

- ✓ At HGPS, we believe that work/life balance is a right for all staff.
- ✓ All staff should be able to combine work with personal interests and commitments outside work.
- ✓ Good work/life balance is an essential factor in staff effectiveness and satisfaction, which in turn supports pupil learning.
- ✓ We aim to promote the development of workable solutions and encourage partnership and collaboration, within a whole school ethos of team work and respect.
- ✓ We will monitor and review accountability systems so that they are based on trust, respectful professional dialogue and proportionality; planning, marking & feedback, assessment.
- ✓ We will re-emphasise our commitment to work/life balance to staff on a regular basis, with the SLT being willing and open to ideas on how to reduce the impact of workload on staff.
- ✓ We will safeguard the health, safety and welfare of staff, through the Workload Charter and Work-life balance Policy.

Accountability Systems within the School

Marking & Feedback

An agreed marking & Feedback Policy is based on the understanding that;

- *Immediate feedback, during the lesson is recommended as the best form of assessment, to make good progress.*
- *A TA/Teacher Focus Marking Group will limit the amount of written dialogue whilst still ensuring pupils take the next steps in their learning. This will be six per day for the teacher and TA working in that class.*
- *Strategies that reduce adult marking and develop **self and peer assessment** will be encouraged; answers will be made available for children to access themselves.*
- *The use of limited marking symbols will support identifying progress whilst reducing workload for staff.*
- *The use of highlighting helps reduce the need for other comments to be made, whilst still identifying positive learning and showing where errors need to be addressed.*
- *Steps to Success will cover a unit of work rather than daily.*
- *Mild, Spicy & Hot are used only in Maths, writing and Science. Foundation subjects only require the NC objective.*
- *Marking & feedback in foundation subjects requires use of symbols and addressing of misconceptions rather than in depth marking of core subjects.*

Planning

- *Lessons in English and Maths are planned as sequence of learning and annotated appropriately to meet the needs of all the children. Teachers are not expected to make detailed daily lesson plans.*
- *In Maths the White Rose scheme of work can be annotated to save time and work load.*
- *Evidence Trails will be used for each subject. These will be annotated to provide evidence of learning but can also be used to save time on additional planning if staff wish.*
- *Individual lesson plans are not necessary. Children's learning will be monitored and evaluated based on children's work, pupil progress, assessments, medium term plans and evidence trails.*
- **Lesson observations/drop ins** will be limited to 3 per year, equivalent to one hour each term.
- Where possible, we will aim for staff meetings to be limited to one hour.
- Arrangements will be made during the normal school day to facilitate additional colleague meetings; team meeting, subject teams etc.
- Twilights, INSET days and staff meetings will be used appropriately to support preparation for pupil progress meetings, data analysis, reviews and evaluations of the curriculum.
- Where staff carry out additional duties outside normal contracted hours, they will be offered time in lieu. This will be in agreement with individual staff; e.g. residential, TA attendance at staff meetings, extra meetings with parents.
- PPA can be taken at home if staff wish.
- Where possible everyone will try **NOT** to contact colleagues with work related business, outside of working hours; after 6pm on weekdays, holidays and weekends.

Where individual concerns are raised or a teacher is newly qualified, different expectations may apply. Expectations and timescales will be made clear through support plan, although consideration will always be given to work load and work life balance.

Signed:

Date: