

Doddle and Reducing Teacher Workload

In March 2016 the Independent Teacher Workload Review Groups published three reports. These reports centred on making recommendations to **eliminate the unnecessary workload associated with planning and teaching resources, marking and data management.**

Below we explore how Doddle helps tackle each issue.

"Doddle deploys technology in an effective manner to reduce teacher workload, while improving assessment and tracking of student progress"

**Otis McFadden,
Firth Park Academy**

Saving time around planning and teaching resources

Findings and recommendations¹

How Doddle helps

"High quality resources ... can support teaching, reduce workload by teachers **not having to 'reinvent the wheel'.**"

Doddle gives you access to over 16,000 high quality teaching and learning resources across both KS3 and KS4. Resources include interactive presentations, animations, revision activities and formative, self-marking activities.

"...time could be more effectively spent in **collaborative planning...**"

+ Departmental Stuff 

Creating folders in 'Departmental stuff' allows you to collaborate with colleagues. You can combine Doddle resources with any of your department's resources, such as your schemes of learning, meaning all members of your department can access useful resources in one place – no duplication!

"...too much time is spent **trawling for resources** [and] the cost/benefit of continually searching or producing materials should be a critical consideration."

Type the topic or skill you are teaching in to the search bar to quickly find resources that will save you time. By clicking 'Get list' you can also **download a list of the Doddle resources available** for the topic you're teaching – no more trawling!

"...place more emphasis on quality assured resources ... which often include digital supplementary resources...reducing the time teachers spend on searching for ad hoc resources..."

As an established publisher of high-quality resources, Boardworks has an ongoing publishing programme. To **find resources by your specification**, simply click on the spanner icon in the grey specification tab to select the specifications you're teaching.

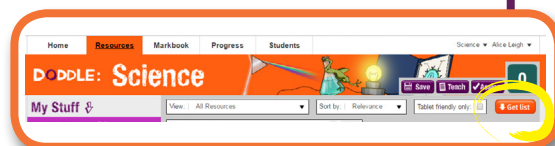
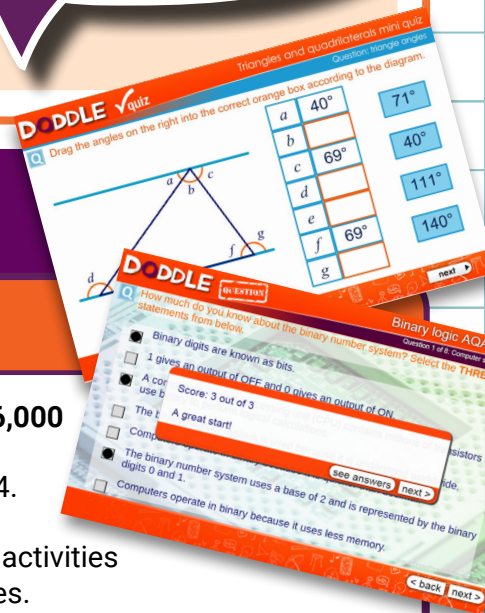
Specifications 

Edexcel GCSE Mathematics (2015)

¹ Department for Education (2016) 'Eliminating unnecessary workload around planning and teaching resources'. Department for Education. <http://www.education.gov.uk/> [accessed 1st June 2016]

To hear more about how Doddle could help save you and your staff time, **book a free in-school visit** with one of our Education Consultants.

Call us on: 01865 208440 or visit: www.doddlelearn.co.uk/bookavisit



Saving time around marking

Findings and recommendations²

How Doddle helps

"...marking should be **meaningful, manageable and motivating.**"

Doddle's formative, self-marking activities save you time and provide motivating, instant feedback to students.

"Effective marking is an essential part of the education process ... acknowledging pupils' work, checking the outcomes and **making decisions about what teachers and pupils need to do next.**"

The automated markbook populates itself with both marks and students' confidence ratings, so you have more time to use this data to inform your planning.



"Too much value is currently placed on written feedback ...The consequence of **this skewed dominance of written feedback means that teachers have less time to focus on the most important aspect of their job – teaching pupils.**"

Doddle Progress allows you to **print individual student reports** detailing pupils' areas of strength and weakness, **saving you lots of time when providing written feedback.**

Student Report		Half Term: 10.2 Year: 10		
Student Name: Omar Kador Subject: GCSE English Literature (AQA)		Novice	Developing	Secure
APRU6	I can make comparisons with some explanation.			
APRU8	I can use references and textual details to support my explanations			
ADLN8	I can confidently examine the effects of the writer's methods on the reader.			
ADCX2	I can show awareness of implicit ideas and contextual factors.			
ADLN2	I can identify some of the writer's methods and make some reference to subject terminology.			
ADSP2	I can spell and punctuate with considerable accuracy and use a considerable range of vocabulary and sentence structures			
		1	2	3

²Department for Education (2016) 'Eliminating unnecessary workload around marking'. Department for Education. <http://www.education.gov.uk/> [accessed 1st June 2016]

Saving time around data management

Findings and recommendations³

How Doddle helps

"Too often ... the collection of data becomes an end in itself ... collect the minimum amount of data required ... Always ask why the data is needed. Be streamlined: eliminate duplication; **'collect once, use many times'**."

With Doddle Progress you upload the data once, from any device, and it is then **summarised and quantified** for:

- Teachers
- Pupils
- Parents
- Curriculum leaders
- Data managers
- Senior leadership

AQA KS4 Maths proforma		Secure	Developing	Novice	No data	Year	Step	First attainment	Last attainment
Ratio and Proportion									
Ratio and proportion									
Proportion									
RP1	I can change freely between related standard units.	8	3					7	10
RP2	I can use proportional reasoning to solve problems.	8, 9	3					10	12
RP3	I can use scale factors, scale diagrams and maps (see Maps and diagrams).	8, 9	4					10	12
RP4	I can use compound units such as speed, unit pricing and density to solve problems.	9	5					10	12
RP5	I can solve problems involving direct and inverse proportion including graphical and algebraic representations.	9	6					10	11
Ratio									
RP6	I can use ratio notation, including reduction to its simplest forms.	7, 2	2					10	10
RP7	I can divide a given quantity into a given ratio.	7, 2	3					10	16

"Be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness."

Collating the data across a class or year group allows you to quickly spot areas of weakness and put appropriate intervention in place.

Class report - Geography - Class 8I

Name	I can describe the location of features on a map	I can interpret map scales to determine distances	I can describe the physical and human features of places
Daniel Bennett			
Dominique Bristol			
Freddie Brightling			
Jake Andrews			
Lily James			

³Department for Education (2016) 'Eliminating unnecessary workload around data management'. Department for Education. <http://www.education.gov.uk/> [accessed 1st June 2016]

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