

Fifteenth Partnership meeting - 8th December 2017

Jersey School Review update

The Jersey School Review pilots have now been running over a year. To date there has been a review of 17 schools which have been part of the pilot / training phase of the roll-out. By the end of 2018 all schools will have been reviewed.

FCJ Primary School, Beaulieu and St Georges would also like to engage in the school review system. It is anticipated that from 2019 it may be possible to include these schools in the full roll-out.

Of 17 reviews completed so far the outcomes are good. The feedback has generally been positive by those being reviewed and those on a review team.

Feedback from the NASUWT Partnership members questioned the criteria used in the review process. Concern was raised that primary schools do not feel that SEN / Jersey Premium is taken into account when looking at the context of the school and therefore different schools are judged based on the same context. Teachers can also feel pressured to work harder leading up to a review.

However, it was confirmed that SEN / Jersey Premium information is taken into account when a school is reviewed. In terms of additional workload, much of this will depend on how calm and confident the head teacher is. Clarity for head teachers is needed to ensure they are aware what a review will consist of. Their response to their staff about the announcement of a review is also very important.

The role of the School Support Board and the impact this board has along with the senior leadership team to facilitate change in the school should also be made clearer. Also further resources for the support board will need to be found to enable change in a school to happen.

GCSE performance (2016-17)

Results from the day were presented for both A Levels and GCSEs. In England the NASUWT saw volatility in results between schools due to changes in examinations.

An issue for Jersey schools is that there are not enough students opting for technical vocation courses.

For GCSEs, result for English and maths were broadly in line with England but mixed in with all other GCSEs Jersey outperformed England. Further analysis of results will be published in February.

Further work will also be undertaken to look at statistical neighbours in England.

Key Stage 2 Assessment Results and Jersey formula model

Partnership members recognised that a system of Moderation will only work if investment in training is in place. Time and space is also required to ensure teacher assessments are robust.

The NASUWT Partnership members informed the group that in the UK large companies are selling assessment solutions to schools which do not necessarily work appropriately. This may be the easier option as developing an assessment system is very hard to do. Jersey has set up its own system which should be commended. The Department is also working with private schools on the Jersey Assessment Framework

The system includes the use of moderation and attainment measures. There is now more robust information collected by schools at different stages of a child's education, which sits alongside moderation, to assess outcomes for pupils.

Establishing typical score ranges are created for Teacher Assessment Scaled Scores which enables a Jersey Assessment Score (JAS) to be generated. All data is passed to secondary schools. The JAS score is used as the commencement of the flight path from Year 7.

Testing has now been dropped at the beginning of Year 7 in secondary school as the JAS now becomes the key indicator for the pupil. The JAS will now be used to measure progress (baseline) across KS3/4.

This system of moderation provokes a professional dialogue and conversation in schools about the individual performance of a child. However, the Department is still moving forward cautiously with the data.

The NASUWT members genuinely feel that Jersey has made an attempt to design a progressive assessment system, rather than rely on test scores at the end of KS2, which is the case in the UK. Retaining levels has led to intensive workload practices for teachers in UK. This is due to the systems which have been put into place due to the removal of levels.

The unnecessary workload caused by the removal of levels can be avoided through the introduction of a new assessment system.

Communications **(KP)**

- Teachers' Survey

Update to be provided at the next Partnership meeting.

- Teachers' Conference

The delivery of a teachers' conference in 2018 is too problematic. It has been decided that rather than to close schools the department will communicate with staff in a different way, possibly through a series of evening events.

Feedback on visit to the Co-operative Academies Trust & update on autonomy agenda

Next steps to the autonomy and secondary education project.

- School improvement strategies and focus for the Standards & Achievement team.
- School improvement alliances.
- Further develop review approaches.
- Expertise and leadership must be shared.
- National Leaders in Education Programme.
- Opportunities to learn from other schools.
- Autonomy and school improvement running alongside each other.
- Collaboration is key particularly in secondary schools.

The States bullying and harassment forum

It was explained a review by HR Lounge is currently taking place across the States of Jersey.

AOB

There was a question whether Jersey Premium money is being used to pay for supplementary allowances.

Members of the Partnership met with Minister Deputy Rod Bryans to discuss the work of the Education Partnership