Bloxwich Academy Primary School

What we do for staff workload and wellbeing

- We have self-evaluated our current position and written action plans using the DFE Tool kit
- We constantly review and evaluate our provision for reducing workload and supporting staff wellbeing and ensure that this is included as a priority in our school improvement plan.
- We have signed up to the DfE Wellbeing Charter demonstrating our commitment to improving workload and wellbeing. We also use the DfE guidance and resources to improve workload and wellbeing for staff
- We have a workload and wellbeing calendar to raise awareness around mental health and wellbeing and come together as a staff to recognise these events
- We constantly review systems to avoid unnecessary paperwork
- We have termly staff surveys to gather staff voice and respond accordingly – you said, we did.
- Support staff are also consulted through workload and wellbeing meetings with the SLT
- We listen to staff voice and make changes where it will bring benefits to wellbeing and reduce their workload
- All new initiatives are evaluated to see if they will impact pupil progress before being launched
- Quality assurance is proportionate, focused on pupil progress, supportive and aimed at improving staff expertise.
- In house HR to support staff
- In house Senior Mental Health Lead / Mental Health First Aider
- School Councillor available for staff
- New staff induction programme to help staff integrate to the school
- Headteacher meets with all staff individually to discuss any changes that may impact them - open conversations
- Headteacher will meet with any staff who have a change in personal circumstances which may affect work and see how we can support them
- Supportive and approachable leadership at all levels – open door policy
- Provide access to external services to support health and wellbeing including Trust support services – Schools Advisory Services with school wellbeing app for staff
- Staff are not judged by arrival and departure time, flexible working is promoted
- Free flu vaccines and wellbeing checks for staff
- Cross Trust access to discount schemes
- We value the hard work of staff and acknowledge this such as weekly thank you cards, staff shout outs and praise board.
- Staff recognition and valuing staff is part of our school culture
- Social events are organised throughout the year
- Staff birthdays shared and celebrated in school
- Annual Trust Conference to celebrate school and staff achievements
- SAS Health Screening
- Matrix Newsletter celebrations of staff achievements

- Events and processes are mapped termly throughout the year to avoid pinch points and overloading staff. This is all communicated in advance via the monitoring calendar to allow staff to plan accordingly.

Using Technology

- Using Teams, One Drive & shared area for collaboration and shared resources. Collaborative approaches to planning to share best practice and reduce workload.
- Using Teams for streamlined & efficient meetings
- Departments have invested in online software to support homework and reduce workload
- Promotion of online platforms to self-mark and assess pupils which can be used diagnostically

- **Data & Management & Pupil Interventions**
- 3 data collection points in line with the Workload Advisory Group recommendation for reducing workload.
- Performance of key groups of pupils analysed through SISRA
- Analysis of data using FFT
- Successful use of National Tutoring Programme
- Talking Children Meetings/pupil voice take place to highlight where biggest gains can be made to support teachers with the progress of their pupils

Feedback & Marking

- Marking policy reviewed by all staff and written based on 'eliminating unnecessary workload around marking'
- Policy written to be meaningful, manageable and motivating
- Work to be assessed is stipulated in schemes - you do not have to mark everything and there is no expectation to tick and flick
- Whole school investment in visualisers to improve modelling and feedback practices for staff
- Staff can use coding and smart marking practices
- Staff can live mark in the classroom and provide instant feedback
- Investment in the 'Embedding formative assessment' for whole school teacher development

Curriculum & Planning Resources

- Pre-planned and differentiated PSHE with guided notes for delivery and adaption for the needs of groups
- 3 teacher model per two form entry to add capacity
- No expectation for individual lesson plans unless as a supportive tool

- Year group PPA allocated time always together to support planning in the primary phase
- Subject leads and mentors support inexperienced teachers with planning
- Schemes of learning and planned resources are shared to reduce workload and expertise
- Curriculum content/resources are provided for; foundation subjects through cornerstones, music – charanga, PSHE – Jigsaw.

Behaviour Management

- SLT are communicated instantly for immediate support via class radios
- Regular training to support behaviour management including emotion coaching and restorative practise
- Hierarchical flowchart for staff to follow and easily call upon for support, following the G2BG behaviour system
- SLT support with behaviour management and are always highly visible
- Leadership cover lunch duties
- Regular monitoring of the number of yellow and red cards and negative points awarded enables the pastoral team to support staff with key pupils and appropriately sanction those pupils who cause consistent disruption to lessons.
- Regular communication is maintained with SLT to support staff to manage behaviour and promote positive learning behaviours through CPOMS, email and in meetings
- Red reflection on Friday's run by SLT in G2BG session

Communications

- Quality Assurance Calendar designed to review total meetings and parent events to balance workload and pre-empt pinch points across the year.
- Year leaders have allocated catch up slots with SLT, arranged at their convenience to discuss any issues /matters arising.
- Open door policy – setting aside regular time slots staff to have meetings to do this with SLT.
- Monitoring Calendar is planned to allow staff to balance work and home life.
- Pinch points are considered, and the calendar is made lighter at this point - for example, during assessment windows
- SLT/MLT always visible before and after school to intervene listen to any issues or concerns that parents /carers may have.
- Pastoral communication to parents/carers – following behaviour hierarchy charts
- Briefing (reduced from 2 to 1) still on teams on a Friday – dates etc for following week
- Alternate weekly showcasing outstanding practice at year meetings to reduce meeting time before school
- No expectation to answer emails outside of work hours – sensible approach to emails – staff send and respond to emails at a time that is convenient for them whilst working within deadlines.
- Workload and wellbeing are standing agenda items for all meetings including ECT mentor meetings.
- Staff suggestion box.

Managing Change

- EEF Implementation guide is used to manage change so that new initiatives are impactful
- Belief that if something new is added something else will need to be taken away

Performance Management

- New PM Cycle - each teacher will have a reviewer to support and guide them in choosing appropriate self-development targets. All targets will be checked by the Headteacher and Deputy Headteacher.
- Supportive process used to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development
- Only two formal appraisals, and only two individually set targets over the one-year cycle, October – March, March to October.

ECTs

- ECT Calendar shared at the start of the year mapping whole year
- TD and guidance in all systems including internal and ECF programmes and documentation
- Clear documentation explaining all roles and expectations of ECTs, Mentors and SLT lead/Induction Tutor
- Full compliance with the ECF framework and statutory expectations for ECTs and mentors, including TD sessions with Ambition Institute
- Removal of requirement to produce evidence folders linked to Teaching Standards for review meetings
- Review meetings give ECT opportunity to outline any concerns and personal development needs and include a focus on wellbeing
- Open-door policy with Induction Tutor
- No expectation to produce lesson plans unless as a supportive tool
- Guidance in use of non-contact time including observing other teachers, shadowing expert staff
- Support network of mentor, department, pastoral and SLT
- Supportive monitoring and development using instructional coaching
- Triangulation of all evidence to judge progress against Teacher Standards not one-off high stakes lesson observation
- Communicate with parents only with support
- Additional support from SENDCo

CPD

- A culture where everyone is on a journey of self-improvement. Nobody is ever perfect.

- Staff guide their own personalised TD to meet individual needs for teachers and support staff
- Instructional coaching is embraced to help develop teachers
- All TD is evidence informed
- Teachers identify their own needs during reflective SEND meetings/year meetings/ for training, which enables the barriers to learning to be reduced. Specialists been brought into deliver this training
- Opportunities to study reformed NPQs
- Collaborative partnerships are used to allow staff to decide on their developmental areas