



## **Benefits of the Jersey Review Framework for Class Teachers**

**July 2018**

The Jersey Review Framework (JRF) was introduced to Jersey schools in 2016. Still in its pilot phase, this framework has been designed to provide schools with the tools to evaluate and to continually improve. The Education Partnership fully supports the Education Department's ambition to establish an effective framework which is underpinned by the process of Supported Peer Review.

There are many challenges to making the JRF a success and much is being learned during this pilot phase, particularly how the review process impacts on the classroom teacher. The most important benefits relate to the way in which reviews are carried out. Above all, over time, staff at all levels should see greater clarity and consistency in terms of what is expected of them by senior leaders. The Education Partnership wants to ensure that although the process should be challenging, it should never be overly time-consuming or cause unnecessary anxiety to school staff, or result in them facing excessive and unnecessary workload burdens.

### **Review not inspection**

The Ofsted regime in England is often criticised for generating stress and creating workload.

An important concern in this respect has been the way in which misconceptions about inspections have led to schools introducing inappropriate practices, on the basis that inspectors would expect to see such practices in place. A significant amount of work has had to be undertaken recently to address the myths associated with inspection in England.

The Education Partnership is determined to ensure that these issues do not become established in Jersey. Reviews are focused on 'what works'. It will not be looking for particular lesson structures, lengthy policy documents or types of marking schemes. It is focused on how pupils are learning rather than what the teacher is doing. Schools will also continue to be supported to recognise that there are no advantages to be gained by seeking to 'game' the process by introducing policies and procedures solely for the purpose of 'getting through' the Review.

### **Future opportunities and professional development**

The methodology of the JRF places a strong emphasis on professional development. It is a developmental model; reviews are not inspections. A key aim of the JRF process is to spread understanding about successful, modern approaches as widely as possible across the island. Senior leaders from other schools join the review teams. Those who have already been part of a review team have valued the process and most have taken new ideas and strategies, acquired during reviews, back to their own schools. They are now in a better position to coach their own middle leaders and other post-holders in key areas such as monitoring and self-evaluation. Pilot reviews are already leading to positive developments in schools that have not yet been visited.

Very few teachers remain in their first ever posts for long. Most will seek to build careers, gain promotions, move on and learn new skills. For those remaining in Jersey, greater consistency in approaches and expectations across the island should help them seek posts in other schools, with

increased confidence that their previous experience is relevant. Similarly, teachers needing to move or return to the UK mainland should feel better able to understand and adjust to the UK context. Teachers moving forward in their careers will, in due course, be able to participate in JRF reviews themselves and gain valuable leadership insights in the process.

As an island community, Jersey faces particular problems in terms of recruiting its teaching staff. Geographically separate from mainland UK, Jersey faces additional challenges in developing its teachers as professionals and growing its own leaders. The JRF, uniquely among published accountability and school improvement frameworks, gives Jersey an opportunity to meet these challenges in a collegial spirit. Over time, it will genuinely be possible for island schools to share good practice based on certain knowledge rather than reputation. Partnerships between schools facing common problems or having complementary strengths will be easier to organise. The JRF can, and should, play a central role in enabling this to happen.

### **Further information**

The JRF booklet provides a great amount of detail, and aspects of the booklet text may provide helpful guidance to class teachers, especially if they carry additional posts of responsibility. Further information can also be found by contacting a member of your school's leadership team or the Department's Standards and Achievement Team, or by speaking with your union representative.