



 Government of Jersey

COVID-19: Jersey Education Recovery Report 2021

School Improvement Advisory Service
March 2022



Contents

Preface	3
1. Jersey Tutoring Programme	5
2. Reading Recovery	11
3. OLEVI	16
4. Mathematics Recovery Programme	19
Conclusion	21

Preface

Learning is the most potent force for change in the world.

This is the second report produced by the School Improvement and Advisory Service (SIAS) during the COVID-19 pandemic. It highlights the 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 working for Jersey children.

We are particularly grateful and appreciative to all school staff who have worked so tirelessly to maintain a quality education provision for every Jersey child. The programmes were organised and run from the autumn term of 2020 through to December 2021 and were funded by the Government of Jersey to the sum of £1.24 million. These included: Jersey Tutoring Programme, OLEVI Teaching Programme, Reading Recovery Training, and the Mathematics Recovery Programme. These four support and training programmes were delivered by teachers, teaching assistants, and members of SIAS. We want to reiterate our thanks and appreciation for the commitment shown throughout this challenging time in our lives. 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.

The evidence presented in this report is important. It shows a picture of successful intervention and support that was vital, but it remains incomplete. Consequently, a second COVID-19 Education Recovery bid was accepted based on the evidence from this report, with an increase in funding from £1.24 million in 2021 to £2.94 million in total for 2022 and 2023. Thus, through the meticulous gathering of evidence from schools, we are delighted that our Government continues to recognise the impact of COVID-19 on our school children by funding the sum of £4.18 million to support the various significant projects.

In 2022 and 2023, we will continue to provide support to schools and pupils that were most impacted by the pandemic through the Jersey Tutoring Programme, Reading Recovery, OLEVI and the Mathematics Recovery Programme. The mathematics work will include providing additional training for teaching assistants and teachers. From January 2022, all Government of Jersey schools will also have a two-year license to access 'Complete Mathematics', a well-researched and evidence-based programme endorsed by Cambridge University, Edge Hill University, and the University of Brighton. In addition to this, we will run an Arts Project in schools that will address the issue of wellbeing, and we will pilot Summer Schools in four schools.

Finally, 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. There are numerous reports across the globe that illustrate the significant impact that COVID-19 has had on children's education and wellbeing. The interventions and training evaluated in this report highlights that there is still much to be done. There are no quick or easy fixes to lost learning, but the fact that school leaders and teachers have done everything within their power to minimise the impact of school and classroom closures, including providing blended learning opportunities for pupils and implementing the COVID-19 Recovery Programme, means the worst effects on children's education have been arrested, and the foundations are in place from which to progress.



2. Jersey Tutoring Programme

Introduction

The JTP is available for pupils in Years 1-11 in Government non-fee-paying schools. Specific groups of pupils were identified as having suffered the most due to COVID-19. This included pupils with English as an Additional Language (EAL), 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. Some pupils belong to one or more of these groups.

The disruption to education, including necessary learning at home, has caused both short-term and long-term issues. Short-term, there has been a loss of learning and an impact on pupil health and wellbeing. Long-term, without addressing this issue, there is a serious 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

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

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 selected as the most appropriate method of assessing the attainment and progress of pupils across Years 1-6 in primary.
- PiRA and PUMA tests have been taken three times during the programme so far (November 2020 to December 2021), which has provided a valuable benchmark within standardised assessments in reading and mathematics.
- Progress, as measured by the tests, has been analysed across the whole primary phase, within individual schools and for different groups of pupils across and within schools.
- Some schools delivered summer school programmes and in two schools, an external consultant was engaged to undertake an independent evaluation using a framework to evaluate the impact of the programmes.
- A questionnaire was sent to all schools for quantitative and qualitative feedback about the programme in October 2021, approximately a year after the start.
- Interviews have been used to undertake an evaluation of the programme and identify the key successes and the barriers faced.

Outcomes

- To date, 12,053 hours of individual and small group tutoring have been delivered across all 27 Government, non-fee-paying mainstream schools.
- Approximately 30% of pupils within Government non-fee-paying schools have been supported through the JTP.
- PiRA and PUMA tests were issued to schools for all pupils on the JTP.
- Specific categories were reviewed (data below), including those with EAL, SEND, and JP, and all groups have made initial progress, with more pupils achieving at 'greater depth' than before the intervention.

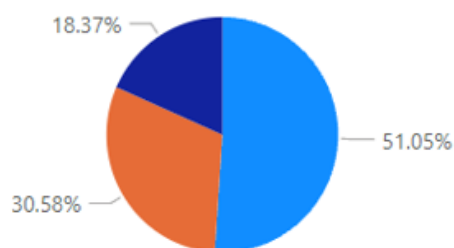
Pupils have so far received **12,053 hours** of individual and small group tutoring across 27 schools

NB: The data below shows the progress made by pupils in the specific groups analysed. Whilst there are a well-used set of assessment tools in Jersey, this is the first time PIRA and PUMA tests have been provided to all Government non-fee-paying primary schools for use at the same time, meaning comparison to previous data is not possible. Nonetheless, the progress made across these groups is significant. As the introduction of the Education Recovery initiative, principally the Jersey Tutoring Programme, is the new element it is reasonable to attribute this progress to the JTP, as other factors, such as high-quality teaching, interventions, parent support, have remained constant.

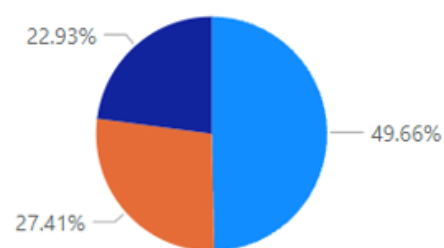
Data

Overall data indicated in the PiRA and PUMA tests over the November 2020-June 2021 period:

PiRA Autumn 2020



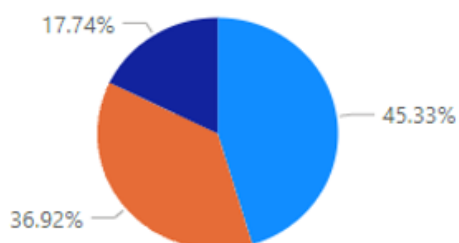
PiRA Summer 2021



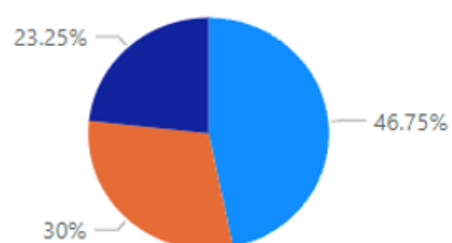
● Working at ● Working towards ● Working at greater depth ● Working at ● Working towards ● Working at greater depth

- Overall, during this period, there has been an increase of 4.56% in pupils achieving at 'greater depth' for their age. Over the same period, fewer pupils are 'working towards', meaning they are now working at the required standard.

PUMA Autumn 2020



PUMA Summer 2021



● Working at ● Working towards ● Working at greater depth ● Working at ● Working towards ● Working at greater depth

English as an Additional Language

In the summer term there were a total of 1319 pupils with English as an Additional Language (EAL) across all primary schools.

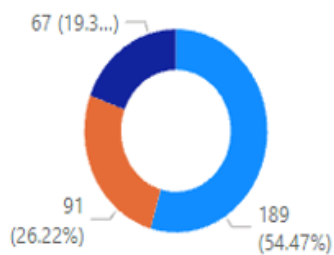
POL = Polish

POR = Portuguese

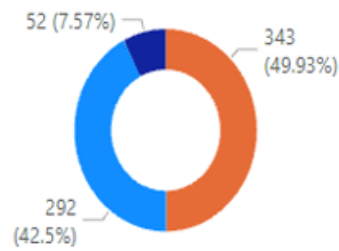
Other = All languages other than English, Polish, and Portuguese

PiRA Autumn 2020

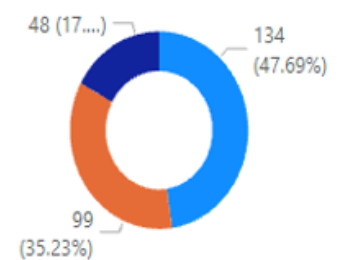
EAL = "POL"



EAL = "POR"



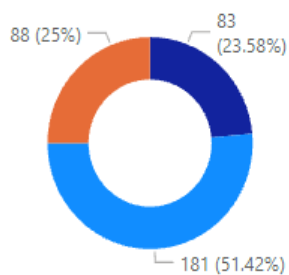
EAL = "Other"



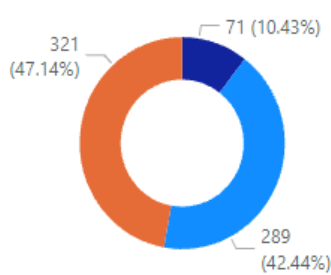
● Working towards ● Working at ● Working at greater depth

PiRA Summer 2021

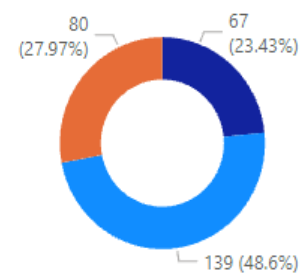
EAL = "POL"



EAL = "POR"



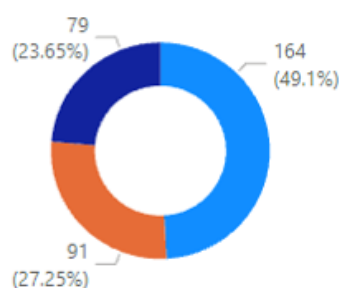
EAL = "Other"



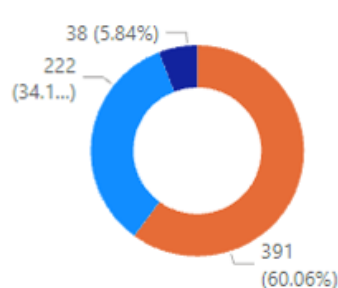
● Working towards ● Working at ● Working at greater depth

PUMA Autumn 2020

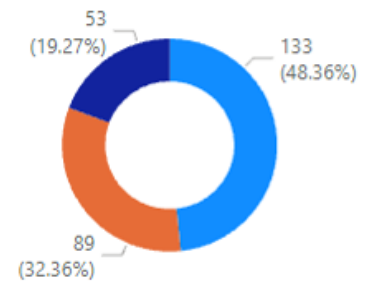
EAL = "POL"



EAL = "POR"



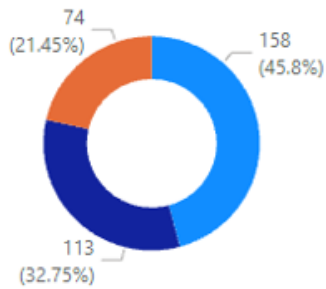
EAL = "Other"



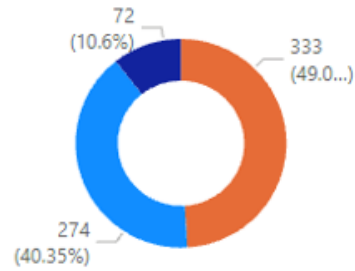
● Working towards ● Working at ● Working at greater depth

PUMA Summer 2021

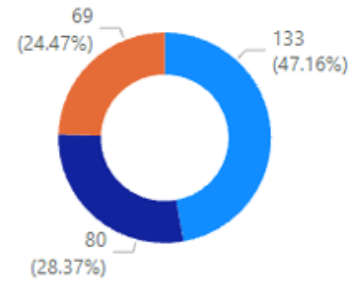
EAL = "POL"



EAL = "POR"



EAL = "Other"



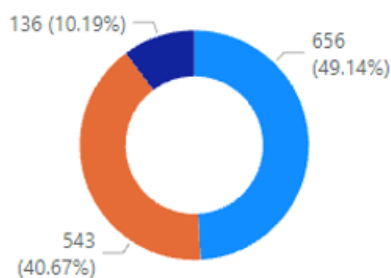
● Working towards ● Working at ● Working at greater depth

- The PiRA data indicates that pupils with EAL made progress irrespective of their first language, over the period, with a mean decrease of 3.75% in the numbers of pupils 'working towards' the standard, and an increase of 2.98% in the percentages of pupils 'working at greater depth'. Overall, the greatest increases in attainment were seen in pupils attaining greater depth, irrespective of their first language.
- The PUMA data indicates that pupils with EAL made progress with a mean decrease of 8.25% in the numbers of pupils 'working towards' the standard, and increases in the percentages of pupils 'working at' the standard and 'working at greater depth'. The most significant progress made was pupils speaking Portuguese as a first language, who achieved a decrease of 11.06% in the 'working towards' category and an increase of 6.25% in the 'working at' the standard and 4.76% 'working at greater depth'. Overall, the mean increase of pupils with EAL attaining greater depth was 7.65%.

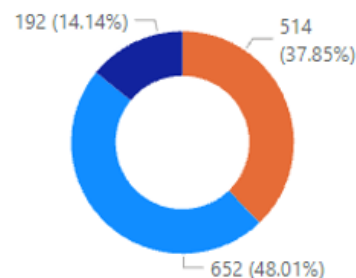
Jersey Premium

In the summer term, there were a total of 1358 pupils eligible for Jersey Premium (JP) funding across all primary schools.

PiRA Autumn 2020

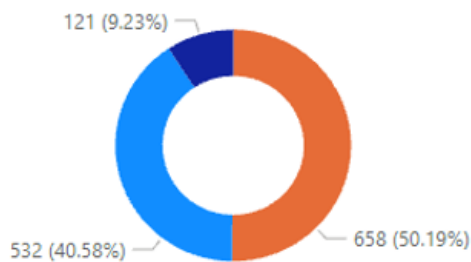


PiRA Summer 2021

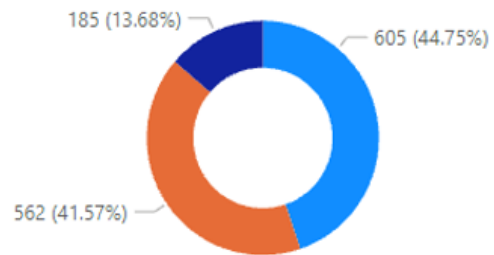


● Working towards ● Working at ● Working at greater depth

PUMA Autumn 2020



PUMA Summer 2021



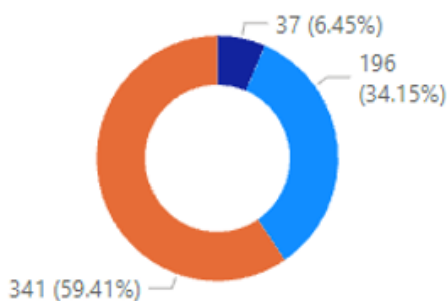
● Working towards ● Working at ● Working at greater depth

- The PiRA data indicates that pupils eligible for JP funding made progress with a 2.82% decrease in the numbers of pupils 'working towards' the standard and 1.13% 'working at', leading to a rise in 3.95% of pupils 'working at greater depth'.
- The PUMA data indicates that pupils eligible for JP funding made progress with a 8.62% decrease in the numbers of pupils 'working towards' the standard and increases of 4.17% and 4.45% of 'working at' and 'working at greater depth' respectively.

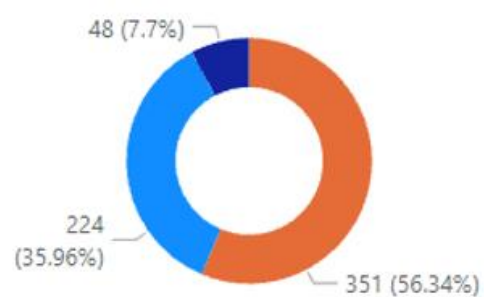
Special Educational Needs

In the summer term there were a total of 623 pupils with identified Special Educational Needs (SEN) across all primary schools.

PiRA Autumn 2020

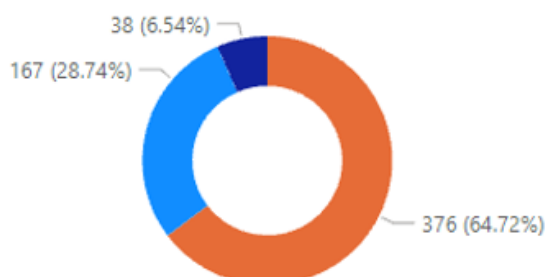


PiRA Summer 2021

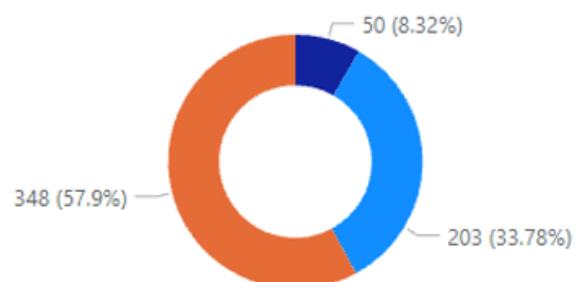


● Working towards ● Working at ● Working at greater depth

PUMA Autumn 2020



PUMA Summer 2021



● Working towards ● Working at ● Working at greater depth

- The PiRA data indicates that pupils with SEN made progress with a 3.07% decrease in the numbers of pupils 'working towards' the standard and increases of 1.81% and 1.25% of 'working at' and 'working at greater depth' respectively.
- The PUMA data also indicates that pupils with SEN made progress with a 6.82% decrease in the numbers of pupils 'working towards' the standard and increases of 5.04% and 1.78% of 'working at' and 'working at greater depth' respectively.
- Secondary schools have identified reading as being a key area where students from identified groups are reading at an age below their chronological age. The impact of the tutoring programme is evidenced, not only in increased reading levels, but in student engagement, wellbeing levels, and positive behaviours in a range of subject lessons. Case studies have been shared which illustrate the impact of this intervention.

A greater number of pupils are now 'working at' the standard and 'working at greater depth' than at the start of the JTP

Key findings

- All groups of pupils identified for Jersey Tutoring Programme support have also made initial progress. The impact of this programme is at an early stage for individual pupils and further tutoring opportunities will ensure a sustainable impact; however, this has been a positive development so far and exceeds the initial aim of preventing pupils impacted most by the pandemic of falling further behind their peers.
- Pupil feedback has been particularly positive. Where feedback has been received, all pupils have reported enjoying the sessions. This positivity towards the programme is echoed by parents/carers, who report to have valued the sessions their child/children has attended.
- Teachers have generally reported seeing the benefits of the programme in the classroom on the pupils who have received it.
- Although for many schools the ability to source appropriate tutors has been a significant challenge, most have managed to overcome this barrier. Schools have found creative solutions to ensure pupils have received the necessary support. Greater flexibility may be required to further aid schools in supporting identified pupils.
- The JTP has seen significant support invested in the areas of reading and mathematics. In line with best practice, 87.5% of sessions take place between 30 and 60 minutes per week, over the course of 12 weeks.

Next steps

There is strong and prevailing evidence to support the continuation of this programme. There remains a risk that there will be a further impact this academic year and so the extension of this programme is vital. A bid for funding has been successful which means that the programme will continue to support pupils in 2022. Other tasks that will be undertaken in the coming months:

- To explore the possibility of providing funding for a member of staff to lead, develop and monitor the JTP in each school. This would help to assuage the capacity issue that school leaders face in managing this initiative.
- To encourage schools to develop a JTP model that best fits the needs of those pupils accessing the programme, so they fully understand what most benefits each individual pupil in terms of learning and development. Tutoring before school, after school and/or at weekends can lead to exhaustion for some pupils and may not be in their best interests, and schools are best placed to tailor provision to best meet the needs of the individual.

3. 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 pupils with English as an Additional Language and those entitled to Jersey Premium 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. There is currently a centrally employed team of three teachers who work with pupils in six of Jersey's town-based schools but there was a clear need to build the capacity to reach more pupils in more schools.

Project 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 grow the Reading Recovery team in Jersey.

Project objectives

- Training a new cohort of five Reading Recovery teachers.
- Monitoring and evaluating the effectiveness of Reading Recovery teaching and the impact on the selected pupils.

The five schools selected to take part in the project were identified using a combination of the following criteria:

- Highest % of pupils with EAL.
- 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 a Teacher Leader who is also the English Adviser in Jersey. The course is accredited and monitored by the Institute of Education, 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.

Methodology

Quantitative and qualitative measures have been used to capture evidence of impact.

1. Data: pre- and post-intervention reading data on all RR pupils

Pupil data, collected throughout the training year to measure the impact on pupils' reading attainment, are held centrally at Education on the RR database. Pupil information is anonymised and then entered onto the UCL database which collates data on RR pupils from across the UK, Ireland, and the Channel Islands.

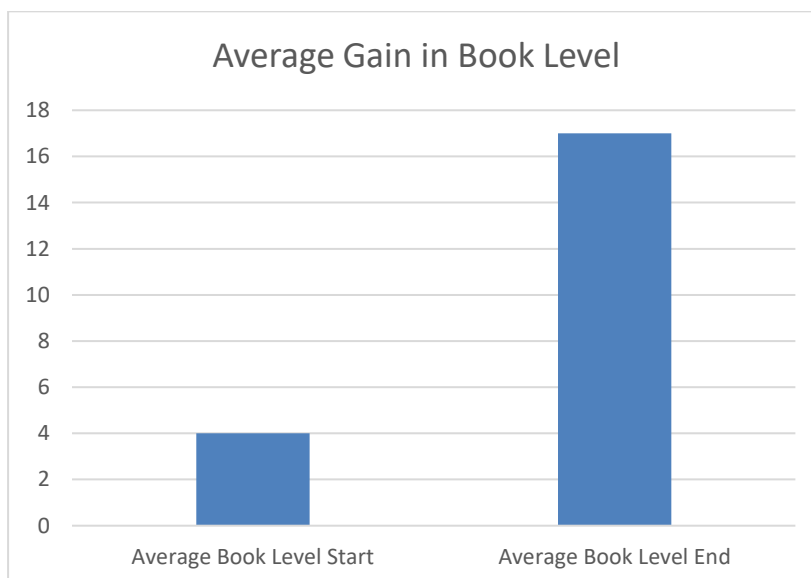
87% of pupils working with Reading Recovery teachers have successfully reached the average level for reading for their year group

Key points

- In the training group, 45 pupils have accessed Reading Recovery so far (October 2021). A further 42 pupils received Reading Recovery from the previously trained central team of three teachers.
- Of those with a completed programme, 87% 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 teachers in training.
- All five training teachers are working with their second cohort of pupils after successfully leading the first cohort of pupils through the programme.
- 30% of pupils are multilingual learners, most of whom are Portuguese speakers at home.

Pupils are assessed on a range of literacy skills prior to receiving RR and at the end of the programme. The graphs below show the average pre and post test scores for all pupils on two measures: Book Level and Word Reading Age.

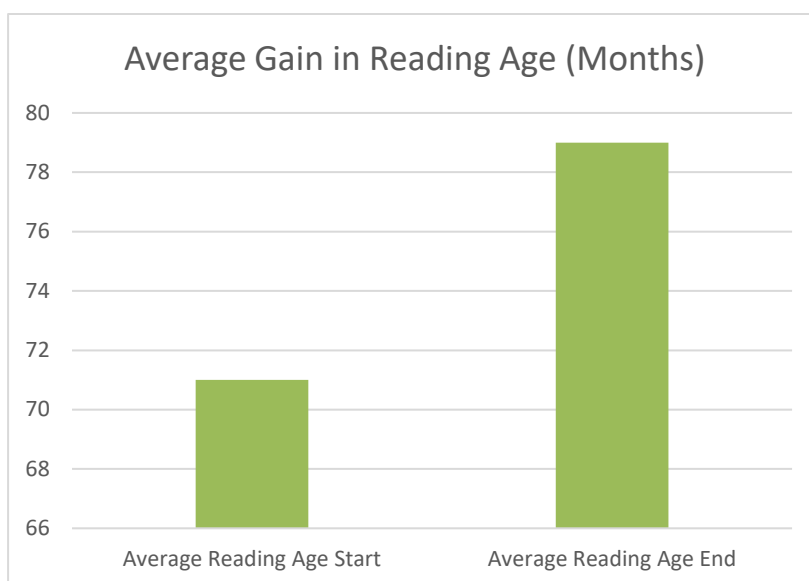
Average pupil book level at start and end of Reading Recovery



Pupils made an average gain of 13 book levels

- Without intervention, pupils with literacy difficulties usually make 1 or 2 book level gains in a 12-20-week period.
- Pupils who received Reading Recovery made an average gain in book level of 13 in the 12-20-week duration of the intervention.

Average Reading Age at Start and End of Reading Recovery



Pupils made an average gain of 8 months reading age

- A pupil would on average start at a reading age of 71 months, which equates to 5 years, 9 months. With RR, a pupil would on average end the programme with a reading age of 79 months, which equates to 6 years, 5 months.
- During the 12-20-week programme, pupils made an average gain of 8 months reading age.

2. Mid-training Evaluation of Reading Recovery Training

The teachers anonymously completed an interim evaluation of the training course. All responded in full. A sample of comments are collated below.

What is the impact of the training so far on individual pupils you teach?

“The pupils I have worked with so far have made an incredible amount of accelerated progress.”

“Being able to complete the programme has enabled these pupils to reach and access a level of learning that they otherwise would not have reached which would have been a potential barrier for the rest of their school life and beyond.”

“I believe that what has had the greatest impact so far has been in the way we’ve been trained to focus on the very detailed and specific observations of individual children so that we can target and implement exactly what a child needs at that moment.”

Is there a wider impact in the school? If so, in what way?

“It has helped us to reflect and reassess the key strategies we should be using to help those with reading and writing difficulties and we can create consistency across the school.”

“Skills have been passed on to the teacher I share my class with and our LSAs as well as the members of our ‘Reading Team’.”

“Other teachers who have had children do Reading Recovery now use some of the same strategies.”

What comments do you have as a teacher regarding the fortnightly training sessions?

“The sessions have been very informative and really useful for my development. I have felt confident to go back into school and put what I have learned into practice.”

“Fortnightly training sessions, especially now that we can meet in person have been invaluable...having the opportunity to critique other teachers and talking to other people on the programme to share ideas or discuss any difficulties.”

“I find the training professional, well-researched and accessible.”

What comments do you have regarding Teacher Leader support visits and observations?

“These are helpful – although they do create a little nervous tension.”

“Observations have been very positive but also very constructive.”

“Although I’m a little nervous of it I am looking forward to when we are teaching ‘behind the screen’ as I think we will all benefit so much from the feedback of the group as well as the Teacher Leader’s reflections.”

Do you have any suggestions for improving the course?

“None.”

“Honestly none that I can think of thank you.”

“Being able to complete the programme has enabled these pupils to reach and access a level of learning that they otherwise would not have reached which would have been a potential barrier for the rest of their school life and beyond.”

Any other comments

“I have really enjoyed the course and feel I have learnt a lot. It has been great to do something different to whole class teaching and I feel it will impact on my future class teaching.”

Next Steps

To ensure that the impact on pupils reading attainment is maintained and built upon, two bids for further COVID-19 related funding from January 2022 were submitted. A bid for funding has been successful which means that the programme will continue to support pupils in 2022 and 2023.



4. OLEVI

Introduction

The OLEVI project provides a programme of learning and teaching training for leaders and teachers across Jersey schools. This helps to support them in developing their core practice to overcome the challenges identified due to lost learning and the wider impacts of COVID-19 on pupils.

The rationale for this focus on learning and teaching is research-based and reflects the conclusion of the Education Endowment Foundation (EEF) and other academic bodies that, “High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds”.¹ As the most recent documentation from the Early Career Teachers’ Framework summarises, the best thing that teachers can do is to focus on effective teaching, supported by targeted interventions (e.g. one-to-one tuition and small group interventions).

The combination of the Jersey Tutoring Programme with the OLEVI learning and teaching pulls together the provision for this approach and has been well received in Jersey schools.

Project aims

- support colleagues to review and identify best practice learning and teaching in their individual schools, particularly to support more vulnerable learners.
- support colleagues to review and identify learning and teaching areas in need of development.
- plan and deliver central and in-house training and support to develop leaders and teachers in delivering aims 1 and 2, to develop teachers from their individual starting points.
- support teachers in their ongoing development through an established learning and teaching coaching model.
- train leaders and teachers in schools to deliver and maintain a learning and teaching coaching programme.

Training and support provided

- **The ‘Power of Coaching’ programme** - a programme for training middle and senior leaders to coach colleagues to improve their learning and teaching.
- **The ‘Creative Teacher’ Programme** - promoted to teachers as ‘Reflection, self-assessment, peer working and coaching to develop your teaching toolkit’.
- **The Creative Teacher ‘Train the Trainer’ Programme** - a programme of middle and senior leader training to develop colleagues as facilitators, and to train them to deliver the Creative Teacher Programme that combines in-house school-based training with peer observation, peer working and middle/senior leader coaching to develop their teaching with a particular focus on challenge, engagement, questioning, assessment and feedback, and individualised learning.
- **The ‘Online Excellence’ Programme** - a bespoke programme trialled with Jersey teachers to support them in the management of online and blended teaching when the extent of COVID-19 restrictions and the knock-on effect on teaching processes in the event of further school closures.
- **The ‘Outstanding Teacher’ Programme** - a programme to train established and highly effective colleagues to evaluate and develop their own practice with the intention of becoming a leader of high-quality learning and teaching in their school, facilitating formal and informal coaching programmes and interventions with colleagues.

¹ <https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years>

Methodology

This report will evaluate the impact that has been made across a 20-month period; however, the impact of teaching on pupils' learning requires evaluation over several years, which will be the focus of subsequent reports.

The methods that have been used to measure impact include:

- Quantitative data on the numbers of schools and staff who have completed the training. This will be used to assess levels of increased capacity, knowledge and understanding within schools to coach and develop colleagues to continually review and improve the impact of teaching on learning.
- Feedback from training sessions regarding the quality of the training and anticipated impact, captured using evaluation forms.

"High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds."
EEF

Outcomes

Between January 2019 and October 2021 (20 months) training has been completed as follows:

	Cohort numbers	Number of schools participating	Number of teachers/leaders trained
Power of Coaching	7	32	81
Creative Teacher Train the Trainer	6	27	53
Creative Teacher Programme in schools	10	10	64
Online Excellence	1	6	8
Outstanding Teacher Programme	1	8	15

Delegates on all OLEVI programmes were asked to feedback on the meeting of programme objectives and their results can be summarised as follows:

	Yes	No	Partially
D - Have you been encouraged to develop high order thinking?	81.3%	0.0%	18.8%
R - Have the learning processes been role-modelled effectively?	87.5%	0.0%	12.5%
I - Has this programme made an impact on you?	75.0%	0.0%	25.0%
C - Have your own expectations been challenged?	75.0%	0.0%	25.0%
E - Have you been engaged in your own and others' learning?	81.3%	0.0%	18.8%

OLEVI delegate feedback

The delegates all completed an evaluation of the training. A sample of comments are collated below.

“The pace and pitch of the training was excellent.”

“Great delivery over Teams - not easy to do.”

“I liked the opportunities to practise the processes with real problems.”

“The opportunity to coach was great to get a feel for it before putting it into practice.”

“I enjoyed practising coaching fairly early on in the process.”

“The training was really clearly explained with great resources. It worked well on teams, well organised.”

“Opportunity to practise and reflect in breakout rooms helped.”

“The content of the course was well delivered and clearly explained. Good resources to complete and take away for future reference.”

Key findings

- Based on analysis of the impact measures, the OLEVI training can be identified as positive.
- High numbers of schools and teachers have engaged with the programmes. 95% of GoJ primary and special schools and 78% of GoJ secondary schools and colleges on island have actively engaged with the programmes.
- Depending on the programme followed, between 75% and 90% of leaders and teachers report initial positive impacts on the confidence of their staff to coach and develop each other’s practice in the quality of learning and teaching they provide in their classrooms.
- Qualitative feedback on the programmes indicate that the training quality was excellent or good in all cases, and delegates individual feedback shows their thinking about coaching and its application to improve teaching.

221 teachers and leaders have been trained across five OLEVI teaching and learning programmes

Next steps

Next steps will be focused on the long-term impact analysis, measured through the Jersey School Review Framework outcomes, supported by school self-reflection and Senior Adviser analysis.

5. Mathematics Recovery Programme

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 the most disadvantaged) 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.

The project aims to address this issue in Jersey by:

- developing number sense in pupils aged 3 to 7 years old by training 200 teachers and teaching assistants.
- reinforcing number sense in pupils aged 7 to 11 by training 100 teachers.

Training

Karen Wilding, a UK mathematics consultant, is providing specialist training for teachers so they can diagnose and intervene when there are gaps in pupils knowledge and understanding regarding number sense.

All GoJ primary schools who had pupils aged 3 to 7 years old identified appropriate staff for training provided by Karen Wilding. The first part of the online training included four modules of videos and tutorials. Training was completed in July 2021.

Teachers and teaching assistants have further opportunity to revisit the training through their account access until the end of 2022.

Methodology

The impact of this intervention is being assessed through the following measures:

- Reflections of mathematics subject leads on how the training influenced their practice, captured in a survey.
- School observations carried out between the CYPES Mathematics and EYFS Advisers, including discussions with pupils starting in the second half of the autumn term 2021 and throughout 2022.
- The number of accounts that have been activated through the training provider.
- The creation of in-school champions who, with further training, will ensure the sustainability of the project.

Outcomes

- 200 accounts have been activated.
- 106 members of staff have been confirmed as currently having completed the training.
- It is currently too early to monitor the impact in pupil outcomes. However, anecdotal evidence from teachers suggests the training has had a positive effect on their practice.

106 primary school teachers and teaching assistants have completed the training course

Karen Wilding training - delegate feedback

The delegates completed an evaluation of the training. A sample of comments are collated below.

“Our year 1 staff have commented on the strength of maths skills their new classes have come up with as a lot of Karen’s ideas have been implemented in Reception last year.”

“For me personally, accessing Karen Wilding training has had a huge impact on my practice regarding maths teaching.”

“It was worth the significant time commitment.”

“I can see how, as a nursery officer, my role fits into the rest of the school, and I am excited to see children grasp the concepts easily and increase their number sense and ability to calculate even in nursery. This goes way beyond anything I have done before and is a game changer!”

“The training has developed my subject knowledge and confidence teaching number. The training is something that I feel has been missing for many years in early years maths. I have used some of the training in class and will continue to explore this with the children.”

Key findings

The following effective practice has been identified:

- Support from the senior leadership.
- The Mathematics Subject leader provided all in-school training, giving the project the highest priority. All staff, where possible, watched the material together in person and completed the relevant tasks. They met with phase leaders to discuss progress, questions and areas requiring clarification.
- Phase Leaders put in place systems to action teaching points and used simple wall documentation to keep staff learning focused and encouraged ongoing reflection, questioning and exploration.

Next steps

- Identify school champions.
- Conduct adviser visits to review impact in schools, including learning environment and pupil voice.
- Provide further training opportunities for schools.
- Develop a training programme for teachers of 7–11-year-olds for delivery in 2022.
- Conduct a teacher survey in summer 2022.

“Accessing Karen Wilding training has had a huge impact on my practice regarding maths teaching”

Conclusion

This report has four essential parts: Jersey Tutoring Programme (JTP), Reading Recovery, OLEVI and the Mathematics Recovery Programme. To date, 12,053 hours of additional much-needed tuition has been provided to Jersey children. In other words, 30% of pupils within Government non-fee-paying schools have been supported by the JTP. Most importantly, the JTP programme has targeted those groups identified in the first School Improvement and Advisory Service report. Namely, the children eligible for Jersey Premium, English as an Additional Language, and Special Education Needs or Disabilities. 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 teachers across the year. This not only provided a short-term solution, but it now means that Jersey has nine reading specialist teachers. Thus, there are clear long-term benefits to such an investment. The lowest attaining pupils who have poor literacy skills that could blight their entire time at school will have the opportunity and support to learn with their peers without struggling to access the curriculum. Reading Recovery specialists will address the impact of COVID-19 on children struggling with reading and train a generation of teachers and teaching assistants. Our ambition is to continue with this investment so that by 2023, there will be 14 trained Reading Recovery teachers working across Jersey schools.

The OLEVI project assists all teachers through a carefully crafted training and support programme that puts the importance of coaching at its heart. Fundamentally, a vital aspect of this project is to support teachers in reviewing and identifying their learning needs within a culture of coaching. The project support teachers and school leaders in developing knowledge and skills and is broken down into three parts: a. Coaching; b. Training teachers in coaching; c. Training for teachers that draws on reflection, self-assessment, peer support and coaching. We are delighted that this project continued throughout COVID-19 and will continue in 2022 and 2023.

The Mathematics Recovery Programme ambitiously trained over 200 teachers and teaching assistants in mathematics for children in Early Years/Key Stage 1 across all Government of Jersey schools. The programme aims to address any differences in learning between pupils as early as possible. Most of the training will be completed by December 2021, and teachers and teaching assistants will have the opportunity to revisit this training until the end of 2022.

Finally, the report highlights the need to maintain the level of support and training provided. The much-needed additional funding secured means that any short-term gains will now be built upon in 2022 and 2023. The School Improvement and Advisory Service will continue supporting and monitoring the various programmes and will publish a third report on the progress made in 2022.

