

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

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.

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.

Accountability, analysing data and strategic planning

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.

