**Peer moderation of workload**

A full time class teacher with responsibly for a teaching group was the basis of the data for this moderation. This does not take into account teachers who have responsibility for a subject **and** receive a TLR or financial enhancement; it **does** include those with subject responsibilities without reward.

It is highly likely that there will be discrepancies even within the school.

This document presents all the information that the participants gave. It is colour coded to illustrate which schools had the highest expectations in each area of the review orange being the highest and green being the lowest. The areas not highlighted have an equal weighting for all the schools in the sample. As the schools had different expectations due to the wide range of student needs, this was the clearest way to illustrate school’s overall teacher workload.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Bensham** | **Marjorie McClure** | **Glebe** | **St Giles** | **Redgates** | **Shenstone** | **Priory** |
| **Orange** | 6 | 7 | 3 | 14 | 14 | 7 | 4 |
| **Green** | 10 | 6 | 14 | 2 | 5 | 15 | 16 |
|  |  |  |  |  |  |  |  |
| **PPA allowance per week** | At least ½ a day, but very often more. | 3 hours 15 | 5 hours | 3 hours 15 minutes =4 sessions | ½ day | 1 day every fortnight | 6.5 hours |
| **Number of hours taught per week** | 22.5 hours Max, but between 15 to 22.5 depending on role and timetable | 27 hours | 25 | 24.5 hours including 5 lunchtimes which are part of our teaching time  Plus 1 assembly 0.5hour  Total = 25 hours | 27.5 | 23 hours | 19 |
| **󀀠** | Average of 12, but could be between 4 to 14 | Primary – 9  Secondary / FE – between 6 - 10 | Between 10-14 pupils (bigger in KS4) | 6-9 depending on PMLD, SLD, MLD and level of physical need | 8 | 10 pupils | 5-10 |
| **Number of Teaching Assistants in class** | Usually one, but highly variable and according to need. It’s not unusual to have 2 TA’s or more, sometime none | Ranges between 1 – 6 depending on class | 1-2 | 3-5 depending on above. High percentage of pupils require 2-1 for positioning and personal care and 1-1 to access learning activities and to support their non-verbal communication. | 3 | 5 | 2-8 |
| **Number of lessons taught** | Between 16 to 27 depending on role | Ave 13 | 20 out of 25 | 20 sessions  + 1 assembly and 4 PPA = 25 total plus 5 lunch times | 25 per week | 25 per week | 12 |
| **Number of students taught** | Highly variable, and depends on subject and department | Ave 28 | 225 | Own class so 6-9 | 8 | 10 | Own class 5 - 10 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lunch / break time cover expectations** | Once per week. Teachers never cover. We have a cover supervisor. | 1 break time – 20 mins | One duty per week. | Morning break 10-15 minutes break as often as possible.  Lunch time 12.10-1.40  In class supporting eating or play/club activities or meeting for 45minutes  Own lunch break for 45minutes | Expected to support if necessary – not an everyday requirement.  Have to organise and check that there is appropriate staffing in class.  Sometimes expected to give up PPA to cover lunch when short staffed. | 1hr per week | None |
| **Leading after school clubs** | Optional, once per week often happens – this is paid extra | No | No | Not required | N/A | N/A | N/A |
| **Leading assemblies** | Never, unless they want to! | Secondary – 1 assembly per half term – 20 mins | No, not lead but contribute to | 1 x half term (every 5 weeks) | N/A | N/A | N/A |
| **Communication with parents / families** | Usually Head of Year takes this on, can happen though depending on circumstances. | Daily emails / contact books / phone calls as needed / annual reviews and structured conversations | Yes, mainly a form tutor | Daily home school book  Phone calls home as required | Home school book to be written daily – ½ page by a member of class team.  Teachers to call if necessary for any incidents or conversations.  Letters regarding school trips, events etc to be written and sent by class teacher. | 20 mins daily | Daily home school book  Phone calls home as required |
| **Classroom display boards** | TA’s often take responsibility for this. We have had a TA in charge of displays. Many teachers choose to do their own though. | As needed – 2 updated every term | No | Teacher’s plan displays; class team put them up. Boards change termly. | Minimum of once a half term | 2 hrs per term | Teacher’s plan displays; class team put them up. |
| **Corridor display boards** | As above | 1 – 45 mins per term | No | Teacher’s plan - delegated to TAs. Boards changed at least annually. | 1 per term | 2 hrs per term | N/A |
| **Contribution to newsletters** | Optional, some departments have plenty to say! | 1 per term | Yes, but voluntary | Termly newsletter at beginning of term with details of topic etc | 3 newsletters per year | N/A | Annual contribution |
| **Liaison with external professionals e.g. social workers, nurses etc** | Sometimes, but usually through timetabled meeting times during school hours for which cover is made available | As required – can be short 5 min conversations or ½ hr meetings to set targets with SALT or to discuss pupils I teach | Usually only tutor and mainly for EHCP reviews. | Daily contact because of the complex health and communication needs of the pupils.  Termly formal meeting with Headteacher and multi-professionals held during lunchtime – class cover in place. | Completing assessment forms as and when requested  Liasing with SALT and OT regularly  Contact with nurse as and when needed.  Contact with professionals following IEP / annual review meetings. | 3hrs per term | As required |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Weekly teacher meetings** | 1 staff meeting a week | 1 hr 30 mins | One per week after school 2 x 10 minute morning briefings | 1 hour and 15 minutes after school  Department meetings 35 minutes per week in joint PPA time – joint planning, moderation | Thursday / Tuesday mornings | 2 hrs per week |  |
| **Weekly twilight training, in addition to the above and NOT in lieu of INSET days.** | Rotates with weekly staff meeting as above. We only have one after school meeting or a training event | 2 x 45 mins | No | Weekly 30minutes before school 8.45-9.15am | Tuesday after school | N/A | No |
| **Evidencing teachers standards** | All teachers complete an annual teachers evaluation against the teacher standards. | No | No | Ongoing towards appraisal – no formal expectation | N/A | N/A | Ongoing towards appraisal. Evidencing on Schoolip |
| **Parents Evening** | 5 per year in total. | 2 x a year – 3 hrs per evening | 2 per year and in lieu of after school weekly meetings | 2 x per year (6 hours max) – instead of staff meetings | 1 hour Wednesday evening | 2hrs per term | 2 per year and in lieu of after school weekly meetings |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Preparation for new students, e.g. visiting families, feeder school, transition mornings, open mornings etc | Rarely, our SENCO does all of the work with feeder school and families. | Held within school time | Year 7 teachers only and only on induction day in school time. | Teacher attends transition meeting for new pupils with health professionals.  Early Years teachers carry out home visits in first week of Autumn term in school time.  No additional preparation for open morning apart from tidying up. Pupils show visitors round with adults accompanying them. | Home visit with member of class team for all new pupils to the school  Transition mornings for pupils swapping from other school / transitioning to new school – organised by lead teacher. | I have not had this responsibility | Year 7 teachers only and only on induction day in school time. |
| Baseline assessments | Once in Y7 | EYFS  Assessments per subject secondary | Yes on entry. | All new pupils are assessed in their first half term. | SOLAR baselines – new system introduced so all pupils needed to be baselined and targets set. Two assessment frameworks within this – AET and Red Gates Steps.  Change in way baselines completed resulted in completing baselines twice. | 3hrs per pupil | All new pupils are assessed |
| Risk assessments | Depends on subjects, practical do them occasionally if the student or circumstance demands. | - | Yes for trips but there is a bank of per-existing ones available and training available on writing them. | Pupil risk assessments for educational visits updated by teacher for all visits.  Risk assessments for health needs completed with deputy headteacher. | To be completed for any outings with class including inclusion, swimming and forest school.  Expectation of visiting any new places / places you haven’t been before to check yourselves.  Forest school / horse riding lead to complete risk assessments and groupings for these. | 3hrs per term | Yes, general risk assessment |
| Paperwork for offsite visits | All visits are co-ordinated by a member of staff paid to for this responsibility | Trip forms | Class lists pre-done | Because of complex health needs visits are very carefully planned and paperwork prepared for signing off by Deputy Head. | CPD request and evaluation forms to be completed for any courses / visits.  Emergency contact information to be gathered and taken including health care plans. | 1 hr per visit | Ed visit form |
| PEEPS (Personal Emergency Evacuation Plans) | No | Individual management plans – usually completed by TAs | No | Updated at least annually by class team | n/a | 1.5 per year | Updated at least annually |
| Schemes of work / Programmes of Study | Curriculum maps are published annually | Termly | Yes, but optional | All teachers contribute to programmes of study in staff meetings and department meetings. Additional time is allocated if larger piece of work required. | Created by subject leaders.  Curriculum overview meeting each half term to recap activities  Half termly topic mind maps completed by teachers within departments to discuss ideas – additional meeting after school to do this. | Not done at present but in previous teaching roles 6hrs per term | No |
| Lesson Plans | Never. Optional for inspections or reviews. | No expectation of these from SLT, individual choice to complete | Not mandatory | Long and medium term plans prepared collaboratively in departments. | Lesson plans for each lesson and put into daily plan. | 30 mins per day | No |
| Day Plans | No | No | Teachers expected to produce daily lesson plans to support teaching and learning and effective use of class team but no school format. This ensures team can prepare resources and use their class time (8.30-9.15) before school effectively. | Daily plans created and made available to team and any cover staff (PPA cover). | 1hr per day | No |
| Target Setting | Yearly, and then reviewed half termly (during that Tuesday staff meeting time) | Set on MTP, IEPS each term | Yes, IEP’s done by tutors twice per year and curriculum targets set termly. | See below. Meetings with deputy head at lunch time week before EHCP to set new targets– cover given. | Targets set for all pupils in class for the year – to be altered for upcoming year with targets to be set in May for the new teacher in September. | 5hrs per term | Yes Termly targets set. |
| Assessments | Rarely, our SENCO does all of the work with feeder school and families. | Solar drop termly – 0.5 days given in lieu | End of term x3 | EHCP outcomes annual targets  target setting evidence of progress Updates at least half termly; updated with class team | Evidence to be put on SOLAR daily by all members of staff team. Class teacher to monitor evidence and tick off stars. Class teacher to look for gaps in evidence and put into planning.  EHCP progress to be amended yearly.  PPs to be amended and evaluated twice a year. | 12hrs per term | End of term x3 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Recording Progress | As above | Ongoing | As part of assessment | Curriculum evidence in age appropriate Learning Journal/Topic Book/folder – updated with class team over the term.  EHCP evidence on progression time lines– updated with class team over the term. |  | 1hr per day – post its, photos, annotation  1hr per day – Learning Journeys | As part of assessment |
| Behavioural monitoring | Depends, tutors monitor student reports | As required for individual pupils | No, only to log behaviours on SIMs. | Teachers write behaviour plans with support from leadership as required. | CPOMS entries for all incidents of behaviour by member of class team – to be read by class teacher. All actions notified to be added by class teacher and follow up support / contact as needed.  Behaviour meetings for identified children with behaviour team – once a term plus any additional | 1hr per day | As required for individual pupils |
| Behaviour plans | Learning support team (not teachers) prepare support plans. |  | Only if necessary | As needed | To be written by class teacher for any pupils identified as needing one.  Functional analysis to be completed as directed by behaviour team – behaviour monitoring for two weeks and forms completed.  Behaviour plans to be signed and discussed with behaviour team, head teacher and parents.  Plans to be updated by class teacher as and when needed. | 3hrs per term | As needed |
| Communication passports | No | No | No | Updated annually | Pen Portraits to be updated when needed and at the end of the year to be passed on  Communication information to be displayed in class and updated regularly. | No | Updated annually |
| Eating and drinking guidelines | No | No | No | Written by SALT | Lunch time profiles to be completed and displayed in dinner hall and made available to class team.  Children with eating and drinking profiles to have profiles monitored  Kitchen lists to be updated regularly and reprinted and displayed when amendments made. | No | No |
| Accreditation | All teachers prepare and manage accredited examination courses for KS 4 students. | Secondary | Yes, depending on exam boards | Secondary KS4 teachers collect evidence towards certificates in the same way other teachers create topic folders | Inclusion Quality Mark – meeting with evidence of inclusion practices and complete forms  Arts Mark – full school analysis of provision, 2 year action plan and submissions of case study  Healthy Schools award – meetings and completing forms | 5hrs per term (Arts Award) | Most KS4/5 teachers prepare and manage accredited courses for students. |
| Moderation | All teachers moderate externally yearly or twice yearly if core | SLP events | Yes, but part of after school training | Built into staff meetings and department meetings.  Occasional additional afterschool meetings eg for PKS moderation | Meetings at other schools – after school | 1hr per term | No |
| Marking students work | Yes | Ongoing following marking policy | Yes, according to marking policy | Annotations and observations by all of class team daily. | n/a | N/A | Yes, according to marking policy |
| Book scrutiny / internal moderation | Annual. All student books are sampled across all subjects | 1 x a year by SLT | Yes | 1 x termly assessment scrutiny by leadership team | n/a | N/A | No |
| Written / verbal feedback to students on work | Depends, but this would be a normal part of book marking – if appropriate for that student. | Ongoing following marking policy | Yes, according to marking policy | Verbal feedback expected as part of positive work with children. | Verbal feedback through use of Wows and plenaries | 30 mins a day | Verbal feedback expected. |
| Intervention Plans | Learning support team or heads of year. | Set out by Intervention team | No | All pupils are differentiated for. | Target tracking forms to include intervention put in place | 6hrs per term | Yes for identified students |
| EHCP preparations | Admin task | 1 day given in preparation | Yes | Teachers write an annual report for EHCP; amend the EHCP document; review annual targets and outcomes; set new outcomes and targets with deputy head; prepare power point to share with parents | Powerpoint of photos to show parents in meeting  Amend current EHCP to reflect progress on meeting copy | 3hrs per term | Yes, Teachers write an annual report for EHCP; amend the EHCP document; review annual targets and outcomes; set new outcomes and targets. As well as prepare power point to share with parents |
| EHCP meetings | All tutors/teachers would attend for their tutor group. | In school time | Yes | Teachers attend meeting and talk through power point with support from headteacher | 1 hour meeting for each child | 2hrs per term | In school time |
| EHCP minutes | Yes | No | No- only to record parent/carer views and done within the school day. | Headteacher takes minutes | Follow up any requests – minutes written by SLT leading the meeting | 2hrs per term | No |
| Other student focused meetings, not previously included | Rarely, but possible. | In school time | WRAP meetings occasionally done in school time. | Teachers attend LAC, PEP and CiN meetings as required to support multidisciplinary work | Personalise plan meetings three times a year | 3hrs per term | In school time |
| End of term reports | Yes, all teachers prepare reports for each year group prior to annual parents meetings | End of year – 3 page maximum limit | No | No additional reports required except short end of Reception year report | Annual report for each pupil | 5hrs per term | End of year report |
| Leavers transition reports / ‘This is me’ documentation | Contributed to but collated by TA’s | - | No | Short precis of progress for all leavers | Transition documents for new class team  Transition documents for pupils changing schools  Updates to pen portraits | 2hrs per pupil at the end of the year | Only teachers with leavers in their class |
| Online portfolios e.g. Wiki’s / online CV’s | No | - | No | Powerpoint for EHCP | SMSC online grid  SOLAR – assessment tool | N/A | Power Point for EHCP |
| Setting homework | Yes - Weekly | Primary? Secondary – only core subjects | Yes | Weekly homework and activities as appropriate | Home packs to be sent home weekly  Home packs created and maintained by assigned teachers  Parents feedback forms to be monitored | N/A | Yes- Termly home learning plan |
| Marking homework | Yes - Weekly | Secondary | Yes | As required depending on level | Parents feedback forms to be monitored | N/A | No |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Subject responsibilities (without financial reward) | All teachers with subject responsibilities are paid extra as heads of department. | Yes | Not usually | Work in departments and take responsibility for subject areas | Ordering and maintaining resources and equipment / rooms | 10 hrs per term (Well-being) | No |
| Subject area training | Possible, but rarely | - | Hold termly meetings | Teachers offer training to others as part of their own CPD | Updating / creating schemes of work | 30 hrs per year (Team Teach) | Subject leads offer training |
| Development of policies | Possible, but rarely | Rolling programme of updating policies | No-only if subject specific. | Teachers contribute to policy development in staff meetings | Organising theme days / workshops | N/A | No |
| Tracking of progress | Yes. Both holistic and academic | Subject leader report annually | Yes-termly | Ongoing, essential work across the year | Managing and writing budget proposals | N/A | Yes |
| Reporting to Senior Leaders / Governors | No, only through the annual teacher self evaluation | Subject leader report annually | Not usually | No formal reporting for class teachers |  | N/A | No |

|  |  |
| --- | --- |
| Other areas of work not mentioned above | REDGATES   * Ordering and maintaining first aid kits * Setting up displays for parent visits to classes (once a term) * Fire marshalling * Yellow bags * Organising staff cover – swapping staff to ensure appropriate staffing levels * Ring staff / parents re training * Staff room duty * Spotlight on success SIMs |