

NORTH YORKSHIRE TEACHERS' ASSOCIATIONS CONSULTATIVE PANEL

Annual Report for 2017

The North Yorkshire Teachers Associations Panel comprises of representatives of all the professional associations recognised by North Yorkshire Local Authority for consultation purposes. These are the National Association of School Masters Union of Women Teachers (NASUWT), The National Education Union (NEU which is the NUT section and ATL section until 01.01.19), The National Association of Head teachers (NAHT), The Association of School and College Leaders (ASCL) and Voice.

Throughout the year your representatives have met together to discuss a number of issues which affect teachers working in LA maintained schools and the increasing number of academies. Topics included redundancy, transfer of schools to academy status, school reorganisations including federations and amalgamations, various LA services including behaviour support, inclusion, pay and funding. Representatives also attend North Yorkshire Education Partnership (Schools' Forum)

Workload has been a hot topic this year and the flyer, pictured left, has been agreed with all the Teacher Unions, the DfE and Ofsted. If you would like a copy for your noticeboard please contact the panel secretary (email address at the end of this report).

Reducing Teacher Workload

Marking practices that do not have the desired impact on pupil outcomes are a time-consuming burden for teachers that has to stop!

Teachers should not be spending their time on bureaucracy that does not add value. Teachers time should be protected and used to create a difference!

Prone to what we hold dear about our profession, improving the lives of our children because we are trained to do what is best, not to collect meaningless data to prove it!

Here's a quick look at what three independent teacher-led workload review groups said in short reports on marking, planning and resources and 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.	Spent 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 quality of feedback should not be confused with the quantity.	Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'less 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 reports are written to ensure that these do not place unnecessary workload on 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 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 to talk 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 - 'collec' once, use many times'.	

For more recommendations and to read the reports in full, search 'reducing teachers' workload' on SDOLux. For a list of what Ofsted experts, search the Ofsted Inspection Framework on SDOLux.

To read about practical ways to reduce your workload from other schools, visit the Department for Education's teaching time saving blog.

'Mocksteds' help you get ready for inspection.

They offer to value and can often be expensive - we strongly advise that you don't do them.

They're costly and can put staff under pressure, exacerbate retention issues, distract teachers from the real issues and add stress.

<http://bit.ly/OfstedMyths>

Workload: Ofsted Myth 3

MYTH: Ofsted wants to see as much paperwork as possible and we want it all kept in a big folder labelled OFSTED.

FACT: We don't aim to see as much paperwork as possible, inspectors decide what they want to see on a case-by-case basis.

Slow your paperwork whichever way works best for you!

Workload: Ofsted Myth 7

REDUCING TEACHER WORKLOAD

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 the opposite!
- School leaders must have the confidence to make decisions that increase burdens for their staff for the children.
- Teachers themselves must be encouraged to be reflective in using evidence to determine what works in their schools.

DfE is sharing examples of schools successfully reducing workload, see the Top 100 Blog on GOV.UK and share your examples at workloadaction@education.gov.uk

Ofsted has clarified its requirements about inspection visits to reduce pressure on schools in schools. These are now covered in paragraph 78 of the school inspection handbook.

Leaders have shared advice and resources to help inspectors and school leaders use the reports. See individual union websites.

The reports are endorsed by the following:

Department for Education, Ofsted, ASCL, ATL, NAHT, NASUWT, NUT, NUT, NUT.

All parts of the education system have a role to play in reducing unnecessary activity that distracts and school leaders away from their core tasks. Read this booklet to find out what three independent workload review groups said about making class and data management to tackle your workload.

The county secretaries of each association also met with the Local Authority on five occasions to discuss corporate policies which schools can adopt; Developing Performance, Discipline, Attendance Management, Capability and Pay Policy were discussed this year. The Policies and associated guidance for LA maintained schools and those for the academy schools are considered separately. The associations do not necessarily agree with all aspects of the policies but are able to make constructive suggestions. In addition, County Secretaries are increasingly negotiating terms and conditions for members at Joint Consultative Committees in academies.

Your representatives also attended six separate meetings to discuss terms and conditions of service with LA HR officers. School Improvement advisors and officers who have particular responsibility for aspects of the education service such as Governance, Finance or Special Education Needs and Disability also attended to provide information and discuss concerns raised by your representatives.

The new director of CYPs, Mr Carlton, also addressed a meeting introducing himself and his vision for education for all children in the County. He felt that there was still a role for local authorities in place planning, SEND, supporting vulnerable children and system leadership.

In September, the LA carried out a survey of schools to ascertain views on the implementation of the pay award. The Panel was pleased that the LA agreed to recommend the use of pay scales but disappointed that they didn't recommend a 2% pay increase to all pay points. The panel conducted its own survey of all 347 establishments. Over 100 schools replied with the vast majority, 66%, following the LA advice of adding 2% to M1 and M6 but 1% to all other pay points. Some schools commented that they would like to have given a 2% pay increase to all points but were constrained by a lack of money. However, 20% of respondents gave 2% on all M1 to M6 points.

NAHT **NASUWT** **education ATL and NUT Sections**

ACTION ON PAY

North Yorkshire advise 2% only for M1 and M6
The Unions say teachers deserve 2% minimum for all classroom teachers from M1 to M6.

You are poorer every year since 2011, and will be poorer this year, next year, and the year after.

THE N. YORKSHIRE CC RECOMMENDED PAY POINTS ARE NOT AGREED BY ANY OF THE UNIONS REPRESENTING TEACHERS

These are just some of the MATs and LAs that agree to 2% for all:

- Doncaster LA
- Birmingham LA
- Calderdale LA
- Rotherham LA
- Salford LA, Bury LA
- Oldham LA, Rochdale LA
- Bolton LA, Astrea Academy Trust
- Consilium Academies
- Focus Academy Trust (UK) Ltd
- Lincoln Anglican Academy Trust
- Tauheedul Education Trust
- The Brooke Weston Trust
- The Cooperative Academies Trust
- The Elliot Foundation Academies Trust
- University of Chester Academies Trust
- HAMWIC, Creative Education Trust
- The Plume Academy
- Learning in Harmony Multi Academy Trust

We believe that teachers should be valued

The Teachers' Associations representatives and Local Authority officers maintain cordial working relationships; discussion is robust but respectful as, together, our aim is to improve working conditions for teachers whatever setting they are in and maintain and promote a great education for all the children and young people in North Yorkshire.

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