



 Government of Jersey

COVID-19: Jersey Education Recovery Report 2022

School Improvement Advisory Service
March 2023

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Preface

“Yesterday is not ours to recover, but tomorrow is ours to win or lose”

Lyndon Johnson

This is the third report produced by the School Improvement and Advisory Service (SIAS) relating to the COVID-19 pandemic. It highlights the continuing impact of the pandemic on Education and the necessary policy actions that were implemented to mitigate the effect it has had on children and schools. Most importantly, the report confirms that the various steps taken are continuing to work for Jersey children.

We are particularly grateful to all school staff who have continued to work so tirelessly to maintain a quality education provision for every Jersey child. The second year of COVID-19 Education recovery programmes ran between January 2022 and December 2022 and was funded by the Government of Jersey to the sum of £1.57 million. The programmes built on the work of the those undertaken in 2021 and are followed by one further funded year of interventions in 2023 which will be reported on in 2024. This additional funding continues to make a difference and we appreciate the support of the Government in providing both the recognition and opportunity to address the challenges that have been identified.

The evidence in this report covers the following programmes: Jersey Tutoring Programme, Reading Recovery Training, the Art and Wellbeing Project, and the Mathematics Recovery Programme. These four support and training programmes were delivered by teachers, teaching assistants, and members of SIAS to support the continued development of children and young people.

The evidence presented in this report is important. It shows a picture of successful additional intervention in schools above and beyond what has been the norm. It shows that this support had impact and that there is still more to be done.

Our measures of impact combine qualitative and quantitative approaches and reflect necessary modifications made to programmes to adapt to staffing realities during the year. Where changes were introduced to published tests in England, challenges emerged in producing comparative data. However, strong qualitative and evaluative evidence was presented. The quality assurance of these processes has been consistently ensured through the SIAS Covid Recovery Programme Board.



This icon has been used throughout the report to illustrate examples of measured progress that exceed the length of time of the intervention. For example, where a pupil's progress has been measured as 8 months over a 4-month period, double the expected progress.

As stated in the 2021 report, at no point have schools or the Department for Children, Young People, Education and Skills (CYPES) made any claims that the ongoing disruption to children's learning can be resolved quickly or easily. International reports continue to identify the significant impact that COVID- 19 has had, and continues to have, on children's education and wellbeing. There are no quick or easy fixes to lost learning, but the fact that Government and school leaders, together with teachers and teaching assistants, have implemented the COVID-19 Recovery Programme, means the worst effects on children's education have been addressed.

We would also like to extend our gratitude to Every Child Our Future (ECOF), a charity that has supported SIAS and schools in ensuring that the most vulnerable children in Jersey have received the additional education support that they have needed throughout this period.

1. Jersey Tutoring Programme (JTP)



Introduction

In 2022, the Jersey Tutoring Programme (JTP) was available for pupils in Years 1-13 in Government schools. Specific groups of pupils were identified as being more negatively impacted by COVID-19 than others. This included Multilingual Learners (MLL), pupils with Special Educational Needs or Disabilities (SEND), those eligible for Jersey Premium funding (JP), and/or those who are looked after (CLA) or supported through social care plans. These are referenced as 'specific groups' in the report.

The disruption to education, including necessary learning at home, has caused both short-term and long-term issues. Short-term, due to the disruption, there has been a loss of learning and an impact on pupil health and wellbeing. Long-term, without addressing this issue, there is a risk that the attainment gap between certain groups of Jersey pupils will continue to grow. Education research indicates that, if unmitigated, these significant learning losses could cause long-term damage to children and young people's education, their mental health, their future earnings and Jersey's national income.

Aims

In line with the National Tutoring Programme (NTP), funded by the UK Government, our aim is:

'As we return to pre-pandemic ways of living, our focus on helping pupils catch up on lost learning is turning towards the long-established challenge of tackling the attainment gap...Strong evidence suggests that the model of targeted academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.' (*National Tutoring Programme: guidance for schools, 2022 to 2023*, DfE October 2022)

Therefore, the primary aim of the Jersey Tutoring Programme (JTP) is to arrest the decline in pupil learning and start to recover the learning loss that has occurred due to the pandemic. This is also a unique opportunity to address pre-pandemic levels of unequal pupil attainment, wellbeing and equity.

In line with the NTP, core tutoring funding was allocated to schools and provided increased autonomy in deciding how best to provide tutoring for their pupils. This autonomy recognises that each school has pupils with varying needs, and enabled the development of a tutoring proposition that provided a degree of flexibility and choice in order to best meet those needs.

Methodology

A mixed-methods approach has been taken to capturing data for the evaluation of the programme.

A database was used to capture data from the programme, including the number of hours of individual and small group tutoring and pupil and tutor information.

In primary schools, Progress in Reading Assessment (PiRA) and Progress in Understanding Mathematics (PUMA) tests were used as a method of assessing the attainment and progress of pupils across Year 2 to 6. These assessments have been taken five times during the programme so far (November 2020 to December 2022), which has provided a valuable benchmark within standardised assessments in Reading and Mathematics. However, due to the move to a 'new' version of the tests being introduced from September 2022 it is acknowledged that direct comparisons and analysis of data is not possible for 2022.

Progress, as measured by the entry and exit data for individuals and small group tutoring, has been provided by individual schools and analysed across the whole island. Case studies have been provided.

Each school completed a strategy document with information including exit data and the specific tutoring programme for each individual or group that was supported. Termly meetings were held between schools and advisers within the SIAS team in order to monitor the impact of the programme.

A questionnaire was sent to all schools for quantitative and qualitative feedback about the programme in October 2021 and again in January 2023

Outcomes

In 2022, 8174.1 hours of individual and small group tutoring have been delivered across all 34 Government non fee-paying and fee-paying schools. This is equivalent to 340 full days of additional teaching.

The percentage of pupils accessing the programme who are multilingual learners, have identified SEND, or are eligible for JP funding was, on average, 71% within schools.

Over 8000 hours of tutoring have been delivered across 34 Government schools in 2022.

Schools identified some other pupils who benefitted from the JTP support. These were sometimes pupils who had been supported by children's social care plans, including those who are looked after. It may also have included pupils who were identified as being impacted by learning disruption for other reasons such as parent/s working from home and not available to fully support home learning.

The case studies provided are from a range of schools across the island. They demonstrate the progress made by individuals and groups of pupils who have had access to the Jersey Tutoring Programme. It is reasonable to attribute accelerated progress to the JTP, as other factors, such as high-quality teaching, interventions and parent support, have remained constant in 2022.

Data

Schools were invited to complete a survey to feedback on specific aspects of the Jersey Tutoring Programme in 2022. Of the schools that took part in the survey 83% had supported over 30 pupils in their schools during the year. Reading, Writing and Mathematics were the predominant subjects offered for support, however, speaking and listening, social and emotional development and Science were also a focus in some schools.

83% of schools had supported over 30 pupils in their schools during the year.

100% of schools reported that pupils enjoyed the sessions and one comment recorded was 'Pupils asking if they can come to tutoring again/others asking when it is their turn'. 100% of schools that responded reported that class/subject teachers had seen the impact of tutoring sessions in the classroom.

Comments submitted at the end of the survey included:

"We have found tutoring to be extremely beneficial...We definitely believe it has supported to reduce the impact of Covid 19."

"As a school this is beneficial to all our children who have been placed on the programme."

JTP Case Studies from schools

School 1 – Secondary 11-16 school

40 tutor groups had sessions for Mathematics, English and Science over the course of the year. These took place after school for one hour per session.

84 pupils benefitted from the JTP Programme:

- 84.4% of pupils accessing the support were identified within at least one of the specific groups.
- 13% of pupils were identified as being in at least three of the specific groups.
- 26% of pupils made more than double the expected progress over the duration of the programme.

The data in this case study indicates that 54% of all pupils accessing the tutoring support made at least 30% gains over the 8 weeks of each programme. The expected progress for pupils is approximately 21% over 8 weeks.

Mathematics and Science tutoring were the most impactful:

- Pupils made gains of 33% in Mathematics.
- Pupils made gains of 30% in Science.
- 32% of pupils making at least double the expected progress were in two or three of the target groups.

School 2 – Primary school (single form – town outskirts)

24 tutor groups for Reading, Writing and Mathematics ran over the course of the year, most of which took place after school, although some sessions took place before school or at lunchtimes.

57 pupils benefitted from the JTP Programme:

- 70% of pupils accessing the support were identified within at least one of the specific groups.
- 32% of pupils were identified as being in two or three of the specific groups.

Individual pupil progress



The most impactful tutoring in terms of quantifiable data gains has been the Reading Fluency project.

- Tutors and class teachers reported that reading progress has been significant.
- Teachers noticed the application of skills learnt in tutoring being transferring into class work.
- The development of confidence in pupils who attend JTP groups was noted across the school.
- Pupils made significant progress in the accuracy, rate and comprehension of their reading in both Years 5 and 6.
- The data indicated that the most gains were made in developing comprehension by the pupils taking part in the programme. 9 pupils (82%) made more than 3 years progress in their comprehension.

82% of pupils working with Reading Fluency Project made more than 3 years progress in their comprehension.

School 3 – Primary school (single form - town)

55 tutor groups for Reading, Writing and Mathematics ran over the course of the year, most of which took place after school, although some sessions have been before school or at lunchtimes.

83 pupils have benefitted from the JTP Programme:

- 82% of pupils accessing the support were identified within at least one of the specific groups.
- 32% of pupils were identified as being in two or three of the target groups.

Individual pupil progress

The school ran a range of tutoring sessions for individual or small groups of pupils.

Training was provided internally for Mathematics tutoring, particularly using the Complete Mathematics Tutor package. There are now bespoke programmes for tutoring and home learning using Complete Mathematics. The school ran 28 Mathematics tutoring groups over the year. It is of particular note that the school ran highly bespoke tutor sessions based upon individual pupils needs and not solely impactful in terms of academic progress.

What pupils have said:

“I enjoyed it because it was helpful and now, I don’t read as quickly and think more about what I have read.” Y6 pupil

“It was fun because it helped me a lot to slow down and pronounce words better and with expression.” Y6 pupil

“Helped me with the subjects I struggled with understanding in class and the smaller class made it feel easier to ask for help when I didn’t understand” Y11 pupil

“I improved so much and went from a 4 to a 5” Y11 pupil

“It helped me be more confident doing Mathematics in class by myself.” Primary pupil

“I learnt new vocabulary and skills in reading, like how to infer and explain what I thought was happening.” Primary pupil

What teachers have said:

“The confidence in the pupils who attended my sessions has improved significantly, as has their writing stamina.” Secondary school tutor

“Through our Jersey Tutoring funding this year, we have been able to support pupils in small group tutorials which has resulted in marked improvements in the end of topics tests.” Secondary school JTP lead

“I can see a noticeable improvement in their confidence in tackling Mathematics problems now, and the JTP has helped consolidate some of the gaps in their learning.” Primary teacher

“Using some of the JTP time for pre-teaching children has really helped - the children are more confident and able to join in the lessons.” Primary teacher

What parents have said (primary school parents):

“As parents we were delighted to hear that she was receiving additional support although I was unsure exactly how much she needed at first..... we appreciate any 1:1 support of any kind so would welcome anymore if it was available. “

“The tutoring really helped my child understand things that he found difficult before.”

“Having that extra time and opportunity to learn in a small group situation has been amazing.”

Key Findings

1. Overall, the JTP has been a positive addition in schools, with schools demonstrating how they have refined the offer as it has become more established – including in target setting, monitoring and assessing the impact.
2. JTP has become an established part of the education offer in most schools in 2022. It has become part of what schools do. Staffing the tutoring programme remains a challenge in some schools.
3. The liaison between JTP leads, tutors and teachers appeared to have strengthened during the year and communication was reported to be regular and effective.
4. The leadership development of early to middle leaders was noted and appeared to be beneficial to those schools who had received the supplementary allowance point.
5. All schools were able to demonstrate how the funding was used to support groups of pupils (SEND, MLL and eligible for JP funding). Schools also identified other individual pupils who had been impacted by disruption to schooling and those who were identified as vulnerable.
6. Schools demonstrated the development of a range of evidence to demonstrate the impact of the tutoring for pupils. Both quantitative and qualitative systems have been developed within schools and there has been a significant increase in gaining pupil, parent and teacher voice. There is overwhelmingly positive feedback shared in this way.
7. It is apparent from meetings held, and feedback received, that one of the biggest gains was in pupils' confidence levels and willingness to participate and engage in their classroom learning following tutoring support.
8. A number of schools found the most impactful aspect of their tutoring programme to be pre-teaching, particularly in raising the confidence of pupils for approaching new learning and supporting them in keeping up with their peers. The Reading Fluency Project also showed significant gains for pupils accessing this through the JTP.
9. There are a wider range of subjects and areas being used as a focus of JTP, however, English and Mathematics remain the main areas of focus overall.
10. During 2022 the JTP saw a more diverse approach to tutoring based around supporting individual identified needs. For many of the younger pupils communication and language skills have been developed through a range of additional sessions with tutors not solely focused upon Writing, Reading and Mathematics.

Next steps

1. Share summary findings from 2022 programme with schools and the SIAS team within CYPES to inform planning for 2023.
2. Share allocated budgets with individual schools for 2023.
3. Continue to support individual schools and carefully monitor the programme delivery and impact for 2023.

2. Reading Programmes



Reading Recovery

Introduction

Reading Recovery (RR) is an evidence-based, highly effective intervention for pupils in Key Stage 1 (KS1) who have the lowest attainment in literacy. It is an intervention that has been used successfully in Jersey primary schools for over 25 years. In recent years, however, the number of trained teachers has reduced as funding for training has been more difficult to secure. Data from the Jersey Learning at Home Report, 2020, show that multilingual learners (MLL) and those entitled to Jersey Premium (JP) funding have been significantly impacted because of COVID-19. Headteachers have also reported that pupils in KS1 have been particularly affected. Reading Recovery targets this group with the specific aim of returning these lowest attaining pupils to age-related standards in Reading and Writing.

The second year of funding has continued to build capacity through training a further cohort of five teachers. This has had a significant impact on the number of pupils who have access to Reading Recovery. Support has continued for the existing teachers and in total there are now 13 teachers working in schools.

Aims

- To raise attainment in reading and writing for pupils in KS1 who have the lowest attainment in literacy.
- To ensure that appropriately trained personnel are in place to both sustain and build the Reading Recovery team in Jersey.

Methodology

- In 2022/23 train a second cohort of five Reading Recovery teachers.
- Monitor and evaluate the effectiveness of Reading Recovery teaching and the impact on the selected pupils.
- The schools selected to take part in the project were identified using a combination of the following criteria:
 - Highest % of pupils who are multilingual learners (MLL).
 - Highest % of pupils entitled to Jersey Premium funding.
 - Highest % of pupils with lowest attaining levels of literacy.

Description of training and support provided:

The training is delivered by the English Adviser in Jersey. The course is accredited and monitored by the Institute of Education (IOE), University College London (UCL) with published standards and guidelines.

The training year consists of the following components:

- 22 half day training sessions spaced over three terms.
- Daily teaching of Reading Recovery throughout the year.
- Six visits to observe practice and provide feedback.
- Opportunity to observe an experienced Reading Recovery teacher early in the training year.
- Support when selecting pupils or discontinuing from the programme.
- Support for previously trained teachers.

Outcomes

- In 2022 116 pupils have accessed Reading Recovery.
- Of those with a completed programme, 92% of pupils working with the Reading Recovery teachers have successfully reached the average level for reading for their year group. The IOE report that this is an excellent outcome for pupils with the lowest prior attainment.
- 48% of pupils who received Reading Recovery are multilingual learners, most of whom are Portuguese speakers at home.

92% of pupils working with Reading Recovery teachers have successfully reached the average level for reading for their year group

Data

Pupils are assessed on a range of literacy skills prior to receiving RR and at the end of the programme.

In a 12 to 20 week period without intervention, pupils with literacy difficulties usually make 1 or 2 book level gains. Pupils who received Reading Recovery made an average gain of 10 book levels, on average 5 times the gain in book reading level.

Pupils made on average 5 times the gain in book levels

- A pupil would, on average, start at a reading age of 72 months, which equates to six years. With RR a pupil would, on average, end the programme with a reading age of 80 months, which equates to six years, eight months.



During the 12 to 20 week programme, pupils made an average gain of eight months reading age.

Pupils made an average gain of **8 months** in four months

What teachers have said:

“What is wonderful is the positive impact it has had on the child's confidence both during Reading Recovery and back in the classroom” - as one child told me on our first meeting – “I hate reading and I hate writing” - he was a level 3 reader – “he is about to complete the programme as a level 20 reader and now loves both.”

“Class teacher has also reported on the positive impact on the children when back in class. More self-confidence and skills to be able to work independently. Class teacher also noted very positive feedback from parents during parent teacher consultations.”

“Three of the children are multilingual learners and one of the parents has reported that the daily reading and sentence work is helping the whole family with acquiring new vocabulary and the pupil is reading to her younger siblings.”

“The children will have the same access and opportunities as their peers. This enhances a child's experience of school and is the springboard to a rich and rewarding life and career.”

“We have already supported most of the struggling Year 2 readers, with some having been successfully discontinued, and can now offer support to pupils in Year 1.”

“Pupils who have accessed the sessions in the past continue to make progress and keep up with their peers.”

Class teachers regularly comment that it is an effective and valued intervention.

What parents have said:

“Many thanks for your continued updates on how my son is getting on in Reading Recovery. We are very proud of his progress and very happy about how he has grown in confidence reading out loud.”

“He really has become more confident, rather than avoiding reading. His confidence has improved for school as he feels he's more like his peers with some things now than he did before.”

Next Steps

1. Continue the training programme for the 2022/3 cohort.
2. Continue to support all Reading Recovery teachers through CPD, observations and resources.
3. Consider how Reading Recovery can continue to be funded from January 2024 when Government funding is due to cease.

Reading Fluency Project

Introduction

The training for Reading Recovery did not begin until September 2022. Therefore, the Reading Fluency Project was initially introduced to support pupils in KS2 and KS3. A pilot of the intervention at First Tower School had demonstrated excellent impact and the decision was made to centrally fund training for teachers in Government funded schools. A number of schools used the Jersey Tutoring Programme to release teachers and further measures of impact can be seen in the JTP section of this report.

Aims

- To raise attainment in reading comprehension for pupils in KS1-KS3.
- To ensure schools have access to teachers who are trained in this approach.
- In 2022 training to be provided for all Government funded schools in the Reading Fluency intervention.
- Monitor and evaluate the effectiveness of the project through data collection.

Methodology

- Online training was provided by Herts for Learning in March and October 2022.
- Supply cover for two days to support initial assessments.
- YARC assessment was supplied to each school.
- School support visits were offered.
- Resources were collated and distributed.
- Staff meetings were provided on request to support fluency strategies in the classroom.
- Monitoring was undertaken through the JTP meetings and with English Subject Leaders.

Outcomes

Quantitative and qualitative measures have been used to measure impact.

- **16** schools provided data.
- **115** pupils accessed the intervention.

Data



The York Assessment of Reading Comprehension (YARC) was used pre and post the intervention. The following data was collated from the KS2/3 Project. At the end of the 8 week intervention these pupils achieved the following:

- Average mean gains in accuracy - **12.4 months**
- Average mean gains in comprehension - **21.5 months**
- 90% of pupils made more than 6 months progress in accuracy or comprehension in the 8-week period. This equates to 3 times the normal rate of progress.
- All groups made significant gains in both reading accuracy and comprehension. Of note, however, were the gains in comprehension for those entitled to Jersey Premium and for multilingual learners.
- Due to the success of this project training in Reading Fluency for KS1 teachers was arranged for the autumn term.

Pupils made an average gain of **12 months** in the two months of the intervention.

What teachers have said:

"I love every second of these sessions and I get as much out of it as the children...I can see such progress already."

"I can't wait to start with my next group."

"I have enjoyed rolling out the project but think working as a class teacher would be more beneficial for both the staff and pupils."

What pupils have said:

"Scale of 1-10, I'd rate it 9 ½."

"I really like this group because it improves my writing too. It also makes me better at communicating about what I can do better and helping others."

"I love reading but sometimes I'm a bit quiet, but I've improved my reading and volume."

"Reading isn't my strong point but now it's starting to get better."

Next steps

1. Collate data from the recently introduced KS1 project.
2. Provide a Sharing Practice session in the summer term.
3. Continue to offer support with visits, resources and staff meetings.

3. The Art and Wellbeing Project

Introduction

The Art and Wellbeing Project commenced in January 2022 and was funded as a two-year project. Art has therapeutic and sensory elements, which allow creativity and self-expression. Activities are usually low threat; this provides the perfect vehicle where adult and child can work alongside each other.

Aims

The aim of the project is to support the wellbeing of young people, while using the arts to increase and improve creativity across all schools. The agreed areas for focus under the project are:

- To put children first.
- To increase wellbeing and self-confidence of pupils and staff.
- To secure equality of access, ensuring that all pupils benefit from the opportunities provided, regardless of their background or the setting they attend.
- To develop knowledge of sustainability and climate change.
- To retain the sense of place, culture and distinctive local identity.

The objectives for the project were agreed in consultation with ArtHouse Jersey under the continuing educational partnership known as the Genesis Programme:

- Improve teaching and learning and teacher wellbeing by working in partnership with ArtHouse Jersey to develop model planning and professional resources.
- Involve local professionals in the project delivery.
- Provide planned space and time through art lessons for pupils to discuss emotions, feelings and anxieties, ensuring they have opportunities for choice, collaboration, connection and communication.
- Improve pupils understanding of different cultures to enhance relationships by creating opportunities for primary children to take part in a wide range of cultural and artistic activities.
- Celebrate pupil outcomes so that they feel a developing sense of pride, belonging and self-confidence.
- Improve pupils educational outcomes in art and design.
- Improve teacher subject specific knowledge and skills through high quality

CPD.

- Make provision so that pupils can develop their talents and abilities to the full.

Methodology

The project is made up of several component parts which complement each other and support the development of both the aims and objectives.

The Map of Wonders

The Map of Wonders project was delivered across Jersey's primary school sector in the academic year 2021/2022.

The programme included thirteen episodes of stories and workshops that were rolled out across 25 primary schools. Thirteen uniquely produced films were created by ArtHouse Jersey and different local artists took a role in delivering a workshop demonstration.

Seven episodes focused on learning about aspects of Jersey using tales of local history and folklore to engage children in their island history and the creative arts, while enhancing their sense of belonging. Another 6 episodes looked at cultural influences from around the world providing opportunities for children to explore wider global issues including sustainability and climate change.

Teachers were given a fully-designed resource pack for each episode, which included detailed lesson plans, a PowerPoint, helpful videos and workshop demonstrations which were all available on a SharePoint for teachers to access. The quality art materials needed to deliver each lesson were delivered to each school in advance of the episodes.

The project encouraged relationship-building while providing a creative space to talk with fellow classmates and teachers, supporting the development of social skills and reigniting a sense of connection for children of all ages during and following on from the pandemic.

The project culminated in an Island-wide celebration of pupils art. The exhibition, held at Capital House in St Helier, was curated collaboratively by the lead teacher and artists from ArtHouse Jersey. This was open to the public and generated a footfall of around 2000 people. The exhibition drew particular attention for the high-quality work and the interactive nature of the experience.

Making Art Partnerships in Schools (MAPS)

The MAPs project brought together eight educational settings with 8 artists. These included artists with different strengths and the educational settings reflecting the full breadth of education from a Reception class to Highlands College.

Cohort 1 is due to complete in June 2023 and Cohort 2 is due to complete in October 2023.

Teachers and artists were trained for three days during the summer holiday and then progressed with their partnerships to planning, resourcing and delivering a 25-hour experience for pupils in the school context. The focus of each project was personalised, covering wide-ranging aspects of art from puppets to sculpture and digital art.

Once trained, schools will be able to appoint their own trained artists from an approved bank of creatives, who understand the school context, the curriculum and how to build relationships with young people.

You, Me and the Sea

You, Me and the Sea is a three-day course targeted at a school with higher numbers of pupils eligible for Jersey Premium. The focus takes into account the local environment at Greve de Lecq as a stimulus, connecting the outdoor environment with art experiences. The provision includes picking up pupils from their own school and delivering them back again at the end of the day, and an exhibition, to which parents and family members are invited so pupils can celebrate their achievements. The course is organised by the lead teacher for art, ArtHouse Jersey's Education Officer and a number of local artists.

School Support, Training and Development

Central professional development training has been organised for teachers. A session on drawing and another on sketchbooks was organised, alongside a six-week programme for a group of teachers who wished to improve their basic skills. Bespoke programmes to meet the needs of art leaders in their schools, whole staff training and pilot after school clubs have also been organised to support staff. At present the need outstrips available capacity.

The lead teacher for art is released for one day a week from her teaching responsibilities in a local secondary school. During this time regular visits are made into schools to work alongside practitioners and to determine how pupils feel about the programmes and the development of their skills.

A school survey was sent out in February 2022.

Outcomes

- 83% of pupils were reported to be able to articulate their feelings and emotions with confidence. Without exception, pupils of all ages were more positive after their experience of the lesson, and many demonstrated a great deal of pride (6% before the lesson and 39% afterwards). Anxiety was also reduced by two thirds. Talking and reflecting were observed to be a regular part of the 'making' process across time. This strengthened the wellbeing focus intended by the project.
- 95% of pupils understood who to go to when they had problems or worries.

- 79% of teachers reported that most or all of their pupils could work collaboratively. This is 39% improvement on 2021.
- 94% of pupils were reported to be happy, relaxed and engaged during art lessons.
- 81% of teachers reported that most or all of their pupils felt a sense of belonging and pride in relation to living in Jersey.
- Pupils displayed a much-improved knowledge of the Island after the Map of Wonders and were able to make connections to other areas of the curriculum, such as History as a consequence. The carefully woven and relevant links across different subjects of the curriculum were valued and some teachers identified this as a model that they wish to embed into their integrated planning of the future.
- Pupils described the activities as “freestyle” saying “there is no limit to what we can do.” They were clear that the ownership of the art should lie with the individual or the group, rather than the teacher.
- 70% of teachers responding to the survey said they had opportunities to share their ideas across their school, however, due to Covid-19 restrictions only 17% shared ideas across schools. A Headteacher reported that “The MOW has definitively improved art delivery in the school with particular reference to learning new techniques and ways of working.”
- 47% of teachers said they felt confident in 2021. This number rose to 55% in 2022.
- One member of staff commented that they had gained significant confidence from being able to watch the local artists model a version of each finished product on the films and likened this section of the film to ‘watching a lesson plan.’
- 81% of teachers felt that pupils were making good or outstanding progress.
- The quality of work in sketchbooks has improved across the course of the project. Some excellent examples were shared in schools, reflecting the care, detail and reflections of pupils as they considered their designs or the work of other artists as well as exploring new materials and concepts.
- The Map of Wonders Exhibition was open to the public for a two-week period.
- The art created for the You, Me and the Sea project was open to parents and families of pupils taking part.
- Social media, the Learning at Home website and the ArtHouse Jersey website all celebrate pupils work with the rest of the community and beyond.

94% of pupils were reported to be happy, relaxed and engaged during art lessons.

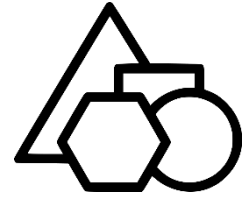
What pupils have said:

“There is no limit to what we can do.”

Next Steps

1. Seek to employ a dedicated Arts Adviser to oversee and guide future developments which will continue to expand in response to the Arts Strategy.
2. Seek to develop a small team of lead teachers and education officers to support wider arts development.
3. Secure funding for 2024/25 to reduce the barriers to accessing art presented in different schools.
4. Build on the success of current pilots and programmes to widen access of these to more pupils across the Island.
5. Continue to develop the partnership between schools, colleges and creatives.
6. Seek out and develop new fresh talent at all ages.
7. Continue to raise the profile of art and design as a curriculum subject.

4. Mathematics Programmes



Edge Hill Numeracy Programmes

Introduction

Early intervention in Mathematics has been shown to have a significant benefit for pupils. It is well documented that establishing the foundations of Mathematics/sense of number at an early stage of their learning enables pupils to meet the increased Mathematical challenge that will be presented to them throughout the phases of their education.

A significant number of pupils in Jersey (including a high proportion of those with greater needs) have reached the age of seven without the necessary skills to access the Mathematics curriculum. This skills gap has been exacerbated by COVID-19. The rate of progress by these pupils in Mathematics is significantly slower than their peers which is contrary to the fundamental aim of all pupils progressing at broadly the same pace in accessing the curriculum.

As with Reading Recovery there is a need to provide specialist Mathematics provision to help the lowest attaining pupils be able to access the curriculum as effectively as their peers.

Aims

- To raise attainment in Mathematics in KS1 who have the lowest prior attainment in numeracy.
- To ensure that appropriately trained personnel are in place to deliver the programmes and cascade pedagogy to other staff.
- Train 4 Numbers Count teachers (accredited by Edge Hill University).
- Train 9 Success@Arithmetic Teaching Assistants (accredited by Edge Hill University).
- Train 9 1stClass@Number Teaching Assistants (accredited by Edge Hill University).
- Monitoring and evaluating the effectiveness of Edge Hill Numeracy programmes and the impact on the selected pupils.

Methodology

Training on the three Edge Hill programmes has been delivered online by an accredited consultant for up to 7 days per teacher / teaching assistant.

Between training sessions staff deliver the designated programme to a small number of pupils between 3 – 5 times a week for an hour. Teachers running the Numbers Count intervention create bespoke 1 to 1 interventions, while teaching assistants follow set programmes of study with small groups of pupils.

Pupils are selected in discussion with the class teacher and based on prior attainment and gaps in learning. Quantitative and qualitative measures have been

used to capture evidence of impact of the intervention. The Sandwell Numeracy Test is being used to create both a pre assessment measure of understanding and subsequently a post intervention measure of progress using a standardized Mathematical age.

Due to difficulties in recruiting teachers, with the need for a minimum of four, progress data is still being collected. However, the impact of these interventions is being assessed through the Headteacher, teacher and teaching assistant feedback, and school observations carried out by the CYPES Mathematics Adviser.

Outcomes



Early indications suggest that attainment will be at least in line with the national average for the programmes of 17 months gained learning from 4 months of the intervention.

Pupils making
17 months
progress in 4
months of tuition

The identified Mathematics age of pupils can be over 3 years lower than their chronological age. The progress made represents significant improvement resulting in pupils being on track for their age or having the gap between their level of Mathematical understanding and the expected level significantly reduced.

This has resulted in all teachers reporting an improvement in confidence and wellbeing across all pupils and increasing their engagement and accessibility when returning to whole class lessons.

Key Findings

The following effective practice has been identified:

- A strong level of trust between the intervention teacher and the class teacher is imperative in selecting the most appropriate pupils to place on the intervention and to ensure that the progress made in the classroom with the class teacher is maintained.
- Support from the senior leadership, ensuring the teacher's time to deliver the programme is protected, is necessary in maintaining the integrity of the programme. This, together with pupil attendance, is critical in achieving the level of expected progress that the programmes can deliver.
- Teachers highly value the programme, commenting on the deepening of their subject knowledge and the privilege of working with the pupils. This is enabling pupils to not only develop skills, but their confidence and positivity around Mathematics has dramatically improved.
- Linking the Numbers Count intervention with other teaching strategies, such as the Developing Early Number Sense, is creating a coherent framework for pupils to access and build a sound sense of Number that provides a foundation for all subsequent Mathematics learning.
- Sessions moderated by the Mathematics Adviser showed evidence of motivated learners benefitting from the 1 to 1/small approach to learning that matched and challenged their current level of learning. There was a willingness to participate,

and positive feedback contributed to their success and engagement.

- Assessments are targeted towards the work that has been completed and are based on what the pupil can do, which is often at odds with other assessments that have reduced levels of confidence and increased anxiety towards Mathematics.
- Conducting initial assessments for additional pupils helped target the intervention to the pupils with the greatest need.

It should be noted that difficulties in recruitment led to a delayed start to the Numbers Count programme.

What a Headteacher has said:

“For a number of years we have been struggling to find effective, evidence based early Mathematics support that has the rigour and quality that so many early reading programmes have. Whilst in an early stage, it seems both from the growing confidence of the children both in their lessons and back in class, and emerging data, that Numbers Count could achieve this. The children really enjoy their lessons and seem to be developing a more positive view of Mathematics, which is fantastic. As we develop knowledge of the approach, the lessons from it can hopefully support the development of teaching and provision in Key Stage 1 more generally, and also the use of and impact of other adults.”

What teachers have said:

“One girl returned to class after a session with me, she saw what her friends in class were doing and went up to ask her teacher if she could help her friend complete the Mathematics tasks. I stood back and listened to her confidently explain what to do and was very proud of her.”

“I have found the programme to be informative and engaging. Sessions are delivered via Zoom but the small group involved means that we can all speak and participate effectively. We have been asked to share video clips of our own teaching in the NC sessions – I’ve had supportive feedback given which moves my own development and teaching on.”

“I have thoroughly enjoyed the training so far and am passionate about continuing to develop my own teaching of Mathematics.”

Next Steps

1. Analysis of first cohort data to ensure that progress is indeed in line with the expected rates of progress achieved by the programmes.
2. Strategy development with Numbers Count teachers and Headteachers to ensure that:
 - a. Class teachers are aware of the strategies being used in the interventions

- so they can be used more consistently throughout the whole school.
- b. Programmes can be developed to support the maximum number of pupils.
 - c. Programmes have the necessary support to ensure a longevity beyond the current funding.
3. Investigate the correlation between existing school assessments with those of the intervention to ensure the accuracy of the overall pupil assessment.

Dyscalculia Awareness

Introduction

The strategies for teaching dyscalculic children and those with significant anxiety when facing Mathematics are very similar to supporting any pupil experiencing difficulties in Mathematics. Raising awareness of the possible barriers to learning Mathematics is of significant benefit amongst teachers.

Aims

- Raise awareness of the common difficulties in accessing the curriculum faced by pupils who have dyscalculic symptoms.
- Investigate the key teaching strategies to help alleviate these difficulties.
- Train up to 15 teachers on the level 3 Dyscalculia awareness course.

Outcomes

Qualitative data from teachers suggest the training has given them a greater appreciation of barriers to Mathematics learning and that these over time will actively support improvements in teaching.

What the teachers have said:

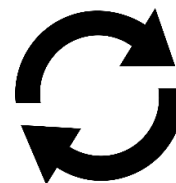
“Through completing the course, I have been able to conduct research into staff awareness and understanding of dyscalculia. I have then designed and delivered training to our teachers and TAs about dyscalculia, clearing up misconceptions and building on their knowledge of Mathematics difficulties. I have confidently suggested how dyscalculia may present and strategies to support.”

Key Findings and Next Steps

1. Teachers completing modules have found the learning beneficial.
2. Finding the additional time needed to access the content has been a struggle for a significant number of teachers.
3. While there is no time limit on completing the course, and despite the support of the online tutors, additional local support may be needed to help staff progress.

5. 2021 Updates

Complete Mathematics Tutor



Aims

To support schools in being able to offer Mathematics tuition in line with the Jersey tutoring programme, Complete Mathematics TUTOR was purchased in 2021 on a two year licence to support schools by offering online Mathematics tuition to all pupils in Government of Jersey schools.

Methodology

TUTOR is a tailored Mathematics tuition package that pupils can access in the classroom (with the support of teaching staff) or independently at home. Parents and teaching assistants can oversee the learner's activity, and parents can even learn Mathematics alongside their children. TUTOR can be used by all pupils from Year 1 to Year 12, but is intended to support pupils whose learning was negatively affected by the outbreak of COVID-19.

TUTOR provides diagnostic tests to make sure that pupils are accessing material at the appropriate level. Pupils access pre-recorded learning videos with follow up material to practice. The platform encourages pupils to keep learning by giving them experience points and awards based on how they use the programme.

Complete Mathematics have run numerous additional training events, with individual and groups of schools, that has supported staff development and has been monitored as part of the JTP.

Outcomes

33 Government of Jersey schools and EHE are set up to run the package.

68% of schools are engaged with TUTOR i.e., have pupils regularly completing Goals (learning episodes) on TUTOR. This equates to over 6000 pupils accessing TUTOR.



Pupils across Jersey have completed over 70,000 hours on TUTOR.

70,000
additional hours of
mathematics tuition
across the island.

In all topic areas increased levels of accuracy have been recorded demonstrating the impact for pupils using TUTOR in 'engaged' schools on average securing the equivalent of over 1 months' worth of additional Mathematics instruction this year.

What teachers have said:

“I have joined many of the TUTOR online CPD sessions and it has always been a great investment of my time.”

“We have launched Complete Mathematics Tutor with Year 11. Pupils have accessed this in school and completed the Diagnostic assessment generating the correct course for them to be working on. The pupils found it particularly useful to access at home for revision in preparation for their examinations.”

Coaching - OLEVI

The work of staff development through coaching funded in 2021 continues, building on the OLEVI training delivered during that year. Although this has not had Social Recovery funding this year, a brief summary of how this start has been developed across SIAS and schools follows:

- Coaching continues to be used in many island schools as a vehicle for improving learning and teaching.
- OLEVI remains as the preferred partner providing accredited training for Senior Advisers who deliver their programme.
- 5 schools (approximately 130 staff) were trained in the Power of Coaching.
- In addition, 2 Power of Coaching courses were run for teachers as well as one for family support workers.
- A further provider, WALKTHRU (Sherrington & Caviglioli), have been added to our coaching toolkit, allowing schools and advisers to build on the initial success of OLEVI.
- In September 2022 4 schools were trained and agreed to pilot WALKTHRU materials, proving the content for instructional coaching.
- 15 schools currently are using OLEVI/WALKTHRU to support learning and teaching.
- The impact of this work is being to be seen through the Jersey School Review process.

6. Conclusion

This report evidences the real and continued impact of the four programmes that have been set up using COVID Recovery funding.

The Jersey Tutoring Programme (JTP), Reading Recovery, the Art Project and the Mathematics Recovery Programme have all made a positive impact on Jersey's pupils. On their learning, on their experience and on their progression as schools and learners return to their 'new normal.'

Headlines summary

Pupils in all 34 Government of Jersey non-fee- paying and fee-paying schools have been supported by the JTP.

20,227 hours of additional much needed 1 to 1 tuition has been provided to Jersey children. As a result, the test data used to measure the impact of the JTP programme indicates, that all groups have made progress despite the challenges of COVID-19.

The Reading Recovery Programme delivered training to five new teachers across the year. This not only provided a short-term solution, but it now means that Jersey has 13 reading specialist teachers.

- There are clear long-term benefits to such an investment. The lowest attaining pupils will have the opportunity and support to learn with their peers without literacy barriers hindering their access to the curriculum.
- These aims in reading have been bolstered by the Reading Fluency Project, accessed by over 100 pupils in 16 Government of Jersey schools, which has supported pupils making significant gains in their reading accuracy and comprehension.

The success of the Art Project has been the combining of several component programmes which complement each other and support the development of both the aims and objectives including:

- The Map of Wonders and You, Me and the Sea Projects whose exhibitions were open to the public. This broad celebration of pupils work with the island community has helped to engender pupils having an increased sense of belonging and pride for living in Jersey. It is exemplified in an improved knowledge and understanding of the different cultures present in Jersey.
- Through the programmes, significantly more pupils can articulate their feelings, understand who to go to with problems or worries, work cooperatively and collaboratively, and most importantly were happy!

The Mathematics Recovery Programme has trained 4 Number Counts teachers and 18 teaching assistants, who can deliver specialist intervention programmes supporting pupils with the greatest needs. This training is dovetailing with other training opportunities. The Dyscalculia Awareness programme and the previously funded training into developing early number sense and the Complete Mathematics TUTOR programme (providing over 70,000 hours of online Mathematics tuition) has created a coherent approach that significantly increases access to the curriculum for many pupils.

Finally, the report highlights the need to maintain the level of support and training provided. The gains made over the past two years will now be built upon in 2023. The School Improvement and Advisory Service will continue supporting and monitoring the various programmes and will publish a final report on the progress made in 2023.