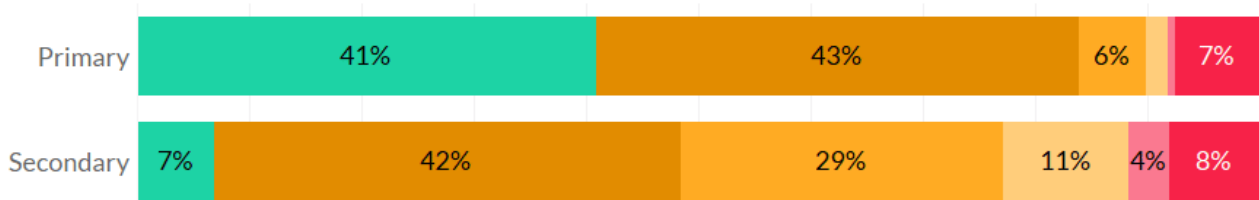


## Coffee, collective worship and dressing up

Another record-breaking week on Teacher Tapp with over 3,550 of you answering questions on a daily basis now. Thank you! Please keep sharing with colleagues. Here's what you taught us this week...

Did you have a staff briefing this morning? For about 8% of you, the answer is: 'Yes, of course, we have them every day!' Briefings are far more common in secondary schools, where the challenges of staff communication are greater. In primary schools, 41% of teachers don't routinely take part in a briefing.

### Does your school have a staff briefing in the morning?

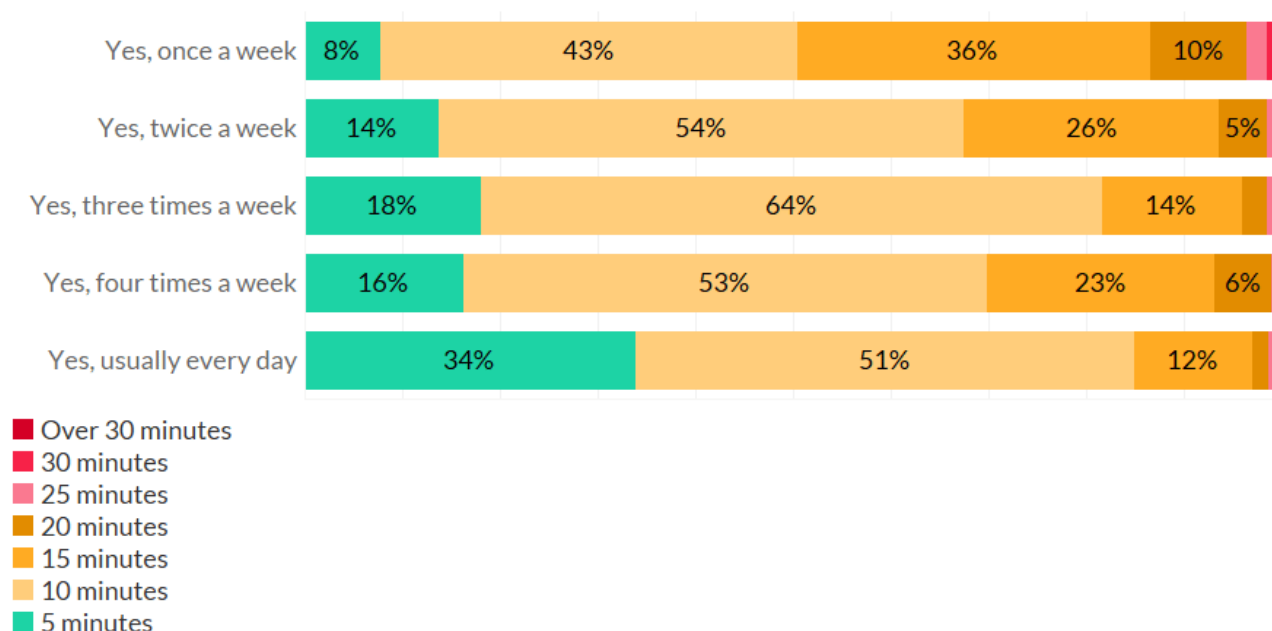


Question answered by 2,411 panellists on 03/03/2019

- Yes, usually every day
- Yes, four times a week
- Yes, three times a week
- Yes, twice a week
- Yes, once a week
- No, not routinely

Where briefings are daily, they do at least tend to be short. Still, many of you are spend almost an hour a week just attending your morning briefings. Do you feel your morning briefings are essential?

## Number versus length of morning briefing



An hour is not the norm, of course. Our calculations suggest that, on average, you spend around 17 minutes a week in morning briefings. This might not sound like much, but assuming your responses are representative of teachers across the country, we are spending 134,184 hours A WEEK on our morning briefings alone!

### The coffee collective...

Coffee powers the Teacher Tapp team, who cannot understand how teachers get through 5 hours of lessons a day without a PROPER COFFEE!

Just under half of you teach in a school where the coffee is paid for, but it is nearly always INSTANT. AGGGHH... wouldn't you rather just have a tea instead?

The responses to this question mirror last week's question about staff rooms. In primary schools, you tend to go to the (one) staff room so it makes sense to club together to buy coffee. In secondary schools, it is harder to organise so teachers are frequently left to their own devices.

## Which of the following applies to the coffee available at your school

	Primary	Secondary
The school pays for 'proper' coffee (machine or cafetiere)	4%	9%
The school pays for instant coffee	39%	35%
We collectively pay for 'proper' coffee (machine or cafetiere)	5%	8%
We collectively pay for a supply of instant coffee	40%	21%
I have my own supply of 'proper' coffee (machine or cafetiere)	8%	16%
I have my own supply of instant coffee	14%	26%
None of the above	3%	8%
I don't know about coffee arrangements at my school	3%	8%

Here at Teacher Tapp we don't tend to mention regional divides too much, because there is more that unites us (genuinely - responses don't vary across the country much for most things). However, we couldn't help noticing that London teachers are much more likely to get coffee bought for them. If you've ever wondered where the extra London funding was going... now we know it isn't just on salary supplements!

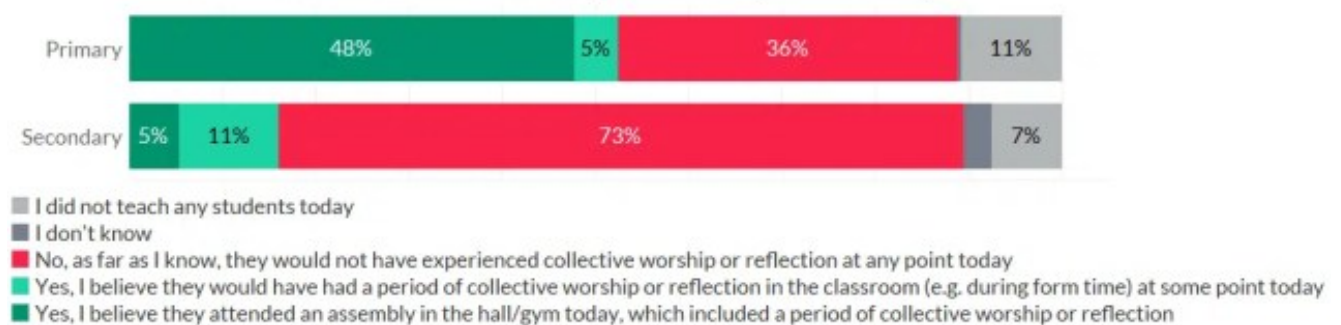
## Which of the following applies to the coffee available at your school

	East Midlands	East of England	London	North East	North West	South East	South West	West Midlands	Yorkshire and the Hu.
The school pays for 'proper' coffee (machine or cafetiere)	6%	17%	14%	14%	7%	13%	10%	6%	6%
The school pays for instant coffee	30%	37%	53%	21%	30%	42%	29%	35%	24%
We collectively pay for 'proper' coffee (machine or cafetiere)	8%	6%	6%	4%	3%	6%	12%	5%	9%
We collectively pay for a supply of instant coffee	39%	28%	13%	28%	28%	21%	31%	24%	28%
I have my own supply of 'proper' coffee (machine or cafetiere)	12%	12%	14%	15%	10%	16%	17%	10%	17%
I have my own supply of instant coffee	20%	17%	19%	31%	27%	17%	23%	23%	28%
None of the above	9%	4%	6%	7%	6%	6%	7%	6%	7%
I don't know about coffee arrangements at my school	4%	4%	5%	5%	7%	6%	5%	8%	9%

## To worship collectively or not worship collectively

Schools don't like to break the rules, if they can help it. Teachers tend to be conscientious types. However, when it comes to collective worship, the vast majority of secondary pupils don't get their allotted daily dose. Just one-in-20 secondary pupils appear to have had a formal assembly that day, with an extra one-in-10 doing something in the classroom that constituted an act of worship or reflection. The reasons are obvious – hall space is an issue in secondary schools. But daily worship also takes up so much time!

Think about the students you were teaching at around 2pm today (or as near to that as possible). As far as you know, did they take part in an act of Collective Worship at some point today?



We were intrigued to see that pupils in primary schools serving disadvantaged communities were FAR LESS likely to receive an act of collective worship that day. Why is this? Was the time deemed more critical for other things? Perhaps the complexities of serving a religiously diverse community is an issue?

Think about the students you were teaching at around 2pm today (or as near to that as possible). As far as you know, did they take part in an act of Collective Worship at some point today?



#### Answer Text

■ I did not teach any students today

■ I don't know

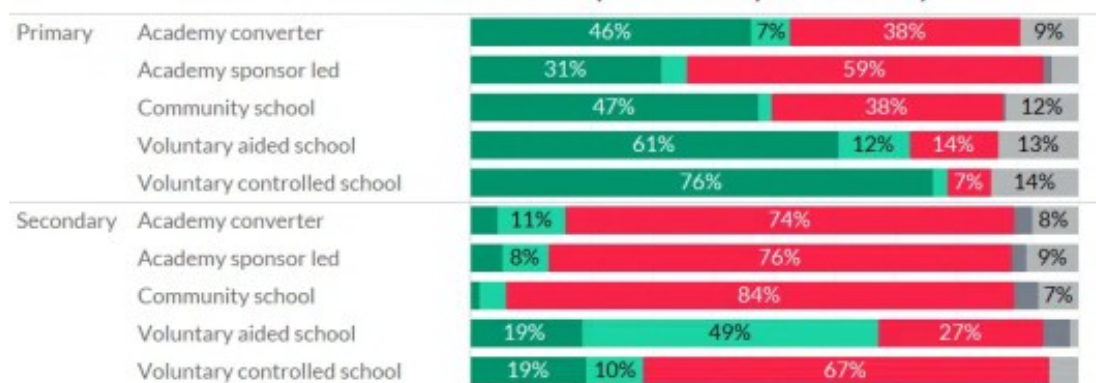
■ No, as far as I know, they would not have experienced collective worship or reflection at any point today

■ Yes, I believe they would have had a period of collective worship or reflection in the classroom (e.g. during form time) at some point today

■ Yes, I believe they attended an assembly in the hall/gym today, which included a period of collective worship or reflection

When we look by school type, we can see part of the answer. We know that the religious voluntary aided and voluntary controlled schools tend to serve slightly more affluent communities (for all kinds of complex reasons that Becky wrote a PhD about). And it is no great surprise that they most likely to have daily assemblies.

Think about the students you were teaching at around 2pm today (or as near to that as possible). As far as you know, did they take part in an act of Collective Worship at some point today?



Question answered by 2,008 panellists on 04/03/2019

#### Answer Text

■ I did not teach any students today

■ I don't know

■ No, as far as I know, they would not have experienced collective worship or reflection at any point today

■ Yes, I believe they would have had a period of collective worship or reflection in the classroom (e.g. during form time) at some point today

■ Yes, I believe they attended an assembly in the hall/gym today, which included a period of collective worship or reflection

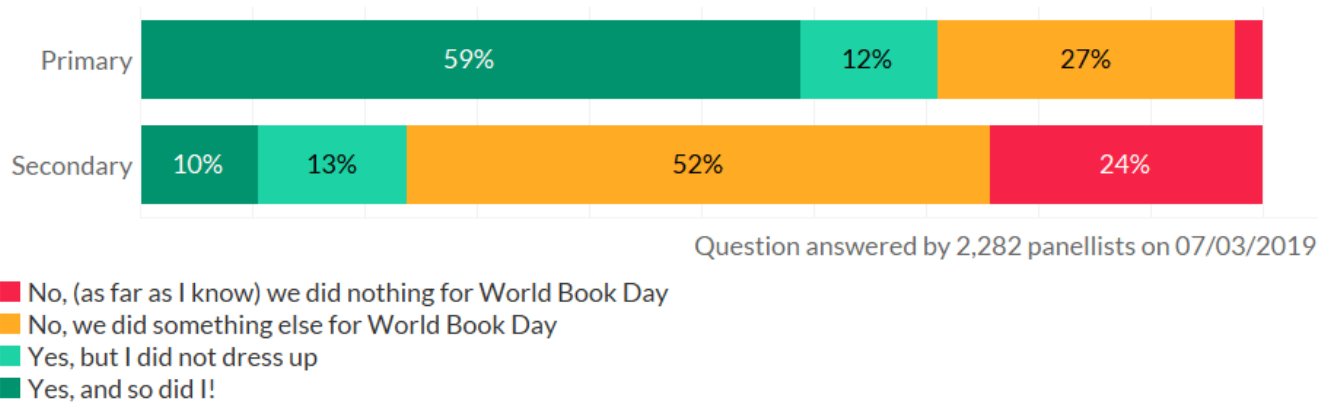
Did we read before World Book Day was invented?

Here at Teacher Tapp towers we try to report our data dispassionately. But we make an exception for World Book Day, which forced Becky to spend £16 on a nylon dress at Sainsbury's the night before. I know what you are thinking... she should have used her imagination and a sewing machine to rustle something together at home. But some people



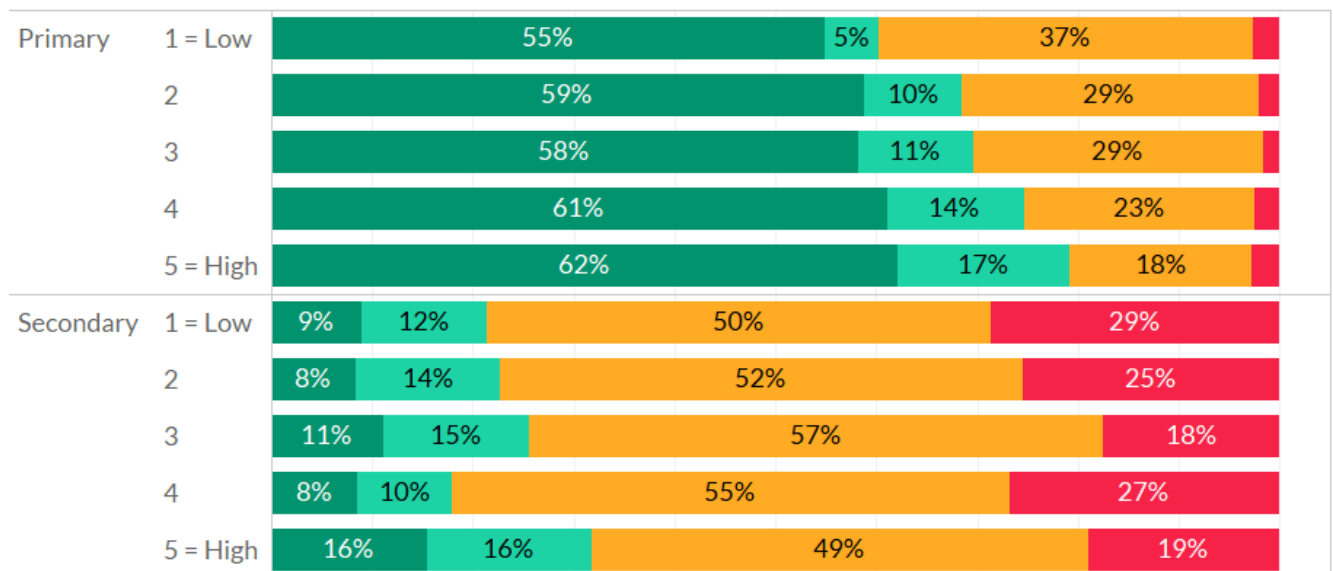
have neither imaginations NOR sewing machines and World Book Day is a nightmare for them! Still, it gives her great comfort to see that once her kids are at secondary school, the dressing up might come to an end (provided she picks a school carefully... this is the kind of stuff that should be in school prospectuses).

## Did students at your school dress up as book characters for World Book Day today?



There is a serious point that many people have made about the time and money costs involved for working families. With this in mind, we expected dressing up to be far more prevalent in low free school meals schools serving more affluent communities. We were wrong! If you send your child to a high FSM primary school, then there is an 80% chance you'll be asked to dress them up for World Book Day!

## Did students at your school dress up as book characters for World Book Day today?



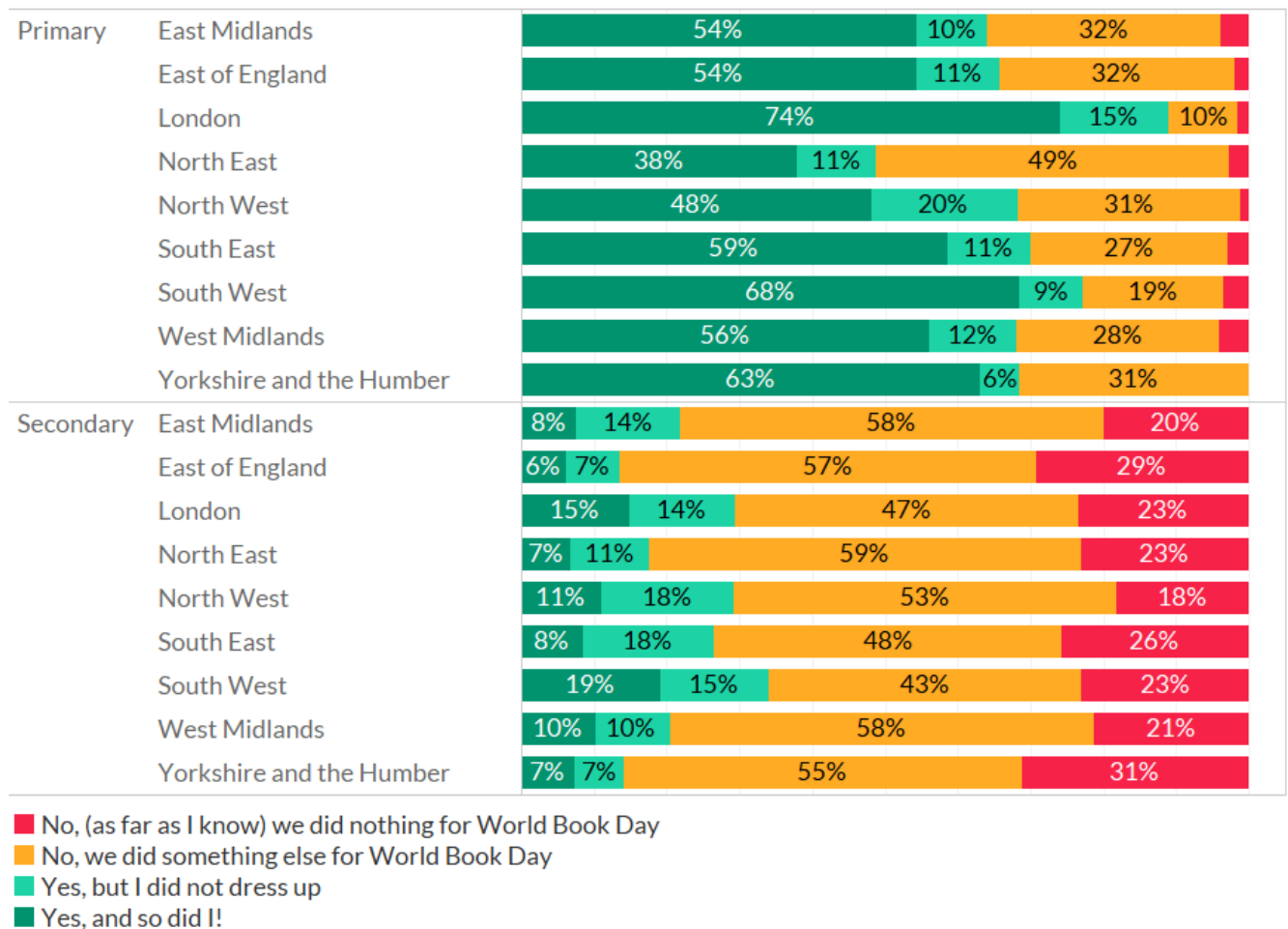
Answer Text

- No, (as far as I know) we did nothing for World Book Day
- No, we did something else for World Book Day
- Yes, but I did not dress up
- Yes, and so did I!

And back to those rare regional differences... dressing up for World Book Day is enormously

popular in London where there are also concentrations of high FSM schools. What's that all about? Let us know your thoughts.

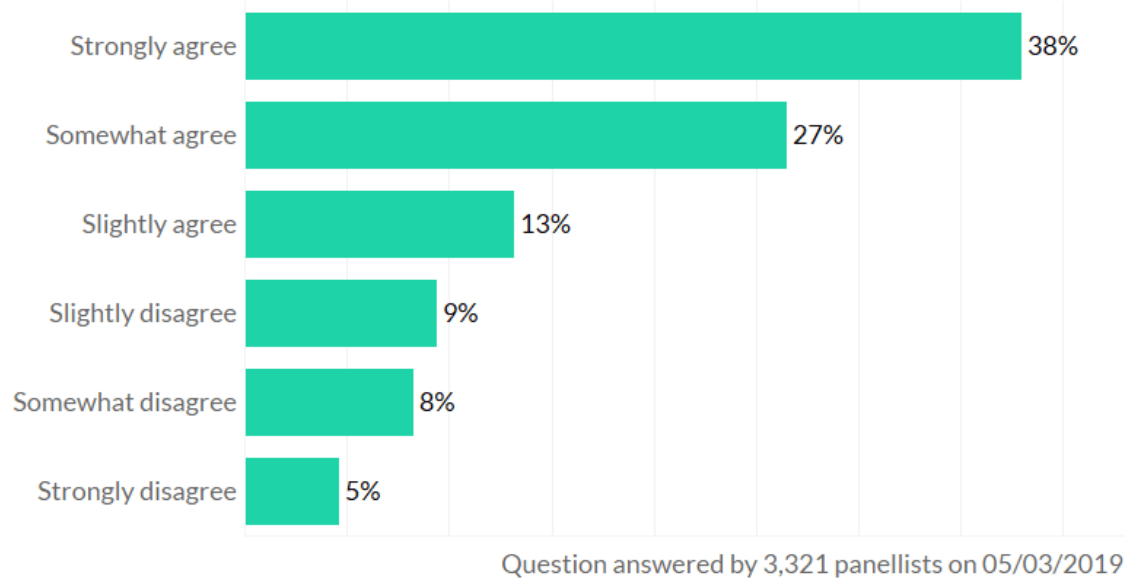
## Did students at your school dress up as book characters for World Book Day today?



Mark like no one is watching...

We've asked this question a few times, but since many of you are quite new to the app, we wanted to give you these astonishing results. Most of you agree (at least somewhat) that students would learn as much as they do at the moment if you did no written marking!

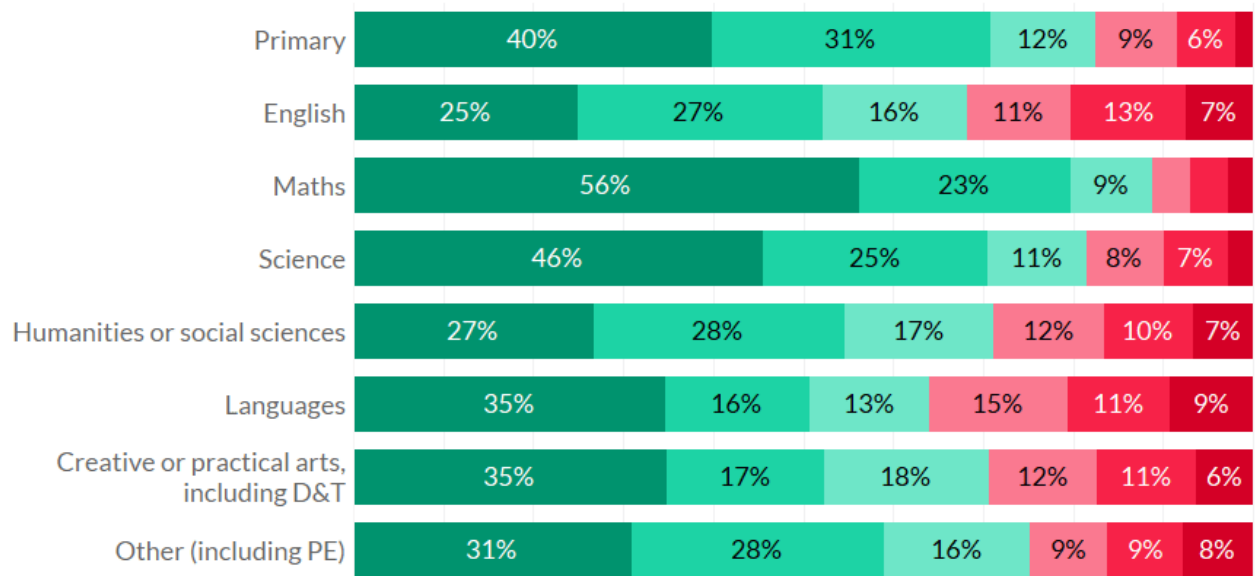
## If I wrote no written comments in my students books, they would learn as much as they do at the moment



Maths teachers find marking least valuable. The tried-and-tested method of asking students to swap books and tick/cross as you read out answers works uniquely well for them. But this does raise ethical questions: Why do we require maths teachers to mark books regularly in our School Marking Policy if it has so little value? Do we impose these hours on them each week in the name of equality across teachers? Does knowing that maths teachers are being forced to mark, make English teachers feel any better about it? If maintaining equal workloads is important, why not just invite maths teachers to substitute each hour of marking with running a homework club instead?



## If I wrote no written comments in my students books, they would learn as much as they do at the moment



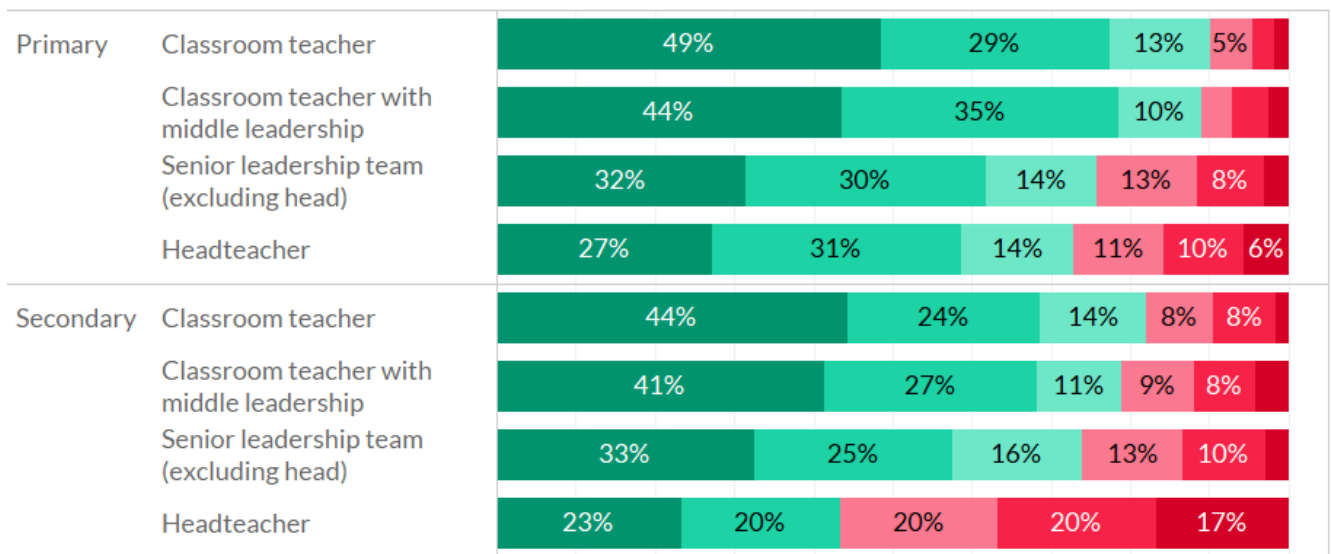
Question answered by 3,141 panellists on 05/03/2019

### Answer Text

- Strongly disagree
- Somewhat disagree
- Slightly disagree
- Slightly agree
- Somewhat agree
- Strongly agree

Your response to the marking question is strongly related to how many hours a week you have to teach (and thus mark). Those who most strongly agree have between 2 and 5 years of experience (newbie teachers are less sure whether marking is useful or not, but then they are less sure of everything). And once you are in the senior leadership team and so have little marking to do, you are much more confident about its value!

## If I wrote no written comments in my students books, they would learn as much as they do at the moment



Question answered by 1,713 panellists on 05/03/2019

### Answer Text

- Strongly disagree
- Somewhat disagree
- Slightly disagree
- Slightly agree
- Somewhat agree
- Strongly agree

Finally, as always, here are the tips from last week:

- [Whole class teaching and differences in learning speed](#)
- [How intelligence varies over the the life cycle](#)
- [Using stories in the classroom](#)
- [The decline of music education in schools](#)
- [Making the task clear](#)
- [Lesson observations with a non-specialist](#)