

STATES OF JERSEY



WORKING GROUP ON 14 – 19 CURRICULUM: 14 – 19 INTERIM REPORT

**Presented to the States on 15th June 2004
by the Education, Sport and Culture Committee**

STATES GREFFE

REPORT

Foreword

The following report was produced by the Working Group on the 14 – 19 Curriculum established by the Education Committee in 2002.

The Group was established in order to –

- evaluate the effectiveness of the current learning opportunities for 14 – 19 year-olds in Jersey;
- determine the future needs to extend and develop these opportunities;
- provide appropriate models for their effective delivery;
- highlight the implications for implementation.

It is an Interim Report which has been published as a consultative document in order that the Working Group may gather information and opinion on this matter prior to producing its final report to the Education, Sport and Culture Committee later in the year.

A questionnaire is attached in order to encourage response.

14 – 19 Curriculum Working Party Interim Report

SECTION 1

Introduction

1.1 Purpose

This Interim Report has been produced by the Working Group on 14 – 19 Education established by the Education Committee in 2002. Its purpose is to provide the Education, Sport and Culture Committee, stakeholders, and the wider community, with proposals for change within the 14 – 19 curriculum in Jersey, to take account of the local context and changes to the curriculum and qualifications framework envisaged for 14 – 19 year-olds in England. It has been prepared as a vehicle for consultation prior to the publication of a final report to the Education, Sport and Culture Committee which will review options and recommend a way forward for the development of the 14 – 19 phase of education in Jersey.

1.2 Membership

The 14 – 19 Working Group was established by the Education Committee in October 2002. It comprises –

- Chairman – Chris Hughes, Chief Executive, Learning and Skills Development Agency;
- Pam Morris, Programme Leader 14 – 19, Qualifications and Curriculum Authority;
- Allan Smith, Chief Executive, The Channel Islands Co-operative Society Ltd;
- Phil Austin, Chief Executive, Jersey Finance Ltd.;
- Clare Downey, Head of Curriculum Support, Department for Education, Sport and Culture;
- David Greenwood, Assistant Director of Education (Lifelong Learning and Culture), Department for Education, Sport and Culture;
- Kathie Bull, Consultant, Special Educational Needs.

1.3 Remit

The Working Group was established in order to –

- evaluate the effectiveness of the current learning opportunities for 14 – 19 year-olds in Jersey;
- determine the future needs to extend and develop these opportunities;
- provide appropriate models for their effective delivery;
- highlight the implications for implementation.

SECTION 2

Executive Summary

2.1 Section 3: Background

Every aspect of our world is changing and education has to reflect and, often, predict these changes in order to ensure that our young people leave full-time education equipped with skills and attributes relevant to the future and not the past. Young people too are different; they are more independent and freethinking than their parents or grandparents were and so at such times it is natural to review the purpose and content of education and to ask whether what our students learn and the way they learn it, remains appropriate for the adult world they will occupy, here or elsewhere, for the next 60 or more years.

2.2 A number of changes to the 14 – 19 curriculum and qualifications framework have been proposed in the U.K. They suggest a broader curriculum, more choice for students, fewer compulsory subjects, a closer alignment between academic study and work related education, the recognition that students have different preferred learning styles and approaches, and the development of a new, more coherent and understandable qualifications framework which will enable young people to progress at their own speed and according to their own abilities. To date there has been a strong liaison between Jersey’s curriculum and that of the U.K.

2.3 Section 4: An overview of current provision in Jersey

Three key quantitative indicators (public examination results, staying-on rates at 16, and entry to higher education), suggest that Jersey’s performance is good in comparison with that of the U.K. Internal performance measures suggest that Jersey’s performance is a result of generally good performance across the spectrum of providers. Nonetheless, there is also evidence to support the view that a minority of young people are not able to fulfil their potential within the current curriculum, that the current curriculum offer may not meet the future requirements of Island employers and that some young people are unhappy with the current provision. Performance, benchmarked against U.K. quantitative measures is, therefore, not enough. To compete in the global marketplace the Island needs 14 – 19 provision which compares favourably with the best in the world.

2.4 Section 5: Meeting Jersey’s needs: a suggested new 14 – 19 curriculum for Jersey

This section proposes the development of a 14 – 19 curriculum for Jersey which takes account of –

- the Jersey economic and cultural context;
- young people’s hopes and attitudes towards learning, recognising the need for inclusiveness, challenge and choice based on a variety of approaches, practical, academic, vocational and experiential, which develop and stretch all young people to achieve their full potential and prepare them for life and work in the 21st century;
- the aspirations contained within the Department for Education and Skills (DfES) reports ‘*14 – 19 Opportunities and Excellence*’, and ‘*14 – 19 Extending Opportunities, Raising Standards*’;
- the qualifications framework described in the ‘*Interim Report on 14 – 19 Curriculum and Qualifications Reform (the Tomlinson Report)*’;
- performance, strengths and development needs, within the current 14 – 19 offer.

2.5 It argues for the development of a new curriculum based around the development of skills rather than ‘content’, a curriculum to meet Jersey’s needs in an uncertain and rapidly changing world.

2.6 Section 6: Challenges to change

There are significant challenges which will need to be overcome if the new proposed curriculum is to be achieved. This section focuses on the current structure of provision, its costs and funding mechanisms, and the need for the development of a culture of close cooperation between institutions.

2.7 Section 7: Conclusions and recommendations

This section contains the Working Group's conclusions and recommendations. It suggests that current 14 – 19 provision in Jersey is generally of good standard but that Jersey's economic, cultural and social needs require change and development within the 14 – 19 phase. It also emphasizes the need for high quality provision. 'Good' in comparison to U.K. quantitative measures is not good enough.

- 2.8** The new curriculum must take account of all students including a small minority of young people whose needs are not currently met. It must also bring benefits to the brightest and most able students.
- 2.9** The recommendations, which include a broadening of the curriculum to offer greater choices for students in what they learn and how they learn it, will make significant resource demands on a system which is already expensive. The current structure of delivery will need to change in order to encourage greater cooperation between institutions and to drive out costs to meet these new resource demands.
- 2.10** It also recommends that the change should be carefully planned, structured and managed to ensure high quality, inclusiveness challenge and choice for all students.

SECTION 3

Background

- 3.1** We are living in a period of great change. Not only in the economy, the structure of industry, the distribution of occupations and skill requirements, but also within families, relationships between generations and relationships between genders. Social life has changed. We eat different food and communicate in ways that were impossible only a few years ago. The world is a smaller place, our networks are wider, our relationships are more complex and the rate of change is accelerating.
- 3.2** Within this constantly changing world, today's young people are more independent and freethinking than were their parents or grandparents. They demand more from education and training and they are quicker to reject what they do not like and what does not meet their perceived needs. At such times it is natural to review the purpose and content of education and to ask whether what our students learn and the way they learn it remains appropriate for the adult world they will occupy, here or elsewhere, for the next 60 or more years.
- 3.3 Curriculum developments in the U.K.**

For almost 20 years, U.K. education has been characterised by change in curriculum content and in how learning is assessed.

The developments have included –

- the adoption of a national curriculum 5 – 16, and associated testing;
- introduction of GCSEs;
- introduction and development of a range of vocational qualifications available in schools;
- changes to 'A' level and other advanced level qualifications – Curriculum 2000;
- introduction of Advanced Extension Awards in some subjects, to test the most able;
- introduction of Modern Apprenticeships;

- creation of the Connexions Service to provide student advice and guidance.

To date, Jersey has adapted much of its curriculum in the light of U.K. developments.

In addition, 14 – 19 learning has increasingly been seen as a phase that should be coherent for each learner. *‘The age of 14 should be seen as the beginning of a distinct phase that runs through to 19 and allows young people to follow courses which lead progressively through from Key Stage 4 (16 years of age) to education and training post-16.’* Sir Ron (later Lord) Dearing.

The focus on 14 – 19 was given new emphasis in 2001 with a U.K. Government White Paper, *‘Schools: achieving success’* which stated that *‘a well balanced 14 – 19 phase of learning is crucial if we are to achieve our objective of well-motivated young people playing their full part in society and the economy. There have been many serious attempts to reform this phase of education but the problems have never been adequately resolved. For too many young people, it has been a period of falling engagement and rising disaffection’*.

3.4 Further, a more far-reaching development of the phase, including changes to the national curriculum 14 – 16, was signalled in the Department for Education and Skills (DfES) publication *‘14 – 19 Opportunities and Excellence’* (2002). This built on proposals contained in *‘14 – 19 Extending Opportunities, Raising Standards’* (2001). It argues that the 14 – 19 phase marks a critical stage in young people’s lives. It is the period when they build on their earlier learning and prepare for adult life and employment. As such there must be –

- a clearer, more appropriate curriculum and qualifications framework for the 14 – 19 phase – one that develops and stretches all young people to achieve their full potential and prepares them for life and work in the 21st century;
- a closer relationship between academic and vocational education, emphasising the need for work-related learning for all 14 – 16 year-olds;
- more opportunities for students to choose well-understood and well-regarded vocational qualifications and closer co-operation between schools, colleges and employers to deliver these objectives.

3.5 In order to strengthen 14 – 19 provision, a Working Group on 14 – 19 reform was established, with Mike Tomlinson as Chair. The Group’s Interim Report (February 2004) lays out proposals for the development of a new curriculum and qualifications framework covering all the 14 – 19 learners in England. The report suggests the introduction of diplomas at 4 levels– Entry, Intermediate, Foundation and Advanced. Programmes of learning and diplomas will not, in general, be linked to specific age ranges within the 14– 19 phase. Rather, young people should be able to progress through the system at a pace appropriate to them as individuals and, if they leave education and training, they should be able to re-enter at a later date with credit for their previous achievement. The diploma will comprise –

- a core of knowledge skills and attributes they will need for success in later learning, employment and adult life;
- a main learning programme chosen by the learner (within the constraints of any 14 – 16 statutory requirements);
- common skills.

Post-16 learners will be able to choose specialised diplomas leading to specific vocational or academic progression, or open diplomas containing a mix of subjects or types of learning. The current assessment burden will be reduced.

- 3.6 The report accepts that it will not be possible for every English school or college to deliver every aspect of the 14 – 19 curriculum, so it proposes the development of strong and consistent partnerships between schools, colleges and employers to provide students with their entitlement, to ensure greater choice, and to make it easier for young people to move from pre to post-16 learning.
- 3.7 The Working Group’s final report will be published later in 2004. Change is expected to be evolutionary and it is expected to take around ten years to achieve full implementation of the proposals.

SECTION 4

An overview of current provision in Jersey

4.1 Curriculum

For 14 – 16 year-olds the Education, Sport and Culture Committee requires local schools and colleges to provide a modified version of the U.K. National Curriculum (Curriculum 2000). At 16 years of age young people may choose between a full-time academic route of further study at one of the Island’s sixth-forms, a full-time or part-time vocational route via Highlands College of Further Education, or work with or without training. (There is also a small apprenticeship scheme modelled on the U.K. Modern Apprenticeship – see Appendix 1).

4.2 14 – 16 Curriculum offer

With regard to 14 – 16 education, the following table illustrates the curriculum offered in the U.K. and in Jersey. Both are driven by ‘content’ rather than ‘skills’. The table also highlights the differences between the U.K. curriculum and that which is offered in Jersey and it indicates subjects currently taught as ‘core’ and those which are optional.

Table 1

| U.K. National Curriculum Statutory Sept.2004 14 – 16 year-olds | Jersey Curriculum (Curriculum 2000) 14 – 16 year-olds |
|---|--|
| Core Subjects | Core Subjects |
| English | English |
| Mathematics | Mathematics |
| Science | Science |
| ICT | Statutory Non-Core Foundation Subjects |
| Physical Education | Design and Technology |
| Citizenship | ICT |
| Religious Education | French |
| Sex Education | Physical Education |
| Careers Education | Optional Foundation Subjects (All students are offered the opportunity to study a humanities and a creative subject) |
| Work-Related Learning | History |
| | Geography |
| Entitlement areas | Art and Design |
| The arts: Art and Design | Music |
| Music | Additional MFL |
| Dance | Other requirements |
| Drama | Schools must provide: |
| Media Arts | • Religious education for all pupils |
| Design and Technology | |
| Humanities: History | |
| Geography | |
| Modern Foreign Languages | |

unless withdrawn through parental choice;

- Sex education;
- Careers education.

Notes:

- Jersey is currently reviewing the 14 – 16 curriculum in light of changes in the U.K.
- In Jersey, it was agreed to begin the changeover to National Curriculum 2000 from September 2000 in all subjects, with the expectation that it was in full use by September 2002.
- As in the U.K. it is possible to ‘disapply’ (Jersey chose not to use this word because of negative connotations) pupils from subjects such as Science, Modern Foreign Languages and Design Technology and provide alternatives to ensure an appropriate curriculum.
- With effect from September 2003 all students are expected to study a Modern Foreign Language and are offered the opportunity to study French. Prior to this date all students were expected to study French and were offered the opportunity to study a Modern Foreign Language.

4.3 Advice, guidance and work-experience

Underpinning advice and guidance to students is delivered through a ‘devolved’ careers structure in which schools and colleges have responsibility for careers education and guidance supported by a small central unit comprising a careers officer and an administrative team within the Student Services office of the Education, Sport and Culture Department. The central team works in partnership with careers teachers in each of the institutions within the 14 – 19 framework. With regard to its work within the 14 – 19 age range, a recent report found that:

‘The States of Jersey can take some pride in the quality of its arrangements for careers guidance. The calibre of staff is good and in some cases outstanding, the practice compares favourably with that in the U.K. Cooperation between agencies is at least cordial and in some cases enthusiastic. However, the services are facing new challenges ... and there is scope for development.’ (Peter Heaviside Prospects Careers Ltd.).

4.4 The recommendations include –

- a strengthening of the careers service to give it more authority;
- an enhanced role with respect to schools to better support them in the development of guidance, careers education and the work-related curriculum;
- the identification of training needs of guidance practitioners in schools, colleges and other agencies and the development of a programme so that they are able to make use of a more extensive repertoire of skills and tools, including the use of diagnostic assessment tools, motivational guidance programmes, coaching and the use of IT base guidance systems;
- the development of a comprehensive database of young people from the age of 13 to 19 to facilitate tracking, referral and monitoring;
- the extension of existing support services through a multi-agency access point;
- the development of more sophisticated labour market intelligence.

4.5 The Department’s Student Services office also manages the ‘Trident’ offer of work experience, personal challenge and community service for students. The three weeks work experience module, available to every student is a popular aspect of the 14 – 16 Curriculum and it is equally popular with employers who value the co-ordinated approach that a single point of contact brings. Young people who remain in full-time education beyond 16 years of age have further opportunities to gain experience of work within their

areas of vocational interest organised by the institutions where they study.

4.6 Curriculum breadth

It would be wrong, however, to suggest that Table 1 constitutes the sum total of a young person's curriculum experience. Schools have been very creative in developing learning opportunities far more varied than the description of Curriculum 2000 would indicate. Typical initiatives include –

- the introduction of the Award Scheme and Development Network (ASDAN) and similar schemes to give credit to young people for the development of a wide range of work-related learning and life skills which need not be contained within the national curriculum;
- Institute of Directors Work Shadowing scheme', 'Project Business' and 'Young Enterprise';
- closer liaison with allied services and agencies, such as the Youth Service, to widen activity options;
- enhanced opportunities for work-experience (beyond the standard 3 week work experience scheme managed by Trident);
- the introduction of GNVQ or vocational GCSEs.

4.7 Post-16 Curriculum offer

Subject to their performance in public examinations, students may remain in full-time education beyond 16 years of age following courses of generally academic study towards a range of AS and A2 examinations in one of 4 fee-paying school sixth-forms, or at Hautlieu where no fees are charged. Vocational courses (full and part-time) and a restricted range of 'AS' levels are available to full-time and part-time students at Highlands College of Further Education. Other students may choose to enter employment (with or without training).

4.8 Quantitative performance measures

Three key 'outcome' indicators used in the U.K. suggest that Jersey's 14 – 19 phase of education performs well in delivering the current curriculum –

- the proportion of young people remaining in full-time education beyond compulsory school age is high in comparison with the U.K.;
- the number of local students going on to higher education remains at over 40%, a much higher proportion than in the U.K.;
- year on year, local students' performance at GCSE and 'A' level exceeds that of the U.K. average (see Tables 2 and 3), and their performance is at least comparable with the 5 best-performing LEAs in England or Wales (see Table 4).

Table 2: Island-wide GCSE examination results 2000-2003 compared to U.K. averages

| | Proportion of GCSE Examinations passed with Grades A* – G | | | | Proportion of GCSE students achieving 5 or more Grades A* – C | | | |
|------------|---|-------|-------|-------|---|-------|-------|-------|
| | 2000 | 2001 | 2002 | 2003 | 2000 | 2001 | 2002 | 2003 |
| Jersey | 99.4% | 98.8% | 99.6% | 99.0% | 62.7% | 66.9% | 65.9% | 66.5% |
| U.K. | 97.9% | 97.9% | 97.6% | 97.9% | 49.0% | 50.0% | 49.5% | 52.9% |
| Difference | 1.5% | 0.9% | 2.0% | 1.1% | 13.7% | 16.9% | 16.4% | 13.6% |

Table 3: Island-wide 'A' level results 2000-2003 compared to U.K. averages

| | Percentage of A (A2) level entries recorded at Grades A – C | | | |
|------------|---|-------|-------|-------|
| | 2000 | 2001 | 2002 | 2003 |
| Jersey | 63.5% | 68.4% | 76.2% | 82.8% |
| U.K. | 58.2% | 59.3% | 64.7% | 67.5% |
| Difference | 5.3% | 9.1% | 11.5% | 15.3% |

Table 4: Public examination performances– comparison with Benchmark Authorities

| | GCSE – proportion of students achieving 5 or more grades A* – C | | ‘A’ level – average points score | |
|-----------------|---|-------|----------------------------------|-------|
| | 2002 | 2003 | 2002 | 2003 |
| Jersey | 65.9% | 66.5% | 283.7 | 290.6 |
| U.K. | 51.5% | 52.9% | 245.4 | 252.4 |
| Buckinghamshire | 64.4% | 65.5% | 281.2 | 281.5 |
| Kingston | 60.0% | 67.0% | 240.4 | 239.8 |
| Sutton | 64.8% | 64.9% | 300.6 | 272.2 |
| North Yorkshire | 60.2% | 58.7% | 283.1 | 273.8 |
| Harrow | 59.1% | 57.7% | 207.3 | 196.1 |

Allocation of points:

A=120, B=100, C=80, D=60, E=40, N/U/X=0

- 4.9** A recent independent benchmarking exercise undertaken by KPMG on behalf of the States of Jersey also concluded that –

‘Jersey’s schools and colleges are achieving high standards. Performance outcomes at GCSE and ‘A’ level are well into the upper quartile. The percentage of children achieving 5 or more grades A – C was 65.90% compared to the median of 57.10% and 58% in Guernsey. The proportion of GCSE examinations passed with A* – G results was 99.60% compared to the median of 91.80% and 80% in Guernsey. The average point score per pupil for ‘A’ level results was 283.7 compared to the median of 250.’*

- 4.10** KPMG also noted that –

‘The percentage of young people in Jersey who stay on in post-16 education is comparatively very high, well into the upper quartile and progression to higher education is significantly higher (45%) than the U.K. figure of 35%.’

Table 5: KPMG benchmarking results (extract), 14– 19 curriculum performance

| Measure description | Jersey performance | Lower quartile | Median | Upper quartile | Analysis* | Data source |
|--|--------------------|----------------|--------|----------------|---|------------------------------|
| Percentage of children achieving 5 or more grades A – C | 65.90% | 52.90% | 57.10% | 60.20% |  | DfES performance tables 2002 |
| Proportion of GCSE examinations passed with grades A* – G 2002 results | 99.60% | 90.70% | 91.80% | 93.50% |  | DfES performance tables 2002 |

| | | | | | | |
|--|-------|-------|-----|-------|---|--|
| Level Its – age point e per pupil | 283.7 | 231.7 | 250 | 276.2 |  | DfES performance tables 2002 |
| Percentage of and 17 year- icipating in ation | 87% | 65% | 70% | 74% |  | DfES key statistics. Data is for 2001, 2002 data due to be published end Nov 2003 |
| Percentage of ng people have access ost-19 ation | 45% | | 35% | |  | DfES key statistics. 2001/02 data published June 2003. |

* The analysis used a 'traffic light' system to provide shorthand results, a green light should be read as 'good'. The 'lights' indicated in the 'analysis' column above were 'green' in the original KPMG publication.

4.11 The KPMG findings correspond with more detailed statistical information compiled within the Education, Sport and Culture Department; in particular 'value-added' measures which compare the 'predicted' examination performance of each child, based on his or her performance in previous 'Standard Attainment Tests (SATs) and Cognitive Ability Tests (CATs), with the 'actual' GCSE and 'A' level results for that student. Schools and colleges whose students obtain better than expected results, obtain a positive 'score' and are deemed to have 'added-value' to their students' attainment. Methods of calculating a school's 'value-added score' have changed over the years but the statistics suggest that Jersey's achievement in public examination results is a reflection of good performance across all Island schools rather than the exceptional performance of a minority of institutions. It is interesting to note that over the last 2 years 34 value-added measures have been calculated and, of those, 28 have recorded positive results.

4.12 Further education

Complexities of options and choices, differing timescales of study and methods of assessment in further education have caused difficulties for the Education, Sport and Culture Department in collating further education student performance statistics comparable with those of schools and colleges. Further education information is supplied in a different format and published in the Education Department Annual report. The following table, compiled from those reports, indicates the pass rates on full-time college courses 2000 – 2003. It records the pass rate as a percentage of those who were examined.

Table 6: Highlands College full-time examination results 2000-2003

| | <i>Percentage pass rates</i> | | | | | | | |
|--------------|------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|----------------------|
| | Jersey 2000 | U.K. 2000 | Jersey 2001 | U.K. 2001 | Jersey 2002 | U.K. 2002 | Jersey 2003 | U.K. 2003 |
| Advanced | 75% | 59% | 74% | 60% | 76% | 82% | 94% | Not yet available |
| Intermediate | 71% | 54% | 67% | 61% | 77% | 72% | 92% | Not yet available |
| Foundation | 72% | 46% | 86% | 64% | 75% | 72% | 91% | Not yet available |

4.13 Highlands College retains the services of Terry Melia (Ex-Chief Inspector of Colleges in England) to monitor its performance. In a recent report to the Governors and Education, Sport and Culture Committee, he supports this positive view –

'students perform well in public examinations; it is sensitive to and continues to respond to the needs of both the Jersey business community and its citizens.'

4.14 External validation of statistical methodology

In order to confirm the validity of school and college data collection and interpretation within the Education, Sport and Culture Department, the Working Group commissioned the Learning and Skills Development Agency (LSDA) to review and comment. LSDA confirmed that –

'Generally speaking, the established data collection and analysis systems are comprehensive and robust. Reports produced for Committee and for institutional managements are fair and helpful.'

4.15 On quantitative outcomes therefore, it appears that, statistically, Jersey's 14 – 19 phase compares well against U.K. measures, certainly within the upper quartile of U.K. LEAs and that its achievement is related to 'across the board performance', rather than the performance of any one school or sector of the organisation.

4.16 Qualitative evidence

Despite the above there is evidence to support the view that not all young people are able to fulfil their potential within the current curriculum, that the current curriculum offer may not meet the future requirements of Island employers and that some young people are unhappy with current provision.

4.17 Review of provision for children with emotional and behavioural difficulties

The recently published report, *'A Review of the Principles, Practices and Provision for Children and Young People with Emotional and Behavioural Difficulties and Disorders in the Island of Jersey' (the Bull Report, December 2002)*, provides an insight into a small but significant group of young people whose experience of education is not a happy one. The report suggested that around 10% of the non fee-paying secondary school population (454 of 4708) had behaviours consistent with emotional or behavioural difficulties – a high return. Having compared its findings with an earlier (1994) report, it also concluded that since that time –

- levels of physical aggression in young people have increased;
- physical aggression towards adults has become a noted concern in both primary and secondary education;
- verbal abuse towards adults has increased enormously from 6% in secondary education in 1994 – to 73% today;
- physical destruction and vandalism is now reported in the secondary sector;
- there has been a rise in intentional provocation of physical and verbal conflict among young people.

4.18 The report also noted that while low levels of disruption in schools still persist at roughly the same frequency as in 1994/5, 'accumulative behaviours' and 'combined behaviours' have increased, pushing the number of pupils who might once have been perceived as 'low level' into the 'moderate range' of emotional/ behavioural difficulties. It has been noted also that this 'profile' is 'atypical', i.e. Jersey appears to have a higher proportion of emotional/behavioural difficulties than would be expected when compared with U.K. averages.

4.19 Teacher concerns

Further evidence of student disillusionment or disengagement arises from discussions between departmental education officers and representatives of teachers' professional associations who have frequently cited pupil behaviour as a major source of teacher stress and job dissatisfaction.

4.20 Unauthorised absence

Island secondary school attendance returns also indicate a rate of unauthorised absence at 1.4% compared with 1.1% in the U.K. and 0.6% in the benchmarked authorities. It is open to speculation as to the causes of this, although a level of disillusionment with the curriculum offer should not be ruled out.

4.21 Evidence from young people

In talking with young people, members of the Working Group discovered a generally high level of satisfaction among 16+ year-olds who had remained in full-time education. Almost unanimously they expressed satisfaction with –

- their current school or college;
- those that they had previously attended;
- the range of post-16 options;
- the quality of tuition;
- the quality and availability of careers and learning advice they had received.

4.22 Some under 16 year-olds, particularly from the non fee-paying 11 – 16 schools were more critical however. They expressed frustration with some teaching methods and would have preferred more active approaches to learning. They also expressed concern about a lack of 'real' information about options and choices at 14 years of age. There was a general feeling that schools may encourage particular options in order to 'balance the numbers' and that more should be done to ensure 'real' freedom of choice based on real information – possibly using older students to feedback their own experiences of particular courses.

4.23 Evidence from employers

Employers on the Working Group have expressed concern that the current curriculum offer emphasizes the achievement of qualifications which do not, of themselves, encourage the development of practical workplace skills and attitudes. As with young people mentioned above, a closer relationship between academic learning and skills development through new approaches and greater emphasis on work related education is required.

4.24 'Good' performance in comparison to U.K. quantitative measures therefore is not good enough. Jersey requires high quality performance benchmarked across a range of international as well as national measures. To compete in the global marketplace, the Island needs 14 – 19 provision which compares favourably with the best in the world.

SECTION 5

Meeting Jersey's needs: a suggested new 14 – 19 Curriculum for Jersey

5.1 Imagine Jersey

The U.K. is not alone in considering the future. In Jersey an Island-wide 'Imagine Jersey' consultation process is developing a sense of direction for the Island which has key implications for the 14 – 19 phase of education. The draft key aims and targets contained within the '*States of Jersey Strategic Aims Report and Discussion Paper*' (Presented to the States on 30th December 2003 by the Policy and Resources Committee), and subsequently the *States of Jersey Draft Strategic Plan 2005 – 2010*, (P.81/2004), include the need to –

- develop a strong and competitive economy with a skilled and qualified workforce which meets the Island's needs (*measure 1.2, States of Jersey Strategic Aims Report and Discussion Paper*);
- enhance quality of life and ensure adequate provisions are made to encourage life-long learning, broadening the range of studies available (academic and vocational, as well as for personal fulfilment) with increased access (*measure 3.4 States of Jersey Strategic Aims Report and Discussion Paper*);
- improve access to activities and opportunities for young people – improving facilities for young people in ways that meet their needs and aspirations (*measure 5.2 States of Jersey Strategic Aim: Report and Discussion Paper*);
- plan a sustainable future for young people and achieve a reduction of disaffection amongst young people and the incidence of youth crime (*measure 5.3 States of Jersey Strategic Aims Report and Discussion Paper*);
- improve educational opportunities and options available through increasing the range of vocational and higher education options available in the Island, giving young people greater choice and more opportunities (*measure 5.4 States of Jersey Strategic Aims Report and Discussion Paper*);
- encourage young people to return to the Island (*measure 5.5 States of Jersey Strategic Aim: Report and Discussion Paper*).

5.2 Relations with France

In addition, a recent report prepared for the Policy and Resources Committee concerning links with France, (*Working Party on Relations between Jersey and France: Report to the Policy and Resources Committee, April 2004 – considered by Education, Sport and Culture Committee on 18th February 2004*) suggests that education will play a vital role in developing links both in terms of encouraging interest in France and French culture and in encouraging young people to become proficient in the language. With regard to the 14 – 19 curriculum, the report suggested that the Education, Sport and Culture Committee should aim to –

- outperform the best U.K. LEAs in 'take-up' and 'attainment' in French;
- develop the teaching of French by relating proficiency in French to the requirements of the local employment market.

5.3 As well as developing provision which addresses the broad aspirations of the community described above, consideration also needs to be given to specific local issues of economy, demographic pressures, skill requirements, and the unique cultural aspects of life in Jersey which should be reflected in 14 – 19 provision.

5.4 The economy

Jersey has located itself at the higher, more successful end of the spectrum of world economies. The Island has virtually no manufacturing industry and is heavily reliant on finance and associated industries for

generating its wealth. Of the 3 pillars of the Island economy, tourism, agriculture and finance, the latter accounts for 55.85% of GDP (Policy and Resources), earning more than the other 2 areas put together. It is clear that the Island’s continued prosperity in the global marketplace will be reliant upon young people emerging from full-time education who have the ability to develop, learn and relearn high-level skills, young people who embrace learning, innovation and creative development. The Island’s continued prosperity requires nothing less than a 14 – 19 phase of education which achieves the highest quality of experience and outcome for all its students. The sentiments expressed in the *Recruitment and Employment Confederation Report (2003)* that ‘employers need young recruits who can add value to their organisation and who are employable in a rapidly changing labour market’, are certainly true for Jersey.

5.5 Population profiles

The demographic changes forecast for the Island provide further pressure for change. By 2020, it has been estimated that 28% of the Island’s population will be over 60 years of age compared with 19% at the moment and, during the same period; the working age population is expected to shrink by 3%. In effect tomorrow’s smaller workforce will be required to support an increasing population of non-economically active citizens.

5.6 Skills and qualifications in the adult population

The challenge is compounded by results of the census returns for 2001 which suggest that despite a 62% return of local graduates within about 10 years of graduation, the proportion of graduates in Jersey is only 11% at present compared with an average of 16% in the U.K. The same census return also reports that a surprising proportion of the current local workforce (34%) claims to have no qualifications whatsoever. This may be a reflection of the fact that Jersey has had a significant ‘transient’ population for a number of years and that a large proportion of Jersey’s current adult population was not educated within the Island.

When compared with populations of a sample of U.K. south coast areas the qualifications gap in Jersey is even more acute.

Table 7: Proportion of graduates in the workforce (2001)

| Sub-region | % with degree | No qualification |
|---------------|---------------|------------------|
| Winchester | 30% | 19% |
| Basingstoke | 21% | 22% |
| Southampton | 19% | 26% |
| Portsmouth | 18% | 28% |
| Isle of Wight | 15% | 30% |
| Jersey | 11% | 34% |

As a community, therefore, we have a significant amount of catching-up to do – and performance in the 14 – 19 phase will play a crucial role in ensuring future economic success.

5.7 Lifelong learning, culture, inclusion and democracy

Education is not solely concerned with economic performance. It is the means by which our community transmits its unique culture and its values and, in an ever-changing world, it provides opportunity for personal development and the renewal of skills throughout life. Active learners are better able to handle change in their lives and so the 14 – 19 phase in Jersey must encourage students to value learning and

become 'lifelong learners'. Their achievements should be recognised across a broad spectrum of skills and knowledge. By so doing it will combat the marginalisation and alienation of groups and individuals and it will promote the development of an inclusive and democratic society.

5.8 Choice and challenge

Despite the above, a curriculum developed simply to address the immediate economic needs of the Island could restrict choice for students and leave them ill equipped to fulfil their potential here or elsewhere. The challenge is to meet the Island's needs by ensuring that every student is able to achieve. To do this requires recognition that young people, like adults, learn in different ways, respond differently to a variety of approaches and are often driven by different interests. To secure the future, the 14 – 19 phase must encourage learning and prepare for life beyond, as well as within, the Island's shores. For a local student to develop the capability to function and contribute to Island life he or she will need to be equipped for a successful life in any of the most developed communities of the world.

5.9 Links with the U.K.

Although Jersey has its own particular requirements and despite the fact that it is not driven by U.K. legislation or regulation, there are compelling reasons why close links with the U.K. curriculum and qualifications framework should be maintained –

- Jersey students follow courses leading to U.K. public examinations. The qualifications obtained are known and understood. They have national and international currency;
- almost 50% of Jersey young people attend U.K. universities and institutions of higher education. Their qualifications and the content of the courses they have studied prior to university entrance are the same as those of similar students in the U.K.;
- a common approach to education and qualification between the U.K. and Jersey enables workers and families to relocate with relative ease;
- local teachers are trained in U.K. practice.

5.10 The drivers for change

The main 'drivers' for change in Jersey therefore are –

- a changing but largely unknown future;
- new knowledge about processes involved in teaching and learning;
- the needs of the Island to maintain and develop its economy in the global market-place and to preserve its strong sense of cultural identity.

5.11 These needs are set against a background of local demographic pressure, a low qualifications base within the adult population and changes in the 14 – 19 curriculum and qualifications framework in the U.K. The need for excellence and equity within our system, so that every young person is able to achieve is more important than ever. Our young people cannot afford to achieve less than their full potential and the Island cannot afford to allow them to do so. Local programmes of learning should be driven by this consideration but, as a small island community, Jersey cannot ignore the wider context, especially the proposed changes in the U.K. Our young people have aspirations and attitudes similar to others in highly developed jurisdictions and they must be able to take their place with confidence and ease among the most advanced communities of the world. This has implications not only for the content of the curriculum taught locally and the qualifications which ensue, but it also has implications for the delivery of the curriculum and the way students learn and are assessed.

5.12 The challenge for Jersey therefore is to build upon current good performance and develop a **high quality** 14 – 19 curriculum that enables every student to develop the skills necessary to become a lifelong learner, an able communicator, technologically skilled for the workplace and daily living, cognitively prepared for complex tasks and a socially and politically responsible citizen, a curriculum which –

- (a) recognises Jersey’s learning agenda which places learning at its core, with the focus on the *process* of learning rather than the *product*. Young people must be empowered to learn how to learn, how to solve problems and make decisions, develop their cognitive processes, creative and critical thinking skills and organisational and technological skills as well as emotional intelligence, dispositions and values so that they are equipped for life, for work and for society;
- (b) recognises the importance of offering Jersey’s young people flexible and valued progression opportunities through a variety of practical, academic, vocational and experiential approaches which are **inclusive**, offer **challenge**, **choice**, coherence, structure and relevance thus enabling them to reach their full potential, succeed as individuals and meet island and global future needs;
- (c) places more emphasis on formative assessment^[1] since ‘it is this that will improve standards and learning’ (*Black and William, 1998*) whilst accepting the importance of summative assessment to assess what has been learned, provide certification and accountability. It is important that the ‘flexible ladder of progression’ does not encourage students to merely embark on a ‘qualifications trail’ which may have the effect of limiting rather than enhancing learning opportunities;
- (d) recognises that students must be given the opportunity to experience work related learning that is part of the planned curriculum and that ‘uses the context of work to develop knowledge, skills and understanding useful in work, including learning through experience of work, learning about work and working practices, and learning the skills of work’. (*Work related Learning for all at Key Stage 4, QCA 2003*);
- (e) recognises the important part that employers need to play in developing an appropriate work related curriculum that meets the needs of the Island’s businesses and economy as well as the students;
- (f) reflects the Jersey cultural and economic context and the local aspirations for the Island described in the Strategic Aims Report and Discussion Paper’, (*States of Jersey 30th December 2003, Policy and Resources Committee*), subsequently incorporated into the *States of Jersey Draft Strategic Plan 2005 – 2010, (P.81/2004)*;
- (g) recognises the aspirations contained within the Department for Education and Skills (DfES) reports ‘*14 – 19 Opportunities and Excellence*’, and ‘*14 – 19 Extending Opportunities, Raising Standards*’;
- (h) recognises that Jersey needs to maintain links with the U.K. and take account of the qualifications framework described in the ‘*Interim Report on 14 – 19 Curriculum and Qualifications Reform (the Tomlinson Report)*’.

5.13 The Working Group would wish to emphasize, however, that the development described above should be carefully planned and managed to ensure that standards are maintained and resources are effectively utilised throughout the change process.

SECTION 6

Challenges to change

6.1 The Education, Sport and Culture Committee requested the Working Group to provide appropriate models for the effective delivery of a new 14 – 19 curriculum in its final report. In this respect there are a number of other factors that influence the content and delivery of current and future provision, in particular, the structure of the service, its funding mechanisms, and its culture. The development of a curriculum based on the recommendations in this report will have resource implications and will require close cooperation between all schools and colleges. Considerations of these factors cannot be divorced from curriculum planning.

6.2 Structure

There are approximately 3,000 students in the 14 – 19 age-range. For the majority of these young people the curriculum is delivered through a highly stratified network of schools and colleges. Stratification can be described as both –

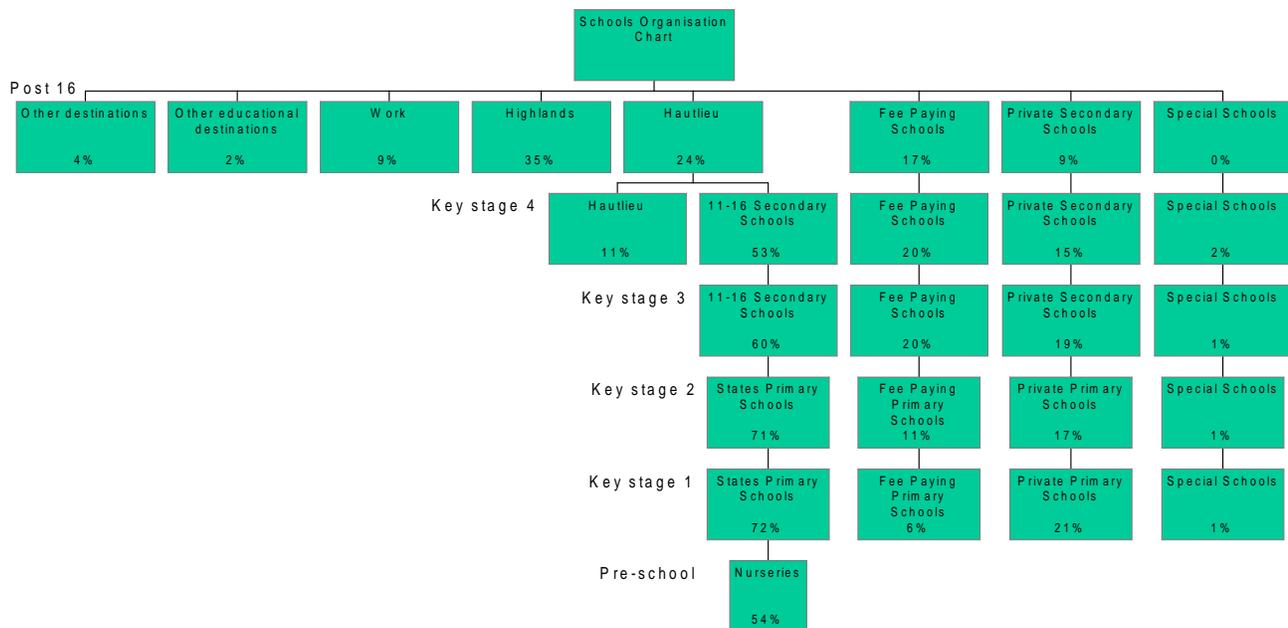
- ‘longitudinal’ with different institutions catering for a variety of different age-ranges and;
- ‘lateral’ by the application of different admission criteria, curriculum emphasis, fees policies, management and governance relationships between the schools.

6.3 In brief, 4 schools charge fees, 2 are major private schools, Beaulieu and De La Salle, and 2 are States single-sex schools, Victoria College and Jersey College for Girls. There are also four 11 – 16 non fee-paying schools (no charges to parents) – Grainville, Haute Vallée, Le Rocquier and Les Quennevais. One non fee-paying school, Hautlieu, caters for 14 – 19 year-olds of higher academic ability. The Island has one College of Further Education, Highlands College. Table 8 below summarises the framework of provision. Table 9 illustrates the distribution of students within the framework.

Table 8: Schools and Colleges contributing to 14 – 19 provision

| | | Age Range | | |
|------------------------------------|--------------------------|------------|------------|------------|
| | | 11 - 14 | 14 - 16 | 16 - 19 |
| Private Institutions | De La Salle | ██████████ | ██████████ | ██████████ |
| | Beaulieu | ██████████ | ██████████ | ██████████ |
| Fee paying States Schools | Victoria College | ██████████ | ██████████ | ██████████ |
| | JCG | ██████████ | ██████████ | ██████████ |
| Non-fee Paying States Institutions | Grainville | ██████████ | ██████████ | |
| | Haute Vallee | ██████████ | ██████████ | |
| | Les Quennevais | ██████████ | ██████████ | |
| | Le Rocquier | ██████████ | ██████████ | |
| | Hautlieu | | ██████████ | ██████████ |
| | Highlands College for FE | | | ██████████ |

Table 9: (below) illustrates the distribution of young people among fee-paying and non fee-paying schools and colleges



6.4 The structural arrangements for the delivery of the current 14 – 19 curriculum have several significant and unique features and all the attributes of a system that has evolved in a piecemeal fashion. Certainly, if starting with a sheet of blank paper, it would be hard to believe that any educational architect would recommend it.

6.5 Fee-paying and private education

Thirty-five percent of 14 – 16 year-olds are educated within the fee-paying sector. The 4 fee-paying institutions (2 States schools and 2 private) offer ‘seamless, single sex’ 11 – 19 education and demand for entry exceeds capacity. Each of the 4 fee-paying schools has different entry criteria. Two of the fee-paying schools (Jersey College for Girls and Victoria College) include attainment or examination success within their admission requirements. It could be argued that ‘selection and choice’ at 11 years of age has been retained in Jersey for those with the ability to pay.

6.6 Non fee-paying education

The 60 – 65% of children who do not access fee-paying education are directed towards 4 non fee-paying 11 – 16 schools. Within this sector, student choice of institution is restricted, hard catchment areas apply.

6.7 Approximately 11% of the school population transfers to Hautlieu, mainly from the non fee-paying 11 – 16 schools. Admission at this age is determined by ability and attainment. More students transfer to Hautlieu at 16+ subject to GCSE performance. Many of these young people would not have met the entry criteria at 14 years of age. The system is controversial, and arguments on both sides are well rehearsed.

6.8 The working party found arguments for and against 14+ transfer reflected in evidence given by students. Some argued that it was detrimental to morale and motivation for those remaining in the 11 – 16 school. Other students, some from 11 – 16 schools, were less opposed to the system arguing that the loss of the academically more able at 14+ created space within the 11 – 16 schools for those remaining to develop their skills and attributes more fully.

6.9 Regardless of these arguments, the strength of feeling on both sides of this debate encourages competition rather than co-operation between institutions. The fact that individual schools are funded largely according to pupil numbers also compounds this problem.

6.10 Post-16

There are 6 principal post-16 institutions in the Island. The 4 fee-paying schools have sixth-forms which offer generally academic courses leading to 'AS' and 'A' level examinations; the Island's non fee-paying sixth-form is at Hautlieu. Vocational post-16 courses are offered at Highlands College of Further Education, along with a restricted range of 'AS' level courses.

6.11 Despite a high staying-on rate post-16, the number of Island sixth-form providers means that most institutions would be regarded as small and expensive by U.K. standards. Pressure on numbers and a common ethos, have allowed Beaulieu and De La Salle to operate a 'shared sixth-form', and there is also evidence of growing informal co-operation between Jersey College of Girls and Victoria College. Generally speaking however, the Working Group could find little in the way of formal co-operation or partnership between providers, especially the 2 largest – Highlands College and Hautlieu.

6.12 In effect, at 16 years of age, young people are faced not only with the stark choice to be made between vocational programmes at Highlands or academic programmes offered by sixth-forms, but also with judgments to be made regarding the benefits of remaining in small sixth-forms where they are known to their teachers and peers, as opposed to entering a different or larger institution where the range of subjects on offer may be of more interest.

6.13 Funding

According to the recent KPMG benchmarking report, the gross expenditure on 14 – 19 education in the Island is high in comparison with the U.K. The KPMG report noted that when data was adjusted according to the relevant pay comparator tables, the cost per pupil (secondary non fee-paying) was £4,084 compared to the U.K. median of £3,140. Based on the unadjusted figures Jersey was £5,200 compared to £3,760 in Guernsey. It concluded that the high cost of service is due, in large measure, to the provision of relatively small and therefore expensive secondary schools and, in particular, the number of small sixth-forms. The relationship between 'cost' and 'provision' within relatively small communities will be more fully explored in the Working Group's final report to the Education, Sport and Culture Committee.

Table 10 (Figure 4.3.1 KPMG Benchmarking results: Education)

| Measure description | Jersey performance | Lower quartile | Median | Upper quartile | Analysis | Data source |
|---|--------------------|----------------|---------|----------------|---|---|
| Cost per pupil – secondary non fee-paying | £4,084 (£5,200) | £3,262 | £3,140 | £2,986 | N/A | BVPI 36C 2001/02 (Cost in brackets is without the average teacher pay deflator of 32.7% applied to 87% of the cost) |
| Total net venue expenditure on education per head of population | £697 (£840) | £492 | £469.50 | £433 | N/A | CIPFA 2001/02 education estimates. (Cost in brackets is without the average teacher pay deflator of 32.7% applied to 69% of the cost) |
| Average pupil/teacher ratio – secondary without 6th forms | 15 | 17.8 | 17.3 | 16.0 |  | CIPFA 2001/02 education estimates |
| Average pupil/teacher ratio – secondary with | 10.2 | 17.2 | 16.5 | 15.8 | | CIPFA 2001/02 education estimates |

| | | | | | | |
|--|-------|-------|-------|-------|---|---|
| h forms/ st-16 | | | | | | |
| hildren with tements of ecial needs lucation ercentage of – 16 pulation) | 2.80% | 4.40% | 3.60% | 3.20% |  | CIPFA 2001/02 education estimates |

6.14 Within the overall funding made available to the Education, Sport and Culture Committee approximately £59,941,000 is applied to primary, secondary and further education. Of that, 81% of the Department's 'spend' on schools and colleges is placed in individual school budgets. Nineteen percent of the Committee's expenditure on schools is retained centrally to provide administration, finance, personnel and curriculum support, as well as meeting monitoring and evaluation costs. The U.K. target for LEA 'retention' is 10%. It is difficult to draw direct comparisons with LEAs however, because the Department for Education, Sport and Culture in Jersey fulfils the roles allocated to three types of organisational structure within the U.K., those of:

- Local Education Authorities (LEAs);
- Department for Education and Skills (DfES);
- The Learning Skills Councils (LSCs).

6.15 Devolved financial management (DFM)

Schools receive funding from the Education, Sport and Culture Department according to a formula known as Devolved Financial Management (DFM), a key element of which is the 'age weighted pupil unit' (AWPU). This ensures that school budgets reflect the number of students at that school. The value of the AWPU is governed by the pupil/teacher ratio set by the Department. Currently schools are funded against an agreed Pupil/Teacher Ratio, (PTR) 1:15 for 14 – 16 year-olds and 1:11.2 for 16 – 19 year-olds. Additionally some elements of school funding stand outside AWPU's. They are referred to as 'fixed costs'. They include head teacher costs and some costs relating to the maintenance of premises and cleaning.

6.16 Non fee-paying schools receive full funding from the Education, Sport and Culture Department as determined by the DFM formula. States fee-paying schools receive funding from the Department to the value of 50% of the AWPU + fixed costs figure. The remainder of the required income is achieved through school fees charged to parents.

6.17 Private church schools are funded on broadly the same basis although in practice they receive slightly more than the States fee-paying schools in recognition of the fact that, as private institutions, they do not have access to the range of services provided by the Department and therefore their fixed costs are higher.

6.18 To some extent the financial contributions of a high proportion of parents who send their children to the fee-paying and private schools offset the relative high cost to the Education, Sport and Culture Committee of provision mentioned in the table above. While 'gross expenditure' is high therefore, approximately £23,834,164, actual costs to the Education, Sport and Culture Committee for funding schools and colleges in the 14 – 19 phase of education are somewhat lower at £18,949,055 (2003).

6.19 Funding within schools

The Education, Sport and Culture Department estimates that about 87% of a school's budget is likely to be spent on staff salaries, leaving schools, like the Education, Sport and Culture Department, with few remaining resources for strategic development or new initiatives. The percentage of Highlands College

income spent on staffing is 72% compared with the U.K. FE college average of about 65%.

6.20 Rationale for DFM

The pupil profiles of each school are very different, even among the non fee-paying 11 – 16 schools and so what works in one school may be inappropriate for another. DFM was introduced in order to put ‘decision making’ close to the point of ‘delivery’. Its aim was to provide individual schools with discretion and flexibility in order that they can determine how resources should be deployed within their schools to best effect.

The Working Group noted however, that while DFM may encourage creativity within institutions, it also encourages competition between institutions for pupils. This is felt most acutely when young people are being considered for 14+ transfer and again at 16+ when relatively small sixth-forms depend for their financial viability on the retention of students.

SECTION 7

Conclusions and recommendations

7.1 The Working Group was established in order to –

1. evaluate the effectiveness of the current learning opportunities for 14 – 19 year-olds in Jersey;
2. determine the future needs to extend and develop these;
3. provide appropriate models for their effective delivery;
4. highlight the implications for implementation.

7.2 Conclusions

In meeting requirements 1 & 2 above, the Group considers that –

- (a) the 14 – 19 curriculum in Jersey needs to change if the Island’s economic, cultural and social needs and the aspirations for the Island expressed in the draft *States of Jersey Strategic Aims Report*, subsequently incorporated into the *States of Jersey Draft Strategic Plan 2005 - 2010, (P81/2004)* are to be met. Change will be required in content, the way it is delivered and the way it is assessed;
- (b) ‘good’ performance in comparison to U.K. quantitative measures is not good enough. Jersey requires high quality performance benchmarked across a range of international as well as national measures. To compete in the global marketplace, the Island needs 14 – 19 provision and outcomes which compare favourably with the best in the world;
- (c) the new curriculum must take account of a small minority of young people whose needs are not currently met and it must also bring benefits to the brightest and most able students;
- (d) curriculum changes to offer greater choice for students in content, pace, learning style and assessment will make significant resource demands on a system which is already expensive;
- (e) the current institutional arrangements and possibly the 14+ selection system will need to change in order to encourage greater co-operation between institutions and to drive out costs to provide the resources needed for the achievement of the recommendations made in this report. The Working Group will address this issue in its final report to the Education, Sport and Culture Committee.

7.3 Interim recommendations

To meet the Island's needs therefore, the Working Group recommends a curriculum for Jersey which –

- (a) is inclusive and takes account of individual, Jersey and global needs;
- (b) develops in young people an understanding of the learning process and the skills needed to empower them for lifelong learning, individual satisfaction and to become useful members of society;
- (c) adopts the U.K. 'subject' curriculum (but continues to teach French from Year 5 in the Primary School so that French is compulsorily taught for 5 years rather than the English 3 years);
- (d) is innovative, and is a vehicle to develop the process and skills of learning rather than being merely content driven;
- (e) is of high quality with the expectation that all students will develop learning skills that lead them to achieving potential and qualifications at a level commensurate with their ability;
- (f) ensures access to different types of provision, centres of excellence and other relevant experiences regardless of where they learn;
- (g) enables young people to make curriculum choices from 14 years of age, combining a broad range of general subjects with specialist choices that meet their interests and aspirations;
- (h) enables young people to work at a pace appropriate to their ability, but that encourages width and breadth of learning rather than merely a 'qualifications trail' which may cause anxiety and restrict real learning;
- (i) takes into account Jersey's Assessment for Learning Strategy and uses a variety and balance of assessment methods appropriate to the task and student (see Appendix 3);
- (j) considers the qualifications framework in the Tomlinson report;
- (k) makes it clear how studies will lead to further education and employment;
- (l) gives due importance to work related learning, where a local policy identifies both minimum and desirable levels of provision, where schools commit in terms of resources e.g. identifying a Work Related Co-ordinator and where there is commitment from the department for Education, Sport and Culture to support, advise and monitor WR provision within schools;
- (m) allows for the extension of the current Jersey Apprenticeship Scheme both in terms of opportunities and the number of available places, (see Appendix 1);
- (n) adopts the recommendations on advice and guidance contained within the report on the Careers Service (see Appendix 2).

7.4 The Working Group would wish to emphasize, however, that the developments described above should be carefully planned and managed by schools, colleges, employers and the Department for Education, Sport and Culture, as appropriate, to ensure the success of the 14 – 19 curriculum and that standards are maintained and resources are effectively identified and utilised.

THE JERSEY APPRENTICESHIP SCHEME

The Jersey Apprenticeship Scheme is a programme promoted by the Training and Employment Partnership (TEP). Its primary objective is to support and encourage apprenticeships across all industries in Jersey by promoting quality opportunities for training within a distinct career path. The eventual aim is to build high levels of skills among those employed in all sectors.

The scheme is designed for individuals who are beginning or developing their careers, whether they are school leavers who are starting out or adults looking for a career change or further development. There are 3 clear entry routes –

1. **Straight from school.** The minimum requirement in terms of GCSEs varies for each craft area.
2. **On completion of a one-year full-time course in a relevant craft area.** Apprentices with such qualifications may enter the scheme at Year 2.
3. **From employment.** If an individual has been working since leaving education and is now looking for a career change or career development, the entry level will be dependent upon their skills, qualifications and previous experience.

Apprentices are trained through a combination of both on-the-job training provided by the employer, and day-release courses provided by Highlands College. An employer registered with the scheme must comply with the training framework drawn up by the Advisory Panel. Most apprenticeships are 4 years in length but this can vary depending on the entry level of the apprentice and the qualifications required by the industry.

REPORT ON THE CAREERS SERVICE

Background

Jersey enjoys amongst the highest rates of educational attainment and participation by young people in the British Isles. Jersey has already achieved what the U.K. aspires to. Around 95% of 16 yearolds stay on in full time education and at 18, 46% go into higher education. The sense of complacency and conservatism in aspirations detected five years ago is being replaced by a new realism and wider ambition.

There are, however, growing concerns about the range and level of opportunities in the labour market and the appropriateness of learning programmes being followed by some young people. There are also concerns, albeit from a low level, about young people's involvement with drugs, alcohol, truancy and the behaviour of some.

Participation of young people in full-time education is both a response to the changing structure of work opportunities and the success of those responsible for learning services in meeting their learning and support needs. Schools and colleges have developed new learning programmes and paid increasing attention to the learning transition of young people at age 16 and beyond. There are positive developments around the revision of learning programmes 14 – 16 and the whole 14 – 19 curriculum.

Teachers, education managers and those responsible for training and guidance to adults are increasingly aware of the demands from learners for 'life-long learning'. Participation by adults in learning is increasing and the demand for information and advice services when made readily accessible is strong.

On this evidence it is not unreasonable to conclude that career guidance arrangements are at least working satisfactorily. However the current arrangements were established around a different context and success is bringing its own challenges.

The current arrangements

The model adopted by Jersey has been called the 'devolved model'. It is based on the schools and the colleges having responsibility for careers education and guidance supported by a small central team providing career guidance to individuals referred by schools or who seek to use the service themselves and employment services to those not in education. The team also provides support for careers education and work related learning, mostly through work experience, careers information, training and careers events. The unit is well regarded.

The strength of this arrangement is the strong link to teachers who know their pupils and can link them into other support systems. The weakness is the variation in expertise and ensuring objectivity of advice.

Discussion

The career guidance arrangements need to reflect and be part of the wider strategy for learning. Changes in the strategy and to the social and economic context suggest the need to review the current arrangements. Careers guidance works best when the opportunities for learning are well structured, well organised and fit the learning styles of all learners. Careers services can inform the development of these programmes if it has good labour market information and information on participation and progression.

The challenge to the learning system, when participation approaches 100% post-16, is to ensure that the more extensive learning support and personal support needs of the whole cross section of the population are met. The challenge increases as these needs become more differentiated with age. The particular challenge to guidance services in general and the careers service in particular is how to meet the wider range of support needs beyond just careers advice when dealing with close to 100% of young people in learning post-16. When only 50% were in learning the wider support needs of the other 50% were either not known about or were dealt with elsewhere.

There is the additional challenge of meeting the needs of those whose status as being not in learning may be long-

term. As the proportion not in learning becomes ever smaller their needs become more specialist and particular to them. There is a danger that they become ever more isolated from the rest of society. The issue raised is, should the responsibilities of the careers services be extended to cover the whole range of support as is done under Connexions in England or can this be dealt with in some other way that reflects the circumstances of Jersey?

A range of agencies is responsible for providing support services to young people including schools, colleges, the Careers Service, the Youth Service and the Employment and Social Security Service. As one might reasonably expect within a community of this size, those involved exhibit a good working knowledge of the services available and the individuals connected with these services, though there is little that formally connects them.

Issues

The key questions appear to be how to –

- provide career and educational guidance that is objective and fully informed by the realities of the labour market;
- respond to the more extensive learning and personal development support needs of the complete cross section of the population now in learning;
- achieve even greater coherence between support agencies working with young people; and
- respond to the guidance needs of those 19+ as the line between youth and adulthood in career development terms becomes more blurred and structural changes in the labour market require those in mid-career to consider changes.

Objectivity and labour market realities

Predicting the structure of labour markets is a difficult business, there is though less excuse for not being up-to-date on current developments. When careers advisers were actively involved in the youth labour market they were able to carry the insights, achieved through their day to day work, into schools. This happens to a lesser extent now, so this needs to be replaced by more formal ways to gather and disseminate labour market information. Alongside this there is also a need to provide opportunities for young people to learn about the labour market first hand. Whenever young people are consulted about the kind of help they value most in careers education, they say it is direct experience of work and careers. There are examples of this being done well but it is an aspect of the careers services that could usefully be extended.

It has been suggested that some careers guidance lacks both expertise and objectivity. It is beyond this survey to fully test this view. Nevertheless if there are concerns, objectivity can be improved by the use of psychometric assessments, standardised information systems and, more radically, through using trained careers advisers who come from outside the schools and colleges. Adopting this approach would be a major change for Jersey, however it is the way career guidance works in the U.K. It is though, not a complete answer, as teachers will continue to provide career guidance both formally and informally and their daily contacts give them the opportunity to be more influential than the careers adviser.

The devolved arrangement has resulted in some outstanding examples of good practice; the problem is how to ensure this is achieved everywhere.

There is a case for strengthening the support that the careers service provides, giving it more authority and using advisers selectively so that young people can have access to someone who they feel is from outside the institution.

Personal development and support needs

Close to 100% of young people are now in formal learning up to the age of 19. The work opportunities for those with level one and level two qualifications continue to decline. This means that more young people will require

both learning and personal support to overcome barriers and develop the personal attributes demanded by a modern labour market. This requires the development of personal development programmes and more extensive personal support. In England this has led to the introduction of the Connexions Service and the replacement of careers advisers with personal advisers who undertake a more extensive assessment of the needs, circumstances and characteristics of individuals and then seek to provide or broker the help they need. The resource provided is twice that of the Careers Service.

The need to extend support beyond career guidance is recognised by several key people spoken to and was a theme of the 'Bull report', which is leading to the introduction of counsellors in some schools. There is perhaps also a need to look at assessment frameworks used by careers advisers, approaches to student support such as coaching and the introduction of diagnostic tools that would enable advisers to take a more extensive view of support needs.

The 14 – 19 Curriculum is being revised to give schools and colleges more flexibility to provide learning programmes that better fit the requirements of students. This can involve more work-related learning, schools, colleges and other learning providers co-operating to produce new programmes and students following more individually tailored courses. Such developments are welcome but need to be supported, managed and have best practice disseminated. The Careers Service has the potential, but not the capacity to support these developments, through support and guidance to young people who are on such programmes and contemplating participation.

Coherence between support agencies

Schools, colleges, the Careers Service, the Youth Service and the Employment and Social Security Service all work with young people, as do a number of other agencies and services such as the Minden Base and The Move-On Café. There is co-operation and even some joint working but there is scope for this to be developed. There are a number of ways this could be achieved including –

- a shared data base of clients that would facilitate referrals and enable the support services to be more proactive in tracking young people and offering support as they move through the learning system;
- co-operating through training, information, marketing and quality management, because of the size of the Island the resource in each of these agencies is quite small and can leave the workers isolated and their services vulnerable to change and;
- sharing premises to encourage a multi agency approach.

Assessment

The States of Jersey can take some pride in the quality of its arrangements for career guidance. The calibre of staff is good and in some cases outstanding, and the practice compares favourably with that in the U.K. Co-operation between agencies is at least cordial and in some cases enthusiastic. However the services are facing new challenges as already outlined and there is scope for development in a number of areas.

Some of the recommendations will, by their nature, be more long-term in character with significant resource implications. Others will be more immediate and more modest. They are all, nevertheless, aimed at developing 3 themes –

- the need to unify support services for both young people and adults;
- make services more accessible and finally;
- enhance the tools and facilities so that a more extensive range of support can be provided.

Recommendations

It is recommended that –

1. the Careers Service is given more authority and its role enhanced with respect to schools to better support them in the development of guidance, careers education and the work related curriculum;
2. the training needs of guidance practitioners in schools, colleges and other agencies are identified and a programme provided so that they are able to make use of a more extensive repertoire of skills and tools. These are likely to include the use of diagnostic assessment tools (including psychometric assessment), motivational guidance programmes, coaching and the use of IT-based guidance systems;
3. the resources for adult and youth guidance are brought together, either under a single management framework or working within a branded network of providers operating within a system of protocols and conventions;
4. a comprehensive data base of young people from the age of 13 to 25 is established to facilitate tracking, referral and monitoring;
5. marketing and publicity for all youth support services is improved so that there is at least a directory for providers and greater clarity for clients;
6. the scope for extending existing support services through multi agency access points is explored;
7. information, advice and guidance facilities are structured into levels of service so that a range of agencies can be part of a network where some provide only information, some provide advice and others more extensive support and;
8. labour market intelligence is further developed and made more accessible to all learning providers.

Peter Heaviside (Prospect Careers Ltd.)
10th November 2003

ASSESSMENT FOR LEARNING

Assessment *for* learning, or formative assessment, is any assessment for which the first priority in its design is to promote pupils' learning. An assessment activity can help learning if it provides information to be used as feedback by teachers and their pupils to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative' when the evidence is actually used to adapt teaching to meet learning needs.

It differs from assessment *of* learning, or summative assessment, which is designed primarily to serve the purposes of accountability, ranking or certifying competence. SATs, GCSEs, end of module tests, and end of year examinations are all types of summative assessment.

It is important to use both types of assessment and a team from King's College, London is supporting Jersey in developing assessment that is purposeful and meets the needs of the school, the Department, Higher Education institutes, the employer and primarily, the learner.

Characteristics of Assessment for Learning

- it is embedded in a view of teaching and learning of which it is an essential part;
- it involves sharing learning goals with pupils;
- it aims to help pupils know and recognise the standards they are aiming for;
- it involves pupils in self assessment;
- it provides feedback which leads to pupils recognising their next steps and how to take them;
- it is underpinned by confidence that every student can improve;
- it involves both teachers and pupils reviewing and reflecting upon assessment data.

AfL Working Inside the Black Box, King's College, London 2002
AfL Beyond the Black Box, ARG, 1999



INTERIM REPORT ON 14 – 19 CURRICULUM

RESPONSE FORM

If you wish to comment on the Interim Report of the Working Group on 14 – 19 curriculum, please complete the form below and return it to:

14 – 19 Working Group
Department for Education, Sport and Culture
PO Box 142
Jersey JE4 8QJ

Please circle the relevant number on each question to indicate your view and add any further comments you wish to make in the appropriate spaces in this document or in the space allocated on the last page.

Responses should be returned to the above address by Friday 10th September 2004.

Name.....

Organisation

Section 4

Do you agree or wish to comment on statements contained within Section 4 of the report? In particular–

| | Agree strongly | | Disagree strongly | | | |
|---|---------------------------|--|------------------------------|---|---|---|
| • The current curriculum offer for 14 – 16 year-olds, paragraphs 4.1 & 4.2 | 1 | | 2 | 3 | 4 | 5 |
| • Advice, guidance and work experience, paragraphs 4.3 & 4.4 | 1 | | 2 | 3 | 4 | 5 |
| • Curriculum breadth, paragraph 4.6 | 1 | | 2 | 3 | 4 | 5 |
| • The current Post-16 curriculum offer, paragraph 4.7 | 1 | | 2 | 3 | 4 | 5 |
| • The Quantitative Performance Measures, paragraphs 4.8 to 4.15 | 1 | | 2 | 3 | 4 | 5 |
| • Qualitative Evidence – summary of the ‘Bull report, paragraphs 4.16 to 4.18 | 1 | | 2 | 3 | 4 | 5 |
| • Teacher concerns, paragraph 4.19 | 1 | | 2 | 3 | 4 | 5 |
| • Unauthorised absence, paragraph 4.20 | 1 | | 2 | 3 | 4 | 5 |
| • Evidence from employers, paragraph 4.23 | 1 | | 2 | 3 | 4 | 5 |

Please use the following page to enlarge on your responses if you wish.

Section 4: Comments

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Section 5

Do you wish to comment on the implications of the Imagine Jersey strategic aims discussion paper for the local development of a 14 – 19 curriculum, (paragraph 5.1)?

Do you wish to comment on the implications of the report on relations with France for the local development of a 14 – 19 curriculum, (paragraph 5.2)?

Do you agree or disagree with statements concerning specific local issues?

| | Agree strongly | | Disagree strongly | | | |
|---|---------------------------|--|------------------------------|---|---|---|
| • The economy, paragraph 5.4 | 1 | | 2 | 3 | 4 | 5 |
| • Population profiles, paragraph 5.5 | 1 | | 2 | 3 | 4 | 5 |
| • Skills and qualifications in the adult population, paragraph 5.6 | 1 | | 2 | 3 | 4 | 5 |
| • Lifelong learning, culture, inclusion and democracy, paragraph 5.7 | 1 | | 2 | 3 | 4 | 5 |
| • Choice and challenge, paragraph 5.8 | 1 | | 2 | 3 | 4 | 5 |
| • Links with the U.K., paragraph 5.9 | 1 | | 2 | 3 | 4 | 5 |
| • Paragraphs 5.10 and 5.11 which summarise the 'local drivers for change' within the curriculum | 1 | | 2 | 3 | 4 | 5 |

Do you wish to make further comments on the need for change within the 14 – 19 curriculum?

Do you agree or disagree with the Working Group's comments in paragraphs 5.12 regarding the need for a curriculum which:

| | Agree strongly | | Disagree strongly | | | |
|-----|---|---|------------------------------|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | Places emphasis on skill development, paragraph 5.12 | | | | | |
| (a) | Focuses on the 'process' of learning rather than the 'product' | 1 | 2 | 3 | 4 | 5 |
| (b) | Emphasizes flexible and valued progression through a variety of approaches | 1 | 2 | 3 | 4 | 5 |
| (c) | Puts more emphasis on formative assessment | 1 | 2 | 3 | 4 | 5 |
| (d) | Places greater importance on work-related learning and | 1 | 2 | 3 | 4 | 5 |
| (e) | employer involvement | 1 | 2 | 3 | 4 | 5 |
| (f) | Reflects the Jersey economic and cultural context | 1 | 2 | 3 | 4 | 5 |
| (g) | Takes account of changes in the U.K. | 1 | 2 | 3 | 4 | 5 |
| (h) | Seeks to maintain links with the U.K. and the developing qualifications framework | 1 | 2 | 3 | 4 | 5 |

Do you wish to make further comments on this aspect of the Interim Report?

Section 6

Do you wish to comment on the current structure of 14 – 19 provision in Jersey?

Do you wish to comment on the current funding methodology?

Section 7

Do you agree with the interim conclusions of the Working Group, detailed in paragraph 7.2 and subsequent bullet points?

| | Agree strongly | | Disagree strongly | | | |
|-----|--|---|------------------------------|---|---|---|
| (a) | Curriculum change is necessary if the Island's needs are to be met | 1 | 2 | 3 | 4 | 5 |
| (b) | Quantitative comparisons with U.K. performance are not enough. Jersey should compare favourably across a wide range of performance benchmarked against the best in the world | 1 | 2 | 3 | 4 | 5 |
| (c) | The new curriculum should meet the needs of all young people, including those currently disengaged and the most able | 1 | 2 | 3 | 4 | 5 |
| (d) | Proposals to offer greater choice for students will require resources | 1 | 2 | 3 | 4 | 5 |
| (e) | Structural change will be required to achieve greater co-operation between institutions and to drive costs out of the current system | 1 | 2 | 3 | 4 | 5 |

Do you wish to comment on specific aspects of the conclusions?

Do you agree with the recommendations of the Working Group outlined in paragraph 7.3 and subsequent bullet points?

| | | Agree strongly | | Disagree strongly | | |
|-----|---|---------------------------|--|------------------------------|---|-----|
| (a) | The curriculum should be 'inclusive' taking account of individual, local and global needs | 1 | | 2 | 3 | 4 5 |
| (b) | It should empower young people for lifelong learning | 1 | | 2 | 3 | 4 5 |
| (c) | It should adopt the U.K. 'subject' curriculum, compulsorily continuing French from Year 5 | 1 | | 2 | 3 | 4 5 |
| (d) | It should be a vehicle to develop the process and skills of learning rather than be content-driven | 1 | | 2 | 3 | 4 5 |
| (e) | It should be of high quality giving students potential to gain qualifications within their ability | 1 | | 2 | 3 | 4 5 |
| (f) | It should ensure access to different types of learning and experience regardless of where students learn | 1 | | 2 | 3 | 4 5 |
| (g) | It should enable students to combine a broad range of general subjects with specialist choices at 14 years of age | 1 | | 2 | 3 | 4 5 |
| (h) | It should enable young people to learn at a pace appropriate to their abilities and needs | 1 | | 2 | 3 | 4 5 |
| (i) | It should take account of Jersey's assessment for learning strategy and use a variety of assessment methods appropriate to task and student | 1 | | 2 | 3 | 4 5 |
| (j) | It should consider the qualifications framework contained within the Tomlinson Report | 1 | | 2 | 3 | 4 5 |
| (k) | It should make it clear how studies lead to further education or employment | 1 | | 2 | 3 | 4 5 |
| (l) | It should give due importance to work-related learning | 1 | | 2 | 3 | 4 5 |
| (m) | It should allow for an extension of the Jersey Apprenticeship Scheme | 1 | | 2 | 3 | 4 5 |
| (n) | It should adopt the recommendations on advice and guidance contained within the report on the careers service | 1 | | 2 | 3 | 4 5 |

Do you wish to make comments on any of the statements overleaf in Section 7?

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Please use the following sheets to make additional comments or to enlarge on statements already made in the questionnaire.

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Additional comments

[1] *Summative assessment can be described as ‘assessment **of** learning’, (such as SATs, examinations etc.). Formative assessment can be described as ‘assessment **for** learning’ (such as giving feedback). To use Shirley Clarke’s analogy, ‘If we think of young people as plants....summative assessment is the process of simply measuring them. The measurements might be interesting to compare and analyze, but, in themselves, they do not affect the growth of a plant. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth’.*