



CLACKMANNANSHIRE COUNCIL: EDUCATION SERVICES
LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

Guidelines on Working Time Arrangements – 2017

Local Agreement on the 35 hour working week in schools and educational establishments

1. Introduction

- 1.1 This agreement applies to teachers in all establishments and is based on the *Code of Practice on Working Time Arrangements for Teachers* ([SNCT handbook, Part 2: Appendix 2.7](#)) which states that:

“The individual and collective work of teachers should be capable of being undertaken with the 35 hour working week.

Each education establishment will put effective mechanisms in place to assist the process of reaching agreement on collective time.”

- 1.2 This agreement covers arrangements for the working week for all grades of teaching staff, including those in promoted posts. The provisions in this agreement also apply to those on fixed term contracts and should be applied on a pro rata basis for teachers who are contracted to work less than the full 35 hour working week.
- 1.3 The Code of Practice on Working Time Arrangements for Teachers indicates a range of activities (see appendices 1 and 2) which can be undertaken within the 35-working week. This provides the basis for all agreements in relation to working time. The list of activities is not intended to be prescriptive or exhaustive and depending on the individual needs of the establishment, other duties may be added by agreement.

2. Context

- 2.1 Clackmannanshire Council and the teachers' associations are committed to enhancing the professional status of the job of teaching, providing professional autonomy for individual teachers and a collegiate style of management, which is a key element of the SNCT Code of Practice.
- 2.2 Clackmannanshire Council is also committed to tackling bureaucracy within establishments and adopts the following principles:
- A reasonable level of workload is secured and maintained for all staff.
 - As high a proportion of teacher time as is possible is directed towards the core tasks of learning and teaching.
 - Essential development work is taken forward at a manageable pace, underpinned by the provision of appropriate resources including staffing and time.
 - The impact of workload is evaluated realistically when negotiating their Working Time Agreements (WTA).

2.3 The School Negotiating Committee (SNC) must refer to the published Curriculum for Excellence Working Group Reports on Tackling Bureaucracy and SNCT advice on Managing Teacher Workload. Links to these documents are given below and included as appendices 3, 4 and 5.

- **Working Group On Tackling Bureaucracy**
<http://www.gov.scot/Topics/Education/Schools/CfEtacklingbureaucracygroup/Report>
- **Working Group On Tackling Bureaucracy - Follow Up Report**
<http://www.gov.scot/Topics/Education/Schools/CfEtacklingbureaucracygroup/Reports1/FollupupReport>
- **SNCT**
Working Time Agreements - Managing Teacher Workload
<http://www.snct.org.uk/library/2132/JS%2015%2062.pdf>

3. **The 35 Hour Working Week**

3.1 The 35 hours are divided into three parts:

- Class Contact Time – a maximum of 22.5 hours per week (a maximum of 18 hours for teachers on the National Teachers Induction Scheme).
- Personal preparation and correction time – no less than one third of the teacher's actual class contact.
(22.5 teaching time -> 7.5 hours preparation and correction time).
- Remaining Time – use of remaining time will be subject to agreement at school level, in line with these guidelines, the school and local priorities, and clearly set out in the school calendar.

3.2 The SNCT handbook (Part 2: Appendix 2.7) Code of Practice states that teaching staff can undertake certain duties out with their place of work:

"If a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line manager of their intentions in this respect."

The following, however, should be considered:

- Where it is open for a member of staff to be offsite during the school day, they must inform their line manager of their intentions to do so.
- These times shall not be regarded as sacrosanct, and it should be recognised that where emergency cover is required, re-arrangements can be made.
- Non-contact time within the pupil week is not designated to any specific task and this time can be used for remaining time duties under the establishment's WTA.
- In short weeks, where there is a holiday or in-service day, the normal timetable will be observed for the remainder of that week.

4. Remaining Time Activities Programme

- 4.1 For full time staff, timetabled for the maximum 22.5 hours of teaching, the total Remaining Time will amount to - 195 hours per annum, at a rate of 5 hours per week (39 weeks x 5 hours).
- 4.2 Activities agreed collegiately for the use of the Remaining Time should be planned in such a way that both the weekly (35 hours) and annual (195 hours) totals are not exceeded. There can be no aggregation of hours from one week to the next/previous week(s).
- 4.3 Schools/establishments should produce an annual agreed calendar of events which is made available to staff and LNCT before the start of the session. The calendar should reflect the time allocations that were agreed in the WTA.
- 4.4 When agreeing the calendar for school based activities, the following should be included:
 - any dates which are listed in the Education Service's calendar of events
 - any dates that have been agreed within clusters

5. Part Time Staff

- 5.1 The SNCT Handbook ([Part 2: Section 3, para 3.6](#)) indicates that part time staff shall undertake a pro-rata amount of WTA activities which shall occur on days when the part time teacher is employed. The exception to this rule is parents' meetings when the part time teacher will comply, on a pro rata basis, with the arrangements agreed for the establishment.
- 5.2 The Code of Practice (SNCT handbook, Part 2: Appendix 2.7) indicates that plans may require to be reviewed to take account of individual circumstances, i.e. that "personal' plans to meet individual needs may be required.
- 5.3 Part time staff should discuss with their line manager about what meetings and activities they will be expected to take part in over the session. This will need to be based on the days worked by the member of staff and take into consideration the priorities of the establishment.

6. Reaching Agreement on the use of remaining time at School/Establishment Level

- 6.1 Decisions made at school/establishment level must be collegiate in nature, involve all teaching staff and result from a structured and transparent negotiating process in line with existing local and national agreements. Each school/establishment shall form a separate school or establishment negotiating committee (SNC) to conduct negotiations on the use of remaining time for the next session.
- 6.2 The teaching staff of each school/establishment shall determine how its own SNC is to be constituted. The membership of the Committee will be determined by the staff to reflect the composition of the teaching staff and include representatives of the recognised teaching associations.

- 6.3 Where teaching staff numbers are small, the SNC may comprise all teaching staff. Care must be taken to ensure that all teaching staff that are affected by the WTA, including part time staff, visiting specialists etc. have an opportunity to be involved in the process.
- 6.4 In larger schools the SNC should comprise of at least one member of the senior management team, and at least one representative from each of the recognised trade unions. Thereafter, places on the SNC should be on a ratio basis i.e. 1 place for every 20 union members.
- 6.5 The remit of the SNC is to:
- Evaluate the previous year's WTA in line with SNCT & LNCT advice.
 - Negotiate WTA on the use of remaining time for the following session
 - Produce a calendar of events which shows the activities covered by the allocation of remaining time hours
 - During the session, reconvene:
 - to review the implementation of the current WTA
 - revise the school WTA through negotiation, as required to reflect changing circumstances, e.g. Education Scotland visit.

6.6 **Any changes to the WTA or calendar must be agreed by SNC and communicated to Joint Secretaries of LNCT.**

7. The Operation of the SNC

- 7.1 SNC meetings should take place within the 35 hour working week and should consist of constructive professional dialogue. Time should also be made available from within the 35 hour working week for staff to consider issues relating to the WTA individually and within departments/faculties/stages.
- 7.2 Discussions will be led by the headteacher as overall manager and the person ultimately accountable for the activities of the school. Where an establishment where teachers are employed does not have a headteacher, the Chief Education Officer will nominate an appropriate senior manager to lead the discussions.
- 7.3 Meetings should be held termly, with a recommendation that at least two meetings take place during term 4 when the calendar and WTA are required to be agreed for the following session.
- 7.4 Upon reaching agreement at SNC, the trade union representatives shall be afforded an opportunity to consult on the proposals with members in the establishment. If agreement is reached, then SNC will meet to formally agree the WTA which must be signed by the headteacher and trade union representative(s).

8. Conciliation and Dispute Resolution

- 8.1 In the event that all parties do not agree, the SNC members should first attempt to resolve differences. Where this is not possible, a trade union representative can request a ballot of teaching staff within the school. The ballot will be conducted by the headteacher and trade union representatives on models which reflect the options discussed at SNC.

8.2 Where there remains a failure to agree, the dispute can be referred to the Joint Secretaries of LNCT for resolution.

9. Monitoring

9.1 To ensure consistency across the Council, and to secure a reasonable and achievable workload for all staff, each school/establishment must submit its WTA and Calendar to the LNCT.

9.2 The WTA must be signed by the headteacher and trade union representatives. The use of remaining time should be detailed in the attached proforma (appendix 1) and, along with the school calendar for session, should be forwarded to the Joint Secretaries of the LNCT by Friday 1st June each year.

10. LOCAL AGREEMENT

10.1 This local agreement has been reached in the LNCT and is consequently binding on the signatory parties. It may be adjusted by negotiation to meet changing future needs.

Signed

Role

Joint Secretary (Management side)

Joint Secretary (Teachers' side)

Date

19/05/17

**Clackmannanshire Council
EDUCATION SERVICES**

School/Establishment: _____

Working Time Agreement -Session: _____

ACTIVITY	TME AGREED
Additional time for preparation and correction	
Parents meetings	
Whole staff meetings	
Faculty/department/group staff meetings	
Preparation of reports, records etc	
Forward planning	
Formal assessment and moderation	
Career-long professional learning	
Professional review and development	
Curriculum development	
Staff association meetings	
Flexibility	
TOTAL	195

We confirm that the attached WTA has been agreed by staff and is accepted as the pattern for the working year for teaching staff in this school/establishment for session 2016/17.

We confirm that a calendar of events, concordant with the 35 hour week has been agreed.

Signed

Role

Head Teacher _____

Date _____

A copy of this agreement, along with the school calendar for session, should be forwarded to the Joint Secretaries of the LNCT by Friday 1st June each year.

Guidance for SNC negotiations

These notes are intended to assist the SNC by explaining the various headings used in the summary monitoring proforma (Appendix 1) above. Headings are here for guidance, it may be helpful to consider variations in time allocations for unpromoted and promoted staff. Guidance on the evaluation of previous WTAs is also included, as is SNCT guidance on Collegiality.

1. Explanation of para 3.3

Additional time for preparation and correction

Having due regard to individual teacher workload, additional preparation and correction time may be allocated.

Parents' meetings

The timings of parents' meetings will be agreed after appropriate Consultation. Consideration should be given to the requirement to devote time to preparation.

Staff meetings

Staff meetings must include time for any meeting of a group of staff e.g. for

- SNC meetings
- whole school staff meetings,
- departmental, faculty, stage, or cross-curricular meetings
- liaison meetings with colleagues, including learning support, visiting specialists etc. come into this category
- A quota to take account of unscheduled meetings can either be accounted for in this or in the flexibility category below.

Preparation of reports, records etc.

A time allocation for the completion of reports, tracking records, personal learning plans etc should form part of the 35 hour working week. An individual teacher's workload must be taken into consideration in relation to these duties. The format used for reporting should not be changed during the course of a school session, unless agreed through the school negotiating committee.

School and Cluster Planning (including forward planning)

Time for planning, including where appropriate the construction of the school/departmental improvement plans and Standards and Quality reports, should be allowed for staff involved in these tasks. Forward planning may be required to be undertaken on an individual basis, but it is possible that much of it will feature in school as a collegiate activity. Where new planning format(s) are being introduced additional time should be allocated to allow staff to become familiar with these. Additionally, in Primary/Nursery schools, the format used for forward planning should not be changed during a school session, unless agreed through the school negotiating committee.

Formal Assessment and moderation

Assessment should be considered as part of preparation and correction. Time should however be allocated where moderation and assessment is part of a formal process, e.g. monitoring pupil progress, preliminary examinations, standardised assessments.

Career-Long Professional Learning (CLPL)

In addition to the 35 hours of Personal CPD time there may be a requirement for school-

wide professional development issues to be addressed with the WTA. These might include new developments or staff training needs that need to be addressed at a school level.

Professional Review and Development (PRD)

The agreed PRD and Professional Update procedures have time resource implications. Time must be allowed for all staff to plan and participate in meeting(s) as part of the PRD and Professional Update process,

Sufficient time should also be allocated to enable line managers to conduct the process in relation to the number of reviewees for whom they have responsibility.

Curriculum development

This includes involvement in policy development, curricular development or in-school working groups and familiarisation with new developments e.g. It can include work done on an individual and/or collegiate basis.

Additional supervised pupil activity

Such activity is voluntary in nature and should not normally be counted towards collegiate time. However, where additional supervised activity is intrinsic to the pursuance of a priority, an allocation of collegiate time should be considered.

Flexibility (min)

There is ongoing improvement work as schools continue to adapt to meet the needs of young people. There it is important to have flexible time built into the school agreement.

This time can be used for:

- Leadership tasks (individual or group)
- Focus Groups or Working Groups
- Development Work

It would also be expected that within the flexible time, staff have the time to access electronic communication daily and as regularly as required.

The absolute prescription of Remaining Time may not allow scope to react to short-notice operational pressures or to take account of individual situations. Therefore, consideration should be given to building a flexibility factor into the WTA to allow for such emergent or emergency situations.

Please note that any changes to the agreed programme/calendar/duties should be agreed within the SNC.

2. **WTA Evaluation**

The WTA is a mechanism to address overall teacher workload.

SNCT advice is that schools undertake an evaluation of the previous WTA as part of the process of reaching agreement. It is important that existing or emergent workload problems are identified and addressed.

A staff survey to determine whether the last year's WTA time allocations were realistic is recommended.

The LNCT will carry out an audit of teacher activity to assist in workload management.

3. **Collegiality**

The LNCT promotes Collegiate decision making, in line with the SNCT handbook appendix 14: Indicators for Collegiality at School Level include:

In Schools, collegiate working is carried out within the context of the 35 hour working week.

Strong, effective communications operate within the collegiate school. The prevailing atmosphere fosters mutual respect and encourages frank, open and honest communications amongst all staff.

There is evidence of a range of meetings including meetings involving the school's management team and representatives of the staff as a whole and which may include representatives of trade unions and professional organisations. The outcomes of such meetings are communicated to all relevant staff.

All staff contribute to the construction of the WTA through a process of consultation, professional dialogue and negotiation; consequently, all staff have a sense of ownership of the agreement. The agreement is transparent, is signed by all members of the SNC and is submitted to the LNCT by the specified date. Once finalised, the terms of the agreement are respected by all members of staff and inform the work of the school over the session to which the WTA applies.

All staff members recognise their responsibility to contribute to the school development process and to participate in this process in a collegiate and constructive manner. There are clear mechanisms in place to allow staff to make their views known; staff express their views openly and professionally. The opinions of staff are valued and are used as input to the school's development plan and policy development processes.

School policies and decisions are regularly reviewed and all staff participate in the review process. Any changes required to the plan during the session are subject to appropriate consultation and take account of teacher workload.

**CURRICULUM
FOR EXCELLENCE
WORKING GROUP
ON TACKLING
BUREAUCRACY**





Albert Einstein is reputed to have said that “bureaucracy is the death of sound work.” The sound work that teachers and local authorities are accomplishing through Curriculum for Excellence (CfE) must not be stifled by unnecessary bureaucracy. That is why the Cabinet Secretary announced at the EIS’s AGM earlier this year that the Scottish Government will work with teacher associations, local authorities and other partners to develop ways in which we can tackle needless bureaucracy.

I have chaired the Group and our message is clear: the purpose of CfE is to promote better teaching and learning. This must not be obscured by bureaucracy and unnecessary paperwork. That is unacceptable and needs to stop now.

This statement shows how it can be stopped. We have set out some key messages and actions that everyone in education should take over the current school year to root out pointless bureaucracy and enable CfE to grow and flourish.

Dr Alasdair Allan, Minister for Learning, Science and Scotland’s Languages



ABOUT THE GROUP

The CfE Working Group on Tackling Bureaucracy was established following a commitment by Michael Russell, Cabinet Secretary for Education and Lifelong Learning at the EIS’s AGM to tackle concerns over unnecessary bureaucracy associated with the implementation of Curriculum for Excellence.

The Group was chaired by Dr Alasdair Allan, Minister for Learning, Science and Scotland’s Languages, and tasked with identifying the main drivers around excessive bureaucracy relating to the implementation of CfE and making proposals for addressing the issues involved.

THE GROUP IDENTIFIED THE MAIN DRIVERS OF EXCESSIVE BUREAUCRACY AS:

Over-detailed planning processes.

Planning at the level of every individual experience and outcome; planning with too many layers and too much repetition. A lack of balance between written planning and planning based on professional dialogue.

Assessment, tracking and reporting systems that are not fit-for-purpose.

Inappropriate use of ICT systems. Quality assurance and monitoring processes that make insufficient use of evidence from day-to-day teaching and learning; and sometimes cumbersome approaches to profiling and reporting to parents.

Adopting rather than adapting.

Inflexible use of “one size fits all” approaches to CfE rather than adapting to suit local circumstances.

Unnecessary auditing and accountability.

Local authorities sometimes requiring excessive detail for auditing and accountability. Schools over-preparing for inspections based on misunderstandings about Education Scotland’s expectations.

Lack of confidence.

Headteachers and staff still need to gain full confidence in the changes that they are making to their practices. This leads to detailed approaches being adopted in the developmental phase which could be – but are often not – reduced as familiarity and confidence grows.

Unclear expectations.

Uncertainty over what schools have to do, should do and can choose to do in implementing CfE.


KEY MESSAGES

Scotland's approach to teaching and learning – Curriculum for Excellence (CfE) – is about empowering teachers to improve outcomes for pupils. 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. This needs to be addressed. **Everyone** has a part to play in tackling excessive bureaucracy.

More specifically:

- » Professional dialogue is key to improving learning. Paperwork should be kept to the minimum required to support this process.
- » Forward planning is a professional tool to assist teaching and learning. Teachers should plan to the **level of detail** which will work best for their pupils. This will vary with the teacher's level of experience, familiarity with the material and preferred style, so there should not be a "one-size-fits-all" approach. Daily plans should be brief and mainly for teachers' use (e.g. a diary approach.)



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- » Forward planning should be proportionate; there is no need to plan, assess, record and report at the level of each and every Experience and Outcome. It is almost always better to **group together** related Experiences and Outcomes and focus on the most significant aspects of teaching and learning.
 - » Forward planning should support professional dialogue rather than simply fulfil an audit function.
 - » Whole school approaches to self-evaluation play a key role in improving performance but over-reliance on audit and “tick box” approaches can distract from high quality teaching and learning. Self-evaluation **should focus only on the key information required to support improvement.**
 - » **ICT planning and reporting systems should be used with caution.** There should be a realistic evaluation of the time required to utilise such systems and this should be factored in to school improvement plans. Just because such systems *can* support very detailed planning and reporting, does not mean they *should* be used in that way. What matters is that systems are used effectively to support and protect time for professional dialogue.
 - » **Parents** are looking for reports that give a clear, rounded personalised summary of their child’s learning and progress. They want good quality conversations with teachers that feel personal and specific to their child. The paperwork needs to support this rather than becoming an end in itself.
 - » Report card formats and other arrangements for reporting should avoid jargon and “tick box” approaches such as covering each and every Experience and Outcome.
 - » Assessment judgements, particularly within broad general education but also in the senior phase of CfE, should be based on evidence drawn mainly **from day-to-day teaching and learning.** Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this. Assessment within CfE is based on the exercise of professional judgement.
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ACTIONS

The purpose of this statement is to trigger action at a range of levels. All the organisations represented on the Group have agreed the key messages and actions and commit to pursuing their implementation **over the current academic year 2013/14**. This should be reflected in local authority and school improvement plans. Current action plans should be reviewed in the light of these principles. Future action plans should reflect them.

All involved in delivering teaching and learning should:

- » ensure that their planning, monitoring and reporting systems are fit-for-purpose. They should be used in a way that maximises the time spent on teaching and learning, supports professional dialogue and avoids unnecessary workload.
- » ensure that reporting formats reflect CfE in that they revolve around narrative reporting rather than “tick box” approaches and that their approach is essentially holistic.

Schools and staff should:

- » ensure time for professional dialogue and support the development of staff confidence and professional trust in teachers.
- » review forward planning procedures to ensure that they are proportionate and support professional dialogue.
- » avoid excessive planning based upon assessing, recording and reporting at the level of individual Experiences and Outcomes.

Each Local Authority and Learning Community should:

- » challenge unnecessary bureaucracy in education services and schools.
 - » take practical steps to improve school leadership skills and staff confidence in planning for learning with a view to discouraging excessive paperwork.
 - » ensure that audit and accountability arrangements focus only on the most valuable information to make the greatest improvement.
 - » regularly review the efficacy of ICT systems for planning and reporting, ensuring that they are fit-for-purpose and do not unnecessarily take time away from teaching.
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Education Scotland should:

- » use its inspection teams to challenge unnecessary bureaucracy in schools.
- » support improvement through professional dialogue and promote sharing and exemplification of good practice.
- » ensure that it does not itself create unnecessary paperwork for schools and staff. This includes working with local authorities and schools to clarify expectations and making sure that the documentation required for inspection purposes is kept to the minimum.
- » review its CfE website to ensure that national policy expectations are clear and guidance and support for CfE is made more easily accessible.

SQA and each Local Authority should:

- » ensure that national and local quality assurance processes are aligned and proportionate.
- » take practical steps to develop staff confidence in delivering verification procedures for new qualifications and streamlining these procedures if necessary.
- » regularly review guidance to highlight current advice and remove unnecessary and out-of-date material.

NPFS should:

- » work with parent groups to develop understanding and publicise more streamlined and effective reporting systems.

Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers should:

- » consider the outcome of the Group's work in the context of their existing role.
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WORKING GROUP MEMBERS

ADES	–	Association of Directors of Education in Scotland
AHDS	–	Association of Heads and Deputes in Scotland
COSLA	–	Convention of Scottish Local Authorities

Education Scotland

EIS	–	The Educational Institute of Scotland
NASUWT	–	National Association of Schoolmasters/ Union of Women Teachers
NPFS	–	The National Parent Forum of Scotland

The Scottish Government

SLS	–	School Leaders Scotland
SQA	–	Scottish Qualifications Authority
SSTA	–	Scottish Secondary Teachers Association

Voice

Further information is available on the Group's website:
[http://www.scotland.gov.uk/Topics/Education/Schools/
CfEtacklingbureaucracygroup](http://www.scotland.gov.uk/Topics/Education/Schools/CfEtacklingbureaucracygroup)



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CURRICULUM FOR EXCELLENCE WORKING GROUP ON TACKLING BUREAUCRACY

FOLLOW-UP REPORT



CHAIR'S INTRODUCTION

The Curriculum for Excellence Working Group on Tackling Bureaucracy brings together teacher associations, local authorities and other partners to agree ways of cutting unnecessary bureaucracy arising from the implementation of Curriculum for Excellence. We issued a report in November 2013 setting out key messages and actions to be taken forward over academic year 2013/14. We have now met to review progress and agree this follow-up report.

Our main conclusions are that progress has been made but more needs to be done.

- » **The most significant progress in tackling bureaucracy is through taking a collegiate approach.** Professional dialogue is essential to agreeing the actions that need to be taken to tackle unnecessary bureaucracy and judging their success. If Headteachers have not already done so, they should discuss with their staff how best to tackle bureaucracy and include agreed actions in School Improvement Plans.
- » Current School Improvement Plans and Working Time Agreements should reflect the actions in the Group's original report. Where this is not the case, the actions in this follow-up report should be incorporated in School Improvement Plans and Working Time Agreements for session 2015/16.
- » Effective use should be made of LNCTs (Local Negotiating Committees for Teachers) and other professional fora to agree priorities for tackling bureaucracy and evaluating the impact of the changes made.
- » Education Scotland will continue to use its inspection teams to challenge unnecessary bureaucracy and offer practical assistance to schools and local authorities. For example, Education Scotland recently highlighted tackling bureaucracy in a primary school inspection report as a main point for action.





- » Education Scotland will work with teacher associations and ADES on a series of workshops to provide practical guidance and exemplification to reduce bureaucracy. This will build on the success of the joint events held last year.
- » SQA and local authorities will continue to streamline verification procedures for the new qualifications.

The Working Group will assist schools and local authorities to tackle bureaucracy by highlighting where changes need to be made and providing exemplification through Education Scotland and SNCT (Scottish Negotiating Committee for Teachers) websites to help make those changes.

This report highlights specific areas where changes need to be made to tackle unnecessary bureaucracy. These are forward planning; assessment; self-evaluation and improvement processes; and monitoring and reporting. The report outlines the actions that should be taken in each of these areas and gives examples of good practice.

Everyone in education has a responsibility to root out unnecessary bureaucracy. It is essential that we work together to ensure that Curriculum for Excellence focuses on high quality learning and teaching rather than the fruitless management of pointless paperwork. **The best way to do this is through simplifying processes and focusing on key priorities.**

Dr Alasdair Allan
Minister for Learning, Science and Scotland's Languages



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Forward Planning

The Group said that:

Forward planning should be proportionate: there is no need to plan, assess, record and report at the level of each and every Experience and Outcome. It is almost always better to group together related Experiences and Outcomes and focus on the most significant aspects of teaching and learning.

Forward planning should support professional dialogue rather than simply fulfil an audit function.

Evidence from Education Scotland and teacher association surveys suggests that, where excessive bureaucracy is an issue, inappropriate ways of forward planning can be a significant factor.

Schools and local authorities should simplify their procedures to ensure that forward planning is high-level and less time consuming. In particular, forward planning should not be undertaken at the level of each and every Experience and Outcome.

Exemplification

Education Scotland has made available on its Tackling Bureaucracy website the following case studies on how schools have streamlined their forward planning processes:

- » Burnside Primary School in Angus has evaluated and revised its use of an ICT system to reduce the bureaucracy of planning.
- » Lochside Primary School in Dumfries and Galloway has reviewed and evaluated its curriculum planners to reduce significantly the bureaucracy of planning for staff.

Link to Tackling Bureaucracy website:

<http://www.educationscotland.gov.uk/resources/t/tacklingbureaucracy/planningforlearning.asp?strReferringChannel=resources&strReferringPageID=tcm:4-838606-64>

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Examples from local authority responses to the Working Group that will be made available on the SNCT website include:

- » Fife Council worked with practitioners and teacher association representatives to develop guidance to reduce workloads around planning.
- » East Dunbartonshire developed guidance for early years, primary and secondary schools to tackle bureaucracy in each sector. Schools and establishments were asked to use the guidance to review their systems for planning, assessment and reporting. This should be included in the School Improvement Plan with time allocated within the Working Time Agreement.
- » Argyll and Bute has a dedicated intranet site and blog, *Sharing Argyll Learning Ideas* (SALI) where teachers can share information, resources and ideas on tackling bureaucracy.

Link to SNCT website: <http://www.snct.org.uk/>

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Assessment

The Group said that:

Assessment judgements, particularly within broad general education but also in the senior phase of CfE, should be based on evidence drawn mainly from day-to-day teaching and learning. Tracking pupil progress and moderation is important; however, there is no need to produce large folios of evidence to support this. Assessment within CfE is based on the exercise of professional judgement.

The Group has found that, while progress has been made, there is an on-going need for SQA, local authorities, schools and staff to take more proportionate and manageable approaches to assessment.

- » **In the broad general education, schools should focus on assessing progress in significant aspects of learning rather than at the level of individual Experiences and Outcomes.**
- » **In the senior phase, SQA and local authorities should continue to streamline assessment and national and local quality assurance processes for National Qualifications and ensure that these are aligned and proportionate.**

The Group supports the recommendations in the report of the Curriculum for Excellence Management Board's Working Group on the First Year of the New National Qualifications as a means of reducing unnecessary bureaucracy in relation to the new qualifications.

http://www.educationscotland.gov.uk/Images/MBReportOnFirstYearofNewQuals_tcm4-837160.pdf

The Group welcomes the actions that have been taken to date in response to these recommendations, and calls on all concerned to continue to make rapid progress. The Group wishes to emphasise the importance of clear exemplification and good practice in the use of combined/holistic/continuous assessment, as a critical step in reducing

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assessment demands on teachers and pupils, and enhancing the learning and assessment experience.

Exemplification

Education Scotland has published on its website guidance and exemplification on assessing progress and achievement in significant aspects of learning: <http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/professionallearningresource/curriculum/index.asp>

SQA will continue to publish a range of materials and good practice to help reduce assessment demands on schools and develop better understanding of standards. This includes encouraging schools and local authorities to share prior verified materials. SQA will work with ADES to promote further sharing of materials. www.sqa.org.uk/understandingstandards



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Self-evaluation and Improvement Planning

The Group said that:

Whole school approaches to self-evaluation play a key role in improving performance but over-reliance on audit and “tick box” approaches can distract from high quality teaching and learning. Self-evaluation should focus only on the key information required to support improvement.

The Group has found that some local authorities and schools have significantly streamlined their self-evaluation and improvement planning by, for example, focusing on a concise set of objectives. However, there is insufficient evidence that this good practice is taking place across the country.

Local authorities and schools should review their approaches to self-evaluation and improvement planning to ensure that these are proportionate. Improvement plans should focus on a manageable number of priorities that clearly show better outcomes for learners.

Exemplification

Examples from local authority responses to the Working Group that will be made available on the SNCT website include:

- » Perth and Kinross has worked with a group of senior school leaders to simplify their Education Services Plan and every School Improvement Plan. Both plans now contain a maximum of three strategic outcomes which are timed, aligned and measurable.
 - » Aberdeenshire agreed a joint approach with their LNCT to tackling bureaucracy. This included revising improvement planning, standards and quality reporting and quality assurance procedures to ensure that the improvement agenda is managed with reduced paperwork.
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- » Aberdeen City has implemented a two-year education plan with four identified priorities and all work should articulate with this plan.
 - » Highland has streamlined expectations for School Improvement Plans and Standards and Quality reports to include less priorities, make them more accessible and avoid duplication.

Link to SNCT website: <http://www.snct.org.uk/>



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Monitoring and Reporting

The Group said that:

ICT planning and reporting systems should be used with caution. There should be a realistic evaluation of the time required to utilise such systems and this should be factored in to school improvement plans. Just because such systems can support very detailed planning and reporting, does not mean they should be used in that way. What matters is that systems are used effectively to support and protect time for professional dialogue.

Parents are looking for reports that give a clear, rounded personalised summary of their child's learning and progress. They want good quality conversations with teachers that feel personal and specific to their child. The paperwork needs to support this rather than becoming an end in itself. Report card formats and other arrangements for reporting should avoid jargon and "tick box" approaches such as covering each and every Experience and Outcome.

The Group has found that some monitoring and tracking systems are still being used in an overly bureaucratic manner. **Local authorities and schools should focus on providing robust, concise information drawn from day-to-day learning and teaching that gives a clear picture of progress and achievement.**

Local authorities and schools should regularly review the efficacy of ICT systems for planning and reporting to ensure that they are fit-for-purpose and do not unnecessarily take time away from teaching.

Schools should involve parents in developing more simple and effective means of reporting that emphasise quality of engagement rather than reams of paperwork. Parents want to know what their child should be achieving and whether they are doing so, along with practical, simple, specific things parents can do to support their child's learning.

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Exemplification

The National Parent Forum of Scotland has produced guidance on parental perspectives for more streamlined and effective reporting to parents. This report recommended a three-way process in which schools, parents and learners were all involved in assessment and reporting. Parents should be seen as part of the process, being supported to talk to their child about their learning and next steps and with a right to know how their child is being assessed and performing.

<http://www.npfs.org.uk/npfs-assessment-group/>

Education Scotland has made available on its Tackling Bureaucracy website the following examples:

- » Glasgow has developed a streamlined and more effective approach to tracking and monitoring progress in the broad general education.
- » Stirling and Clackmannanshire primary schools and nurseries have simplified their approach to reporting to parents.

Link to Tackling Bureaucracy website:

<http://www.educationscotland.gov.uk/resources/t/tacklingbureaucracy/planningforlearning.asp?strReferringChannel=resources&strReferringPageID=tcm:4-838606-64>

Examples to be made available on the SNCT website include the following:

- » Dumfries and Galloway agreed with its LNCT a set of principles on tackling bureaucracy. This includes that ICT systems and software should support effective learning and teaching and their use should be guided by the principles of continuity; accessibility and ease-of-use.
- » Bearsden Academy has developed a monitoring and tracking system in the broad general education that they have found simple to use, draws on information from day-to-day learning and teaching and is supported by professional dialogue and interventions.

Link to SNCT website: <http://www.snct.org.uk/>

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WORKING GROUP MEMBERS

ADES	–	Association of Directors of Education in Scotland
AHDS	–	Association of Heads and Deputes in Scotland
COSLA	–	Convention of Scottish Local Authorities

Education Scotland

EIS	–	The Educational Institute of Scotland
NASUWT	–	National Association of Schoolmasters/ Union of Women Teachers
NPFS	–	The National Parent Forum of Scotland

The Scottish Government

SLS	–	School Leaders Scotland
SQA	–	Scottish Qualifications Authority
SSTA	–	Scottish Secondary Teachers Association

Voice

Link to Group's original report:

<http://www.gov.scot/Resource/0043/00438617.pdf>



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21 December 2015

JS/15/62**Pay and Conditions Agreement 2015 - 17 – Working Time Agreements – Managing Teacher Workload**

Dear Colleague

The SNCT Support Group met on 26 November 2015 and asked the Joint Secretaries to remind LNCTs of the above agreement which is contained in the Handbook of Conditions of Service at Part 2 Appendix 2.18 and is also appended to this letter.

LNCTs are asked to draw this agreement and in particular the extracts reproduced below, to the attention of each school in their area to ensure that workload issues are taken into account during discussions on the preparation of individual Working Time Agreements for the 2016/17 school year.

Extracts from Appendix 2.18 – Managing Teacher Workload:

The SNCT seeks to control workload through the 35 hour working week. The SNCT has issued previous guidance on Working Time Agreements (JS/05/08) and the management of workload. The SNCT requires schools' negotiating committees to conclude written Working Time Agreements, subject to guidance provided by each LNCT. Working Time Agreements should provide the context to undertake the collegiate activities set out in the SNCT Handbook (Appendix 2.7) and should also inform the targets, time and resources in a School Improvement Plan...School improvement plans should set out agreed actions to reduce bureaucracy and tackle workload.

Review and Evaluation should be robust, evaluative and supportive and should build on professional self-evaluation, through a collegiate approach. The impact of curriculum change should be fully reviewed and evaluated by all stakeholders before being subject to further change. Schools should review and evaluate on a regular basis each session's Working Time Agreement to inform negotiations on the Working Time Agreement for the session ahead.

Thank you for your support in this matter.

Yours sincerely

Tom Young (Employers' Side)
Drew Morrice (Teachers' Panel)
Stephanie Walsh (Scottish Government)

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PART 2

APPENDIX 2.18

Working Time Agreements – Managing Teacher Workload

The Tackling Bureaucracy Report in November 2013 asked the SNCT and LNCTs to “consider the outcome of the Group’s work in the context of their existing role.”

The SNCT recognised the main drivers of excessive bureaucracy in the Report and commits to strengthen extant mechanism to control teacher workload. The SNCT will share on its website examples of practice taken by some local authorities and LNCTs to tackle workload at local level – such examples will inform discussions across the LNCTs.

The SNCT agreed the Statement of Teacher Professionalism (Part 2: Appendix 2.6), that the focus on teaching and learning is about empowering teachers to improve outcomes for learners. This approach brings real benefits and at a local level we need to guard against too much paperwork and overly complex processes which get in the way of teaching and learning. Everyone has a part to play in tackling excessive workload which is:

Anything that makes it impossible for teaching staff to complete their duties within the 35 hour week.

The SNCT seeks to control workload through the 35 hour working week. The SNCT has issued previous guidance on Working Time Agreements (JS/05/08) and the management of workload. The SNCT requires schools’ negotiating committees to conclude written Working Time Agreements, subject to guidance provided by each LNCT. Working Time Agreements should provide the context to undertake the collegiate activities set out in the SNCT Handbook (Appendix 2.7) and should also inform the targets, time and resources in a School Improvement Plan.

The SNCT wishes to discourage unnecessary bureaucracy. School improvement plans should set out agreed actions to reduce bureaucracy and tackle workload. The impact of changes made should be evaluated by LNCTs and reported to the SNCT which may offer supplementary advice. The SNCT shall report its findings to the CFE Working Group on Tackling Bureaucracy.

Each LNCT will have agreed monitoring mechanisms on Working Time Agreements.

This guidance offers further advice about local approaches to managing workload.

In preparing a Working Time Agreement Schools require to consider:

- (i) The time available for collegiate activities within the 35 hour working week.
- (ii) The School Improvement Plan.
- (iii) The lessons arising from the current WTA.

Collectively we have a duty of care to staff and learners, and recommend the following best practice principles. These principles should inform future practice in all schools and should be used when reviewing current practice.

Key Principles

- a. Acknowledging the **professionalism of teachers** to meet the needs of young people for whom we have professional responsibility and to manage their own workload. Working relationships based upon shared responsibility, mutual respect and understanding should inform the management of workload.
- b. **Professional dialogue** is key to improving learning and managing workload. Paperwork should be kept to the minimum required to support this. Time should be set aside to facilitate this important process.
- c. **Curriculum Planning** planning should be proportionate and based on agreed policy guidance and capacity to deliver. Agreement about planning should be reached through consultation and

negotiation. LNCTs should monitor the implementation of school curriculum planning and annually consider opportunities for change and improvement.

- d. **Documentation** should be concise and relevant, and allow scope for flexibility within a clear framework, subject to controlling workload demands.
- e. **Monitoring and reporting** systems must be fit-for-purpose. Reports should be relevant and meaningful for learners and parents/carers, and prepared by staff within agreed allocations of time.
- i. **IT systems** and software should support effective learning and teaching and their use should be guided by the principles of:
 - ii. Continuity,
 - iii. Accessibility,
 - iv. Ease-of-use,
 - v. Removal of duplication

Review and Evaluation should be robust, evaluative and supportive and should build on professional self-evaluation, through a collegiate approach. The impact of curriculum change should be fully reviewed and evaluated by all stakeholders before being subject to further change. Schools should review and evaluate on a regular basis each session's Working Time Agreement to inform negotiations on the Working Time Agreement for the session ahead.

Working Time Agreements are developed and agreed at a School level, in advance of each academic session. The Local Negotiating Committee for Teachers will have oversight to ensure the principles as set out in this guidance are implemented and should consider approaches to annually sampling the Working Time Agreements.

There needs to be a collective effort to ensure workload is manageable within the 35 hour working week.