Courthouse Junior School
Every child flourishing

Commitment to reducing workload

At Courthouse, we work hard but only on the things that matter.

	What we do:	What we do not do:
Planning	• Leaders provide medium term plans of carefully structured sequences of lessons. • Leaders provide skeleton flipcharts for each unit of work, stored centrally for all to adapt and use. • Planning and resources are shared within and across year groups. • PPA time is used to ensure that teams plan ahead to discuss what and how they're teaching next week.	• Leave teachers needing to search online for activities. • Insist on written lesson plans.
Marking and feedback	• Feedback to the teacher from children's work is often more useful than from the teacher to each child. • Teachers determine the most appropriate form of feedback for their children for each particular task. • Teachers and TAs intervene on the day so that children stay on track for the next lesson. • Feedback guidance, not a marking policy.	• Expect masses of written marking. • Next step marking – the next step is the next lesson in a carefully planned sequence.
Assessment and data collection	• Input test scores and teacher assessment for reading, writing and maths termly. • Leaders analyse data ready for pupil progress meetings, not teachers. • Termly review by leaders of what data is collected and why – aiming for minimum amount of data collection to evaluate how we are doing. • Long term assessment calendar supports workload management. • Review validity of data collected on a termly basis.	• Expect teacher assessments against lots of objectives. • Insist on more than 3 data entry points per year. • Collect data without a purpose.
Report writing	• Termly one page reports of test scores, teacher assessments and advice in the format of *stop*, *start*, *continue*.	• Write lengthy end of year reports.
Email	• No expectation of response to emails outside working hours.	