



University of Greenwich Primary Partnership

Response to Reducing Teacher
Workload Recommendations

March 2017



Focus

- Awareness raising with:
 - Partnership
 - Student teachers
- Supporting partner and student teacher engagement with the recommendations
- Reviewing of expectations across ITE provision
- Harnessing of good practice within partnership to support ITE provision and wider partnership
- Next steps





Partnership Conference



PURPOSE: bring together student teachers, newly qualified teachers, experienced teachers and school leaders together to start the conversation, share approaches and consider the implications of the reports for them and the wider partnership.

Marking:

- Leaders promoting a shift in language from 'marking' to 'feedback'.
- Recognition that effective forms of feedback are not always written.
- Recognition (and equal) status of various forms of feedback – e.g. verbal feedback, peer feedback, written feedback. Focus should be on quality and purposeful feedback rather than a specific mode of feedback.
- Importance of pupils being involved in self-review and reflection of their work.
- Use of mini-plenaries as an effective strategy for immediate feedback on learning.

Next steps to support partnership

- Continue to use communication strategies to support sharing of information
- The development of an online forum for partnership schools / teachers / leaders to collaborate.
- Facilitation of #TeachMeet events for partners to informally come together to share approaches, good practice, practical innovations and personal insights into particular aspects of the Workload Reports.
- Organising a partnership conference to focus specifically on sharing an evidence informed approach to effective assessment and feedback.

UoG Primary @UoGPrimary · Feb 24
 Reducing teacher workload - some useful guidance jointly agreed by the unions, @Ofstednews & @educationgovuk Share widely! #teacherlife

Do	Don't	Remember Ofsted says
<ul style="list-style-type: none"> Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes. Remember quantity of feedback should not be confused with the quality. Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload. 	<ul style="list-style-type: none"> Spent time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it! Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking'. Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improvement. 	<ul style="list-style-type: none"> 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 now coastal attention to the way

UoG Primary @UoGPrimary · 25 Nov 2016
 Good to see @Ofstednews considering implications of workload reports by @educationgovuk & giving clarity for school gov.uk/government/upl...

As both the Workload Review group on marking (March 2016) www.gov.uk/government/groups/teacher-workload-marking-policy-review-group and the Education Endowment Foundation (April 2016) educationendowmentfoundation.org.uk/resources/-on-marking/ reported, there is remarkably little high quality, relevant research evidence to suggest that detailed or extensive marking has any significant impact on pupils' learning. So until such evidence is available, and regardless of any area for improvement identified at the

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ITE Provision & Expectations

- Link Tutor training
- Schools-led working group review of:
 - Planning expectations
 - Proformas
- School-based training tasks:
 - Engagement with recommendations
 - Reflections on efficiency vs impact
- Well-being focus
- Harnessing expertise within the partnership
 - Workshops
 - Keynotes
 - Contextualised coaching in school
 - School-based Professional Development Days
- Transition events



Professional Development Days

“The day allowed me to put theory into practice. The knowledge that I built up through the workshops, undertaking practical tasks, then observing allowed me to understand how I can deliver quality teaching and promote great pupil progress using a range of formative assessment strategies.”

“The day really informed my confidence with practical assessment and feedback strategies and the ways in which teachers can work with children during lesson time, which was interesting e.g. guided group work.”

“What was really useful was the sharing of the planning approach that supports the teaching of mathematics in the school. The modelling of this approach has helped me understand that lessons planning does not need to take hours, but can be simplified for an even greater impact.”

“I’ve come away from today with such a bank of useful resources and strategies. Having the opportunity to both see these applied so effortlessly within various classes and speak with the various teachers about how they implemented them was extremely useful. Much more confident now about using time efficiently with assessment.”

