



# 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.



UNIVERSITY of GREENWICH

Primary ITE Partnership

@UoGPrimary

## 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.



UNIVERSITY of GREENWICH

Primary ITE Partnership

@UoGPrimary

## 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."*

