

Workload Statement

1 POLICY STATEMENT

Aberdeen City's approach to teaching and learning is about empowering teachers to improve outcomes for learners. This approach should provide real benefits for all teaching staff. However, in some cases, too much paperwork and overly complex processes get in the way of teaching and learning. Everyone has a part to play in tackling excessive bureaucracy. Staff are encouraged to recognise excessively bureaucratic systems and raise the issue with a line manager as part of a collegiate approach which addresses concerns supportively. The recently published document '*A Statement for Practitioners from HM Chief Inspector of Education*' provides helpful information and key areas for discussion around this issue.

We would regard excessive bureaucracy as:

Excessive paperwork or electronic form-filling, leading to unproductive workload for staff in schools.

SNCT Appendix 2.18 makes reference to 'Anything that makes it impossible for teaching staff to complete their duties within the 35 hour week'.

As part of our duty of care to staff and learners, we recommend the following best practice principles. These principles should inform future practice in all schools and should be used to reflect against when reviewing current practice.

2 PRINCIPLES

2.1 Professional dialogue

Professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this. Time should be set aside within school Working Time Agreements to facilitate this important process.

2.2 Documentation

Policy documents should be concise and relevant and normally be no more than 2 sides of A4 and strategic school policies should be no more than 4 sides of A4.

2.3 Planning

School Improvement Planning should be proportionate and be an annual, collegiate process. School Improvement Plans (SIPs) should set out agreed actions to reduce bureaucracy and tackle workload. In addition plans may progress other national, local and school based priorities and therefore due consideration should be given by all parties as to how a combination of these priorities can best be achieved.

All action plans within SIPs require to be appropriately time-costed within Working Time Agreements (WTAs) and associated school calendars. Guidance on formulating WTAs can be found in the document "The 35 hour Working Week for Teachers" which is reviewed annually.

Primary forward planning should be based on LNCT policy documents. At present the primary forward planning policy for schools is under consideration and therefore the extant guidance (attached) would apply in the interim. Revised guidance on Planning will be provided for schools before the end of 2016.

2.4 Monitoring, tracking, recording and reporting systems

These systems should be fit-for-purpose. Reports should have a clear purpose and be relevant and meaningful taking account of the particular circumstances of each school. Time for reporting should be agreed within the WTA and identified within the annual calendar.

Workload Statement

2.5 IT systems and software

Information technology should support effective learning and teaching and its use should be guided by the principles of:

- a. Continuity;
- b. Accessibility; and
- c. Ease-of-use.

2.6 Communication

Staff should reflect when using electronic communication who the intended recipients are and whether this is the most appropriate form of communication so that all communication is clear, concise and relevant.

2.7 Review and Evaluation

Review and Evaluation should be robust, evaluative and supportive and should build on professional self-evaluation, through a collegiate approach. The impact of curriculum change should be fully reviewed and evaluated by all stakeholders before being subject to further change.

AGREED by LNCT _____ (date)