

# D & AHT Newsletter

(Deputy & Assistant Headteachers)

May 2022

Issue 14



**HOT  
TOPICS**

FOLLOW  
THESE  
LINKS

GOV.UK

[Statutory policies for schools & academy trusts](#)



[What maintained schools must publish on-line](#)

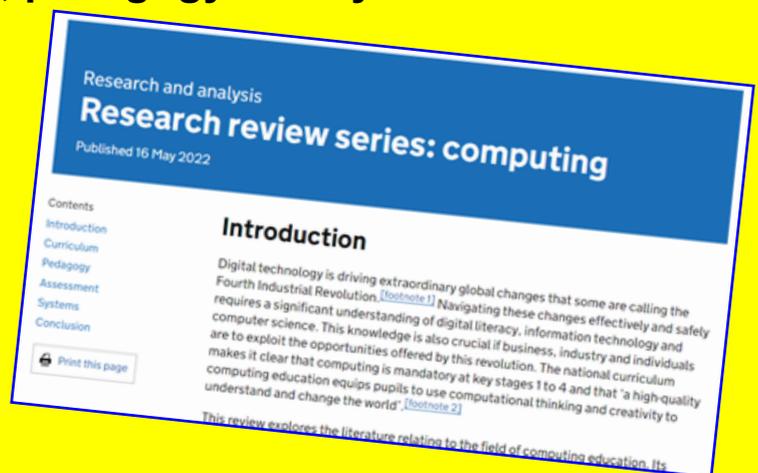


Check what needs to be on your school website!

Ofsted has introduced a series of research reviews in a range of subjects to help teachers identify what contributes to a high quality curriculum, assessment, pedagogy and systems in school.



[Here is the link to the Ofsted Research Review on Computing](#)



## ASPIRING TO HEADSHIP

**Aspiring to Headship**  
DCBL Stadium  
3:30—5:00 pm  
Tuesday 28th June 2022

Are you interested in finding out more about the journey to headship and what qualities are needed to become a successful head teacher?

Come along and meet some like-minded colleagues at the Aspiring to Headship meetings. (You don't need to be actively seeking headship to join in!)

Please register your interest for the D & AHT Network meetings, or Aspiring to Headship group. [Hazel.Fryman@Halton.gov.uk](mailto:Hazel.Fryman@Halton.gov.uk)

## May 2022: The Ofsted Computing Review ....

“The national curriculum for computing sets out that ‘a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.’”



Click on the links to find out more...

Ofsted has introduced a series of research reviews in a range of subjects to help teachers identify what contributes to a high quality curriculum, assessment, pedagogy and systems in school.

### [Computing Education Research Review](#)

### [Religious Education Research Review](#)

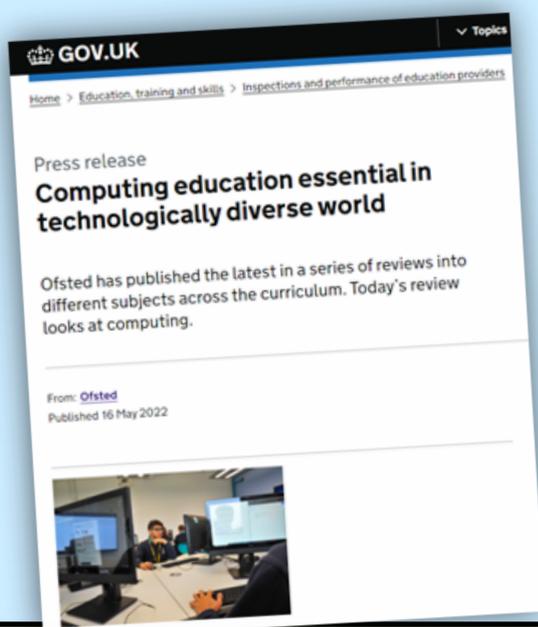
### [Science Education Research Review](#)

### [Mathematics Education Research Review](#)

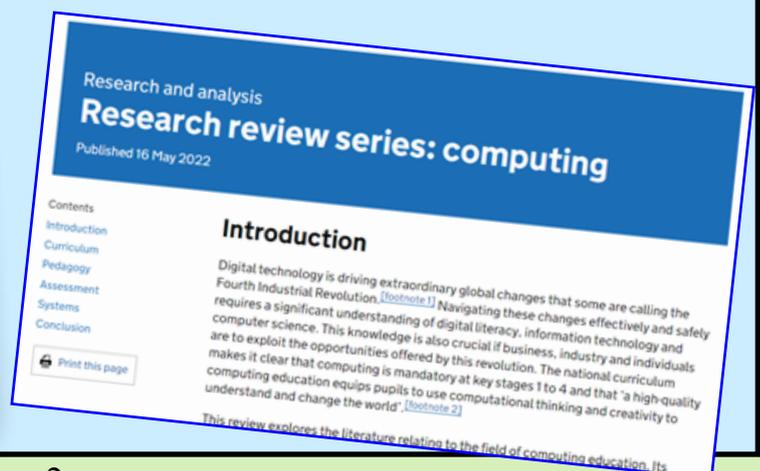
### [Languages Education Research Review](#)

### [Music Education Research Review](#)

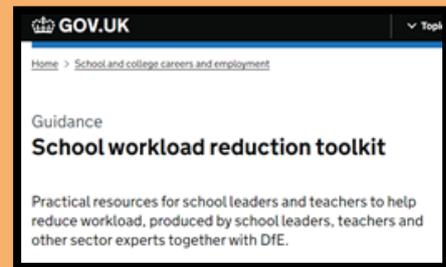
### [History Education Research Review](#)



## [Computing Education Research Review](#)



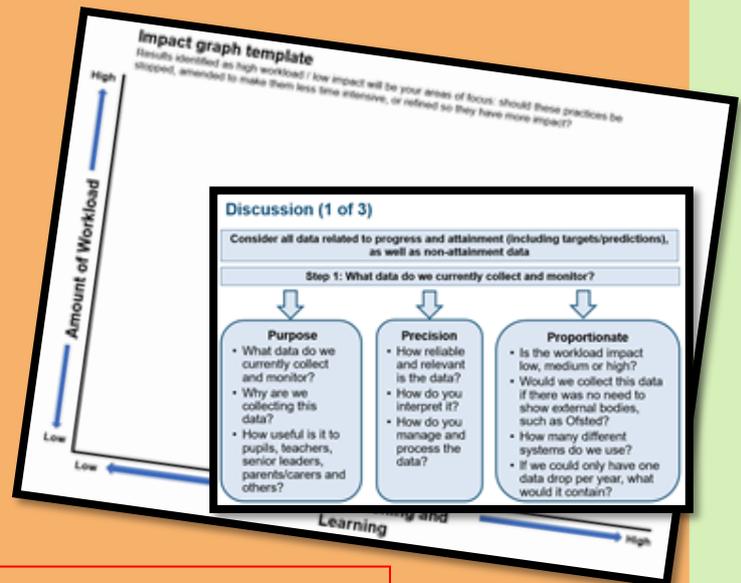
# DfE School Workload Reduction Toolkit



[Click here to download the resources](#)

## Contents

- [How to use the toolkit](#)
- [Identify workload issues in your school](#)
- [Wellbeing and workload](#)
- [Data management](#)
- [Feedback and marking](#)
- [Curriculum planning and resources](#)
- [Behaviour management](#)
- [Communications](#)
- [Plan your yearly calendar](#)
- [Support for governing boards and trustees](#)
- [Evaluate the impact](#)
- [Using EdTech to reduce workload](#)
- [Background to the toolkit](#)



# TOOLKIT

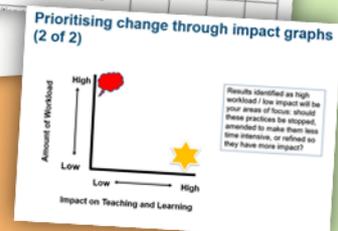
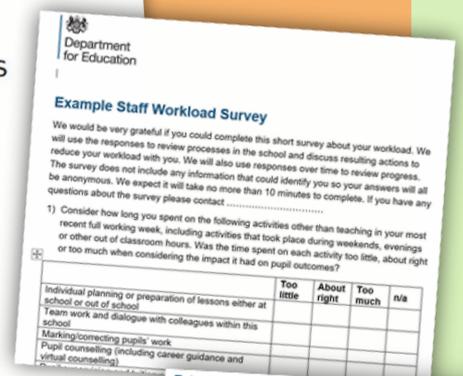
## How to use the toolkit

The resources in this toolkit have been produced by school leaders, teachers and other sector experts in conjunction with the Department for Education (DfE), and have been tested with a range of schools across England.

You can use these resources to:

- identify workload issues in your school
- address workload issues in your school (such as feedback and marking)
- evaluate the impact of workload reduction measures

- Review of workload – a survey (10 mins)
- Conversation template (30 – 60 mins)
- Impact Graph (20 mins)
- Workshop 1 How to Act (60 mins)
- Workshop 2 Measure Impact (60 mins)



# DATA MANAGEMENT

## Data management

For resources to help reduce data management workload, download the zip file which contains:

- a workshop presentation – with facilitator notes
- a summary sheet to accompany the workshop
- an example of a data collection audit for use in the workshop

**Background and context (1 of 3): principles**  
Collecting, inputting and monitoring data can be unnecessary work. The [report from the Workload Advisory Group](#) sets out principles for data management:

1. The **purpose** and use of data is clear, relevant to the intended audience and in line with school values.
2. The **precision** and limitations of data, and what can be inferred from it, are well understood.
3. The amount of data collected and the frequency with which it is collected is **proportionate**.

We will use these principles to determine which data are necessary, and how data should be collected and used in our school(s).

**Background and context (2 of 3): considerations**  
The [report from the Workload Advisory Group](#) also said:  
School and trust leaders **should**:  

- minimise or eliminate information teachers are expected to compile.
- understand the quality and purpose of assessments being used in their school.
- use the principles to decide what the planned intervention for students is.

School and trust leaders **should not**:  

- Have more than two or three attainment data collection points a year, which should be used to inform clear actions.

Ofsted 'Clarification for schools' (paragraphs 72-77 of the [inspection handbook](#) (2021) states Ofsted **does not require**:  

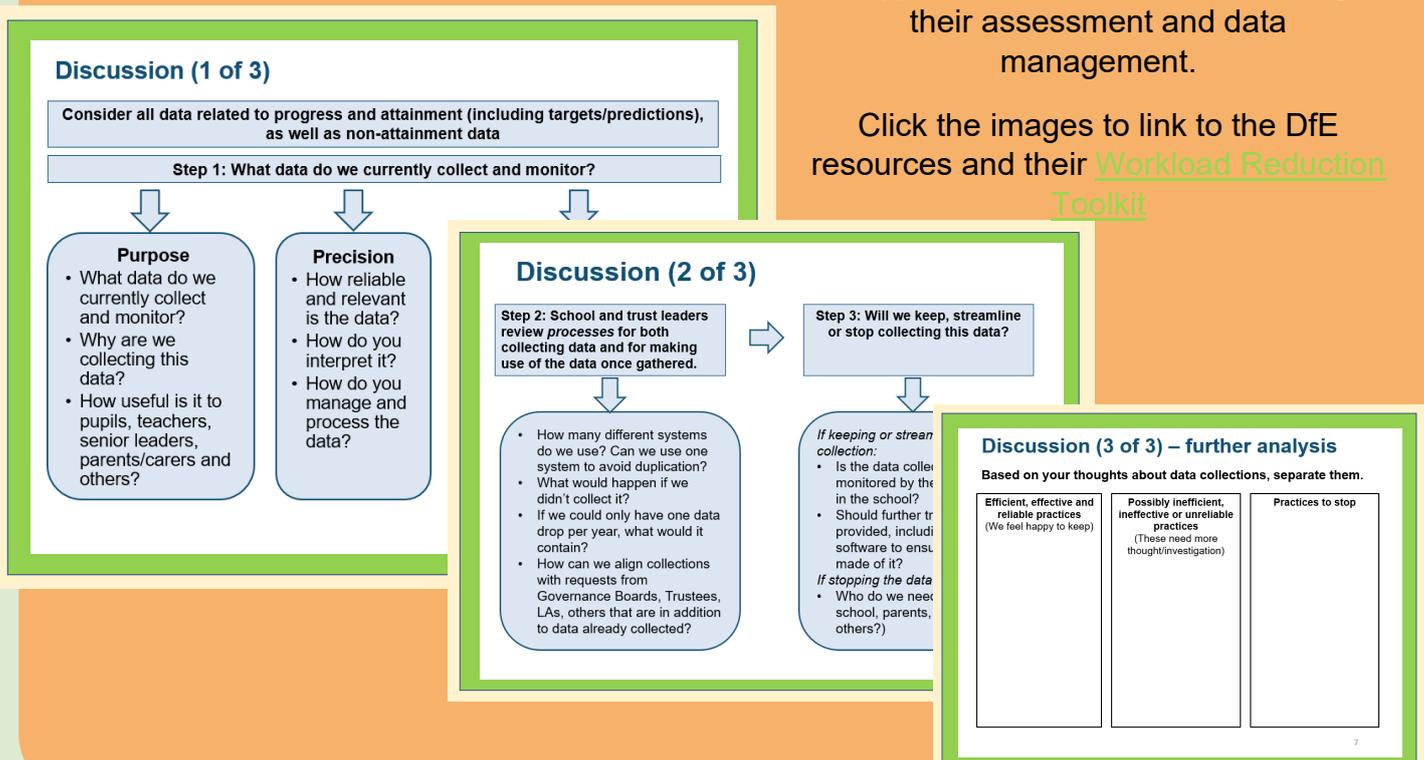
- schools to provide predictions of attainment and progress scores or performance and pupil-trend information.
- evidence in any specific format, as long as it is easily accessible for inspectors.
- schools to carry out assessment or record pupils' achievements in any subject, including in primary schools, in a specific way, format or time.
- set teachers' performance targets based on commercially produced predictions of pupils' performance from any other data set, from which it would then hold teachers to account.

**Background and context (3 of 3): case studies**  
Examples of schools which have changed their data policy:  

- "We get together each term to report on how children are progressing in reading, writing and maths...Progress here means objective led discussions not algorithms and graphs. We adjust our allocation of adult support based on need."
- "We scrapped whole-school data drops and asked subject leaders to create their own assessment calendars to suit their curricula."
- "...an annual data audit has been introduced...this ensures data management activities are proportionate in terms of the burden placed on school staff. It encourages staff to think through the processes within the school, with an assessment of the time taken to complete each activity."

These resources are designed to support schools who are evaluating their assessment and data management.

Click the images to link to the DfE resources and their [Workload Reduction Toolkit](#)



# FEEDBACK & MARKING

## Reducing workload

### Reviewing and streamlining feedback and marking practice

Agenda	Timing
Background and context	15 minutes
What is the purpose of feedback and marking?	15 minutes
What is the impact of our current practice?	30 minutes
Action for change	15 minutes

# CURRICULUM PLANNING & RESOURCES



# PLAN YEARLY CALENDAR

## Reducing workload

### Plan your yearly calendar

Agenda	Timing
Introduction	5 minutes
Yearly overview	30 minutes
Questioning your overview	30 minutes
Planning, revising and finalising your calendar	55 minutes

### Reducing workload in your school: Evaluating the impact - checklist

This checklist is offered to schools as a quick reference summary for the outcomes of any workload review. Should you choose to use it, there is no expectation that that this will result in separate action plans. Any resulting actions should link to existing school planning.

What areas of workload have you reviewed?	Done	Not intended	To consider
• Communications			
• Curriculum planning and resources			
• Data management			
• Feedback and marking			
• Reviewing the yearly calendar and pinch points			
• Support for early career teachers			
• Other			

What strategies have you used to review your practice?	Done	Not intended	To consider
• Staff survey			
• Parent voice			
• Pupil voice			
• Case studies from other schools			
• Review of evidence, for example, from LEP			
• Staff workshops			
• Staff wellbeing/workload committee			
• Other			

What actions have you taken?	Done	Not intended	To consider
• Amended/developed communication policy			
• Amended planning practice			
• Amended data management strategy			
• Amended assessment/feedback policy			
• Established calendar			
• Established staff wellbeing committee			
• Other			

How will you measure impact?	Done	Not intended	To consider
• Evaluation of pupil results			
• Surveys of staff/pupils/parents			
• Trial of different approaches with parallel classes			
• Other			

Date completed: \_\_\_\_\_  
 Review Date: \_\_\_\_\_  
 Are the actions included in planning cycles?  Yes  No

### Yearly overview (1 of 2)

- Think about your current annual cycle of workload in school and discuss at which points in the year workload is higher.
- Roughly plot a graph to show this, add in labels to explain why.

### Yearly overview (2 of 2)

**Considerations:**

- What could we change/reduce/eliminate? For example:
  - Could the trip be moved to a quieter time?
  - When is a data drop most relevant?
  - What is the data for?
  - At which point could the testing take place and why is it happening? (What information is it giving you?)
  - Could pupils edit and review their own work?
  - Could the unit be planned in a shared or collaborative capacity?
  - Could staff find time for planning by easing of some of the "normal" pressures?

# EVALUATE IMPACT