

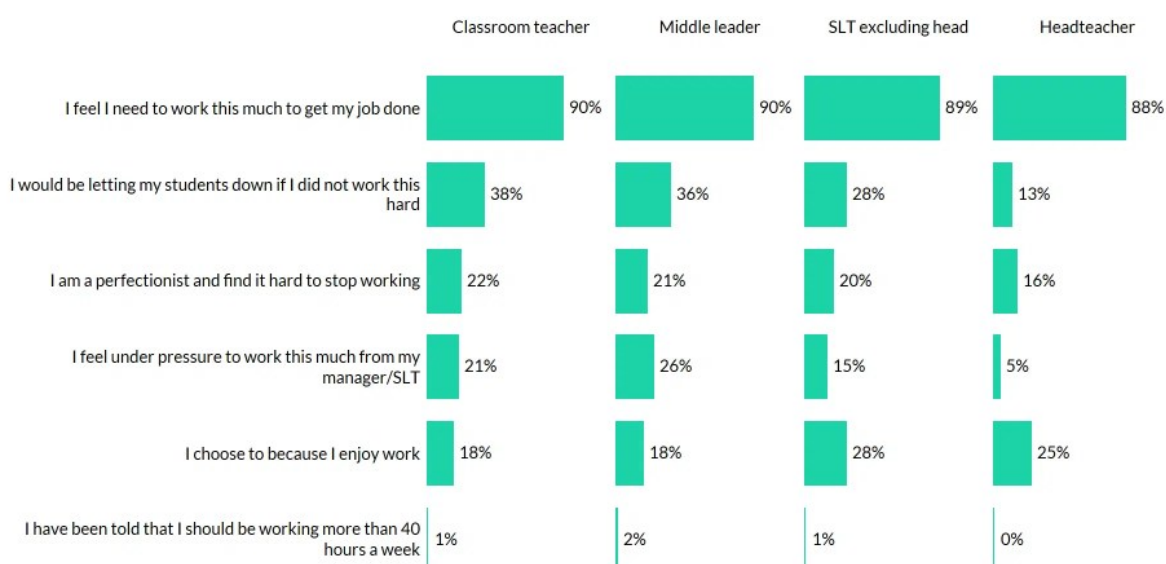
Increasing the attainment gap, losing your autonomy and working long hours

1. Why are you working long hours?

Teachers have elastic jobs. They can be everything from classroom instructors, to resource creators, work markers, counsellors, entertainers, routine enforcers and even social workers. Given that that most full-time workers stick to 37.5 hour contracts, it's amazing to think that 86% of you felt you worked over 40 hours last week and 56% worked over 50 hours.

Why are you doing it? We had a feeling it might depend on what sort of job you do in the school. But it doesn't really. Whilst heads are a little more likely to work long hours because they enjoy working and classroom teachers are more worried about letting down students, overall you all just work long hours because you feel you need to.

If you tend to work more than 40 hours a week, what is your reason for this? (Tick all that apply)



Question answered by 5,445 teachers on 08/02/2020

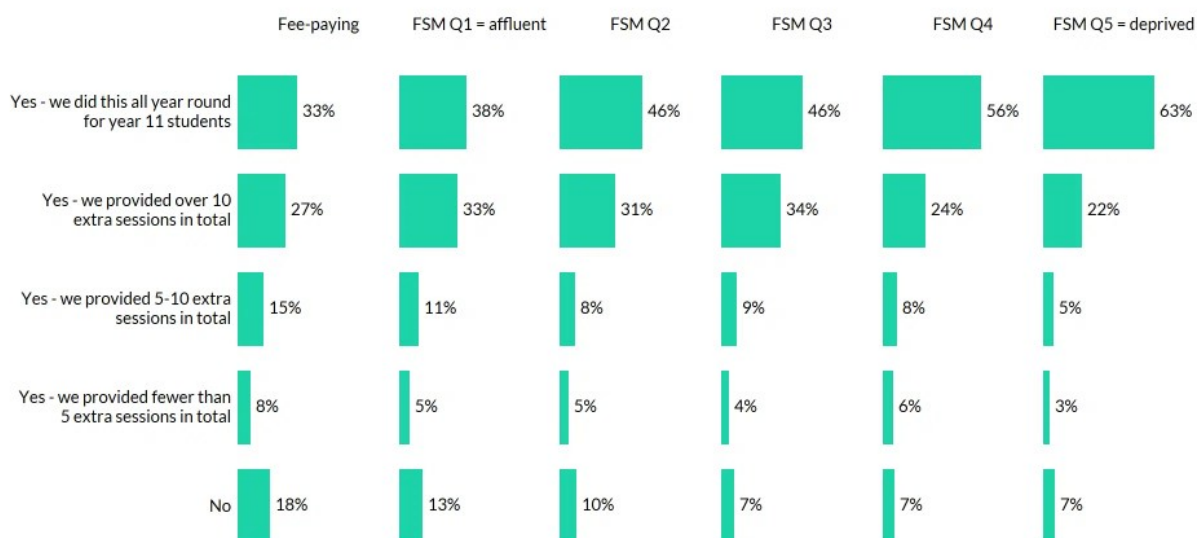
With only 1-in-5 of you telling us you feel senior management pressure you into working long

hours, it's clear that teachers can often be their own worst enemies when it comes to workload. This is a problem as teaching is an infinitely elastic job. Regardless of how much we want to reduce the scope of what teachers do, individual teachers can often feel like there is more work for them to do and continue to work long hours.

2. The scope of a teacher's work

The scope of your work depends on what types of students you are teaching. Two-thirds of you working in the highest FSM schools are running departmental GCSE booster sessions outside your contractual hours ALL YEAR ROUND! Mind you, we were surprised to see that a third of you are also doing this in private schools. (Do you remember this kind of provision when you were a child?)

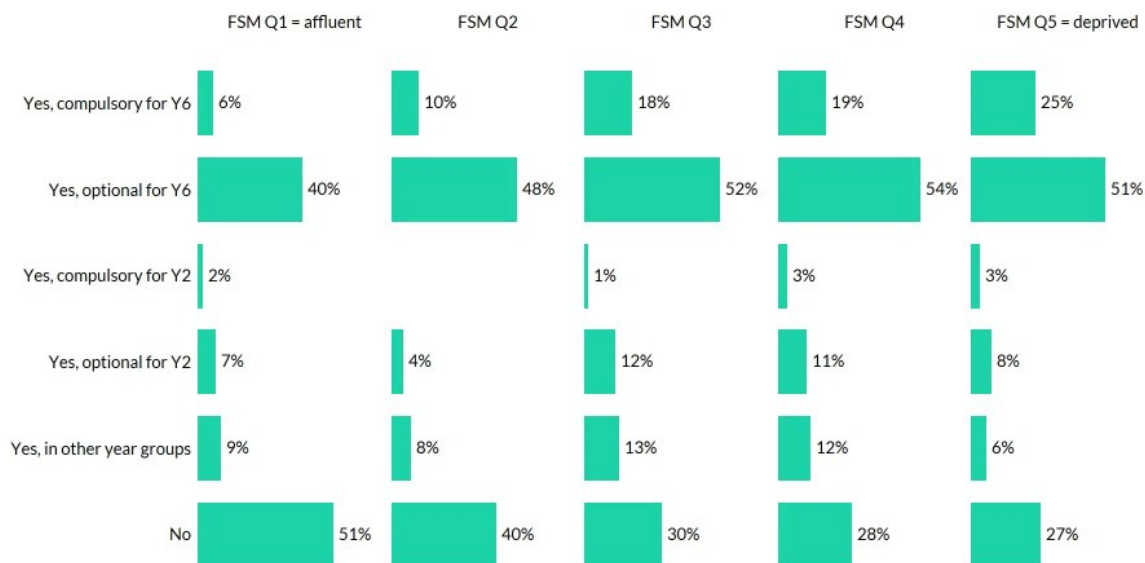
Thinking about the LAST academic year for your main subject, did you provide GCSE revision or study sessions OUTSIDE NORMAL WORKING HOURS (e.g. breakfast, lunch, after-school)? Please tick the response that most closely applies.



Question answered by 3,426 teachers on 03/02/2020

Even in primary schools, where the assessments should have no consequences for students, booster classes are being run. This is especially the case in schools in disadvantaged areas.

Does your school run before/after school 'booster' sessions for all or part of the year? Tick all that apply

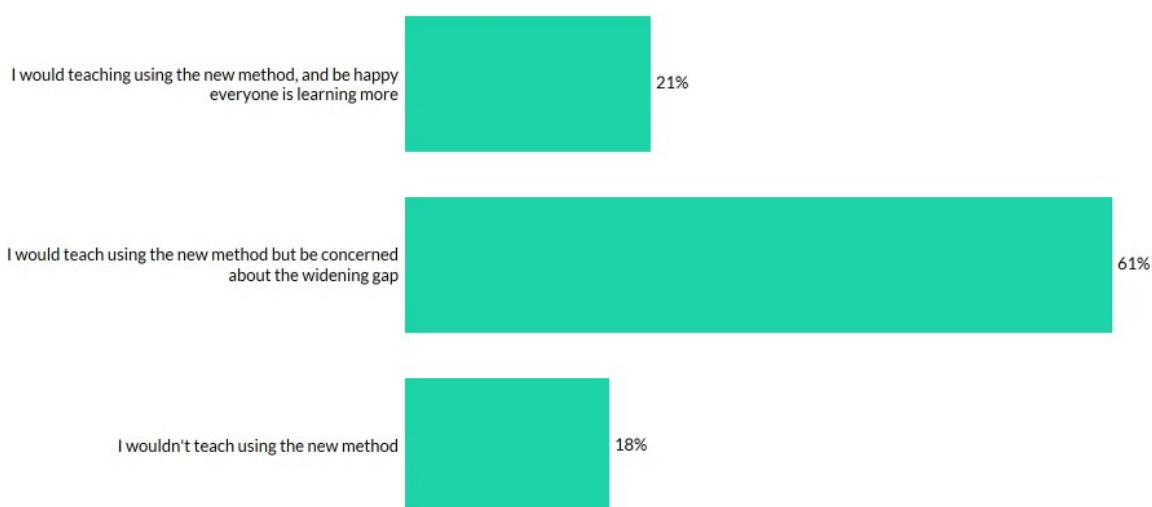


Question answered by 1,460 teachers on 03/02/2020

3. What matters more than attainment?

Someone suggested this intriguing question about whether you would change the way you teach if it benefits everyone, but benefits affluent students disproportionately. Most of you (82%) said you would, though most would also worry about causing the attainment gap to increase.

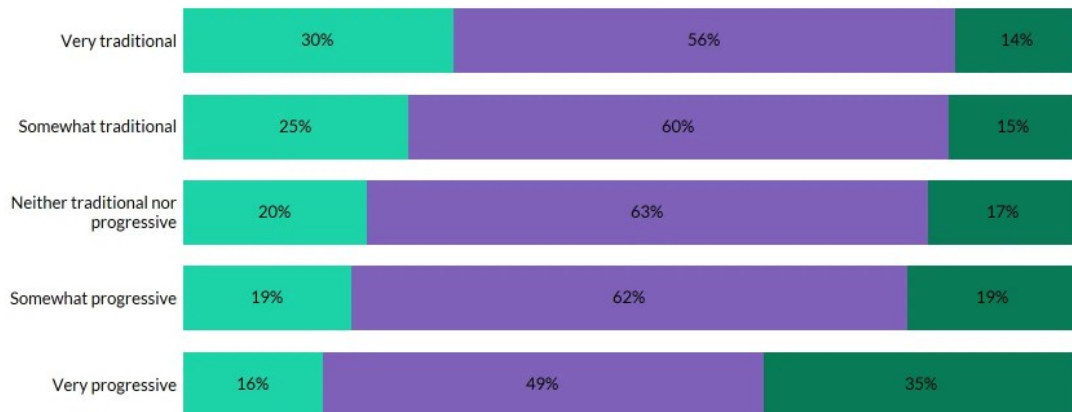
You learn about a new way to teach that would result in everyone in your class doing better, BUT the achievement gap would widen between disadvantaged and non-disadvantaged pupils. Would you...?



Question answered by 5,932 teachers on 08/02/2020
(results weighted to reflect national teacher and school demographics)

We had a little idea that those of you who consider yourselves to be 'progressive' teachers would be most concerned about the idea of doing something that widens social inequalities, so we took a look. And lo! One-third of you who consider yourself to be 'very progressive' wouldn't do something that helps all students learn more if it also increases the attainment gap. For those who are very traditional, the pattern is reversed.

A teacher called Paul asked this next question via twitter: When it comes to teaching, do you consider yourself... vs You learn about a new way to teach that would result in everyone in your class doing better, BUT the achievement gap would widen between disadvantaged and non-disadvantaged pupils. Would you...? (in colours)



Question answered by 4,278 teachers on 20/01/2020

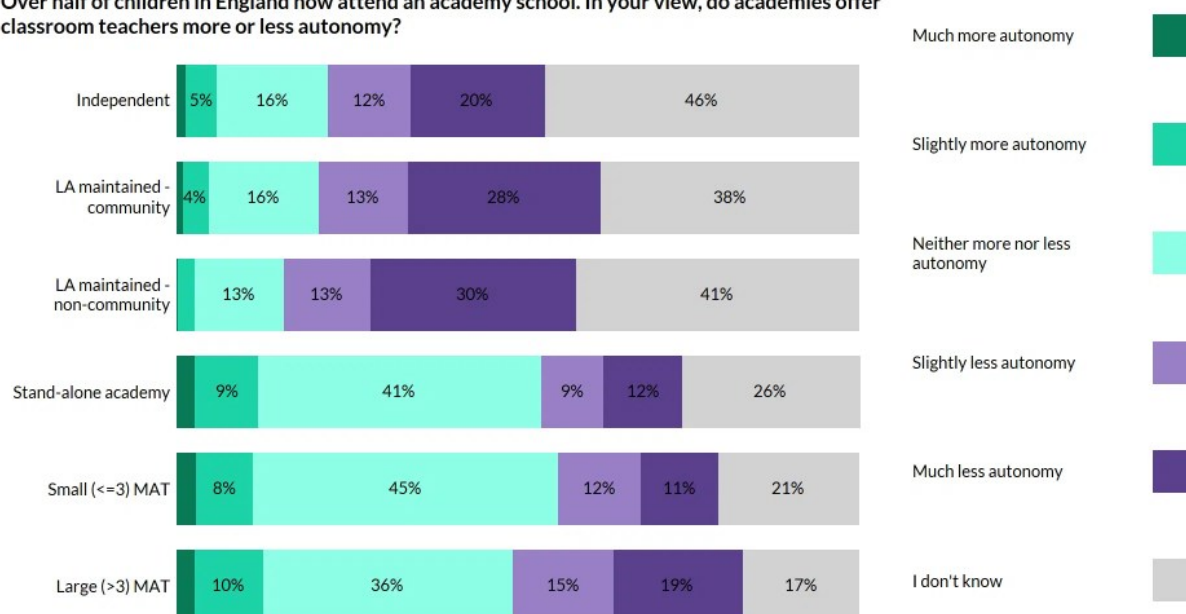
- I would teaching using the new method, and be happy everyone is learning more
- I would teach using the new method but be concerned about the widening gap
- I wouldn't teach using the new method

4. Academies and autonomy

We know how much you value autonomy, so were interested to see how you felt working in an academy affected it. The results should give pause for thought if you are an academy head who is trying to attract teachers to apply to your school. Overall, just 9% of teachers think those in academies have MORE autonomy whereas 34% think they have less.

Those of you who currently work in LA-maintained schools are more fearful about loss of autonomy in academies, but it is also worth noting that those of you who work in large MATs also feel it means a loss of autonomy.

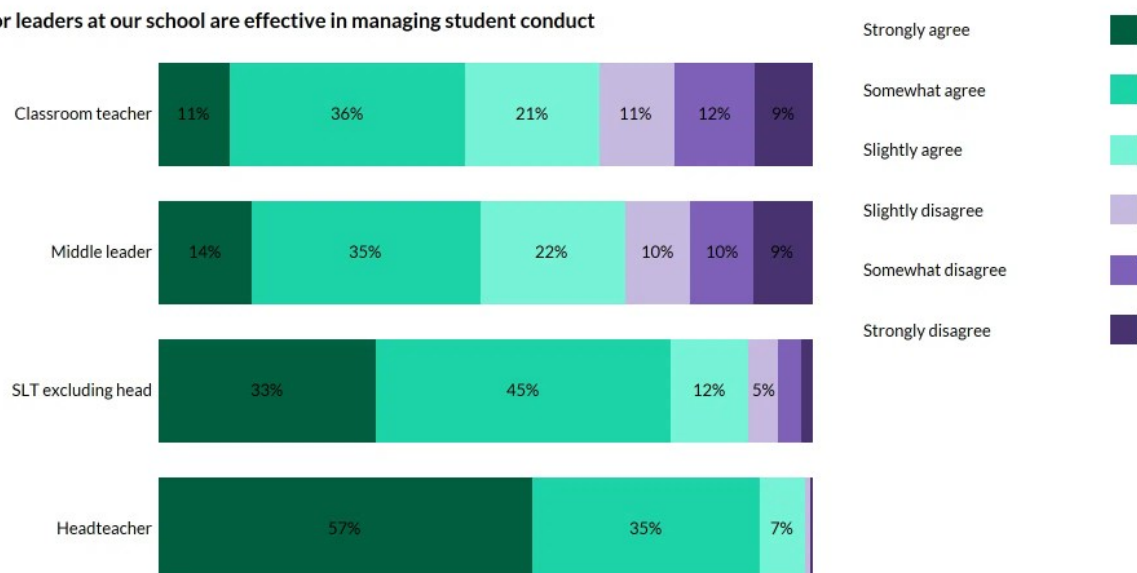
Over half of children in England now attend an academy school. In your view, do academies offer classroom teachers more or less autonomy?



5. The optimism of senior leaders

Here's your little reminder that it really matters who you ask some questions to. 99% of heads and 90% of other SLT feel that senior leaders at their school are effective in managing student conduct. 32% of classroom teachers disagree!

Senior leaders at our school are effective in managing student conduct



Question answered by 5,740 teachers on 05/02/2020
(results weighted to reflect national teacher and school demographics)

6. That strange question on teachers working as Ofsted inspectors

Finally, a quick word on the question about the call by some heads for teachers to withdraw from participating as Ofsted inspectors. We tried to write it in a neutral (non-leading way), but this meant we didn't give much context so lots of you found it difficult to answer. For starters, many of you didn't realise how many Ofsted inspectors are also jobbing teachers/leaders! Others felt they needed time to learn more about the origin of the question. You can read about the campaign to [#pauseOfsted here](#).

Today there have been calls for teachers and school leaders to withdraw from participating as Ofsted inspectors. Do you agree with this call?



Question answered by 5,573 teachers on 07/02/2020
(results weighted to reflect national teacher and school demographics)

7. Time to catch up on any tips you might have missed...

- ['Ultralearners' and lesson planning](#)
- [Three things to get right in schools](#)
- [Summary of research on attention](#)
- [Tracking the speaker](#)
- [Making the most of quiz books](#)
- [Best conditions for memorising facts](#)

PS. Want to tell your colleagues about Teacher Tapp? We've got all the resources you need [here](#).