



Streamlining Policy

School Mission Statement

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

- Learning our faith.
- Living our faith.
- Loving our faith.

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

'The solutions you seek are within you.'

At St Michael and St Martin Catholic Primary School we understand the need to reduce teacher workload and put teacher and pupil mental health at the forefront of what we do.

We are continually trying to find ways to cut back workload and streamline current practices to enable this.

What the school has done to 'streamline' current practices:

Making Marking Matter

Changes to the marking policy were taken directly from the recommendations of the [Marking Workload Review group](#), that 'all marking should be meaningful, manageable and motivating.' SLT reviewed the policy as a result of these suggestions and pupil and teacher feedback. As a result, we have trialled a new 'Interim Marking Policy' which aims to remove unnecessary detailed daily marking whilst leaving feedback at the core. Key changes to our policy have ensured that the focus is on 'quality' rather than 'quantity', reducing the expectation of how much work should be assessed in detail each week and removing unnecessary 'WOW' comments.

Policy to be reviewed on a termly basis.

It also includes the expectation that lesson time is given to students to respond to their targets and really engage with the quality feedback they have received.

Useful Data Only

Data collection has been streamlined so that the school is only collecting what we have identified we need in order to support the pupils and develop our teaching. Some data collection points have been halved e.g. science assessment data. Designated Higher Level Teaching Assistants are now responsible for entering data for PIRA and PUMA tests onto the school system.

Removal of the school's termly percentage assessment grids which have previously required teachers to manually calculate/input data. Instead, we have researched, trialled and purchased out a new assessment package (Target Tracker) which enables the same calculations to be made on a computer-based programme, therefore significantly reducing the time spent compiling unnecessary data.

Pupil progress meetings will only take place during the school day.

IEPs and associated paperwork is required only for EHCP pupils. All other pupils on the SEND register require a refined 'Pupil Profile'. Provision is outlined in the Provision Map.

Planning Collaboratively

PPA is always in collaboration with parallel teacher, resulting in shared planning and increased time efficiency. Teachers who have particular skills in a chosen Foundation subject have the flexibility to teach their chosen subject across the year group. Teachers can therefore focus solely on planning and creating resources for subjects they have a preference to teach. We have also reorganised our INSET days and directed time (staff meetings) to create more time to plan collaboratively.

Directed Time

Directed Time is planned carefully to enable staff to utilise time during Phase Meetings to plan collaboratively. In addition, a reduction in staff meetings has meant that staff have more time to complete essential daily planning and assessment. Staff meetings with outside consultants, where possible, will commence during the school day so that teachers do not lose out on valuable directed time.

School Next Steps (Two Year Vision):

- Reduction in homework with the same principle of 'Manageable Marking' in mind: less marking, more quality of task to aid their understanding.
- Continue to refine Marking Policy as a result of parent, teacher and pupil feedback.
- Weekly lesson planning to take the format of SMART slides or PowerPoint slides, giving teachers more flexibility to plan according to their needs
- Continue working with HCPP (Hounslow Catholic Primary Partnership) schools to share quality planning and resources. This is with particular reference to RE and shared Power of Reading texts where most time is spent planning these subjects.
- Significantly refine end of year academic written reports. Parents to be encouraged to engage more directly with their child's exercise book to see progress and what their specific targets for improvement are.

Sandra D'Souza-Zerkhfaoui, Chair of Governors

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