effective planning.
- plan to please external organisations.

Estyn...

- does not specify how plans should be set out, the length of time they should take or the detail they should contain.
- does not require schools to provide individual or previous lesson plans or favour specific ways of planning or teaching.
- judges lessons primarily on the quality of learning. The focus is on how well learners respond to the teaching.
- will not judge individual lessons using the judgement descriptors but will engage in a professional dialogue with teachers following any direct lesson observations.

When evaluating teaching, the key consideration is on whether the teaching is successful in engaging pupils' interest and how well it develops their skills, knowledge and understanding to an appropriately high level as they move through the school.



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National Guidance

Feedback to pupils



Do...

- remember that all feedback (including marking) should be timely, meaningful, manageable and motivating for pupils.
- consider the quality of the feedback you give pupils rather than the quantity.
- contribute to the task of reviewing the school's assessment policy periodically to ensure consistency and that it has a worthwhile impact on pupil progress.



Do not...

- give marking a disproportionate value in relation to other types of feedback.
- provide excessive written feedback to pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their own work.
- spend time on feedback that does not have a commensurate impact on pupil progress.



Estyn...

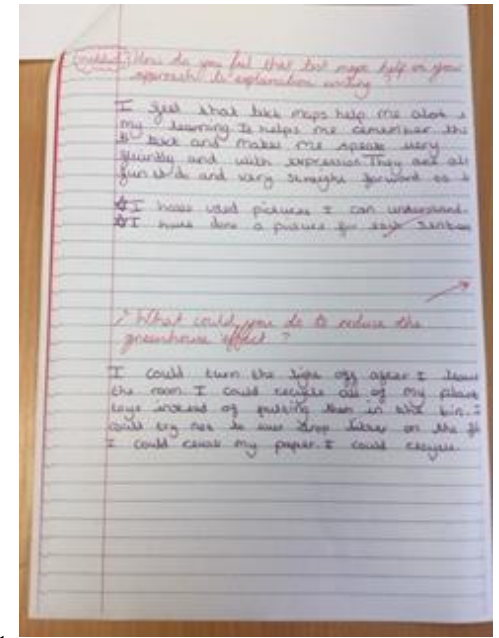
- has no preferred method of marking or giving feedback. Estyn judges the impact of marking or feedback on how well pupils understand what they need to improve.
- does not expect to see any written record of oral feedback to pupils, but will consider how teachers and pupils use written and oral feedback to promote learning.

What is the difference between marking and feedback?

- What does a school mean by 'marking'? Do they mean feedback?
- THERE IS A DIFFERENCE!

Feedback takes on many forms:

- when we speak to pupils
- pointing out errors quickly
- modelling and scaffolding (but not too much)
- creating appropriate challenge
- the pupils highlighting their work prior to handing it in
- a rigorous peer-assessment process
- talking to learners about what went well and their next steps
- about knowing when to be very specific, when to be encouraging and when to push.

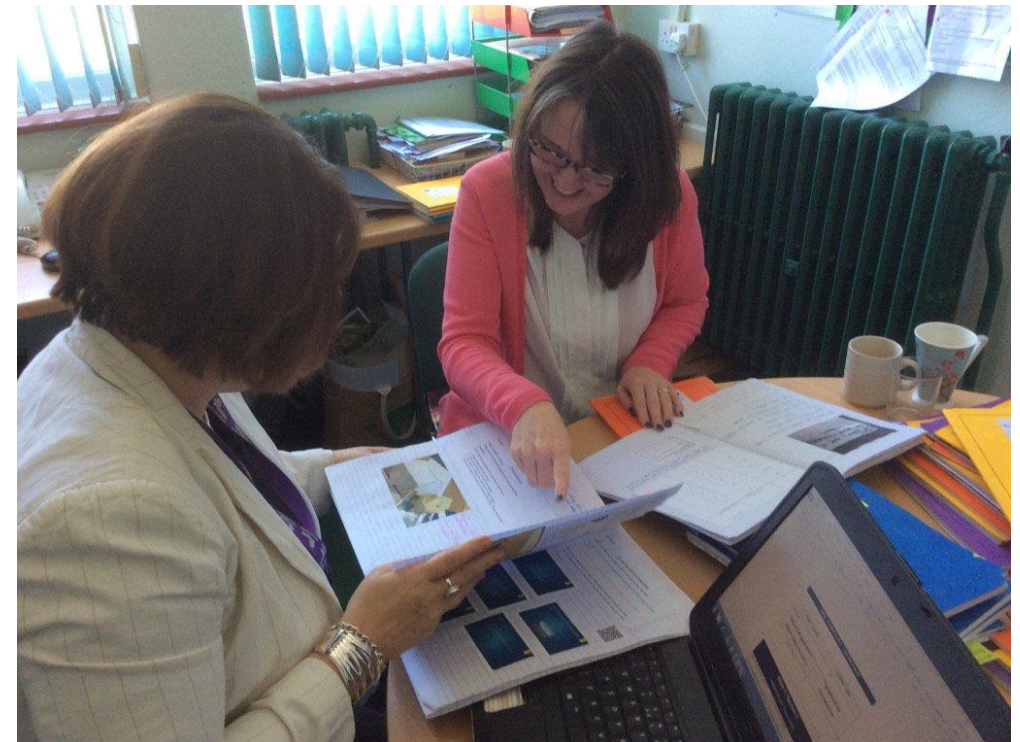
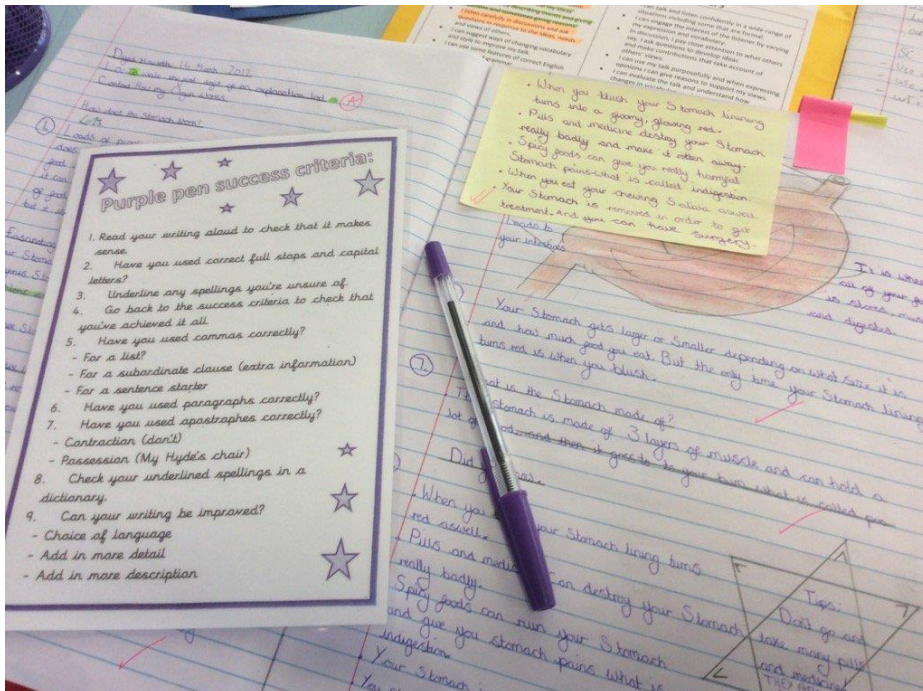


“The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor.” — Dylan Wiliam, Embedded Formative Assessment

Marking often fails to offer guidance on how work can be improved but is a lot of teacher pen! It's the graphics on the page.

ERW CASE STUDY

- The following slides are an example of how one consortia addressed the workload issue and the impact of feedback (including marking) on pupil progress



ERW CASE STUDY

- In 2017, ERW agreed on a focus area for all schools as part of Core Visit 2. It was a requirement for each Challenge Adviser to evaluate to what extent the school was taking positive steps to reduce workload for teachers in the context of teacher feedback.
- This compulsory focus enabled the region to evaluate the impact of marking, feedback, self-assessment, peer assessment, learning dialogues and inventive planning on pupil progress.

ERW CASE STUDY

- **Over 500 reports have been written and good practice has been identified:**
‘Nearly all pupils expressed the view that the most useful feedback was verbal feedback provided during the lesson and as a result, the professional learning community has developed the school’s new policy around this key feature. Pupils are now involved in both pupil and teacher led conferences where pupils are prompted to deeper thinking, to address misconceptions or to improve work, within lessons’.
(ERW CV2 report)

Inspectors should judge how well teachers use various questioning techniques to draw out and further develop pupils’ responses and to gauge their understanding.

Inspectors should evaluate how well the oral and written feedback from teachers helps pupils to know how well they are doing and what they need to do to improve.

ERW CASE STUDY

The 'manageable marking' system that has been trialled is based on the class being split into four groups, group one 'on the go marking', group two peer assessment, group three self assessment, group 4 follow up marking. This ensures that the teacher has approximately 6 books to mark after the actual lesson instead of thirty. As a result of the feedback given, there is evidence, in the samples provided for the core visit, of impact in the standards of pupils' work, especially boys' writing in key stage 2. (ERW CV2 report)

They should consider how well teachers provide purposeful opportunities for pupils to assess their own performance and that of other pupils, where appropriate.

ERW CASE STUDY Ways Forward

Most schools have been given specific recommendations with regards to marking and feedback as a result of the ERW Core Visit 2. To summarise:

- Many schools need to provide 'reflection time' for pupils to respond to the feedback
- Many schools need to address the workload aspect of the marking and feedback policy but ensuring that there is an impact on pupils' progress
- About half of the schools need to share the good practice that exists in order to ensure consistency in effective feedback across the school
- Minority of schools need to provide more opportunities for self and peer assessment

ESTYN (NIA PILOT SCHOOLS) Reports

- ‘Most teachers offer useful oral feedback to pupils that allows them to develop their learning well. Written comments by teachers are helpful, precise and clearly understood by pupils. Pupils respond well to these comments.’ (Y Pant Comprehensive School)
- ‘Teachers offer useful oral feedback and, where appropriate, valuable written feedback that focuses well on developing their skills. Across the school, pupils are given valuable opportunities to assess their own performance and that of their peers. As a result, they have a sound understanding of what they need to achieve in order to create work of a high standard.’ (Ysgol Gymraeg Aberystwyth)



Regional School Improvement Consortia
Consortia Gwella Ysgolion Rhanbarthol

National Guidance

What **should** teachers do?

What **shouldn't** teachers do?

What is **Estyn's** position?

Accountability, analysing data and strategic planning

Inspectors should consider the performance data in the light of their own evidence from lesson observations, discussions with pupils and scrutiny of written and practical work.

Do...

- be clear on the purpose of collecting and analysing any data. Consider why it's needed and how it will help improve the quality of teaching and learning.
- consider your own workload in terms of the time it will take you to collect, analyse and use data on pupil performance and whether you could spend that time more efficiently.
- take advantage of opportunities to contribute to the school's procedures for evaluating its performance and planning for improvement.

Do not...

- collect data that is not purposeful. Have a clear and appropriate sense of its validity and purpose.
- duplicate data for different audiences. Collect it once and use it many times.

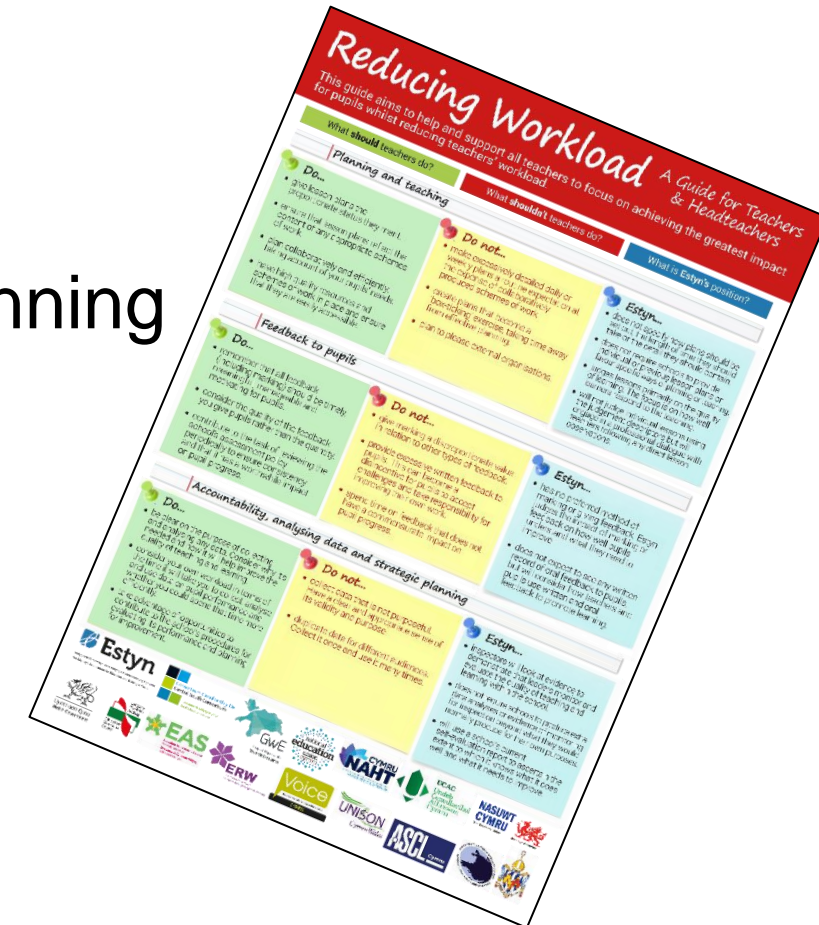
Estyn...

- inspectors will look at evidence to demonstrate that leaders monitor and evaluate the quality of teaching and learning within the school.
- does not require schools to produce extra data analyses or evidence of monitoring for inspection beyond what they would normally produce for their own purposes.
- will use a school's current self-evaluation report to ascertain the extent to which it knows what it does well and what it needs to improve.

- Be streamlined: eliminate duplication – 'collect once, use many times'
- Be ruthless: only collect what is needed to support outcomes for children.
- Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks

Role of the Headteacher

- Headteachers need to respond and adapt to the Reducing Workload national guidance, with a focus on:
 - ❑ planning and teaching
 - ❑ quality of feedback
 - ❑ accountability, analysing data and strategic planning



National Training Programme - Overview

- A **National training programme** has been developed to support all schools in their **journey** to reduce workload, by up-skilling teachers to maximise effectiveness and efficiency in giving feedback, whilst creating the best impact for pupils.
- Through research, school visits, case studies, partnership working and listening to learners, evidence based examples have been collated to show how schools can develop their feedback mechanisms in order to ensure greatest impact on learners.



National Training Programme – What's the aim?

- To help leaders develop teachers in school that can use feedback effectively, so that it has the least impact on teacher workload but ensures the biggest impact on pupil progress.
- Provide effective resources for schools to run twilight sessions as part of ongoing professional development.
- Provide resources on the key elements of Formative Assessment to give staff the opportunity to work in coaching triplets to observe and support each other along the 'journey'.



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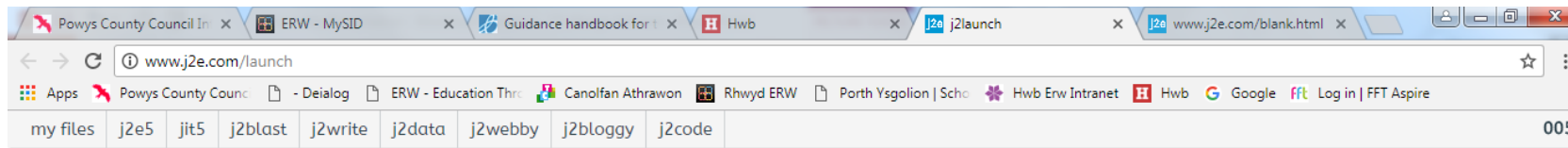
It can be done, but it is not a quick fix!

“Balancing the need to maintain rigour and the impact on teacher workload was considered throughout our journey”

“Feedback from staff enabled the school to develop a manageable policy whilst focussing on feedback that would have the best impact on standards and progression of skills.” (Palmerston Primary School)



Using digital tools to provide effective feedback but reduce workload



Are headteachers aware of the resources available to support teachers and pupils in providing effective feedback? Consortia awareness / training will be provided to support schools.





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Using digital tools to provide effective feedback but reduce workload

Learners felt that feedback using digital tools 'helps me understand how I need to improve' and they liked being able to revisit and listen again to comments. They felt that the teachers were 'talking to them and about them'.

Learning Conversations



Do...

- remember that all feedback (including marking) should be timely, meaningful, manageable and motivating for pupils.

Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.

TAF marking

Targets

- 1) Plant cells have cytoplasm. Please correct this on your poster.
- 2) Explain which Kingdom Euglena is now classified as.

Action:

- 1) Completed on poster.
- 2) Euglena is now classified as part of the protista kingdom. Members of the protista kingdom are mostly unicellular like Euglena and are found in damp places or water.

Euglena belongs ^{to the} phylum Euglenozoa and ^{rather} is the new classification than the old classes used.

Do not stop mid - sentence Ben.

Praise

Well done. Just take care Ben as you had some incorrect science in your answer which would lose you marks in an exam.

"Learners need endless feedback more than they need endless teaching."

-Grant Wiggins, Less Teaching and More Feedback?, ASCD Inservice,

ASCD

Should we donate our organs?

There is a great deal of debate about whether we should donate our organs. But what do you think? Some people are for this debate and some are against.

Since this decision ^{about donation} ~~decision~~, some people are for this debate. They believe that it would make them feel happy, due to the fact that it may save someone's life, also to others, this is because 1 organ can save 7 people.

However, many people are against this debate, ^{because} ~~because~~ they believe that it may bring out an end to their ^{part of my body} ~~it~~. A lady stated "I don't want to be a donor, the organs are ^{part of my body} ~~inside of me~~ and that's how it should stay." Another reason against this is only ²⁰ ~~20~~ in 5 years may not work.

People will argue that there are ~~too~~ many people who are ^{logically} ~~logically~~ waiting for an organ transplant. Therefore, people also argue that it should be the ~~child's~~ ^{child's} decision if ^{they} ~~they~~ want to give an organ.

In my opinion, I am ~~am~~ ^{am} After considering both sides, I am against this decision because I believe that the organs inside me should stay where they always

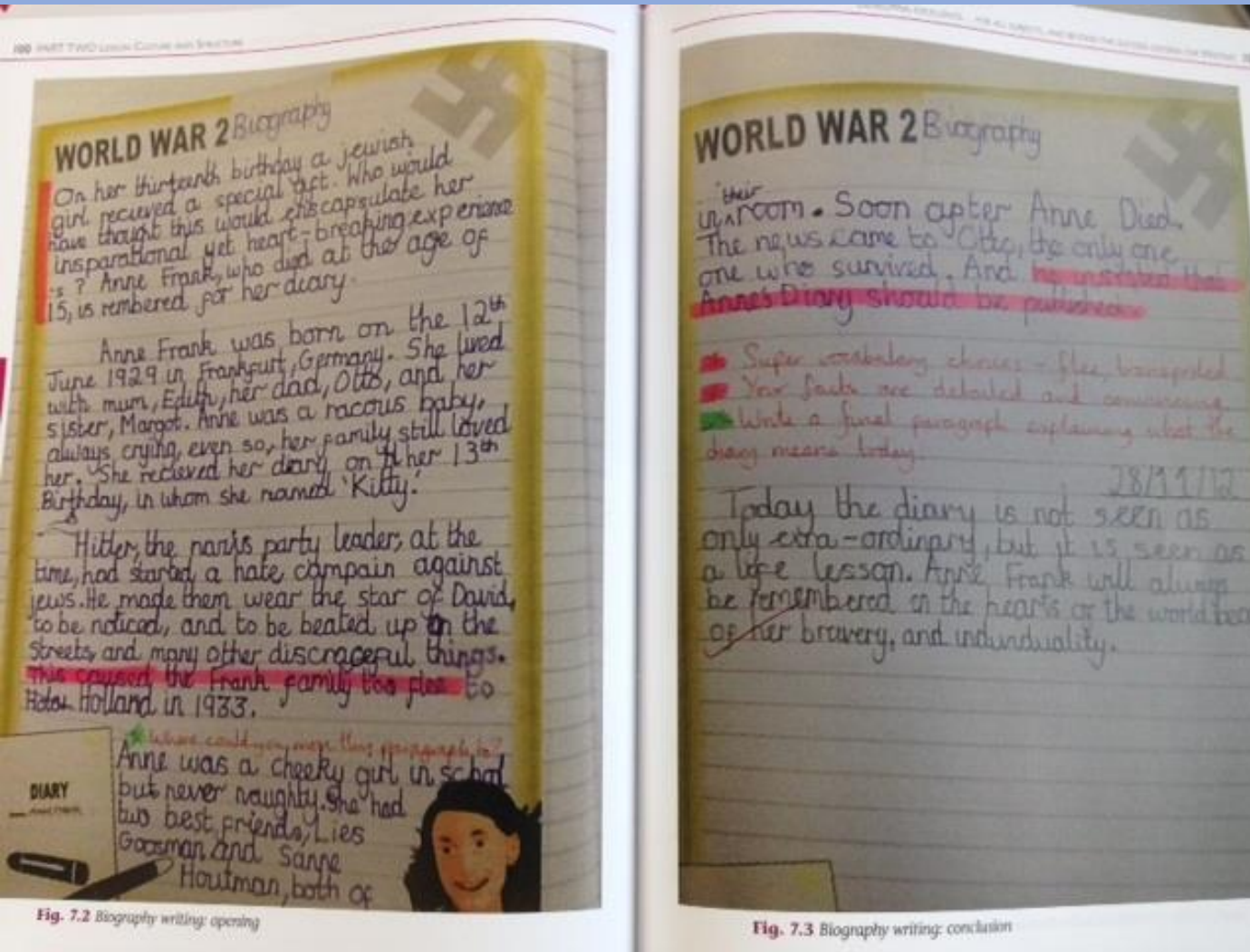
Aseelady Ffrind
Well done Morgan! You have successfully written strong arguments for and against with reasons and facts. Next time, to improve, could extend your conclusion.
Marked by Marianne

Success Criteria:

- Include a clear title as a question
- Write a clear opening statement - outlining the debate
- Include arguments for (supported with reasons and facts)
- Include arguments against (supported with reasons and facts)
- Overall conclusion - sharing your thoughts and opinions
- Include good openers and connectives
- Use of clear paragraphs and accurate punctuation, (.) (!) (!) (!)
- PT = To improve in essay tasks.
- NS:



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If there's a single principle teachers need to digest about classroom feedback, it's this:

The only thing that matters is what students do with it.



Do...

- contribute to the task of reviewing the school's assessment policy periodically to ensure consistency and that it has a worthwhile impact on pupil progress.

Conclusion:



Let's return to the EWC report:
In terms of what school teachers considered the most rewarding part of their role, the three most selected options were:

- teaching and seeing learners progress (93.5%);
- working with others (38.1%);
- trying new and innovative teaching methods (37.2%).

Together. Stronger: Let's support our teachers to focus on the most important areas that help learners achieve.



Conclusion:

