



The School Assessment Framework

April 2017

Ensuring that assessment systems are streamlined, manageable and support the achievement of pupils remain key concerns for the Education Partnership.

The removal of levels from the National Curriculum in England raised important issues for Jersey, given the close relationship between the Jersey Curriculum and its counterpart framework in England. Notwithstanding the merits or otherwise of the removal of levels, the way in which the Government in England implemented this reform created a number of issues for teachers and school leaders. The Education Partnership is determined that every effort must be made to learn from any difficulties which have arisen from this change and to avoid replicating problems in Jersey.

In particular, assessment without levels (AWL) in England has led to many schools introducing burdensome and unwieldy systems that have created significant workload issues for teachers and have served as a distraction from their core responsibilities for teaching and learning. Further, there is no guarantee in England that every moderator will be a teacher with current and relevant experience in the classroom. By contrast, teacher-led, externally validated moderation is very well established in Jersey, securing end of Key Stage 2 results in particular for the past six years.

In many English local authority areas during 2015/16, teachers were denied the opportunity to meet directly with moderators and to engage in meaningful, mutually respectful dialogue about their assessments.

The Education Partnership recognises that it is essential that the system in Jersey adopts a positive approach that does not result in adverse outcomes for pupils, teachers and school leaders. The School Assessment Framework in Jersey is, therefore, being developed to build on an established ethos of collaboration in which:

- care is being taken to ensure that the Assessment Framework is developed with the profession rather than being imposed upon it;
- time is being built into the system to allow teachers to become familiar with new assessment arrangements, particularly concerning the transition of pupils from Year 6 to Year 7;
- the aim is to ensure that every school has a trained moderator and can benefit from moderators who are practising classroom teachers; and
- systems will not require teachers to undertake substantial amounts of additional work to justify their assessments.

Future work in this area by the Education Partnership will centre on taking the opportunity provided by the removal of Jersey (National) Curriculum levels to focus assessment on helping all pupils to achieve and succeed. This approach to assessment will seek to avoid the use of onerous 'tick-box' systems that have characterised practice in many schools in England.

The Education Partnership also remains clear that high-stakes school league tables in place in parts of the UK have no place in the Jersey education system.