

SUTTON CE (VC) PRIMARY SCHOOL



PREPARATION, PLANNING AND ASSESSMENT TIME POLICY

Version 2017v1

To be reviewed annually

Approved by staff ☐

Approved by Governors ☐

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PREPARATION, PLANNING AND ASSESSMENT TIME POLICY

1. INTRODUCTION

- 1.1 The Governing Body will ensure that, in accordance with the third phase of the National Agreement, effective from 1 September 2005, all teachers and instructors, including part time staff, employed under the School Teachers' Pay and Conditions Document, receive 10% of their timetabled teaching time for Planning, Preparation and Assessment time (PPA). This is in addition to any other non-contact time which teachers may receive - e.g. management and leadership time.
- 1.2 The PPA entitlement relates to the taught timetable of each individual teacher and can only be allocated within the timetabled sessions. "Time-tabled teaching time" means the aggregate period of time in the school time-table during which the teacher has been assigned by the head teacher to teach pupils the core and other foundation subjects and religious education.
- 1.3 PPA time will be provided in periods of not less than half an hour during those parts of the school time-table in which pupils are taught the core and other foundation subjects or religious education. Teachers will not be required to carry out any other duties, including the provision of cover, during PPA time.
- 1.4 The Governing Body supports the intention of the National Agreement which is the continuation of the agenda aimed at raising standards, while at the same time relieving some of the pressures on teachers' workloads.
- 1.5 This policy should be read in conjunction with:
 - a. Section 133 regulations issued under the Education Act 2002.
 - b. School Teachers' Pay and Conditions Document - Section 4

2. PRINCIPLES

- 2.1 School closure days and all other planned activities which are known in advance will be taken into consideration when timetabling PPA time so that the contractual entitlement is maintained during the times the school is in taught sessions. Regular evaluation will take place to ensure that entitlement balances out over the course of an academic year. Staff entitled to PPA time will be consulted and made aware of the arrangement. Where a teacher believes that a balance has not been struck and s/he is being treated unfairly then the grievance procedure should be used to seek a resolution to the matter.
- 2.2 Contractually there is no requirement to provide substitute PPA time where the time has been missed through illness. However it is recognised that it may benefit the teacher to ensure they have adequate opportunity to plan for lessons where they have missed their scheduled planning time. The Headteacher or line manager will determine in consultation with the teacher, whether, having taken into account all factors, it would be reasonable and/or practical to make alternative arrangements for the provision of missed PPA time.

2. PRINCIPLES (contd)

- 2.3 The Headteacher will monitor the PPA provision in terms of the standards achieved by pupils, work/life balance, career development and financial implications and report to the Governing Body on these matters.
- 2.4 The Headteacher will establish effective communication systems for all staff affected by PPA to contribute to monitoring and evaluation of the PPA scheme.
- 2.5 The Governing Body will communicate the arrangements for PPA to parents and the wider community as part of the normal reporting procedures.

3. USE OF PPA TIME

- 3.1 PPA time is directed time. Normally PPA work will be carried out on the school premises, however, with the Headteacher's express prior agreement it may take place elsewhere. Such requests should be made in writing to the Headteacher/line manager explaining the reason for the request.
- 3.2 All staff entitled to PPA time will be provided with a timetable on a termly/annual basis.
- 3.3 PPA time must be used for planning, preparation and assessment activities which the teacher feels add the most value to his/her teaching. The relevant paragraphs of the STPCD describe these duties as:
 - Planning and preparing courses and lessons
 - Assessing the progress and attainment of pupils
- 3.4 The teacher is best placed to make a judgment on how PPA time is spent in the overall pursuit of increasing standards. A teacher may spend a proportion of their time with individual pupils, but this should be the exception to usual PPA practice and should not become a regular occurrence. It is for teachers to determine the particular PPA priorities for each block of guaranteed PPA time. This could include collaborative activities with other teachers and support staff. The Headteacher is responsible for the effective use of PPA time and his/her primary concern is with its outcomes and its impact on standards. Teachers should consider over time if they are making the most effective use of their PPA time in relation to outcomes, because they are accountable for the time spent on this activity.

4. ARRANGEMENTS FOR COVER OF PPA TIME

- 4.1 The following categories of staff may be used to cover PPA time:
 - 1. Qualified teachers
 - 2. Teachers without QTS (these include overseas trained teachers, "instructors" and trainee teachers)
 - 3. Support staff (including L3 TAs, TAs, librarians and technicians) where the Headteacher is satisfied that any individual used in this capacity has the skills, expertise and experience to carry out the "Specified Work". For the sake of this definition the term "support staff" may be taken to include "external contributors" (for example sports coaches) for the time that they are working in a school.

- 4.2 Teachers may be required to supervise the work of support staff, as defined under those regulations. This supervision does not require the teacher to be in the classroom. However teachers on PP A will not be placed in the position where they may have to discontinue the PPA activity in order to provide direct supervision in the classroom.
- 4.3 Where a "support staff" employee is used to cover PP A work:
- The support staff member will carry out the "Specified Work" in order to assist or support the work of a qualified teacher or the school
 - The support member of staff will be subject to the direction and supervision of a qualified teacher
 - The Headteacher will be satisfied the support staff member has the skills, expertise and experience required to carry out the "Specified Work".
- 4.4 Support staff engaged in "Specified Work" will be paid on the appropriate grade for all such work and will have an evaluated job description. These members of staff have received appropriate training e.g. behaviour training.