

Odessa Infant school 2019-2020

Staff Wellbeing and Workload/ Work life balance Plan 2019/2020		
Strategic Plan		
Leadership Objective	School leaders will therefore commit to...	Intended outcome for staff
Leaders will evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.	<ul style="list-style-type: none"> -Continue to check with teachers including teaching assistants and those supporting pupils how assessment is used in the school. -Ensure that the marking and feedback policy is followed robustly and consistently so teachers see the value of knowing more about the progress of all pupils they teach. -Check with pupils about how assessments help them identify their strengths and areas they need to develop further. 	<ul style="list-style-type: none"> - Ongoing evaluation of assessment processes. - Reduced workload of marking – marking and feedback is fit for purpose and informative. - Pupils understand why they are being assessed and can identify the impact of these assessments on their progress.
The collection of data can also create an additional workload for leaders and staff. Inspectors will look at whether schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff. The Teacher Workload Advisory Group's report, 'Making data work', 73 recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.	<ul style="list-style-type: none"> -Undertake to support teachers by providing protected time to upload assessment data into the school's assessment information and tracking tool. - Reduce the assessment frequency by uploading pupil data 3 times per year. -Ensure the DM (Senior school leader) analyses all data and reports outcomes to the appropriate body. 	<ul style="list-style-type: none"> - Reduced data drop for teachers - Protected time to ensure data is uploaded to the schools tracking tool. - Ongoing support from DM for all teachers/staff linked to uploading pupil data.
The extent to which leaders consider the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.	<ul style="list-style-type: none"> -Conduct termly audits relating to staff wellbeing and workload.- Report this to school governors - Appoint a designated person to support, manage and co-ordinate the wellbeing agenda in the school. -Complete the DFE survey by no later than November 2019 with all staff including mid-day supervisory and ancillary staff regarding their workload, well-being and work life balance. - Report the outcomes to those responsible for governance and propose recommendations for 	<ul style="list-style-type: none"> - Ongoing review of workload and well-being in the school. - Designated link staff member to co-ordinate this. - Governors will review this as part of their duties

	<p>consideration.</p> <p>-Ensure monthly reports are made regarding well-being and workload in the staff bulletin and at briefings including the notice board dedicated to well-being in the staffroom.</p>	<ul style="list-style-type: none"> - Updates are made available to staff through a range of communication methods.
<p>Email communication can put staff under pressure to respond and cause anxiety</p>	<p>SLT will not send email requests outside of school hours except in an emergency situation. There will be no expectation that staff will respond to emails outside of work hours.</p>	<ul style="list-style-type: none"> - Reduced pressure for staff leading to an improved work life balance.