

# Removing Unnecessary Teacher Workload

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Department  
for Education

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## DfE Actions to reduce teacher workload to date

1. **Workload Challenge survey**– 2014
2. Three independent review groups (marking, planning and data management) - **reports published March 2016**
3. Embedding workload considerations into **guidance and advice produced for schools**
4. Funding eleven **Research and Development projects**
5. DfE '**Teaching Blog**' shares practical examples (19 to date) written by teachers
6. **Teacher Workload Survey 2016** published in February 2017
7. **Action Plan** providing an update and setting out next steps of the department – February 2017
8. **Poster and Pamphlet** summarising the workload reports -
9. **TES Workload Hub** - launched December 2017
10. **Online Workload Reduction Toolkit**- To be launched Spring 2018
11. **Secretary of State speech** – ASCL – 10<sup>th</sup> March
12. Working with **Ofsted regional ITE events**



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...and  
regional  
events!

**Reducing Teacher Workload**

Working practices that reduce the amount of time spent on marking and planning are essential for schools to reduce teacher workload. This poster provides practical examples of what to do and what to avoid when marking and planning.

Here's a quick list of what these independent teacher-led workload review groups said in short reports on marking, planning and assessment and data management:

Do	Don't	Remember Ofsted says
<ul style="list-style-type: none"> <li>Remember all marking should be meaningful, meaningful and marking should serve a purpose. Marking should be used to support learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>
<ul style="list-style-type: none"> <li>Remember quality of feedback should be combined with the quality.</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>
<ul style="list-style-type: none"> <li>Give teachers the proportionate tasks they need, and set them to be done by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>
<ul style="list-style-type: none"> <li>Look to identify blocks of time to allow for proper collaborative planning.</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>
<ul style="list-style-type: none"> <li>Remember planning together needs to be accompanied by regular and professional discussion about learning and the curriculum for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>
<ul style="list-style-type: none"> <li>Have high quality resources and schemes of work already in place and ready to use.</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>
<ul style="list-style-type: none"> <li>Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of practice?</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>
<ul style="list-style-type: none"> <li>The amount of workload cannot be just how long it will take, but whether that time could be better spent on other tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Don't have a 'one-size-fits-all' approach to marking. Don't mark everything.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted does not expect to see any specific frequency, type or volume of marking and feedback. These are for the school to plan through the assessment plan.</li> </ul>

For more information and to help your workload, visit the [Department for Education](http://www.gov.uk/government/organisations/department-for-education) website. For more information on what Ofsted expects, visit the [Ofsted](http://www.ofsted.gov.uk) website.

To find out what steps to reduce your workload, visit the [Department for Education](http://www.gov.uk/government/organisations/department-for-education) website. For more information on what Ofsted expects, visit the [Ofsted](http://www.ofsted.gov.uk) website.

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## Publications following Secretary of State Speech

- A short video of the Secretary of State and Chief of Ofsted outlining their shared commitment to addressing teacher workload throughout the education system;
- A [summary report](#) of the findings of NCTL funded collaborative projects into reducing workload carried out by 12 groups of schools, and the [12 project reports](#);
- A [qualitative study](#) following on from the 2016 teacher workload survey; and
- A [review](#) of packages of support and CPD available to schools in relation to reducing teacher workload.



## Further steps arising from the February 2017 DfE Action Plan

1. By Spring 2018, a **web-based workload reduction toolkit** for leaders and teachers which will provide a standalone plan for reviewing and streamlining policies in schools. It will be supplemented with advice, tools and effective practice.
2. This toolkit will also include **support for teachers in the early stages of their careers and for ITE providers** to embed consideration of workload for trainees and mentors.
3. Evaluating and signposting innovative models across the sector that are resulting in the reduction of workload through **effective use of technology**.
4. **Regional events** continue until March 2018. Focus on practical approaches to removing unnecessary workload at school level. Other events being considered after launch of toolkit.
5. Commitments to continue to **improve the evidence base on workload**

*.... plus inserting the reducing workload principles and recommendations into DfE Guidance and documents*

## ITE Workload Toolkit Area

- As part of the Department's commitment to support the removal of unnecessary workload, the online Workload Toolkit in Spring 2018 will act as a central hub of support for the sector (schools, ITE providers, headteachers, early career teachers, governors etc)
- The ITE area will include:
  - A set of **principles** with accompanying guidance to share how ITE providers are embedding the recommendations from the three independent workload reports and helping to reduce unnecessary workload burdens within ITE;
  - **Case studies** and examples of practice from the sector on workload and also well-being;
  - Sharing of **materials, tools and resources** from the sector
  - **Links** to the other areas within the Workload Toolkit and **signposting** to other external material

Is there further content that the ITE sector would find useful?

## ITE Workload Toolkit Area - Themes

**Raise awareness / take action / embed / collaborate / share practice**

- Mental health and well-being
- Addressing workload through ITE content
- Addressing the particular workload challenges faced by trainees on professional placement
- Addressing potential workload challenges for schools and mentors
- Embedding the spirit of the recommendations in the culture of ITE
- Supporting the wider partnership with the recommendations of the three reports

Others?

## Sector Contributions

- St Mary's Twickenham
- Warwick University
- University of Greenwich
- Leeds Trinity University
- School 21
- University of Bedfordshire
- NASBTT
- Ofsted
- Stockton-on-Tees Teacher Training Partnership

## ITE Workload Toolkit Area

- Are there materials / templates / resources that you would be willing to share to support the on-going development of the ITE Workload Toolkit Area?
  - Planning and resources
  - Marking / feedback
  - Data usage & management?