

The Independent Teacher Review Groups



Marking Policy Review Group

'Marking has evolved into an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils' progress.'

Report from Planning and Teaching Resources Review Group

'School leaders should evaluate how they view planning in their school. Access to good quality schemes of work should reduce workload rather than create it.'



Report from Data Management Review Group

'Data has become an end in itself – divorced from the core purpose of improving outcomes for pupils.'



There is no single reason behind excessive workload

- Government must always introduce policies with thought and planning.
- The accountability system must encourage good practice rather than stimulate fads.
- School leaders must have the confidence to reject decisions that increase burdens for their staff for little dividend.
- Teachers themselves must be encouraged to be more active in using evidence to determine what works in the classroom.

DfE: is sharing examples of schools successfully tackling unnecessary workload - see the Teaching Blog on GOV.UK and share your examples at

workload.solutions@education.gov.uk

Ofsted: has clarified its requirements about inspection in order to reduce unnecessary workloads in schools. These are now contained in paragraph 28 of the school inspection handbook.

Unions: have issued advice and resources to help teachers and school leaders use the reports. See individual union websites.



REDUCING TEACHER WORKLOAD

All parts of the education system have a role to play in reducing unnecessary activity that takes teachers and school leaders away from their core tasks.

Read this leaflet to find out what three independent workload review groups said about marking, planning, and data management to tackle your workload.

The reports are endorsed by the following:



The reports can be found by following the links here <https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>



Report from **Marking Policy** Review Group

Key findings

- The quantity of feedback should not be confused with the quality.
- Schools should review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice.
- There is no 'one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances.
- All marking should be meaningful, manageable and motivating.

Key recommendations

- DfE should disseminate the messages of this report through system leaders.
- Ofsted should continue to monitor inspection reports.
- LAs/ MATs/ RSCs/governing boards and school leaders should use the three principles set out in this report to review the school's marking practice.
- Teachers should be encouraged to review current practice to ensure marking adheres to the three principles in this report.

Report from **Planning and Teaching Resources** Review Group

Key findings

- Planning is critical and underpins effective teaching.
- Creating detailed written plans can become a 'box-ticking' exercise and create unnecessary workload – such daily or weekly plans should not be a routine expectation.
- Schools should spend time planning collaboratively, and engage with a professional body of knowledge and quality-assured resources.
- There should be greater flexibility to accommodate different subject and phase demands and needs in lesson planning formats.

Key recommendations

- DfE and its agencies should commit to sufficient lead-in times for changes for which the sector will have to undertake significant planning to implement.
- Ofsted should ensure no particular methods of planning are praised as exemplars.
- Senior leadership teams should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.
- Teachers should engage in collaborative planning to develop their skills and knowledge, to share expertise, and to benefit from the expertise of their peers.

Report from **Data Management** Review Group

Key findings

- Be streamlined and eliminate duplication – 'collect once, use many times'.
- Be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.
- Be prepared to stop activity: do not assume that collection or analysis must continue just because it always has.
- Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.

Key recommendations

- Everybody involved in data collection should only collect data that is purposeful, valid and reliable.
- DfE should ensure that officials, RSCs and NLEs commit to the principles in this report.
- Ofsted should monitor the impact of the revised inspection framework on the practice of schools.
- LAs/MATs and school leaders should conduct a regular audit of in-school data management procedures.
- Teachers - if you do not understand why data is collected, ask.