

EIS CfE Survey – Sample comments from Nursery and Primary teachers

- “Paperwork excessive, curriculum development CPD and working parties regularly so having to spend excessive hours in planning preparation and assessment over and above these other areas.”
- “Uncertainty as to what the learning is within Experiences and Outcomes and how to track pupils through levels.”
- “New management in school. Lots of new initiatives -school, cluster, local and national. Things seem to keep changing...”
- “Lack of clarity all round, leading to different new approaches being tried, then abandoned. Far too much recording of unnecessary/irrelevant outcomes - many unsuitable for nursery.”
- “Extra levels and details of planning required for monitoring purposes which increase paperwork therefore taking time away from planning and organising good teaching and learning experiences.”
- “Piloting On Track with Learning, huge difficulties logging in to system, no real support that doesn't leave one feeling less than adequate.”
- “More creativity required in creating meaningful cross curricular lessons and themes. This approach is worthwhile but requires much more time in planning and preparation.”
- “Planning and preparation take much longer than the time agreed in the school's working time agreement. Reduction in classroom assistants means teachers are undertaking increasing amounts of non-teaching/administration duties.”
- “More paperwork in respect of forward planning, assessment, target setting, OTWL, as well as overnight implementation of resources for active maths, topic work on top of on-going development and implementation of Active Literacy programme.”
- “New initiatives constantly implemented without full resourcing. CfE lacks resourcing and assessment materials. Pupil choice in all aspects means constantly changing topic/ IDL planners which in turns affects planning, resourcing and assessment.”
- “Everything is a priority. Too much change with too little time to really understand and embed these changes in your practice.”
- “Increased time spent creating/developing resources New local authority reporting format requiring narrative written for all curriculum areas separately. Tracking using unclear terms such as developing, consolidating and secure.”
- “More preparation required to provide active learning experiences and implement Active Literacy. Personal Learning Plans have been re-vamped which has taken hours of teacher time.”
- “Planning interdisciplinary topics from scratch. Every learning outcome & experience has to be detailed. This includes details learning intention as well as every success criteria and an outline of what the lesson entails.”