

Staff well-being action plan 2018-19

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Where the recommendation is from?	Area identified	What are the recommendations?	What do we do/need to do?	By who/when?	SLT discussion Jan 2019
<p>Workload challenge research projects: overall summary. March 2018</p> <p>Ways to reduce your workload in your schools – DFE July 2018</p>	Curriculum planning	<ul style="list-style-type: none"> • Plan efficiently, use a team to plan SOW and identify strengths within the team • Choose high quality resources – start with textbooks/APPs – if not sufficient and creating in-house, need time to plan • Share resources and use collaborative software – Google docs – to do this easily • Ensure all resources are accessible to all – on-line or use of a booking system if physical • Homework – upload to an on-line platform where students and parents can access 	<ul style="list-style-type: none"> • School expectation is that SOW are jointly planned and resourced and all within a team use these. • Reviews of the SOW to take place department wide to ensure adaptations/improvements are written for all to use. • Google classroom to be used to store all SOW/resources and for these to be easily shared with students for lessons and for self-study. 	<ul style="list-style-type: none"> • DOL/SL • DOL/SL • DOL/SL 	
<p>Workload challenge research projects: overall summary. March 2018</p>	Feedback and marking	<ul style="list-style-type: none"> • Consider why there is marking. Consider carrying out a feedback and marking workshop with staff. Concentrate on feedback which is meaningful, manageable and motivating. • Consider a range of feedback techniques which are 	<ul style="list-style-type: none"> • Our new feedback policy (2018-19) compliments this guidance fully. • A full review will take place in the Spring term in order for any tweaks to the 	<ul style="list-style-type: none"> • All staff 	

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<p>Ways to reduce your workload in your schools – DFE July 2018</p> <p>Anna Freud – National Centre for Children and Families: Ten steps towards school staff well-being & Supporting staff well-being in schools</p>		<p>proportionate. Not all feedback has to be written.</p> <ul style="list-style-type: none"> • Consider live class feedback (e.g. audio, photo, video) which can be recorded and added to electronic versions of pupils’ work. Tools such as Kazeina, google classroom also allow teachers to match evidence to assessment criteria, include ongoing feedback to parents and can reduce the number of face-to-face meetings. Always ensure meaningful interaction so the type of feedback, language and style are suitable for the pupil • Build in live sampling. Select a sample of work and mark it in front of pupils, e.g. use a visualiser, so students see how work is corrected, enabling them to then make amendments to 	<p>policy to be added in readiness for Sept 2019</p> <ul style="list-style-type: none"> • Prioritising key work across all year groups to be identified by all DOLs • DOLs are asked to ensure that there is a range of feedback for staff to use. • All classrooms have visualisers to allow staff to use these effectively with students 	<ul style="list-style-type: none"> • DOL/SL • DOL/SL • All staff 	

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		<p>their own work. Consider ways to display content on a tablet or laptop by mirroring images via tools such as Apple Air Play, Google Chromecast and more.</p> <ul style="list-style-type: none"> • Use “sampling for planning”. Focus on a sample of pupils’ work after a lesson and use the understanding gained about progress to inform the planning of the subsequent lesson(s). • Use low stakes and self-marking tools. For example: Kahoot, Quizlet, Google Forms and Diagnostic Questions can save teachers time. Prepared questions can be saved and shared, allowing teachers to re-use or adapt the content rather than create something from scratch. • Use marking codes where appropriate. These can be used to draw pupils' attention to common strengths and areas to develop to 	<ul style="list-style-type: none"> • This is part of the feedback policy • DOL/SL’s to ensure that there are these tools being used across their SOW to support both students with their learning and staff with their marking • These are part of the feedback policy 	<ul style="list-style-type: none"> • All staff • DOL/SL • All staff 	

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		<p>reduce the need for lengthy responses.</p> <ul style="list-style-type: none"> • Prioritise key pieces of work. Use schemes of work to identify which pieces of work should be prioritised for more detailed feedback. 	<ul style="list-style-type: none"> • DOL/SL's have been asked to identify key pieces of work that need to be marked in detail. 	<ul style="list-style-type: none"> • DOL/SL 	
<p>Workload challenge research projects: overall summary. March 2018</p> <p>Ways to reduce your workload in your schools – DFE July 2018</p>	<p>Using technology effectively</p>	<ul style="list-style-type: none"> • Always put teaching first. Technology should not be the starting point for any decisions. • Leaders need to champion the use of the technology, and mandate if necessary. Messages need to come from the top so that everyone can see that this is viewed as important. • Time investment in planning is key. Plan out carefully what you want to achieve and by when. Be realistic in your expectations. Time spent at the implementation stage is important and cannot be rushed 	<ul style="list-style-type: none"> • Our school belief has always been to harness technology but in a meaningful, 'fit for purpose' way across department areas. • Staff have been given twilight training and time to create additions to their SOW that add elements of New technologies where appropriate • Staff genius sessions are also available for staff and 	<ul style="list-style-type: none"> • All staff • KEB/SJW • KEB/MDK /MHJ 	

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		<ul style="list-style-type: none"> • Share the vision and actions with parents and carers. Provide information and offer training where possible to understand the tools being used and how parents can be involved in the process. • If using cloud-based services, robust infrastructure including sufficient broadband capacity and site wide wi-fi is vital. Survey existing physical and wireless network infrastructure, broadband provision and pupil devices and ensure that these have the capacity to manage the expectations of the cloud-based approach • Audit staff training needs and consider different people's development needs. 	<p>these are differentiated dependant on staff ability.</p> <ul style="list-style-type: none"> • Parent WINK nights have highlighted to parents where and how technology is being used within the classroom and also E-safety for parents is also covered. • New wifi has been bought for the whole school site in order that it is sufficient for staff to complete their job. • KEB to audit departments regarding their development needs over the coming year 	<ul style="list-style-type: none"> • KEB • KEB 	<p>To improve add to Year 7 WINK with E-safety and how to use Technology at Wildern</p> <p>MDK to continue to monitor the ICT infrastructure</p>

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<p>Workload challenge research projects: overall summary. March 2018</p> <p>Ways to reduce your workload in your schools – DFE July 2018</p> <p>Data Management: ways to reduce teacher workload – DFE July 2018</p>	<p>Data management</p>	<ul style="list-style-type: none"> • Plan the collection of data • Consider GDPR • Consider staff input of data – they should only need to input it once • Allow time for moderation/build in a checking process to avoid unnecessary mistakes 	<ul style="list-style-type: none"> • Further consideration is to be taken regarding data drops within school. These have already been reduced to ensure no unnecessary collection is taking place • GDPR practices are all in place and adaptations are continual as and when queries occur. • Improvement in the collecting of data is taking place – Jan 2019 – with a new software package – PARS • WAD will begin on a Thursday until Tuesday giving staff 4 days of input. Wednesday is given for DOL/SL to moderate this data 	<ul style="list-style-type: none"> • SLT for Sept 2019 • All staff - Jan 2019 	<p>These have been further reduced for 2019-20 and data meetings reduced to x1 Yr7&8 and x2 Yr9-11</p> <p>Staff to be told of all these changes in September</p>

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		<ul style="list-style-type: none"> • Consider training for staff on the use of relevant systems and the purpose of data collections and monitoring. • Provide support for inexperienced staff new to interventions, saving time in planning and maximising impact. • Conduct an intervention 'health check' - Use evidence based, structured interventions which have a low impact on staff time. Regularly monitor interventions, discard those with low impact and extend those that are proven to work • Use the proforma within the Data management: ways to reduce teacher workload to check that all processes are not added burdens to staff 	<ul style="list-style-type: none"> • Training for staff is completed as and when necessary as well as there being films to support staff using the systems • Induction process for staff in place that covers key aspects of the school • Intervention 'health check' is completed • SLT to check that everything identified to support staff is being considered 	<ul style="list-style-type: none"> • SLT to consider – Jan 2019 • SLT – Jan 2019 • SLT – Jan 2019 	<p>Films constantly being made to support staff</p> <p>Staff during CM giving feedback and new intervention plan to be created based on this.</p>
Workload challenge research	Communication	<ul style="list-style-type: none"> • Consider why you are communicating. Think about all the communications you make in 	<ul style="list-style-type: none"> • Improvements have been made to the phone system as well as email and social 		MDK to ask staff what is in their inbox

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<p>projects: overall summary. March 2018</p> <p>Ways to reduce your workload in your schools – DFE July 2018</p> <p>Anna Freud – National Centre for Children and Families: Ten steps towards school staff well-being & Supporting staff well-being in schools</p>		<p>the day and review if they are making a difference</p> <ul style="list-style-type: none"> • Staff meetings. Reduce meeting times. Have clear start and end times with timed agenda items. Consider the number of meetings in place each week and provide flexibility. Make meetings about pedagogy. • Use a variety of communication channels with parents and carers. Add frequently asked questions or ‘decision tree’ options to the school website to direct users, e.g. a short email or text may be as appropriate as a phone call, or a phone or video call could be used rather than a face to face meeting. 	<p>media in order to improve communications with parents.</p> <ul style="list-style-type: none"> • Staff meetings are calendared once a half-term. They have clear start and end times and rarely do they over-run. They are all about teaching and learning. • Wildern parent/student website (members pages) has been launched in the hope that lots of information parents/students require is within these pages. • SLT to look to see if there is a need for a FAQ/decision tree option 	<ul style="list-style-type: none"> • SLT • SLT – ready for Sept 2019 	<p>MDK to ensure that all the ‘tools’ of google are shared with staff not just at induction</p> <p>MDK to continue to raise awareness of these pages with parents and staff throughout the year and next academic year</p> <p>SLT to create ‘frequently asked questions’ this in readiness for new academic year</p>

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		<ul style="list-style-type: none"> • Apps and software can be used to send letters and reminders home, as well as collecting forms, making payments and booking appointments. 	<ul style="list-style-type: none"> • SLT to consider the communication to parents, school expectation to see if there needs to be adaptations to policy • All in place with PARS/email/social media and parent APP. Parent APP upgraded to offer so much more to parents. • SLT to consider the parents evening on-line booking form 	<ul style="list-style-type: none"> • SLT – Jan 2019 • SLT – Jan 2019 • SLT – Jan 2019 	<p>Email sent to staff re: parent email and what to do</p> <p>Footer on emails has an added sentence re: staff replying to emails</p> <p>Parents to be reminded of how to contact the school start of academic year 2019-20</p> <p>MDK to provide staff with training regarding what the APP for parents looks like</p> <p>MJC/SLL/DOPAs to ensure that hard to reach parents always have parent appointments</p> <p>Electronic version for parents evening discussed</p>

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		<ul style="list-style-type: none"> • Use of email: Set out times after which staff should not check, send or reply to work emails (whilst being mindful of urgent needs, for example, in relation to safeguarding). • Use distribution lists and functions such as out of office messages and delayed delivery. All emails should have a descriptive heading with a status assigned to it to signify its urgency. • Consider a daily/weekly bulletin 	<ul style="list-style-type: none"> • SLT to have a further discussion regarding emails but need to remember that staff all work in different ways and sometimes putting well-meaning restrictions could add to somebody else's anxiety. • SLT to encourage this use with staff and provide training on these. • Expectations re: headings should be communicated. • Delayed delivery – SLT To explore further as having all emails pop into inboxes at the start of the day could be more harmful than helpful. • SLT to consider 	<ul style="list-style-type: none"> • SLT – Jan 2019 • SLT – Jan 2019 	<p>MDK/ICT technicians to create these lists and update them each academic year and termly</p> <p>MDK – reminder all staff emails to have headings</p> <p>Some depts./year teams have these bulletins which helps reduce emails and help</p>

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		<ul style="list-style-type: none"> • Parental events. Review the number and effectiveness of parental events. Consider the impact on pupil progress of each event as well as attendance from parents, and balance the range of events on offer. Monitor staffing at events • Written reports. Evaluate your approach to written reports – assess the time and impact of current practice. Explore alternatives to written reports 	<ul style="list-style-type: none"> • Numbers at WINK events are always analysed before taking place. If numbers are not sufficient then the evening is cancelled. Monitoring staff at events could be something to consider although we do not have many events overall. • Again the report process this year has been amended to support the information given vs time taken by staff vs helpfulness to parents. SLT to consider if the WAD 		organise staff. To be highlighted with DOPA/DOL

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<p>Workload challenge research projects: overall summary. March 2018</p> <p>Ways to reduce your workload in your schools – DFE July 2018</p> <p>Managing change: reducing teacher workload – DFE July 2018</p>	<p>Managing change</p>	<p>Calendar</p> <ul style="list-style-type: none"> • Plan ahead, identify and eradicate 'pinch points'. • Time the calendar production in advance of the new school year. • Ask a range of staff to review and provide feedback from their perspectives before finalising the calendar. • Use the powerpoint from the DFE to assess the school calendar to ensure it is not burdensome • Implement changes in a structured and staged manner. Ensure there is adequate time at the planning stage when preparing to make changes. • Create a shared understanding of the process. Introduce new skills, 	<p>provides enough information for parents.</p> <ul style="list-style-type: none"> • Whilst the calendar has always been planned ahead – fresh eyes on what is on the calendar and when is to be considered. • Wildern does follow this advice. With Chromebooks there was a year to prepare and then a roll through yearly in order to ensure that time was given to staff in order to prepare and to be trained. 	<ul style="list-style-type: none"> • SLT – Jan 2019 	

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		<p>knowledge and structures with explicit up-front training, structured collaboration and complementary coaching and mentoring</p> <ul style="list-style-type: none"> • Communicate your changes. Work with governors, parents and carers, and pupils to make sure that the whole school community understands the reasons for change. • Ask if you do not understand why a process or practice is carried out. Be clear about how a process or practice is leading to positive impact on pupils. Suggest alternatives if you think better ones exist. 			
Workload challenge research projects: overall summary. March 2018	Performance management and staff support	<ul style="list-style-type: none"> • Review and streamline your performance management processes. • Link school development priorities to staff appraisal objectives and refer to DfE advice on teacher pay and appraisal (in particular, on 	<ul style="list-style-type: none"> • School development priorities are linked to appraisal. 		

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Ways to reduce your workload in your schools – DFE July 2018		<p>reducing bureaucracy on page 16 and on managing teacher workload on page 43).</p> <ul style="list-style-type: none"> • Agree Specific, Measurable, Achievable, Realistic objectives. Ensure all objectives are relevant and set within a realistic timeframe with all resourcing and professional development implications planned for. • Staff should not be expected to provide separate evidence for pupil progress and outcomes – it should be collected from existing data sources. • Agree clear success criteria for each objective so that staff are clear what they need to be able to evidence at the end of the cycle. • Involve staff in assessing their performance. 	<ul style="list-style-type: none"> • SLT to see how to ensure that data does not need to be produced for staff regarding their student outcomes. • It is a front loaded system so staff are aware from when they create their objectives what evidence they should be collecting. 	<ul style="list-style-type: none"> • SLT – Jan 2019 	Forms to be amended for Sept 2019-20 cycle

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		<ul style="list-style-type: none"> • Use professional dialogue to reduce the workload of the reviewer and allow staff to take ownership of their personal and professional development. • Enable staff to collaborate on activities and prepare for review meetings. • Ensure that reviewers manage similar numbers of staff, and provide directed time to conduct reviews. • Use light-touch interim reviews where appropriate to ensure that staff are on track to achieve objectives, avoiding build-up at the end of the cycle. Create clear protocols and expectations. • Agree protocols for staff monitoring, taking into account the impact on workload of these processes. Include these on the school calendar and stick to the timescales. 	<ul style="list-style-type: none"> • All reviewers get 3 or less staff. SLT to review the guidance on directed time • Interim review should be light touch • This is completed however the whole process is being reviewed by SLT 	<ul style="list-style-type: none"> • SLT – Dec 2018 	<p>Quality assurance has been reviewed and will be shared with all staff</p>

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		<ul style="list-style-type: none"> • Provide support for staff wellbeing. Consider options for external support such as the Education Support Partnership, and case studies of setting up a wellbeing group or protocol. • Organise classroom environments. Design and implement effective processes to maintain and organise classrooms. • Build in transition and induction for teachers and new pupils. • Maximise the use of permanent displays which do not need to be changed. 	<ul style="list-style-type: none"> • We can add advise and support to our staff website well-being section • As much as can be done is completed with this. Processes are in place to support staff when their space is not meeting requirements • We have a strong induction programme for staff. Need to ensure that new students (-in year) are nurtured, tracked and checked upon • SLT to consider this within corridors across the school – things that are vibrant, 	<ul style="list-style-type: none"> • MDK – Dec 2018 • SLT – Jan 2019 • PDG/CDG - ongoing • CDG – Jan 2019 	

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		<ul style="list-style-type: none"> • Create relevant checklists for classroom environments based on audit. Include expectations around display, equipment, layout and agree them with staff. • Support teachers in the early stages of their career. Provide specific professional development: areas such as planning, assessment and feedback, data management, setting up classrooms, managing behaviour and understanding school policies can all create additional workload for early career teachers. • Ensure that mentors and induction tutors have the time, capacity, expertise, knowledge, experience and personal qualities required for the role. 	<p style="text-align: center;">educational and permanent.</p> <ul style="list-style-type: none"> • To be planned with CDG and then shared across teams • Wildern Way training covers this • All mentors and induction staff have the relevant training to complete the expectations of the role 	<ul style="list-style-type: none"> • DOL/SL and DOPA 	

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		<ul style="list-style-type: none"> Review the demands you make on trainees, NQTs and teachers in the early stages of their career. Can you reduce the amount of evidence required and streamline reporting mechanisms relating to their appraisal and monitoring? 	<ul style="list-style-type: none"> The new NQT co-ordinator has stream-lined the NQT programme in line with guidance from DfE 		
Staff NFER questionnaire Anna Freud – National Centre for Children and Families: Ten steps towards school staff well-being & Supporting staff well-being in schools	<ul style="list-style-type: none"> Lack of staff voice over areas such as well-being/ Unable to voice opinions. No way of raising quick suggestions for improvement More transparency and 		<ul style="list-style-type: none"> Reinstate the idea of mywildern Most appointments have been made transparently. Where they have not been 	<ul style="list-style-type: none"> SLT – Jan 2019 SLT – Jan 2019 	

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	<p>consistency with staff appointments. (All positions to interview whether internal or not including SLL)</p> <ul style="list-style-type: none"> • Workload across the year in terms of the calendar. • CPD days on different days of the 		<p>recently, it is because there is no-one else on the staff who fits with the criteria or staff have already been interviewed for a post, not got it but would be ideal for another role that then has arisen later on that year.</p> <ul style="list-style-type: none"> • Do look at assessment points -WAD calendar. Shifted things considerably last two years with this in mind. SLT to evaluate the whole school calendar in regards to where things sit/how they work/should they happen • CPD days are on a Monday, Thursday or Friday this 	<ul style="list-style-type: none"> • SLT – Jan 2019 • SLT – Jan 2019 	

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	<p>year so all can attend.</p> <ul style="list-style-type: none"> • Directed time for all - not just tutors e.g. awards evening • A lack of staff community feel 		<p>year. SLT to discuss the different days – parent perception is that around a weekend works best but is it right for us as a school?</p> <ul style="list-style-type: none"> • SLT to check that directed time is mapped out for all staff to ensure that is equal. • To think of further ways to achieve this. Already – Staff competitions: <ul style="list-style-type: none"> ○ Numeracy advent calendar ○ Christmas jumper day ○ Numeracy day ○ Bake off ○ Word Play 	<ul style="list-style-type: none"> • SLT – Jan 2019 	

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			<p>Well-being packs provided to staff at a point within the year</p> <p>Well-being meetings after being ill for 3 days or more</p> <p>World Book day</p> <p>MFL Christmas raffle (2017)</p> <p>CPD fun events</p> <p>Wine for weddings</p> <p>Flowers for maternity leave</p> <p>Calendared after school clubs – staff art club, staff choir, running club</p> <p>What am I reading....</p> <p>What am I writing...</p>		

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The document below is designed to ensure that the recommendations from government and also from research publications regarding staff well-being have been acknowledged, discussed and addressed (where appropriate) at Wildern; to make certain that we are doing what we can to enable the staff at Wildern to have an appropriate work-life balance.

Where the recommendation is from?	Area identified	What are the recommendations?	What do we do/need to do?	By who/when?	SLT discussion Jan 2019
			<p>Time to talk (if needed to SLT) regarding professional/personal issues</p> <p>Afternoon tea provided</p> <p>Celebration of National teachers' day</p> <p>Staff have on-line purchases delivered to school</p> <p>Free breakfast termly for those with 100% attendance</p> <ul style="list-style-type: none"> • Create a Wildern social club/ Introduce Wildern Wonder-Kind • Write a Wildern's approach to well-being statement adding to what was created last year 	<ul style="list-style-type: none"> • KEB/HJS Jan 2019 • CLO to complete Jan 2019 	

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Where the recommendation is from?	Area identified	What are the recommendations?	What do we do/need to do?	By who/when?	SLT discussion Jan 2019
			<p>SLT to model and embed well-being practices:</p> <ul style="list-style-type: none">• Ensure that staff leave when they can at the end of the day with no judgement attached• Staff meetings end on time		