# Teachers' workload diary survey 2013

## Research report

## February 2014

## TNS BMRB

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# Executive summary

- The 2013 Teachers' Workload Diary Survey provides independently collected data on hours and working patterns of teachers in maintained primary and secondary schools, special schools and academy schools in England. This is the twelfth survey; previous surveys were carried out in 1994, 1996, 2000 and then annually between 2003 and 2010. The 2013 survey was commissioned by the Department for Education (DfE).

- A sample of 1,004 teachers was achieved - lower than in previous surveys.

- As explained fully in the introduction, there were significant differences between the method used in the 2013 survey and the method used in previous surveys, specifically relating to sampling, data collection and the survey format. As a result, this data is not comparable with that from surveys in previous years and this report focuses on findings from 2013.

- On average, all school teachers report working over 50 hours per week, with primary and secondary school headteachers reporting more than 60 hours.

- Classroom teachers in most school types report teaching 19 to 20 hours a week. The exception to this was teachers in special schools who reported teaching 16.8 hours.

- Teachers of all types work around 12 hours a week outside what might be regarded as their normal working week. Heads spent around half of this time on school and staff management while classroom teachers spent at least three quarters of it on planning, preparation and assessment (PPA). Time spent on PPA was as common for classroom teachers in primary, secondary and academy schools as teaching at around a third of their total workload.

- Certain types of activities dominated workload for different types of teacher. The majority of a secondary school headteacher workload is made up of activities that relate to school and staff management (61%).

- Other activities were performed to a lesser extent. Non-teaching pupil or parent contact made up 10% - 14% of a classroom teacher's workload and slightly more than that for headteachers in secondary schools (16%). On average less than 10% of workload was spent on general administrative duties. Headteachers in secondary school spent 11% of their time on individual or professional development, while it was a much smaller proportion of classroom teacher working time (5% or less).

- More than eight in ten teachers felt that only 'a little' or 'some' of their time was spent on these types of tasks. A small proportion of teachers overall (6% deputy heads and classroom teachers, 3% heads) felt that 'all' or 'most' of their time was spent on unnecessary or bureaucratic tasks.

- The most common reasons given to explain the increase in unnecessary and bureaucratic tasks were preparation for an Ofsted inspection (16% of deputy heads and classroom teachers, and 17% heads) and an increase in forms and paperwork (15% of deputy heads and classroom teachers).

- Teachers were asked to give examples of what they thought were unnecessary and bureaucratic tasks in a number of different areas. Across all areas two common themes

emerged, which were duplication and the level of detail required in certain circumstances. In particular duplication was referred to in terms of paper work, marking and recording pupil progress and data analysis, reporting and evidence gathering. The level of detail was considered by teachers to be unnecessary with regard to planning and preparation and marking and progress recording.

- Three in ten deputy head and classroom teachers (30%) felt that spending more time discussing work with individual pupils would be one of the three things that would improve the quality of teaching and pupil learning. Just over a quarter selected one to one and small group teaching (28%), while a quarter each chose collaborative planning with colleagues (26%) and exploring and selecting resources (25%).

- Observational learning was favoured by headteachers. Slightly more than a third of heads (36%) said observing colleagues teaching would be one of the three things that would improve the quality of teaching and pupil learning, and a similar proportion said observing good practice in other schools (32%).

# Acknowledgements

# Introduction

The 2013 Teachers' Workload Diary Survey provides independently collected data on hours and working patterns of teachers in maintained primary and secondary schools, special schools and academy schools in England. This is the twelfth survey; previous surveys were carried out in 1994, 1996, 2000 and then annually between 2003 and 2010. The 2013 survey was commissioned by the Department for Education (DfE).

As explained below, there were significant differences between the method used in the 2013 survey and that used in previous surveys. The data is therefore not comparable with that from previous years: this report focuses on findings for 2013 only.

## Background

The Department for Education is committed to ensuring that teachers' time and energies are focused on the key tasks that require their particular professional skills, expertise and judgement, and thus to reduce the overall workload by redistributing or eliminating other tasks.

## Differences in survey methodology between 2010 and 2013

A series of changes to the survey methodology mean that figures from the 2013 survey cannot be directly compared to figures from previous surveys.

The 2013 survey differed from previous surveys in a number of respects: sampling methodology, data collection, survey format and the activity codes used in completing the survey. Changes in each of these areas are detailed below.

### Sampling

In previous surveys selected schools were recruited by interviewers via the headteacher and up to 14 staff were selected at random and invited to participate in the survey. This approach meant that the sample comprised a relatively high proportion of teachers in a relatively small number of schools.

The approach to sampling changed significantly in 2013. Instead of recruiting teachers through their school and headteacher, a random probability sample of all qualified teachers in England was selected from the school workforce census[1]. This meant that the 2013 sample comprised a much lower proportion of teachers across a much larger number of schools.

For example, in 2010, 662 maintained schools were randomly selected, with 164 schools (25%) returning at least one completed diary survey. Across these 164 schools, 2,179 teachers were sample, with 1,244 teachers (57%) completing a useable diary survey. In the 2013 survey, a larger number of teachers were sampled across the workforce (6,753), with 1,004 (15%) completing the diary survey.

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[1] The School Workforce Census is a statutory collection of individual level data on teachers and support staff from local authorities, local authority maintained schools and academies.

As a result, there was a greater degree of self-selection in 2013 than in previous years. Whereas previously the survey included responses from a broader range of teachers in a sample of schools, this year's survey relied more heavily on those teachers who had a greater motivation to respond.

## Data collection

Prior to 2010 paper diaries were placed personally with the selected teachers and the head and all teachers were briefed face to face on how to complete the diary. In 2010 an online methodology was used to collect the vast majority of the data. The headteacher was briefed (by telephone) and they and other selected teachers were invited by email to complete the diary online. The online instructions included a short written briefing on how to complete the diary.

In 2013 no teachers were personally briefed and the random sample of teachers were sent a paper diary booklet in the post to complete. The diary booklet was personally addressed and was sent to the teacher's school. Written instructions on how to complete the diary were provided in the booklet.

## Survey format

The survey was designed in a way that aimed to minimise the burden to individual teachers as far as possible, in particular the diary and questionnaire had to be something that teachers could complete in one sitting. Therefore, time use data was collected for only two days in 2013 rather than the full seven days in previous surveys. The weekend was treated as 'one' day. It was assumed that the teacher could therefore complete the diary from memory in one or only a few sessions. The survey aimed to achieve equal and representative coverage of all weekdays to estimate the average weekly workload, by allocating every teacher a random set of two days[2] to record.

Teachers were asked to complete their diary for two days in a single week in early March. For this reason, it should be kept in mind that these survey statistics do not necessarily provide an accurate picture of working patterns in other weeks of the year, although an important factor for selecting this week is that it is generally a typical week for school term-time.

## Activity codes

To further reduce the burden to teachers the diary had a reduced number of task codes compared with previous diary surveys. The reduction in codes was made by combining two or more categories in the same broad level category, so the activities included in the broad category levels (teaching, non-teaching pupil or parent contact, PPA, school and staff management, general administration and individual or professional development) remained the same.

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[2] In line with the guidelines on harmonised European Time Use surveys, a two day observational period was chosen. The guidelines state that the general rule is that the more diary days the better but considering the problem of increasing non-response with increasing respondent burden, two days is a reasonable choice.

The intention was to simplify completion, collect streamlined information about how teachers spend their time and gather their views on matters that are pertinent to government policies.

## Response rate

Across the workforce, 6,753 teachers were sampled, and of these, 1,004 completed a usable diary survey (15%). The response varied by both school and teacher type as shown in Figure 1. A detailed description of the methodology can be found in the technical report (Annex B).

**Figure 1 Response rate by type of school and teacher**

| School/teacher type | Diaries sent | Returned diaries | Response rate |
| --- | --- | --- | --- |
| Academy: headteachers | 278 | 24 | 9% |
| Academy: all other teachers | 1,250 | 137 | 11% |
| Academy: total | 1,528 | 161 | 11% |
| Primary: headteachers | 250 | 36 | 14% |
| Primary: all other teachers | 1,325 | 204 | 15% |
| Primary: total | 1,575 | 240 | 15% |
| Secondary: headteachers | 500 | 79 | 16% |
| Secondary: all other teachers | 2,650 | 441 | 17% |
| Secondary: total | 3,150 | 520 | 17% |
| Special: headteachers | 25 | 4 | 16% |
| Special: all other teachers | 475 | 79 | 17% |
| Special: total | 500 | 83 | 17% |
| **All teachers total** | **6,753** | **1,004** | **15%** |

The survey achieved its minimum response target of 15%, which is comparable to self-completed surveys in general.

It is worth noting that, in general, the completion rate of non-compulsory research in maintained schools has fallen over time[3].

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[3] Sturgis, Smith and Hughes (2006) *A study of suitable methods for raising response rates in schools surveys*. DfES

# Teacher workload

*Note, due to significant changes in the survey methodology in 2013, data from this year is not comparable with that from previous years' surveys.*

Figures 2, 3, 4 and 5 show key measures in 2013. Findings are presented for sub-groups where base sizes are 50 or more. If a subgroup with fewer than 50 respondents is referred to, it is accompanied by a note to indicate a low base size.

## Total hours worked

Figure  provides figures of total average hours in all schools and by grades of teacher in 2013.

**Figure 2 Average hours worked by full-time teachers**

|  | Hours |
|---|---|
| **Primary** | |
| Classroom teachers | 59.3 |
| **Secondary** | |
| Heads | 63.3 |
| Classroom teachers | 55.7 |
| **Academy** | |
| Classroom teachers | 55.2 |

Base sizes for primary, academy and special school heads, primary, secondary, academy and special school deputy heads and special school classroom teachers are less than 50 so have not been shown.

On average all categories of school teacher report working over 50 hours per week, with secondary school headteachers reporting more than 60 hours.

# Teaching hours

Figure  shows the average number of teaching hours by type of teacher in 2013.

**Figure 3 Average total teaching hours worked by full-time teachers**

|  | Hours |
|---|---:|
| **Primary** |  |
| Classroom teachers | 19.0 |
| **Secondary** |  |
| Heads | 2.8 |
| Classroom teachers | 19.6 |
| **Academy** |  |
| Classroom teachers | 20.2 |

Base sizes for primary, academy and special school heads, primary, secondary, academy and special school deputy heads and special school classroom teachers are less than 50 so have not been shown.

Classroom teachers in most school types report teaching 19 to 20 hours a week. Headteachers also report some teaching in their workload.

Figure  shows teaching time as a percentage of total working time for 2013.

**Figure 4 Percentage of teaching hours as a proportion of total working hours for full-time teachers**

|  | % |
|---|---:|
| **Primary** |  |
| Classroom teachers | 32.0 |
| **Secondary** |  |
| Heads | 4.4 |
| Classroom teachers | 35.2 |
| **Academy** |  |
| Classroom teachers | 36.6 |

Base sizes for primary, academy and special school heads, primary, secondary, academy and special school deputy heads and special school classroom teachers are less than 50 so have not been shown.

# Before school day, evening and weekend working

It is possible to estimate the number of hours full-time teachers work 'out of hours' (before 8am, after 6pm and on weekends[4]) from the survey data.

Figure 5 shows the proportion of teachers' total hours worked outside normal working hours in 2013.

The activities most commonly done by heads outside of the school day related to school and staff management (46% - 57%). Classroom teachers on the other hand spent most of their out of school hours working time on planning, preparation and assessment (72% - 84%).

Figure 5 Percentage of hours worked in the evening, before the school day and on weekends as percentage of total hours worked per week, full-time teachers only

|  | % |
| --- | --- |
| **Primary** | |
| Classroom teachers | 23.8 |
| **Secondary** | |
| Heads | 21.5 |
| Deputy heads (b) | 19.1 |
| Classroom teachers | 21.4 |
| **Academy** | |
| Classroom teachers | 19.7 |

Base sizes for primary, academy and special school heads, primary, secondary, academy and special school deputy heads and special school classroom teachers are less than 50 so have not been shown.

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[4] The definition of before school activities prior to 2013 was based on the headteachers' questionnaire which asked about the structure of the school day. Before school activities were all that occurred before the first school activity (e.g. registration). There was no headteachers' questionnaire in 2013 so 'out of hours' activities are defined as occurring wholly before 8am, after 6pm or at the weekend.

# Survey findings

## Analysis of hours spent in total and on each activity

### Total hours worked overall

The total hours worked per week on average by teachers in different types of school and role is shown in Figure below.

The average hours worked increases with seniority in both primary and secondary schools. On average all categories of school teacher report working over 50 hours per week, with secondary school headteachers reporting more than 60 hours.

**Figure 6 Total hours worked by type of school and role**

|  | Total hours worked per week, full-time only |
| --- | --- |
| **Primary** |  |
| Classroom teachers | 59.3 |
| **Secondary** |  |
| Heads | 63.3 |
| Classroom teachers | 55.7 |
| **Academy** |  |
| Classroom teachers | 55.2 |
| Base sizes for primary, academy and special school heads, primary, secondary, academy and special school deputy heads and special school classroom teachers are less than 50 so have not been shown. | |

This section presents a breakdown of total hours into activity groupings which include: teaching; planning, preparation and assessment (PPA); non-teaching pupil or parent contact; school or staff management; general administrative support and individual or professional activity.

Throughout this section findings are presented where the base size is 50 or more. Detailed tables are in Annex A.

**Teaching hours**

On average, classroom teachers in primary schools spent around 19 hours a week teaching. The vast majority of this time was regular timetabled teaching (17.8 hours). The remaining teaching time was spent on non-regular teaching such as cover for an absent colleague within the timetabled day (not including cover supervision), teaching outside timetabled hours, and assisting in other lessons or on educational visits.

The pattern was similar for classroom teachers in secondary and academy schools. In secondary schools classroom teachers spent 19.6 hours teaching where there was no difference by gender of age, while classroom teachers in academy schools spent 20.2 hours teaching. Teachers in both of these school types spent just over an hour a week on non-regular teaching activity.

Headteachers in secondary schools spent a small proportion (2.8 hours) of their week teaching, and like classroom teachers the majority of it was regular timetabled teaching (2.2 hours).

**Planning, preparation and assessment (PPA)**

PPA as a grouped activity was as common for classroom teachers in primary, secondary and academy schools as teaching. Specific activities included planning and preparing for lessons or tests, marking or assessing pupils and writing reports on pupil progress.

One of the two most common PPA activities was lesson planning or preparing for tests. Primary classroom teachers spent an average of 10.6 hours per week on this activity, while secondary teachers spent 8.5 hours on it. Classroom teachers in academy schools spent 8.2 hours on lesson planning or preparing for tests.

The second of the two common PPA activities was assessing and marking pupils' work (including more general assessment activities) and writing reports. In primary schools, classroom teachers spent an average of around 9.7 hours a week on these activities. In secondary schools, classroom teachers spent 9.4 hours on this activity, and in academy schools it was 8.7 hours.

Headteachers in secondary schools spent 3 hours a week on any PPA activities.

**Non-teaching contact with pupils or parents**

A number of different activities combined into the non-teaching pupil or parent contact category, including pupil supervision, covering for absent colleagues, coaching sport or drama, disciplining or praising pupils, registration and any contact with parents and/or families.

In primary schools, classroom teachers spent an average of 5.9 hours a week on any of these activities, compared to 7.8 hours for secondary school classroom teachers and 6.1 hours for classroom teachers in academy schools. It was higher for headteachers in secondary schools at 9.9 hours.

The most common tasks for classroom teachers was supervising pupils before, after or during the school day (1.9 hours for classroom teachers in primary and secondary schools and 1.8 hours in academy schools) and contact with parents (2.0 hours, 1.4 hours and 0.8 hours per week respectively). Headteachers in secondary schools spent 4.9 hours per week on supervising pupils and 2.6 hours on contact with parents or families.

**School or staff management**

School or staff management can be divided into internal activities (such as meetings, appraising, mentoring, other contact with staff, and developing policies) and external activities (for example, contact with educational bodies, local community and other local education providers). As would be expected, the more senior the staff the more time they spent on school and staff management.

In secondary schools, headteachers spent 38.5 hours per week on these activities. They spent at least 2 hours per week on average on each of the following activities: staff meetings (9.6 hours), school policy development (7.7 hours), contact with community or educational bodies (7.7 hours), contact with staff that was not about specific pupils or planning (2.8 hours) and other contact with staff (5.9 hours).

Classroom teachers spent around 4 hours a week on school or staff management. No one type of activity took more than 2 hours a week.

**General administrative support**

This grouped activity included keeping records (including those on pupil performance), organising resources and other administrative duties such as preparing displays, setting up the classroom and photocopying.

Classroom teachers in primary schools spent 4.3 hours on general administration (7% of workload) which included an hour keeping records, 2.7 hours on organising resources and half an hour on other activities. Overall, classroom teachers in secondary schools spent 2.3 hours on general administration (4% of workload) which included an hour on keeping records. Classroom teachers in academy schools spent 3 hours on administration (6% of workload), including 1 hour keeping records and 1.5 hours organising resources.

Around half of general administrative activity undertaken by headteachers in secondary schools was non-specific (0.7 hours out of 1.5 hours in total).

**Individual or professional activity**

Individual or professional activity includes training and development activity including INSET[5], peer observation or being mentored, studying and background reading, as well as time spent keeping the workload diary itself.

In primary schools, classroom teachers spent 3 hours on individual or professional activity (5% of workload) which included 2.2 hours of training and development. Classroom teachers in secondary and academy school spent less time on individual or professional development overall (1.7 hours and 1.8 hours respectively, 3% - 5% of workload).

Headteachers in secondary school spent 6.6 hours per week on individual or professional activity (11% of workload), split between training and development (3.4 hours) and other non-specific activities (3.3 hours).

# Attitude to job and workload

The diary booklet contained additional questions to measure teachers' attitudes to their job and workload. A section which included these types of questions had been asked in previous years of the survey but the questions asked in 2013 were all new. Throughout this section these measures are not broken down by school type.

## Teachers' perceptions of time spent on unnecessary or bureaucratic tasks

All teachers were asked how much of their time they thought they spent on tasks they considered to be unnecessary or bureaucratic. Results are shown in Figure 7.

Eight in ten deputy heads and classroom teachers felt that only a little or some of their time was spent on unnecessary and bureaucratic tasks. The overall proportion of headteachers that said that a little or some of their time was spent on unnecessary and bureaucratic tasks was slightly higher. Small proportions of headteachers and deputy heads/classroom teachers  felt that all or most of their time was spent on unnecessary or bureaucratic tasks, while around one in ten in each group did not know or did not give an answer.

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[5] In-service education and training.

**Figure 7 Total Amount of time spent on tasks considered to be unnecessary or bureaucratic**

| | Headteachers | Deputy heads / classroom teachers |
|---|---|---|
| 18 | % | % |
| All of the time | 0.1 | 0.3 |
| Most of the time | 2.5 | 6.4 |
| Some of the time | 56.9 | 55.2 |
| A little of the time | 28.3 | 25.8 |
| I don't know | 1.7 | .8 |
| Gave no Answer | 10.5 | 11.5 |
| Base | 142 | 862 |

Teachers were asked whether they thought the amount of time they spent on unnecessary and unnecessarily bureaucratic tasks had changed over the last 12 months. Thirty-six per cent of headteachers and 45% of deputy heads and classroom teachers felt that it had increased while 36% and 42% respectively thought it had stayed the same. Small proportions (9% - 5% respectively) thought it had decreased (Figure 8).

**Figure 8 Change in amount of time spent on tasks considered to be unnecessary or bureaucratic**

| | Headteachers | Deputy heads / classroom teachers |
|---|---|---|
| | % | % |
| Yes - it has increased | 35.8 | 44.6 |
| Yes - it has reduced | 9.3 | 4.8 |
| No - it has stayed about the same | 36.0 | 41.7 |
| I don't know | 3.0 | 3.2 |
| No Answer | 15.9 | 5.7 |
| Base | 142 | 862 |

Teachers who thought the time they spent on unnecessary and bureaucratic tasks had increased were asked to further explain why they thought that.

Among headteachers, the most commonly mentioned reason was Ofsted changes (20%) followed by preparation for an Ofsted inspection (17%). Reasons mentioned at slightly lower levels were a non-specific increase in workload (16%), Departmental policy changes (13%) and record keeping (11%).

The most commonly mentioned reason by deputy heads and classroom teachers was preparation for an Ofsted inspection (16%) followed by an increase in forms and paperwork (15%). Reasons mentioned at slightly lower levels were assessments (12%), a change in role or school (11%) and data collection and reporting (10%), and evidence gathering (10%) (see full tables in Annex A).

Sixty teachers in the survey felt that the time they spent on unnecessary and bureaucratic tasks had decreased, with the predominant reason being a change in role or a change of school (37%).

## Examples of unnecessary and bureaucratic tasks

The 2013 survey also asked a series of questions which the respondents were able to answer in their own words, rather than respond to predetermined categories. Answers were coded according to a list of frequent responses in order to be quantified. It is important to bear in mind that the answer codes had to be quite broad as specific responses were mentioned at too low a level to sensibly quantify. Teachers were asked for:

- examples of paper work that can be unnecessary and bureaucratic
- examples of marking or recording pupil progress that can be unnecessary and bureaucratic
- examples of data (analysing/reporting/evidence gathering) that can be unnecessary and bureaucratic
- examples of the level of detail and format of planning and preparation in schools that can be unnecessary and bureaucratic
- examples of activities relating to SATS and exams that can be unnecessary and bureaucratic
- examples of other activities that can be unnecessary and bureaucratic
- one requirement they would ask DfE to remove

The most frequently mentioned responses are summarised in this section and full tables are in Annex A.

The examples of unnecessary and bureaucratic **paper work** mentioned most frequently were the duplication of data, reports and information (14% deputies/classroom teachers, 10% headteachers), too much paper work, form filling and round robins (13%). Furthermore, deputy

heads and classroom teachers mentioned production of detailed lesson plans relatively frequently (11%).

The two most frequently mentioned examples of unnecessary and bureaucratic **marking or recording pupil progress** were along a similar theme; that marking has to be too detailed (15% deputies/classroom teachers, 14% headteachers) and that it is too long winded and takes too much time (13% deputies/classroom teachers). Another frequent concern was the duplication of paperwork and marking (11% deputies/classroom teachers).

One example of unnecessary and bureaucratic **data analysing, reporting and evidence gathering** was mentioned at a much higher level than all others, which was having to report, analyse or input data too often or too much (22% deputies/classroom teachers, 20% headteachers). Duplication (8% of both groups) and that it was time consuming (7% deputies/ classroom teachers, 6% headteachers) were comments made most frequently out of the rest.

Again one response to the level of unnecessary and bureaucratic **planning and preparation** in schools dominated, that was that they were required to be too detailed (24% deputies/classroom teachers, 12% headteachers). That planning and preparation was time consuming was mentioned by 9% deputy heads and classroom teachers, while 5% each mentioned differentiation and that there were too many planning formats. Seven per cent of headteachers said that planning is for the teacher and it should be up to them how long they spend on it.

When asked for examples of unnecessary and bureaucratic activities relating to **SATS[6] and exams** one in ten deputy heads and classroom teachers mentioned marking practice papers (11%). Seven per cent said that these types of activities were time consuming (7%), while 6% made a reference to assessments. Eleven per cent of headteachers mentioned preparing for SATS/exams, and of the pressure to track and monitor results.

There was one final question along the same lines which asked teachers to give examples of **other activities** that can be unnecessary and bureaucratic. The only response mentioned by more than one in twenty deputy heads and classroom teachers but not mentioned in response to the previous questions was meetings and taking minutes of meetings (8%). One in ten headteachers mentioned adapting to changing policies and/or guidelines from the Government.

Finally, teachers were asked what one requirement they would ask the Department to remove. Eleven per cent of deputy heads and classroom teachers would get rid of unnecessary assessments and, in a similar vein, 8% would remove testing of pupils. Eight per cent would remove Ofsted, while 5% would reduce the amount of reports and reporting. The most frequently mentioned requirement to be removed by headteachers was Ofsted (14%).

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[6] National curriculum tests.

# What would improve the quality of teaching and pupil learning

Teachers were presented with a list of activities and were asked what **three** would improve the quality of teaching and pupil learning if they were able to spend more time on it. Figure 9 shows the results.

Slightly more than a third of headteachers (36%) included observing colleagues teaching in their top three, and a similar proportion said observing good practice in other schools (32%). Again, approximately a third selected mentoring or being mentored (33%), while slightly fewer than this chose discussing work with individual pupils (28%) and professional learning and development (22%).

Three in ten deputy heads and classroom teachers (30%) included discussing work with individual pupils in their top three. Just over a quarter selected one to one and small group teaching (28%), while a quarter chose collaborative planning with colleagues (26%) and exploring and selecting resources (25%).

Consistent with the activities thought to be unnecessary and bureaucratic, teachers in both groups selected marking pupil work and reviewing pupil data at very low levels.

**Figure 9 What would improve the quality of teaching and pupil learning?**
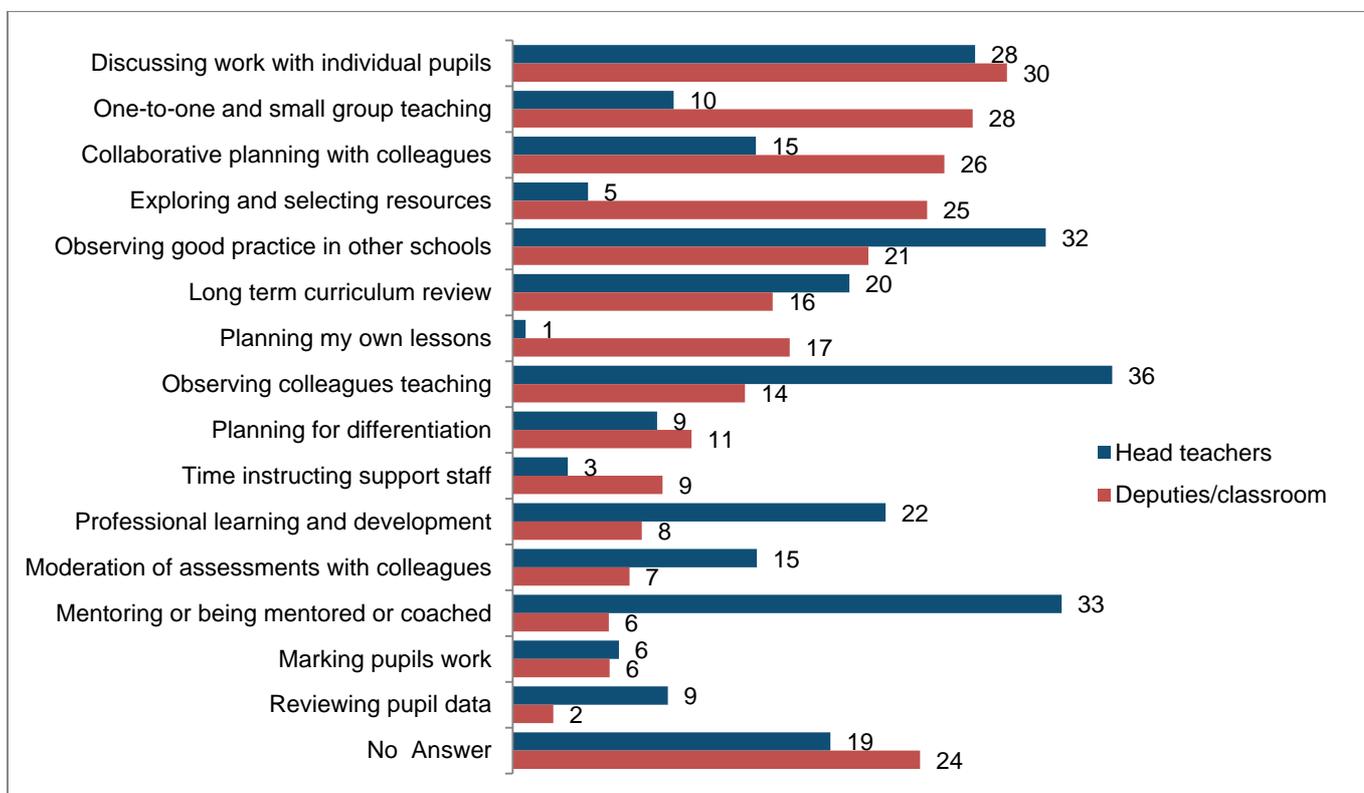
Other tasks not specifically presented to teachers but mentioned spontaneously by more than one in ten deputy heads and classroom teachers in terms of what would improve the quality of teaching and pupil learning, were more planning and preparation time (16%) and sourcing or developing new resources for innovative teaching (12%). Giving feedback to pupils and more one to one time (12%) was also mentioned spontaneously by more than one in ten even though it was similar to a statement that had been shown to teachers in the earlier question.

Headteachers were most likely to spontaneously mention collaborating or planning with support staff (12%), more training opportunities (12%) or more time to do research (10%).

# References

European Communities (2004) Guidelines on harmonised European Time Use surveys. Luxembourg: Office for Official Publications of the European Communities. Available: [Guidelines on harmonised European Time Use surveys report](#)

Smithers, A. and Robinson, P. (2003), 'Factors Affecting Teachers' Decisions to Leave the Profession', Department for Education and Skills Research Report 430.

Sturgis, Smith and Hughes (2006) A study of suitable methods for raising response rates in schools surveys. Department for Education and Skills.

# Annex A: Tables

**Figure 10 Average hours worked by full-time teachers, on grouped activities and in total**

Weighted

| | Heads (a) | | | | | | Deputy/Assistant Heads | | | | | | | | Classroom Teachers | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary | | Secondary | | Academy | | Primary | | Secondary | | Academy | | Special | | Primary | | Secondary | | Academy | | Special | |
| | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % |
| Teaching | 6.6 | 11.0 | 2.8 | 4.4 | | | | | 13.9 | 22.6 | | | | | 19.0 | 32.0 | 19.6 | 35.2 | 20.2 | 36.6 | 16.8 | 33.4 |
| Non-teaching pupil/parent contact | 9.7 | 16.1 | 9.9 | 15.7 | | | | | 11.4 | 18.6 | | | | | 5.9 | 9.9 | 7.8 | 14.1 | 6.1 | 11.0 | 6.9 | 13.8 |
| Planning, preparation and assessment | 8.0 | 13.3 | 3.0 | 4.7 | | | | | 12.9 | 21.0 | | | | | 22.6 | 38.2 | 18.9 | 34.0 | 18.7 | 33.9 | 13.3 | 26.5 |
| School/staff management | 29.3 | 48.6 | 38.5 | 60.8 | | | | | 16.8 | 27.4 | | | | | 4.0 | 6.8 | 4.6 | 8.2 | 4.0 | 7.3 | 4.8 | 9.5 |
| General administrative support | 3.6 | 6.0 | 1.5 | 2.4 | | | | | 4.1 | 6.7 | | | | | 4.3 | 7.3 | 2.3 | 4.2 | 3.0 | 5.5 | 4.8 | 9.6 |
| Individual/professional (b) | 2.7 | 4.5 | 6.6 | 10.5 | | | | | 1.7 | 2.8 | | | | | 3.0 | 5.1 | 1.7 | 3.0 | 1.8 | 3.3 | 3.1 | 6.1 |
| **All known working activities** | **60.0** | **99.6** | **62.3** | **98.5** | | | | | **60.8** | **99.1** | | | | | **58.9** | **99.2** | **54.9** | **98.5** | **53.9** | **97.6** | **49.6** | **98.8** |
| Other working activities (c) | 0.3 | 0.4 | 0.9 | 1.5 | | | | | 0.6 | 0.9 | | | | | 0.5 | 0.8 | 0.8 | 1.5 | 1.3 | 2.4 | 0.6 | 1.2 |
| **All working activities** | **60.2** | **100** | **63.3** | **100** | | | | | **61.3** | **100** | | | | | **59.3** | **100** | **55.7** | **100** | **55.2** | **100** | **50.2** | **100** |
| Base | 33 | | 79 | | 23 | | 18 | | 38 | | 13 | | 18 | | 129 | | 338 | | 108 | | 42 | |

(a) Excluding special schools where sample numbers (4) were too low to analyse
(b) Activities include up to one hour for completing the diary survey
(c) Other activities comprise authorised absence in school hours

Results have been greyed out where base sizes are less than 30 and results based on fewer than 50 (primary heads, all deputy heads, and special school classroom teachers) should be treated with caution.
Total hours worked and individual/professional activity include, as in previous years, completing the diary.

**Figure 11 Average hours worked by full-time classroom teachers**

Weighted

| | Classroom Teachers | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Primary | | Secondary | | Academy | | Special | |
| **All** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** |
| Teaching | 19.0 | 32.0 | 19.6 | 35.2 | 20.2 | 36.6 | 16.8 | 33.4 |
| Non-teaching pupil/parent contact | 5.9 | 9.9 | 7.8 | 14.1 | 6.1 | 11.0 | 6.9 | 13.8 |
| Planning, preparation and  assessment | 22.6 | 38.2 | 18.9 | 34.0 | 18.7 | 33.9 | 13.3 | 26.5 |
| School/staff management | 4.0 | 6.8 | 4.6 | 8.2 | 4.0 | 7.3 | 4.8 | 9.5 |
| General administrative support | 4.3 | 7.3 | 2.3 | 4.2 | 3.0 | 5.5 | 4.8 | 9.6 |
| Individual/professional | 3.0 | 5.1 | 1.7 | 3.0 | 1.8 | 3.3 | 3.1 | 6.1 |
| **All known working activities** | **58.9** | **99.2** | **54.9** | **98.5** | **53.9** | **97.6** | **49.6** | **98.8** |
| Other working activities | 0.5 | 0.8 | 0.8 | 1.5 | 1.3 | 2.4 | 0.6 | 1.2 |
| **All working activities** | **59.3** | **100** | **55.7** | **100** | **55.2** | **100** | **50.2** | **100** |
| Base | 129 | | 338 | | 108 | | 42 | |
| **Males** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** |
| Teaching | | | 20.0 | 35.5 | 20.8 | 39.2 | | |
| Non-teaching pupil/parent contact | | | 7.8 | 13.8 | 4.9 | 9.2 | | |
| Planning, preparation and  assessment | | | 19.9 | 35.3 | 17.6 | 33.1 | | |
| School/staff management | | | 4.3 | 7.6 | 4.6 | 8.7 | | |
| General administrative support | | | 2.5 | 4.4 | 2.9 | 5.5 | | |
| Individual/professional | | | 1.3 | 2.3 | 1.5 | 2.8 | | |
| **All known working activities** | | | **55.8** | **98.9** | **52.3** | **98.5** | | |
| Other working activities | | | 0.7 | 1.2 | 0.8 | 1.5 | | |
| **All working activities** | | | **56.4** | **100** | **53.1** | **100** | | |
| Base | 11 | | 120 | | 32 | | 10 | |
| **Females** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** |
| Teaching | 18.6 | 31.4 | 19.3 | 35.0 | 20.2 | 36.1 | 16.6 | 33.1 |
| Non-teaching pupil/parent contact | 6.0 | 10.1 | 7.9 | 14.3 | 6.8 | 12.2 | 7.0 | 14.0 |
| Planning, preparation and  assessment | 22.5 | 37.9 | 18.3 | 33.2 | 18.7 | 33.5 | 12.8 | 25.5 |
| School/staff management | 4.0 | 6.7 | 4.7 | 8.5 | 3.7 | 6.6 | 4.4 | 8.8 |
| General administrative support | 4.3 | 7.3 | 2.3 | 4.2 | 3.0 | 5.4 | 5.3 | 10.6 |
| Individual/professional | 3.3 | 5.6 | 1.9 | 3.4 | 2.0 | 3.6 | 3.3 | 6.6 |
| **All known working activities** | **58.8** | **99.2** | **54.3** | **98.4** | **54.4** | **97.3** | **49.5** | **98.8** |
| Other working activities | 0.5 | 0.8 | 0.9 | 1.6 | 1.5 | 2.7 | 0.6 | 1.2 |
| **All working activities** | **59.3** | **100** | **55.2** | **100** | **55.9** | **100** | **50.1** | **100** |
| Base | 118 | | 218 | | 76 | | 32 | |

Results have been greyed out where base sizes are less than 30 and results based on fewer than 50  (special school classroom teachers) should be treated with caution.

Total hours worked and individual/professional activity include, as in previous years, completing the diary.

**Figure 12 Average total hours worked by full-time classroom teachers by demographics**

Weighted

| | | Classroom Teachers | | | | | | | |
| | | Primary | | Secondary | | Academy | | Special | |
| | | Base | Total hours worked | Base | Total hours worked | Base | Total hours worked | Base | Total hours worked |
|---|---|---|---|---|---|---|---|---|---|
| **All** | | 129 | 59.3 | 338 | 55.7 | 108 | 55.2 | 42 | 50.2 |
| **Age** | Under 25 | 13 | | 14 | | 2 | | 1 | |
| | 25-34 | 48 | 59.4 | 127 | 55.1 | 45 | 57.6 | 10 | |
| | 35-44 | 29 | | 74 | 55.6 | 25 | | 6 | |
| | 45-54 | 23 | | 86 | 55.8 | 24 | | 15 | |
| | 55+ | 16 | | 37 | 57.6 | 11 | | 10 | |
| **Region** | Greater London | 24 | | 42 | 57.8 | 17 | | 4 | |
| | Metropolitan County | 16 | | 65 | 55.5 | 31 | 54.6 | 10 | |
| | Non Metropolitan County | 56 | 59.0 | 150 | 57.1 | 26 | | 15 | |
| | Unitary Authority | 33 | 61.5 | 81 | 52.8 | 34 | 56.5 | 13 | |

Results have been greyed out where base sizes are less than 30 and results based on fewer than 50 should be treated with caution.

**Figure 13 Average hours spent on individual activities by full-time teacher - Weighted**

| | Heads | | | | | | Classroom Teachers | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary | | Secondary | | Academy | | Primary | | Secondary | | Academy | | Special | |
| | Hr | % | Hr | % | Hr | % | Hr | % | Hr | % | Hr | % | Hr | % |
| **Teaching** | **6.6** | **11.0** | **2.8** | **4.4** | | | **19.0** | **32.0** | **19.6** | **35.2** | **20.2** | **36.6** | **16.8** | **33.4** |
| Regular timetabled teaching | 4.6 | 7.7 | 2.2 | 3.5 | | | 17.8 | 30.1 | 18.2 | 32.8 | 19.1 | 34.6 | 15.7 | 31.2 |
| Non-regular teaching | 0.6 | 1.0 | 0.1 | 0.2 | | | 0.4 | 0.7 | 0.2 | 0.4 | 0.2 | 0.4 | 0.2 | 0.5 |
| Other teaching activity | 1.4 | 2.3 | 0.4 | 0.7 | | | 0.7 | 1.2 | 1.1 | 2.0 | 0.9 | 1.6 | 0.8 | 1.6 |
| **Non-teaching pupil/parent contact** | **9.7** | **16.1** | **9.9** | **15.7** | | | **5.9** | **9.9** | **7.8** | **14.1** | **6.1** | **11.0** | **6.9** | **13.8** |
| Supervising pupils at any time | 5.4 | 9.0 | 4.9 | 7.8 | | | 1.9 | 3.1 | 1.9 | 3.3 | 1.8 | 3.3 | 2.5 | 5.0 |
| Covering for absent colleague | 0.1 | 0.2 | 0.2 | 0.4 | | | 0.1 | 0.1 | 0.2 | 0.3 | 0.2 | 0.4 | 0.0 | 0.1 |
| Coaching sport, rehearsing drama/music | 1.1 | 1.9 | 0.0 | 0.1 | | | 0.6 | 1.0 | 1.1 | 2.0 | 0.7 | 1.2 | 0.9 | 1.7 |
| Disciplining or praising pupils | 0.2 | 0.4 | 0.8 | 1.3 | | | 0.2 | 0.3 | 0.7 | 1.3 | 0.6 | 1.1 | 0.6 | 1.2 |
| Registration, general classroom management or pastoral care | 0.4 | 0.7 | 0.1 | 0.1 | | | 1.0 | 1.7 | 1.5 | 2.6 | 1.3 | 2.4 | 1.4 | 2.9 |
| Any contact with parents and families | 2.0 | 3.4 | 2.6 | 4.1 | | | 2.0 | 3.4 | 1.4 | 2.6 | 0.8 | 1.5 | 1.1 | 2.2 |
| Other non-teaching activities | 0.3 | 0.6 | 1.3 | 2.0 | | | 0.2 | 0.3 | 1.1 | 1.9 | 0.6 | 1.0 | 0.4 | 0.8 |
| **Planning, preparation and assessment** | **8.0** | **13.3** | **3.0** | **4.7** | | | **22.6** | **38.2** | **18.9** | **34.0** | **18.7** | **33.9** | **13.3** | **26.5** |
| Planning/preparing lesson, test, assessment | 3.6 | 5.9 | 1.0 | 1.6 | | | 10.6 | 17.8 | 8.5 | 15.2 | 8.2 | 14.8 | 6.6 | 13.1 |
| Assessing/marking pupil work, reports | 3.6 | 6.0 | 1.5 | 2.4 | | | 9.7 | 16.3 | 9.4 | 16.8 | 8.7 | 15.7 | 4.5 | 9.0 |
| Other non-contact activities | 0.8 | 1.4 | 0.4 | 0.7 | | | 2.4 | 4.0 | 1.1 | 1.9 | 1.9 | 3.4 | 2.2 | 4.5 |
| **School/staff management** | **29.3** | **48.6** | **38.5** | **60.8** | | | **4.0** | **6.8** | **4.6** | **8.2** | **4.0** | **7.3** | **4.8** | **9.5** |
| General staff/management meeting | 5.0 | 8.3 | 9.6 | 15.2 | | | 1.4 | 2.4 | 2.0 | 3.6 | 1.7 | 3.1 | 2.1 | 4.2 |
| Appraising, monitoring, coaching, mentoring, training other teaching staff | 1.9 | 3.1 | 2.8 | 4.4 | | | 0.6 | 1.0 | 0.7 | 1.2 | 0.9 | 1.6 | 0.5 | 1.0 |
| Other contact/interaction with staff | 3.9 | 6.5 | 5.9 | 9.2 | | | 0.6 | 1.0 | 0.7 | 1.3 | 0.6 | 1.1 | 0.8 | 1.7 |
| School policy and financial planning | 7.3 | 12.2 | 7.7 | 12.1 | | | 0.2 | 0.4 | 0.2 | 0.3 | 0.1 | 0.1 | 0.1 | 0.2 |
| Contact with someone outside of school | 6.9 | 11.4 | 7.7 | 12.1 | | | 0.5 | 0.9 | 0.3 | 0.6 | 0.3 | 0.5 | 0.9 | 1.7 |
| Other management related activities | 4.2 | 7.1 | 4.9 | 7.8 | | | 0.7 | 1.1 | 0.7 | 1.2 | 0.5 | 0.8 | 0.3 | 0.7 |
| **General administrative support** | **3.6** | **6.0** | **1.5** | **2.4** | | | **4.3** | **7.3** | **2.3** | **4.2** | **3.0** | **5.5** | **4.8** | **9.6** |
| Keeping records | 2.1 | 3.5 | 0.6 | 0.9 | | | 1.0 | 1.7 | 1.0 | 1.8 | 1.0 | 1.8 | 1.5 | 3.0 |
| Organising resources | 1.1 | 1.8 | 0.2 | 0.4 | | | 2.7 | 4.6 | 0.8 | 1.5 | 1.5 | 2.6 | 2.7 | 5.5 |
| Other kinds of administrative activities | 0.4 | 0.7 | 0.7 | 1.2 | | | 0.5 | 0.9 | 0.5 | 0.9 | 0.6 | 1.0 | 0.5 | 1.1 |
| **Individual/professional** | **2.7** | **4.5** | **6.6** | **10.5** | | | **3.0** | **5.1** | **1.7** | **3.0** | **1.8** | **3.3** | **3.1** | **6.1** |
| Training or development activity | 2.0 | 3.3 | 3.4 | 5.3 | | | 2.2 | 3.8 | 1.2 | 2.1 | 1.2 | 2.2 | 1.7 | 3.5 |
| Other individual/professional activity | 0.8 | 1.3 | 3.3 | 5.2 | | | 0.8 | 1.3 | 0.5 | 0.8 | 0.6 | 1.1 | 1.3 | 2.6 |
| **All known working activities** | **60.0** | **99.6** | **62.3** | **98.5** | | | **58.9** | **99.2** | **54.9** | **98.5** | **53.9** | **97.6** | **49.6** | **98.8** |
| Other working activities | 0.3 | 0.4 | 0.9 | 1.5 | | | 0.5 | 0.8 | 0.8 | 1.5 | 1.3 | 2.4 | 0.6 | 1.2 |
| **All working activities** | **60.2** | **100** | **63.3** | **100** | | | **59.3** | **100** | **55.7** | **100** | **55.2** | **100** | **50.2** | **100** |
| Base | 33 | | 79 | | 23 | | 129 | | 338 | | 108 | | 42 | |

Results have been greyed out where base sizes are less than 30 and results based on less than 50 (primary heads and special classroom teachers) should be treated with caution.

**Figure 14 Percentage of total hours worked by full-time teachers at weekends, before school or after 6pm on weekdays**

Weighted

| | Heads | | | | | | Classroom Teachers | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary | | Secondary | | Academy | | Primary | | Secondary | | Academy | | Special | |
| **All** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** | **Hours** | **%** |
| At weekends | 6.2 | 10.3 | 6.9 | 10.9 | | | 7.7 | 13.0 | 6.2 | 11.1 | 6.1 | 11.1 | 5.1 | 10.2 |
| Before school/after 6pm | 6.5 | 10.8 | 6.7 | 10.6 | | | 6.4 | 10.8 | 5.8 | 10.4 | 4.8 | 8.7 | 3.6 | 7.2 |
| Total working hours | **60.2** | **100** | **63.3** | **100** | | | **59.3** | **100** | **55.7** | **100** | **55.2** | **100** | **50.2** | **100** |
| Base | 33 | | 79 | | 23 | | 129 | | 338 | | 108 | | 42 | |

Results have been greyed out where base sizes are less than 30 and results based on fewer than 50 (primary heads special classroom teachers) should be treated with caution

**Figure 15 Composition of hours worked at weekends, before school and after 6pm for full-time teachers**
**Weighted**

| | % of Heads | | | | | | % of Classroom Teachers | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Primary | | Secondary | | Academy | | Primary | | Secondary | | Academy | | Special | |
| | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % |
| Teaching | 0.2 | 1.6 | 0 | 0.0 | | | 0.1 | 0.7 | 0.4 | 3.4 | 0 | 0.0 | 0 | 0.0 |
| Non-teaching pupil/parent contact | 0.7 | 5.5 | 1.6 | 11.8 | | | 0.3 | 2.1 | 0.8 | 6.7 | 0.1 | 0.9 | 0.2 | 2.3 |
| Planning, preparation and assessment | 4.5 | 35.4 | 1.8 | 13.2 | | | 11.6 | 82.3 | 9.3 | 78.2 | 9.1 | 83.5 | 6.3 | 72.4 |
| School/staff management | 5.8 | 45.7 | 7.8 | 57.4 | | | 0.5 | 3.5 | 0.5 | 4.2 | 0.3 | 2.8 | 0.6 | 6.9 |
| General administrative support | 1.1 | 8.7 | 0.5 | 3.7 | | | 0.9 | 6.4 | 0.4 | 3.4 | 0.5 | 4.6 | 0.7 | 8.0 |
| Individual/professional | 0.3 | 2.4 | 1.6 | 11.8 | | | 0.5 | 3.5 | 0.6 | 5.0 | 0.7 | 6.4 | 0.9 | 10.3 |
| Other working activities | 0 | 0.0 | 0.3 | 2.2 | | | 0.2 | 1.4 | 0 | 0.0 | 0.2 | 1.8 | 0 | 0.0 |
| **Total hours** | **12.7** | **100** | **13.6** | **100** | | | **14.1** | **100** | **11.9** | **100** | **10.9** | **100** | **8.7** | **100** |
| Base | 33 | | 79 | | 23 | | 129 | | 338 | | 108 | | 42 | |

Results have been greyed out where base sizes are less than 30 and results based on fewer than 50 (primary heads and special classroom teachers) should be treated with caution

**Figure 16 Examples of paper work that can be unnecessary and bureaucratic**

**Weighted**

| | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Too much / constant paper work / form filling / round robins | 10.7 | 13.4 |
| Duplication of data/reports/information | 10.4 | 14.3 |
| Evidence gathering | 8.3 | 3.0 |
| Completing progress forms / reports | 5.9 | 3.7 |
| Providing Ofsted with information / reports etc. | 5.3 | 1.5 |
| Detailed lesson plans | 4.0 | 11.8 |
| Data collection and analysis | 3.0 | 8.3 |
| Recording evidence -   every conservation with students/parents | 2.8 | 1.9 |
| Report writing e.g. end of year/performance management | 2.4 | 6.3 |
| Too many emails | 2.4 | 2.4 |
| Having to fill in questionnaires / surveys | 2.3 | 0.9 |
| Having to complete administration tasks | 0.6 | 4.4 |
| Chasing / recording absences / attendance / behaviour | 0.2 | 2.4 |
| Risk assessment | 0.1 | 2.4 |
| Assessment (all references) | 0.0 | 8.7 |
| Marking work | 0.0 | 3.1 |
| SEN | 0.0 | 2.0 |
| Target setting | 0.0 | 1.2 |
| Other | 4.4 | 2.5 |
| None | 21.3 | 23.9 |
| Not Stated | 22.7 | 11.1 |
| Base | 142 | 862 |

**Figure 17 Examples of marking or recording pupil progress that can be unnecessary and bureaucratic**
**Weighted**

| | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Marking has to be too detailed | 13.9 | 15.1 |
| Duplication of paperwork and marking | 4.2 | 11.1 |
| Marking work that doesn't need marking (classwork / notes etc.) | 3.4 | 3.0 |
| Evidence gathering | 2.7 | 2.9 |
| Too long winded / takes too much time | 2.7 | 13.3 |
| Inputting of data | 2.6 | 3.6 |
| APP (all mentions) | 1.8 | 5.9 |
| Difficulty recording progress of student due to ability (SEN) / lack of progress / amount of hours teaching over a period | 1.8 | 1.7 |
| Not always helpful / relevant / necessary | 1.6 | 4.5 |
| Give a level / assessment / report pupil progress every / half term / term / too often | 0.1 | 8.4 |
| Written report | 0.1 | 0.8 |
| Ambiguity about need to mark young children | 0.0 | 6.6 |
| Expected to mark / assess too often | 0.0 | 2.1 |
| Heavy (marking) workload (due to amount of classes / students) | 0.0 | 3.0 |
| Repeatedly setting more targets to obtain | 0.0 | 3.7 |
| Too much paperwork | 0.0 | 1.9 |
| Updating of SIMS (as well as other areas) | 0.0 | 1.4 |
| Other | 3.4 | 6.2 |
| Don't Know | 0.0 | 0.1 |
| None | 46.8 | 24.7 |
| Not Stated | 17.7 | 11.1 |
| Base | 142 | 862 |

**Figure 18 Examples of data (analysing/reporting/evidence gathering) that can be unnecessary and bureaucratic**

Weighted

| | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Having to report / analyse / input data (too often / too much) | 20.0 | 21.8 |
| Duplication | 8.3 | 8.1 |
| Data not being used / looked at | 7.4 | 1.8 |
| Time consuming | 5.9 | 7.0 |
| Detailed reports / analysis required | 2.7 | 6.1 |
| Target setting | 1.9 | 2.6 |
| Recording / assessment data every 6 weeks | 1.8 | 5.9 |
| Too much paperwork | 0.2 | 2.7 |
| Pointless / irrelevant analysis of data / paperwork | 0.1 | 5.4 |
| APP is too time consuming and inefficient | 0.0 | 2.9 |
| Should not be the job of the teacher / it's an admin task | 0.0 | 2.6 |
| Parents evenings / subject evenings | 0.0 | 2.0 |
| Other | 5.3 | 4.1 |
| None | 37.6 | 29.4 |
| Not Stated | 22.3 | 14.4 |
| Base | 142 | 862 |

**Figure 19 Examples that the level of detail and format of planning and preparation in schools that can be unnecessary and bureaucratic**

Weighted

| | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Required to be too detailed | 12.4 | 24.3 |
| Planning is for the teacher / it should be up to the teacher detail required etc. | 7.2 | 3.1 |
| Not meeting the child's needs | 4.1 | 2.0 |
| Duplication of information | 2.9 | 3.6 |
| References to planning for observations | 2.8 | 4.5 |
| Time consuming | 2.7 | 9.4 |
| Teachers being put under unnecessary pressure | 2.6 | 1.5 |
| Too many planning formats e.g. long/medium/short term | 2.5 | 4.8 |
| References to Ofsted (all references) | 0.3 | 3.0 |
| Differentiation (all references) | 0.1 | 5.5 |
| Change of planning formats too regularly | 0.0 | 2.7 |
| Other | 6.5 | 3.8 |
| None | 46.9 | 42.6 |
| Not Stated | 26.7 | 11.7 |
| Base | 142 | 862 |

**Figure 20 Examples of activities relating to SATS and exams that can be unnecessary and bureaucratic**

Weighted

| | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Preparing for SATS / (mock) Exams detracts from the teaching of the curriculum | 10.9 | 2.8 |
| Pressure to track and monitor results | 10.8 | 5.1 |
| Planning / preparation | 8.7 | 3.5 |
| Time consuming | 8.0 | 6.6 |
| Irrelevant as I do not sit SATS / not a relevant role / accurate reflection | 4.7 | 2.2 |
| Photocopying / putting together practise SATS / Exams | 4.3 | 3.3 |
| Gathering evidence | 2.5 | 1.5 |
| Assessments (all references) | 2.2 | 5.7 |
| Moderation / supervision | 2.0 | 1.5 |
| Too much paperwork / extra workload | 0.3 | 3.5 |
| Marking practice papers | 0.3 | 11.0 |
| Not given any extra time (to complete processes) | 0.1 | 2.0 |
| Checking exam entries | 0.0 | 1.1 |
| After school / extra sessions / booster classes (revision / SATS practise etc.) | 0.0 | 5.5 |
| Giving up lunch / break time / holidays (to hold revision sessions) | 0.0 | 2.5 |
| Duplication of work | 0.0 | 1.4 |
| Other | 8.4 | 5.4 |
| None | 34.9 | 47.9 |
| Not Stated | 19.8 | 12.2 |
| Base | 142 | 862 |

**Figure 21 Examples of other activities that can be unnecessary and bureaucratic**

Weighted

| | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Adapting to changing policies / guidelines (from government) | 10.3 | 1.6 |
| Too much admin /form filling/lesson plans | 9.7 | 13.4 |
| Emails | 6.8 | 1.6 |
| Duplication of information | 5.5 | 2.0 |
| Ofsted (all references) | 3.2 | 2.6 |
| Meetings / minutes of meetings (all references) | 3.1 | 7.8 |
| Time consuming | 2.2 | 4.3 |
| Time taken away from teaching / preparing lessons etc. | 2.1 | 4.5 |
| Maintaining records/Data Collection | 2.0 | 3.5 |
| Too much paperwork | 0.8 | 4.6 |
| Preparing reports | 0.3 | 2.8 |
| Inset / staff training | 0.3 | 2.5 |
| Contact with parents (all references) | 0.2 | 2.7 |
| Evidence gathering | 0.1 | 2.2 |
| Assessments | 0.0 | 4.1 |
| Observations (all references) | 0.0 | 1.8 |
| Detailed marking / marking | 0.0 | 3.8 |
| Other | 9.8 | 3.2 |
| None | 36.6 | 33.4 |
| Not Stated | 21.0 | 18.6 |
| Base | 142 | 862 |

Weighted

| 37 | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Preparing for Ofsted inspection / fear of impending Ofsted inspection | 16.6 | 16.1 |
| Forms and Paperwork has increased | 0.7 | 15.2 |
| Assessments (all references) | 0.4 | 11.5 |
| A change within my role / change of schools | 0.3 | 10.8 |
| Increase in data reporting / collection | 9.2 | 9.7 |
| Increase in evidence gathering | 7.4 | 9.7 |
| OFSTED changes | 19.9 | 8.5 |
| Increase in workload | 16.4 | 8.6 |
| Changes to curriculum | 0.7 | 9.0 |
| Lesson planning | 0.4 | 8.5 |
| Government initiatives / changes / pressure | 6.0 | 7.8 |
| A change of management / SLT | 0.6 | 6.7 |
| Demands on / from School Leadership Team (SLT) | 0.0 | 6.3 |
| Recording / record keeping | 11.2 | 5.0 |
| Departmental policy changes | 12.9 | 3.1 |
| Extra marking | 0.0 | 3.4 |
| Increase in accountability | 9.9 | 2.8 |
| Increase in monitoring | 0.1 | 2.8 |
| Exam procedures | 0.0 | 1.8 |
| Lack of staff / not enough staff | 0.0 | 1.7 |
| Effects of Academy status | 0.1 | 1.6 |
| Other | 29.4 | 7.5 |
| Not Stated | 0.0 | 0.8 |
| Base | 38 | 398 |

Results based on fewer than 50 (headteachers) should be treated with caution.

**Figure 23 One requirement they would ask Department for Education to remove**

Weighted

| 38 | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Ofsted (all references) | 13.5 | 7.6 |
| Reduce the amount of reports / reporting | 8.6 | 5.3 |
| Slow down / reduce the pace of change | 8.4 | 2.3 |
| Changing the curriculum | 7.6 | 3.5 |
| Testing of pupils (phonics / SATS etc.) (all references) | 6.6 | 7.6 |
| Get rid of / less unnecessary assessments | 5.7 | 10.8 |
| Data analysis / inputting of data | 4.0 | 4.1 |
| Not expecting all pupils to progress at the same speed / increase by the same number of levels | 2.7 | 2.7 |
| Lesson planning / less detail within lesson plans | 2.5 | 2.5 |
| Less meetings / more productive meetings | 0.3 | 1.7 |
| Performance management | 0.1 | 2.3 |
| Marking work in too much detail / unnecessary marking | 0.0 | 2.5 |
| More PPA / planning time | 0.0 | 3.1 |
| Reconsider/get rid of league tables | 0.0 | 2.0 |
| Other | 8.6 | 9.2 |
| Don't Know | 2.6 | 0.6 |
| None | 2.1 | 4.7 |
| Not Stated | 29.3 | 27.9 |
| Base | 142 | 862 |

**Figure 24 Other tasks that would improve the quality of teaching and pupil learning if able to spend more time on them**

Weighted

| | % of Headteachers | % of Deputy heads and classroom teachers |
|---|---|---|
| Collaborating / spending time / planning with support staff | 12.4 | 7.7 |
| More training opportunities / CPD | 11.7 | 3.9 |
| More time to research | 9.7 | 2.4 |
| Smaller class sizes / smaller group teaching | 7.8 | 6.8 |
| Giving feedback to pupils / more one to one time | 6.4 | 11.7 |
| More staff required | 4.7 | 1.9 |
| Getting to know / mentor students | 4.6 | 5.0 |
| More planning / preparation time | 4.6 | 16.4 |
| Observing good practice (peer / colleague / other schools) | 3.4 | 5.8 |
| Sourcing / developing new resources / innovative teaching | 3.0 | 12.2 |
| Be allowed to actually teach / focus on teaching | 2.7 | 2.7 |
| Differentiation | 2.7 | 1.7 |
| Extra curricular activities / learning / trips etc. | 2.6 | 1.9 |
| Curriculum (all references) | 0.8 | 3.0 |
| More marking / assessment time | 0.4 | 3.9 |
| Lesson observations | 0.3 | 0.9 |
| Increased funding / budget | 0.1 | 1.7 |
| Collaboration with / involvement of parents | 0.1 | 2.0 |
| SOW / schemes of work (all references) | 0.0 | 1.1 |
| Working with outside organisations | 0.0 | 0.3 |
| Utilising new technologies/software | 0.0 | 0.1 |
| Other | 6.5 | 5.5 |
| None | 13.0 | 17.6 |
| Not Stated | 30.4 | 18.3 |
| Base | 142 | 862 |

# Annex B: Technical report and sample

## Survey tools

A number of key survey tools were used in the 2013 survey. The main questionnaire pack contained the paper self-completion diary and questionnaire booklet, a covering letter and a reply paid envelope (second class). The diary based approach for collecting time use data was simplified compared to the method used in previous years and consequently the burden on teachers reduced as:

- the number of task codes was substantially reduced
- time use data was collected for two consecutive days pre-selected by TNS BMRB at random for each teacher - this gave the teacher the option to complete it in real time, or at the end of the second day from memory

The weekend was treated as 'one' diary day which meant that a teacher was not randomly assigned both weekend days and their diary was completed for at least one weekday. The random allocation of days ensured equal and representative coverage of all five weekdays and the weekend so that total weekly workload could be estimated.

Part-time teachers were asked to complete the questionnaire on the same basis, but if they were not contracted to work on one or both of the days assigned to them, they were asked to replace the non-working day with the nearest day that they did work on.

The diary and questionnaire booklet also contained three pages of questions designed to measure teachers' attitudes to their job and workload.

The letter that accompanied the diary and questionnaire booklet was two sides of A4. Its contents covered the purpose of the survey, the days of the week (and week) the teacher was required to complete it and brief instructions on what they needed to do to participate, or if they had any queries.

## Sample design

The school workforce census was used as the sampling frame as it was the most comprehensive and accurate list of teachers in England available. It also carried the advantage of providing demographic information about teachers, removing the need to ask questions directly in the survey.

A random selection of qualified teachers was selected after stratification by school level (primary, secondary, special schools, and academies), within this by whether they were a headteacher or other teacher, and within this by area type (London, metropolitan, non-metropolitan, and unitary authorities). After stratification, teachers were selected from within school type and teacher type strata by random start and equal interval.

Figure 25 sets out the drawn sample (i.e. the sample of teachers approached to participate in the survey) in each strata.

**Figure 25 Sample of teachers drawn by strata**

| Strata | Academies | | Primary | | Secondary | | Special | |
|---|---|---|---|---|---|---|---|---|
| | Head | Other | Head | Other | Head | Other | Head | Other |
| **Greater London** | 59 | 255 | 20 | 228 | 69 | 393 | 7 | 75 |
| **Metropolitan County** | 78 | 367 | 55 | 293 | 122 | 683 | 5 | 115 |
| **Non Metropolitan County** | 67 | 266 | 112 | 488 | 188 | 989 | 9 | 175 |
| **Unitary Authority** | 74 | 362 | 63 | 316 | 121 | 585 | 4 | 110 |
| **Total** | 278 | 1250 | 250 | 1325 | 500 | 2650 | 25 | 475 |

## Data collection

The data collection mode was a paper self-completion questionnaire. A questionnaire pack was mailed out to each selected teacher directly at their school, to arrive on the Monday prior to diary week.

Teachers completed the main questionnaire, recording time for two fixed days (randomly assigned on each questionnaire) during the week commencing 11 March 2013. They then returned the completed questionnaire to TNS BMRB in an individual reply paid envelope also provided as part of the questionnaire pack.

Support was available to all selected teachers before, during and after the fieldwork period via a telephone helpline, an email helpline and a specially designed website.

# Response

The overall response rate by type of school for 2013 is set out in Figure 26.

**Figure 26 Response rate by school type**

| Strata | Academies | | Primary | | Secondary | | Special | |
|---|---|---|---|---|---|---|---|---|
| | Head | Other | Head | Other | Head | Other | Head | Other |
| *Number of teachers responding* | | | | | | | | |
| **Greater London** | 4 | 23 | 1 | 33 | 8 | 57 | 1 | 6 |
| **Metropolitan county** | 3 | 37 | 9 | 34 | 14 | 85 | 2 | 17 |
| **Non-metropolitan County** | 9 | 32 | 13 | 90 | 33 | 195 | 1 | 33 |
| **Unitary authority** | 7 | 46 | 13 | 47 | 24 | 104 | 0 | 23 |
| **Total** | 23 | 138 | 36 | 204 | 79 | 441 | 4 | 79 |
| *Response rate* | | | | | | | | |
| **Greater London** | 7% | 9% | 5% | 14% | 12% | 15% | 14% | 8% |
| **Metropolitan county** | 4% | 10% | 16% | 12% | 11% | 12% | 40% | 15% |
| **Non-metropolitan County** | 13% | 12% | 12% | 18% | 18% | 20% | 11% | 19% |
| **Unitary authority** | 9% | 13% | 21% | 15% | 20% | 18% | 0% | 21% |
| **Total** | 8% | 11% | 14% | 15% | 16% | 17% | 16% | 17% |

The overall response rate was 15%, but it varied by school and teacher type.

The survey data has been weighted to the population of teachers in different areas to ensure that schools from different regions and different phases (academies, primary, secondary, special) are properly represented. However, if schools responding to the survey have different characteristics from those not responding then the results could be affected by non-response bias. This has not been directly measured.

# Diary completion

Teachers were asked to record all work-related activities for two days in the week commencing 11 March 2013. They completed a separate diary page for each of these two days by recording activities each diary page. To add an activity teachers entered:

- type of activity (the activity code e.g.T01 for regular timetabled teaching)
- time the activity started (in 24 hour clock)
- time the activity ended (in 24 hour clock)
- notes (optional to provide more information about the activity)

Teachers had to enter all of the activities they completed on that day from the first work related activity to the last. They entered a new entry for each change of activity. Teachers were asked to ensure that:

- there were no periods of time for which a teacher had not accounted for between their first and last work-related activity of the day

- there were no overlaps between activities

Five minutes was the minimum duration suggested for a diary entry. The guidance recommended that very brief activities were classed as part of a longer activity, using the activity code which best applies to the time as a whole. If an error had been made, teachers were asked to delete the incorrect entry and re-enter it as necessary. Diary entries did not need to be in chronological order.

All activities and their codes were shown on the page opposite the diary page. The activity codes were divided into seven general groups (teaching; non-teaching pupil or parent contact; planning, preparation and assessment; staff/school management; general administrative support; individual/professional activities, and not working). Each group was divided further into specific types of activities.

## Data processing

All data collected was cleaned, and coded by the TNS BMRB data processing team. Prior to electronic data entry there was a stage of manual editing. Each of the diary pages in the questionnaire was checked line by line and any problems or issues with the data were identified. The clerical team assigned to this task amended the diary as necessary. Written notes or comments from the teacher were used to clarify any illegibility or ambiguity and ensure that each diary record was as accurate and complete as possible before it was keyed.

Completed and manually edited questionnaires were electronically scanned. A minimum level of quality checks were built into the scanning programme automatically to ensure data was scanned accurately.

Once entered, all data was subject to computer validation. The computer validation specification programme was written to check the completeness and logic of the diary data and identify any residual errors or omissions. These were corrected by reference to the paper questionnaires if necessary or, if appropriate, by the use of forced edits. Edits covered issues such as multi-coding of single coding questions, gaps or overlaps between diary entries, or the use of invalid task codes.

Responses at open questions were coded to a code frame agreed with the Department for Education.

# Weighting

The weighting approach was designed to correct for unequal selection probabilities (design weights) and non-response. Data was weighted at the teacher level, firstly applying design weights to counter the disproportionate selection of school types and headteachers.

After design weights were applied, the profile of teachers was checked against the sample frame, for characteristics such as type of establishment, region, level of teacher etc. A calibration weight was calculated to correct for the differences with the population profile.

# Estimates of precision

Because the Teachers' Workload Diary Survey is based on a sample of teachers and not the whole teacher population, the results are liable to differ to some degree from those that would have been obtained if every single teacher had participated. We can make some assessment of sampling variability, that is the differences in hours worked between the teachers in the sample and in the whole population that arise from random chance. The degree of possible measurement error depends on both the sample size and on how widely estimates of hours worked vary between teachers. This 'sampling error' is likely to be smallest for categories of teacher with a large sample and whose reported hours do not vary greatly. Conversely, it is likely to be largest where sample sizes are small and the numbers of hours reported vary considerably.

## Design effects and standard errors

Due to the complex sampling design used, the margins of error associated with the survey estimates are likely to be larger than if a simple random sample (SRS) design had been used. To take account of this, Design Effects (DEFFs) have been calculated for the most important estimates. The Design Effect is the ratio of the variance under the complex sample design to the variance of a SRS design.

While stratification will tend to decrease the variance, unequal selection probabilities (design weighting) will tend to increase it. Generally most overall design effects for surveys with complex sample designs, such as this one, are greater than one.

For this survey, standard error calculations for key measures have been undertaken using the drop-one jack-knife method applied at sample stratum level. These calculations take into account the sample design, the achieved sample sizes and the weights calculated within each stratum.

## Confidence intervals

We can use the resultant standard errors to assess what the margins of error ('confidence intervals') are likely to be around the survey's key estimates. It is common when quoting confidence intervals to refer to the 95% confidence interval around a survey estimate. This is calculated as 1.96 times the standard error on either side of the estimated percentage or mean since, under a normal distribution, 95% of values lie within 1.96 standard errors of the mean value. If it were possible to repeat the survey under the same conditions many times, 95% of these

confidence intervals would contain the population values but, when assessing the results of a single survey, it is usual to assume that there is only a 5% chance that the true population value falls outside the 95% confidence interval calculated for the survey estimate.

We can therefore establish the interval as x ± 1.96 SEs (where x represents the mean obtained from the survey). Figure  shows the confidence interval for categories of teacher with more than 50 respondents.

**Figure 27 Confidence intervals by teach type**

| | Heads | | | Classroom Teachers | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Secondary | | | Primary | | | Secondary | | | Academy | | |
| | Est. | min | max | Est. | min | max | Est. | min | max | Est. | min | max |
| Teaching | 2.8 | 1.8 | 3.8 | 19.0 | 17.0 | 20.9 | 19.6 | 18.6 | 20.6 | 20.2 | 18.6 | 21.9 |
| Non-teaching pupil/parent contact | 9.9 | 8.1 | 11.7 | 5.9 | 5.0 | 6.8 | 7.8 | 7.0 | 8.6 | 6.1 | 5.0 | 7.1 |
| Planning, preparation and assessment | 3.0 | 1.9 | 4.0 | 22.6 | 19.5 | 25.8 | 18.9 | 17.7 | 20.2 | 18.7 | 16.0 | 21.5 |
| School/staff management | 38.5 | 35.0 | 42.0 | 4.0 | 3.1 | 4.9 | 4.6 | 3.9 | 5.2 | 4.0 | 3.0 | 5.1 |
| General administrative support | 1.5 | 1.0 | 2.1 | 4.3 | 3.5 | 5.1 | 2.3 | 2.0 | 2.7 | 3.0 | 2.3 | 3.7 |
| Individual/professional | 6.6 | 4.0 | 9.2 | 3.0 | 1.9 | 4.1 | 1.7 | 1.1 | 2.2 | 1.8 | 1.0 | 2.6 |
| Other working activities | 0.9 | 0.3 | 1.6 | 0.5 | 0.1 | 0.8 | 0.8 | 0.6 | 1.1 | 1.3 | 0.6 | 2.1 |
| **All working activities** | 63.3 | 60.5 | 66.1 | 59.3 | 54.5 | 64.1 | 55.7 | 53.6 | 57.8 | 55.2 | 51.5 | 59.0 |
| **Base** | **79** | | | 129 | | | 338 | | | 108 | | |

Taking an example from the 2013 survey, the confidence interval for the average total hours worked by secondary classroom teachers is: x ± 1.96 SE = 55.7 hours ± (1.96 * 1.09 hours) = 55.7 hours ± 2.1 hours.

In summary, although the survey provides our best estimate (x = 55.7 hours) of the population mean, statistical theory can be used to show we can be very confident that the true population mean lies between 53.6 and 57.8 hours.

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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