

### Additional In-Service Days

As part of the 3-year pay deal, it was agreed that two additional in-service days should be made available during the current academic year to allow schools to focus on key issues such as workload, additional support and empowering schools.

A condition of the unions in accepting the pay award was that there were to be mechanisms put in place to address workload as part of the nationally agreed conditions of service for all teachers. The way that these two days are to be used is non-negotiable.

The SNCT agreed that the content of the additional in-service days should be determined through the normal consultation process between headteachers and school staff/professional associations.

- These days are NOT to be used as catch-up tasks that we are struggling to keep up with.
- They are not to be used for topics that would involve the school development or improvement plan as these should be accommodated within the existing 5 inset days.
- They should not be used as part of departmental time for marking and preparation.

See SSTA [Advice Sheet on Additional In-Service days](#)

### SSTA Advice on Measures to Reduce Teacher Workload

Activity relating to excessive workload or unnecessary bureaucracy should focus on sustainable, strategic solutions whether at whole school or department level. It requires colleagues to spend time exploring what is effective and what is not, and how procedures might be streamlined. It is important to remember that teacher time is constrained by the school's Working Time Agreements (WTA).

**Lesson Preparation and Structure of Lessons;** teachers should prepare, organise and deliver their lesson in a way that meets their professional needs. Teachers are not required to follow a systematic planning format or prescribed teaching delivery model. These approaches are often bureaucratic and restrictive that stifle teachers in meeting the needs of the pupils and delivery of the subject.

**Preparation and Correction;** all preparation and correction of pupils work (including homework) must be achieved within the allocated time in the schools WTA. School marking schemes should be seen as a guide and not applied systematically but left to the professional judgement of the teacher.

Likewise it is not possible to correct in detail all pieces of every pupils work on all occasions. Teachers should consider a strategy to focus on a particular aspect of the work to assess at a particular point, and a schedule of more detailed correction of an element of the pupils work over a reasonable period. There is no need to evidence the work for outside bodies as there is sufficient naturally occurring evidence within the class. Teachers are asked not to participate in book checking exercises that focus on making assessment of teachers work. This is not a good use of teachers or those in management positions time. The school needs to manage the parental expectation in terms of the marking of pupils work.

**Formal assessments;** teachers need to be encouraged to present pupils at the appropriate national qualification course and only prepare pupils for the identified course. Schools should ensure sufficient time is allocated for teachers to carry-out formal assessments. All subject teachers should be encouraged to quantify the workload demanded by SQA early on in the school year and the school should make arrangements to identify measures and adequate time required to manage this workload within the WTA.

**Monitoring and Tracking;** the school should ensure that tracking and monitoring systems prevent the duplication of teacher input and should be capable of generating a report to parents. It is sufficient for teachers to track and monitor all pupils **twice** a year. Recording systems that collect information but do not add to teaching and learning should be discontinued. Schools should focus on assessing progress in significant aspects of learning rather than at the level of individual Experiences and Outcomes.

**Reporting to Parents;** schools should ensure that all reports are meaningful and do not include educational jargon. Where schools provide computer generated reports it is **not** necessary to produce any other report to parents.

Where teachers are required to produce subject reports the time allocated within the WTA will determine the length of the report (after monitoring and tracking time has been accounted for). If a teacher teaches a number of classes within a year group the report submitted will be far less than another colleague with a limited number or a single class. The school needs to manage the parental expectation in terms of engagement within the school.

**Parent meetings;** the school should ensure there is only one meeting per year group in the course of the year. The parent meeting should be managed not to coincide with the reporting process as parent teacher dialogue is crucial in supporting learning.

**Staff, Department and Working Group Meetings;** the school should ensure that all meetings of staff must be allocated on the school calendar, have an agenda circulated in good time, action points recorded and are time constrained. Meetings should not go beyond the allocated time.

**Administrative and non-teaching duties;** schools should ensure that tasks that do not require the skill and expertise of a teacher should be undertaken by support staff. This includes bulk photocopying, filing, ordering of materials and equipment, arranging meetings, and duplication required in completing risk assessments and accident report forms. Tasks which do not require the professional expertise of a teacher should not be undertaken. Should administrative staff not be available then the task should not be performed.

**IT Systems;** schools should ensure IT systems are 'fit for purpose' and are a good use of teacher time. Teachers should be encouraged to use statement banks and other time saving systems to complete reports.

**E-mail Communication;** schools should ensure that an email communication policy is in place that focuses on the passing of essential information and requires limited responses. It is unreasonable to expect teachers to send, read and respond to emails with unrealistically tight deadlines, or during evenings, weekends and holiday periods. The email system cannot replace professional dialogue and should not be seen as a substitute.

**School Improvement Plans;** all development work should have an allocated time resource within the WTA. All new initiatives or policies must have a workload impact-assessment and agreed with the recognised unions within the school before implementation.

#### Further information

[CfE Working Group on Tackling Bureaucracy Report \(2013\)](#)

[CfE Working Group on Tackling Bureaucracy Follow-Up Report \(2015\)](#)

If you have a query not answered by this information please do not hesitate to contact the Association at [info@ssta.org.uk](mailto:info@ssta.org.uk).