

# ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

Joint Secretary (Teachers' Panel)  
John Pratti  
c/o EIS Offices  
24 West High Street  
Forfar DD8 1BA

Joint Secretary (Angus Council)  
Pauline Stephen  
Head of Schools and Learning  
Angus House  
Forfar DD8 1AE

14 November 2016

Dear Colleague

## **AJNCT/31 WORKLOAD CONTROL**

The Agreement reached between the Scottish Government, COSLA and the Trade Unions in September 2015 included:

“An agreed statement on principle for managing teacher workload, including a requirement for schools to include an action point within SIPs to reduce workload and bureaucracy”.

The AJNCT has researched issues concerned with workload in schools and the findings of that research have been discussed by the Committee. Agreement was reached at the AJNCT of 25 May 2016 and that agreement forms the Appendix to this Circular. This agreement was ratified at the Staffing Sub-Committee on Tuesday 8 November 2016 and now forms AJNCT 31.

Yours sincerely

**PAULINE STEPHEN  
JOHN PRATTI**

Joint Secretaries

Enc:

cc: Chief Executive  
Strategic Director – Children and Learning  
Strategic Director of Resources  
Head of HR, IT and Organisational Development

## APPENDIX TO CIRCULAR AJNCT/31

### AJNCT Agreement on Workload Control

1. Prior to the Easter break, TNCGs will be encouraged to report identified workload drivers to a review group formed from the AJNCT, in order that advice given to establishments prior to the commencement of the WTA process may reflect this.
2. SIPs must be agreed by establishment TNCGs and must be audited on the basis of a prejudice in favour of reductions in bureaucracy and workload and must include specific actions to achieve this.
3. TNCGs should review bureaucracy and workload annually as part of the WTA process to include:
  - i) short term planning, monitoring and reporting
  - ii) formats for reporting to parents
  - iii) time for professional dialogue amongst teaching staff
  - iv) forward planning
  - v) ICT systems.
  - vi) other drivers of bureaucracy and workload identified by the AJNCT as part of the annual review.
4. All new proposed changes must be time costed by TNCG's alongside an analysis of current priorities and practices prior to a decision on possible implementation.
5. TNCG's will report annually to a review group formed from the AJNCT on specific actions taken in WTA's and SIP's to reduce bureaucracy and workload.
6. TNCG's will report to AJNCT Joint Secretaries any workload drivers generated by external factors such as school inspections or SQA procedures. These will be investigated by the Joint Secretaries and, if necessary, forwarded to the SNCT.
7. AJNCT will, annually, assess the impact and effectiveness of establishment agreements on workload control measures and review advice to establishments on best practice.
8. AJNCT will produce a report, annually, on the impact of AJNCT workload control measures which will be available for review by the SNCT.
9. Should there be a failure to agree either a SIP or WTA at establishment level, representatives of the TNCG will enter a dispute resolution process with the Joint Secretaries of the AJNCT. In the event of a failure to resolve the dispute, the Joint Secretaries will reserve the right to impose a pattern on the establishment.



**ANGUS COUNCIL – PEOPLE DIRECTORATE**

**SCHOOLS AND LEARNING**

**GUIDANCE - PLANNING IN PRIMARY SCHOOLS**

**August 2015**

## **1. INTRODUCTION**

- 1.1 There is a clear national focus on ensuring all local authorities make real efforts to reduce bureaucracy in schools.
- 1.2 The Schools and Learning team are fully committed to challenging unnecessary bureaucracy and supporting schools to streamline processes and procedures with a core focus on school improvement planning and class teacher planning of learning and assessment.
- 1.3 In session 2015/16, there is an Angus Schools and Learning plan to reduce bureaucracy (Appendix 1). This has been shared with all schools and they are required to build this into their school improvement planning process and demonstrate how they will reduce bureaucracy at individual school level.
- 1.4 This guidance will consider five main areas:
  - Working Time Agreements (WTA)
  - School Improvement Planning
  - Class Long Term Planning
  - Class Medium Term planning
  - Class Short Term Planning

## **2. WORKING TIME AGREEMENTS**

- 2.1 All school Working Time Agreements should be agreed annually in May at school level with staff through the TNCG or at whole staff meetings (where appropriate in smaller schools). This agreement should state clearly how time within the 35 hour working week for teachers is to be used. It should be submitted to the school's link Quality Improvement Officer on the proforma which is included in Appendix 2 of AJNCT/2 (Appendix 2).
- 2.2 All teaching staff have a maximum class contact time per week of 22.5 hours and an allocation of 7.5 hours weekly for preparation and marking. This leaves 5 hours per week for schools to agree a plan of usage. This works out at 195 hours over a school session.
- 2.3 Head Teachers have a clear responsibility to engage staff in professional dialogue around the development of the WTA. This professional discussion should ensure that all staff are aware of and have had some input into the development of the annual School Improvement Plan (SIP). This good collegiate practice should be a core feature of all schools.

2.4 All WTAs should demonstrate how the additional 195 hours is to be used and should include, as appropriate to the school, time set aside for:

- Meetings with parents/external agencies
- Staff meetings
- Preparation of reports
- Planning
- Professional review and development
- Curriculum development
- CLPL related to the school improvement plan and outwith the maximum 35 hour CLPL requirement
- Any other areas of improvement the school is involved in
- Additional preparation and correction

2.5 Teachers should not be expected to undertake tasks that mean they work more than 35 hours per week.

### 3. **SCHOOL IMPROVEMENT PLANNING**

3.1 School Improvement plans are created annually and need to be focused to ensure that they are manageable within the 35 hour working week and included as part of the Working Time Agreement.

3.2 The SIP should be made available to all staff prior to final approval of the plan.

3.3 All SIPs need to be submitted to the link Quality Improvement Officer no later than 30 April of each year. Feedback will be given to all schools on the construction, focus and appropriateness of the plan.

3.4 All primary schools should create their SIPs using a driver diagram format.

3.5 There should be no more than 3 improvement aims/driver diagrams for each school. Guidance on how to construct a driver diagram is contained in Appendix 3.

3.6 All improvement aims to be included in a SIP should be discussed fully with staff and be identified as a result of school self-evaluation and local/national priorities for improvement.

3.7 Time must be built into the WTA for collegiate discussion between staff to evaluate progress against key actions. The annual school calendar must set out clearly the agreed dates for the stages of implementation and review of progress.

3.8 Action plans arising from visits by inspectors from Education Scotland should be built into future planning.

3.9 Any significant revision to the SIP during the course of a year should be discussed with and agreed by staff.

## **4 LONG TERM PLANNING**

- 4.1 Long term planning should be considered by schools as part of a focus on ensuring a coherent approach to learning, teaching and assessment which ensures our children develop the knowledge, skills, attributes and capabilities of the four capacities and make suitable progress in learning.
- 4.2 Long term planning may result in a tangible plan, but it is the process of planning that is more important than the tangible outcome of a plan.
- 4.3 This level of planning considers how the Experiences and Outcomes will be bundled in relation to the significant aspects of learning for each curriculum area and taught over the course of a level. This can be done as forward planning over a three year period, reviewed annually or as responsive planning year on year.
- 4.4 Expectations of what should be covered in any year group must be made clear for teachers and linked to the Angus Curriculum Standards.

## **5 MEDIUM TERM PLANNING**

- 5.1 Medium term plans can vary in terms of length of time – these may be termly, monthly or at a minimum, two weekly. There can be a whole school approach to the number of weeks a medium term plan should run for or it can be left up to individual teachers to decide this. The age and stage of pupils should help inform decisions around this.
- 5.2 These plans should indicate the curriculum area being covered, the Es and Os being referred to and include intended learning from the Angus Learning Programmes. They should also give information about the intended learning which will be assessed at individual, group or class level, as appropriate.
- 5.3 Planning formats for medium term plans can vary from school to school and can include On Track with Learning corkboards or a school's own planning format. Whatever format is adopted, it should be consistently used across the school.
- 5.4 Some medium term plans may be subject-specific and others may be for interdisciplinary learning.
- 5.5 Teachers should be encouraged to plan collegiately with other staff wherever possible.
- 5.6 Adequate time for planning at this level must be included in the WTA and agreed with staff prior to the start of the school session.

- 5.7 Head Teachers or other members of the school's senior management team should ensure they review medium term plans and allocate time in the school calendar for professional discussions about these plans with class teachers. This discussion should focus on the evaluation of previous learning which has informed the plan and the appropriateness of the learning to be covered. There should also be a focus on relevant principles of curriculum design linked to teacher and class needs. Pace, challenge and depth should be considered in all discussions.
- 5.8 In order to fully support teachers in their implementation of the plan, focused discussion should take place around the different pedagogical approaches to be used.
- 5.9 The outcomes of the above professional dialogue should be recorded. There is no need to record the whole discussion.

## **6 SHORT TERM PLANNING**

- 6.1 Short term planning is required to enable the teacher to translate learning identified in the medium term plan into individual or groups of lessons.
- 6.2 Sufficient time must be built into the WTA to enable a class teacher to prepare short term plans and associated lessons in addition to RCT time.
- 6.3 Short term planning can be in range of formats, for example, weekly/daily diaries or plans. This helps the teacher with classroom management and organisation, structuring learning activities for children and ensuring appropriate resources are deployed.
- 6.4 These plans are for the teacher's own use and it is considered good practice to have in place a means of recording learning and teaching on a weekly/daily basis.
- 6.5 Planning at this level is a matter for the class teacher and plans **should not** be submitted to any promoted staff. Head Teachers and promoted staff are however encouraged to take an active interest in how the medium term plan is being translated into high quality learning and teaching and should take an active interest in all classwork through both informal and formal means, e.g. walkabout, work sampling, classroom observations and so forth.