

King Charles I School

Tackling workload to improve wellbeing

At King Charles I school we know that teaching is exhilarating and rewarding, but recognise that it can also be exhausting. We understand that time is precious and that tired teachers do not make effective teachers. Our vision for workload is to enable every teacher to become highly effective by:

- Ensuring every teacher has time to focus on what is important - planning, teaching and feedback;
- Believing in simplicity, always taking the shortest route and aiming for maximum impact on student learning with minimal workload for staff; and
- Continuously reviewing and evaluating our systems in order to support all staff to achieve a healthy work life balance.

Our aim is for staff to not have to take work home.

Ways that we manage workload and wellbeing

Teaching and learning, planning and curriculum

1. Collaborative planning enables teachers to discuss and share best practice rather than everyone busily planning the same lessons in their individual classrooms. We accept that collaborative planning will lead to less autonomy in the classroom but the trade off is much less work to do at home.
2. Staff within departments, where possible, have PPAs together to allow for collaborative planning.
3. Departmental resources are shared centrally to stop teachers from reinventing the wheel.
4. Better quality schemes of work that specify the sequence of key knowledge, deliberate practice to develop skills, a clear progression model, alongside homework tasks and resources to be used in lessons. No more endless searching/trawling online resources for single activities, homework tasks and lesson ideas.
5. All teachers follow a stream lined research driven teaching model that focuses on activities that have a significant impact on progress. No more time spent creating time wasting teaching resources such as card sorts and PowerPoints.
6. Focus on the use of textbooks and ready-made quality assured resources to help reduce planning time and support better teaching.
7. No 'all/most/some' learning objectives or creation of different worksheets for different abilities. There is no need for any differentiation by task.
8. In the last 3 years, we have had an extra TED to support departments with the planning of the new curriculum.
9. No shoe horning of IT into lessons.
10. The PPA allocation for teachers is more than the requirements set out in the School Teachers' Pay and Conditions Document and amounts to 12% of a teacher's timetabled teaching hours.
11. We have increased the amount of PPAs for NQTs.
12. There is no pressure to 'put on a show' in lessons: a culture of typicality is reinforced by no lesson gradings.
13. The number of lesson observations per year has been reduced.
14. No pointless requesting or completing of lesson plans. In fact, there is no need to write lesson plans of any kind.
15. No requirement to run lunch time or after school revision sessions. Instead we focus on what is going on in lessons. If teachers choose to run lunch time or after school revision sessions in Years 11 and/or 13, there should not be any until at least February half term.
16. Creative timetabling with workload in mind. We aim for teachers to have one or two year groups off to reduce planning time and attendance at parents' evenings.
17. No more standards walks to check that everyone is meeting the identified standards.

Behaviour

18. Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
19. A clear system of consequences/sanctions which is applied consistently so staff don't have battles with students. Simple and quick logging of the consequences/sanctions.
20. Clear and robust behaviour systems that underpins impeccable behaviour, so you are free to teach.
21. Centralised after school detentions for all behaviour and homework issues to ease the pressure at break, lunch and after school.
22. No teachers have to make phone calls to parents/carers regarding behaviour. The robust behaviour systems ensure teachers can get on with teaching.
23. The SLT are very visible and all staff 'own' their corridors. Staff and students know that they'll never walk alone.
24. The SLT run break and lunch time duties every day so that behaviour in unstructured time does not affect the smooth running of lessons.
25. Staff do not need to do any lunch duties. If they want to do one, then we will pay them or pay for their lunch.

Assessment, feedback and reporting to parents

26. Quizzing homework in Years 7 and 8 has substantially reduced planning and setting of tasks. It also requires zero marking, only checking.
27. Homework tasks in Year 9 to 11 include quizzing. Other tasks are based on key revision strategies, which can be self/peer marked in class and require minimal teacher marking.
28. No setting of homework for Years 7, 8 and 9 and only reading/revision for Years 10 and 11 during the week before a holiday to ensure staff do not return to a pile of marking.
29. Use of online packages for homework such as Hegarty Maths or Quizlet to further reduce planning, setting and marking.
30. The preparation tasks for Year 12 have been removed to ensure that teachers do not come back in September to a pile of marking.
31. We have significantly reduced the number of data collections. There are only two data collections per year for all year groups and no written subject reports.
32. SIMs pulls the data from departmental databases, meaning that data is only entered once.
33. The whole school assessment calendar is created alongside middle leaders to ensure the best possible timings of exams and moderation and to avoid pinch points.
34. All tests and exams contain multiple choice questions and knowledge questions so that they can be more easily marked.
35. The use of tests and exams that clearly indicate what students do and don't know and can and can't do in order to inform future planning and help students progress. We don't collect data just for the fun of it!
36. Tests and exams that can be self/peer marked with minimal teaching marking.
37. No onerous or impossible marking policy. Instead, we have a feedback policy that focuses on whole class feedback, verbal feedback and daily quizzes. No more hours spent marking hundreds of books 'just because'.

Professional Development

38. Staff training on effective and ineffective feedback so that teachers are fully aware of what has the greatest impact on student progress and do not waste their time on pointless activities.
39. After school meetings and events have been rationalised. The gained time has been given to departments to support collaborative planning, subject specific CPD and preparation time.
40. Training for middle and senior leaders to ensure meeting time is used as productively as possible.
41. The number of line management meetings have been reduced.
42. We have adjusted the timings of school day so that teachers can meet to plan collaboratively and still leave at a reasonable time without having to take work home.
43. Comprehensive support for NQTs, with dedicated mentors and regular meetings.