

Reducing Teacher Workload

“Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop”

Foreword from Chair, Dawn Copping
- **Marking report**

“Teachers should not be spending their time on bureaucracy that does not add value. Teachers’ time should be protected and used to make a difference.”

Foreword from Chair, Kathryn Greenhalgh
- **Planning and teaching resources report**

“Protect what we hold dear about our profession, improving the life chances of our children because we are trusted to do what is best, not to collect meaningless data to prove it.”

Foreword from Chair, Lauren Costello
- **Data management report**

Here’s a quick look at what three independent teacher-led workload review groups said in short reports on **marking**, **planning and resources** and **data management**.

Do	Don't	Remember Ofsted says
✓ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes	✗ Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it!	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.
✓ Remember quantity of feedback should not be confused with the quality.	✗ Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support ‘deep marking’	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.
✓ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload.	✗ Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work.	If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
✓ Look to identify blocks of time to allow for proper collaborative planning.	✗ Create detailed plans that become a ‘box-ticking’ exercise creating unnecessary workload for teachers and taking time away from the real business of planning.	Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.
✓ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils.	✗ Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
✓ Have high quality resources and schemes of work already in place and easily accessible.	✗ Plan to please external organisations.	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
✓ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision?	✗ Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose.	Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers’ performance management and the teachers’ standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
✓ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks.	✗ Duplicate data for different audiences – ‘collect once, use many times’.	

For more recommendations and to read the reports in full, search ‘reducing teachers’ workload’ on GOV.UK
For clarification of what Ofsted expects, search the Ofsted Inspection framework on GOV.UK

To read about practical ways to reduce your workload from other schools, visit the Department for Education’s teaching blog: teaching.blog.gov.uk
The reports are endorsed by the following: