



Balancing Workload and Lives Policy: 2024/25

“High workload is one of the most commonly cited drivers for teachers leaving the profession and can be a disincentive for potential new teachers to join. The most effective actions to reduce workload are those that encourage better teaching – by focusing on what makes the most difference, supported by evidence, and making best use of teacher time.” (DfE, 2018).



- Enabling student teachers to understand and apply different ways of implementing formative feedback is a core component of our provision. For instance, encouraging student teachers to use a variety of feedback methods, such as verbal feedback; encouraging Mentors to help student teachers understand the assessment policy in their school. Mentors are required to co-mark in the early stages of assessment to model high quality feedback and analyse how feedback should be specific, targeted, and developmental.
- Lead Mentors also highlight ways in which student teachers can mark and provide feedback efficiently within the framework of their school's assessment and marking policy, taking into account statutory requirements including those set out by exam boards, Ofqual and the DfE.
- Our ethos subscribes to evidence based and experiential learning to determine what works in the classroom, where data is considered but is not a driver in student teachers' professional dialogue with expert colleagues around student progress. We emphasise that data should only be used when it is going to improve student outcomes and not as an end in itself.

Timetabling

- We always monitor the teaching timetables for every student two weeks after they begin placement to ensure no one is having an excessive timetable. This includes our School Choice and School Direct Salaried student teachers. We encourage our schools to make their Salaried student teachers supernumerary and allow them sufficient time to build their knowledge and skills. Maximum timetabling requirements are set out clearly in our School Direct Salaried Partnership Agreement.
- Student teachers on all routes have protected non-contact time and professional development opportunities planned into their timetables, including time on curriculum planning and preparation, observation of expert colleagues, professional development, reading time for their academic assignments, etc. Workload is highlighted on each Partnership agreement.

Lesson Planning and Resources, Marking

- We have adopted a phased approach to supporting student teachers develop



their



Minimising