

CURRICULUM FOR EXCELLENCE – TACKLING BUREAUCRACY

2014

1. POLICY STATEMENT

Dumfries and Galloway's approach to teaching and learning is about empowering teachers to improve outcomes for learners. This new approach is bringing real benefits. However, in some cases, too much paperwork and overly complex processes are getting in the way of teaching and learning. Everyone has a part to play in tackling excessive bureaucracy. We would regard excessive bureaucracy as:

- 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

1. **Professional dialogue** is key to improving learning. Paperwork should be kept to the minimum required to support this. Time should be set aside to facilitate this important process.
2. **Documentation** should be concise and relevant ie policy documents should be no more than 2 sides of A4 and strategic school policies should be no more than 4 sides of A4.
3. **Planning** should be proportionate and based on local guidance documents ie Guidance on Planning in Primary Schools 2014; Guidance on Planning in Secondary Schools 2014.
4. **Monitoring, tracking, recording and reporting** systems are fit-for-purpose. Reports should have a clear purpose and be relevant and meaningful.
5. **IT systems** and software should support effective learning and teaching and their use should be guided by the principles of:
 - a. Continuity;
 - b. Accessibility; and
 - c. Ease-of-use.
6. **Communication** should be clear, concise and relevant. Staff should reflect when using electronic communication who the intended recipients are and whether this is the most appropriate form of communication.
7. **Quality assurance** should be robust, evaluative and supportive and should build on professional self-evaluation, through a collegiate approach. The impact of curricular innovation should be fully evaluated by all stakeholders before being subject to further change.

Rodger Hill
Education Officer (ICT & Leadership)

AGREED by LNCT 20 May 2014