

Appendix 4

Responses from Closed Education Service Staff Consultation on Qualifications & Assessment Framework – closing date 5th February 2014

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1 Responses from Closed Consultation Favouring England's Qualifications and Assessment Framework

The job market that pupils will be competing against will be the English system. It will provide better parity in university applications and in seeking employment. I feel the Diploma programs would be a second choice with their growing popularity, but any other system would reduce the people who are aware of the system and the pool of people who are taking the exam, allowing for greater extremes of adjustment.

I agree with the reasoning behind the changes in England. The majority of teachers in Guernsey will have trained and taught in England at some point and they will therefore be familiar with the system. Whilst there is a fear of a repeat of press reporting into bad results, England's idea of only allowing the first set of results to count in the school statistics will allow us a far more honest picture into how our schools are performing, in turn allowing us to develop further. I am far more concerned by students retaking GCSEs such a large number of times, especially at a school such as Beaucamp where they are taking GCSEs in year 10 in spite of the fact that any literature I have read about this type of policy is almost entirely negative. England's new policy appears to make attempts to avoid this.

Most of our students go to English Universities. Therefore I think it is easier if we follow the English model.

Any other option is a gamble. Access to mostly English Unis. Recruitment of staff mostly employed in English system. Better the devil you know

At the moment, most likely combined with the iGCSEs we currently do and possibly Welsh/Irish GCSEs for the sake of coursework. The English GCSEs are similar to iGCSEs and we like the notion of greater rigour (including preparation for A level) and linear exams. We also believe it is best for staff recruitment.

Follow England and allow flexibility to include IGCSE. Following England will ensure that the GCSEs taken in Guernsey schools have the highest currency value and more credibility (in comparison with the other options). Choosing other options will add another reason not to teach in Guernsey, particularly if you know you have to leave once your 5 years is up. Guernsey is a very small jurisdiction and needs to ally itself with the exam system that carries the most weight. Option 2 is internationally recognised but I have reservations about the MYP programme. The IB diploma (at post-16) is great but probably not suited to Guernsey on the grounds of cost. It would work if more took it up but it is not an exam that suits lesser ability pupils. Option 5 puts far too much onus on teacher assessment of pupils - a real minefield of problems will be opened up if this option is chosen. I certainly would not want to teach or assess it. Training will be more problematic and I understand that term dates would not match dates in England.

I think that so long as the courses are exam led rather than controlled assessment assessed, the English system will be the most robust for the moment. However, I would consider the idea of letting all secondary schools take the iGCSE qualifications if desired to give flexibility. Controlled assessment has not been a success creating a lot of extra administration and stress for teachers without the flexibility of the coursework system. It sounds as if England are about to switch away

from this so I would be minded to stay for the moment. The Diploma programmes are attractive because they offer sustained development in core subjects and less of a split between Humanities and Sciences. However, in the short term this could create staffing and retraining issues. Best wishes,

Allows for transition of pupils and staff to UK schools and recruitment from.

I feel that the maximum opportunity for continuity for students from Year 11 to post 16 courses across all establishments should be protected. As a college we feed the Grammar school and sixth form centre. For example if we chose to follow the UK that would create problems for post 16 students if they were expected to slot into a Scottish Highers system at 16. Some students also move to the UK for post 16 education for a variety of reasons including the end of licences and need to be able to access traditional A level courses when they get there. There has been significant pressure to improve (and rightly so) in the secondary sector on the island over the last few years. I wonder how realistic it is to expect existing staff to not only continue on that steep learning curve (for some) and to embrace a totally new system, particularly at key stage 4. As the other options are not widely used in England, problems with recruiting high calibre staff could occur; similarly changing to such a different system could result in quality existing staff on licence to decide to return early and therefore create unnecessary disruption. As a parent of a child in the states system my daughter in Y11 has had five French teachers for GCSE to date - would changing to a new system such as the Scottish one compound these obvious recruitment difficulties? It is not the current system that is wrong in my view - it is the overall quality of teaching and learning and this needs to be the focus of effort, time and funds. Some significant progress has been made in this area and by getting rid of the current, familiar system we would be throwing the proverbial baby out with the bath water.

All be it more change, the planned changes in the English GCSE system to my mind can only be an improvement - applying more rigour and school accountability. While the Scottish system clearly works well in Scotland, which is a tiny place compared to England, to move to that system would have huge downsides: - The recruitment of teachers would be a real problem, with staff having to retrain or being selected from a much smaller pool - the paper suggests that moving to the Scottish system would require an interim system - even more turmoil and disruption for very marginal perceived benefits - while the objective of aligning more closely to the best international systems is laudable, given the relationship that Guernsey has with the UK, trying to develop in a direction opposed to the majority of the UK (i.e. England) does not make any sense. - The vast majority of children who go on to University or other training go to English universities. While Scottish qualifications are clearly recognised, it would be another reason why Guernsey students were less easy to accommodate than those with the "normal" English qualifications. - This is even more true for employers (off island) who are unaccustomed to the unusual (minority) Scottish system

(1) Larger supply teachers (2) IGCSE's are well thought of round the world. (3) Welsh & Scottish boards are not so well thought out round the world. # (4) Most students go to English Uni's - Not Welsh or Scottish ones! THE LIST goes on

Many of our students will go to England and they need to have qualifications on par with their English counterparts

Spent 7 years teaching in Scotland and saw the evolution of Curriculum for Excellence in schools. Although teachers belong to a profession that is generally reluctant to change, there was a particular feeling of frustration and despair as the years went on and the date of the implementation was getting to a close, and this for a certain amount of reasons. Firstly, most people (including myself) thought that CfE was an empty shell, fancy words on nice glossy paper, written by people appointed by politicians definitely not teachers. And months after months came the shiny leaflets, still using the same words, but in a different order. To us, it was still very, very vague and theoretical. But then, all of a sudden, we were told we had to implement it. And it became very clear that we were right about CfE being an empty shell; we spent countless in-set or training days trying to find out what it was we had to do. We had experts, people who did write CfE, to train us, but they eventually EXPLICITLY told us that it was up to us to create the content. To the question "but what are the standards?" they asked us to use our professional judgement. And yes, these were the people in charge of CfE. Therefore, teachers have vaguely re-written their courses to match the very vague and abstract targets given by CfE (e.g.: how do you assess the enjoyment taken by your pupils while doing a Reading task in MFL). Hardly the great visionary curriculum it aspires to. Secondly, one of CfE's primary targets was to get rid of external assessments, only to keep it for some of level 5 (roughly equivalent to Highers) if I remember well. All the rest was to be done, marked, AND written by teachers within the school. Teachers could make their own assessments, provided that they submitted it (online) to the CfE board to be approved. We were told that there would be invigilators going round schools to ensure that standards were similar. How? Using which standards? CfE's? How do you measure a pupil's progress in terms of confidence in a given subject? How do you measure how much of an independent learner he is? What about teachers knowing all exams in advance? I know we are mostly amazing professionals, but still... Lastly, I fear that CfE was designed to address an increasing number of pupils struggling academically, and in fact I would say those will probably benefit from CfE as they will not "fail" their education (it is impossible within CfE) and get a fair if not fond memory of their time in school, coupled with a reasonable amount of self-esteem. However, the (still) vast majority of pupils, and the very gifted, will inevitably suffer from a lack of standards which will do little to raise their ambition and to raise their self-motivation. They will certainly not compare well with the rest of the world, which CfE carefully avoided talking about at the time I was teaching there.

...with inclusion of option to continue to use IGCSEs. Most boys at College will apply to English Universities. Following the English system will give them the best chance of success in their applications and will be the best preparation for their courses. Most teachers are recruited from England - adopting another system will be a barrier to recruitment (especially for those who expect to return to teaching in England after a stint in Guernsey). Welsh and Irish GCSEs likely to be perceived as devalued currency. Scottish National 5 for History is not as stretching as the current GCSE (less extended writing, more basic source-based skills required in the assessments) and requires a significant proportion of the course to be on Scottish History. Scottish system would require a restructuring of school terms - exams are sat much earlier and are timetabled for the current May 1/2 term week, including the Monday as it is not a Bank Holiday in Scotland, as well as Liberation Day.

Most students move to England from the Bailiwick and therefore need to have qualifications recognised by potential employers.

Feel that it is the only realistic option. I also think that this should not be a knee jerk reaction!

The connection with England and Guernsey is so crucial for our young people, it makes sense to stick with their decisions on curriculum. Most teaching staff are familiar with these so should be able to transfer easily.

You will find it hard to recruit decent staff and the pupils here will generally attend English Universities. The money it will cost to retrain the staff in another system and the money wasted on new textbooks and resources is quite frankly ridiculous when we are trying to save money.

Recruitment of staff ease of transition to and from UK for pupils recognised exams for students applying for Further Ed in England

recruitment and retention of staff in all Island schools the pool of teachers wishing to spend time in Island schools is already small - this could be reduced even further if we don't follow England finance sector and other local businesses will be working closely with England and will need to attract and retain staff in these sectors too island students will need to access English Universities and will need recognised post 16 qualification Scottish curriculum is new and untested training and CPD etc for staff needs to be accessible and financially affordable - having to travel to NI or Scotland will be less affordable

stability/support/continuity to ease staff recruitment to enable staff from the 'mainland' to return most of our students go to an English university employers will be more familiar with the English system to save money - to change to follow another curriculum would involve costs [CPD, books etc] we are at the mercy of government decisions both nationally and locally it would be foolish to adopt an interim system [Ireland] to be replaced by yet another {Scotland} in a few years' time - we need stability & continuity we are a tiny community and cannot afford to alienate ourselves completely from the 'norm'

1. We do not know what the final outcome will be with England- things can still be changed/amended. 2. Recruitment and retention of staff. 3. Whole structure would be affected - primary up to yr7- how would this be accommodated? 4. Restricts choice of University and increases expense as students need to do a foundation year in England and Scotland, so 4yrs instead of 3yrs. 5. Curriculum and assessment- training, assessment - from the experience of a teacher who has taught in Glasgow for the past for 5yrs, the implementation of the new Scottish curriculum was not thought through and assessment and standardisation seems vague, with departments structuring their own examinations within each school- no shared practice. 6. Need to be in step with the England to support local businesses and workforce here, so their recruitment is not affected and families and slot into similar system. 7. What are the Colleges and Jersey doing? We should be working as a Channel Island community to share expenses/ training etc. Otherwise we create competition and become even more insular.

Did not get a response when I asked for the different costings for implementing each system, which would have been a useful fact to have. So from the information I have seen it seems best to follow the English system. Recruitment should be easier as more people live in England (approximately 53.5 million) Scotland 5million, Northern Ireland 1.8 million, Wales 3million, so the number of people who have trained in England already will be greater, and will be more easily transferred to and from

England. England has better links, choices and accessibility for training from Guernsey. There are already good links between Guernsey and the numerous English universities which understand the assessment vigour and criteria of the English system. (More choice of universities in England) The Scottish system of universities normally wants 4 year courses rather than 3 so that will increase the cost of higher education. The political situation of Scotland is uncertain if they are discussing independence. One could be focussing of the practical issues involved on the day to day running and implementation of each system, as well as the results from a full survey that one will probably be carrying out in the business community and island wide.

For a good number of our learners a rigorous academic course IS suitable - I feel the lack of option of to choose within the Island poor. (i.e. not one size fits all please) Moving from the UK system will have huge impact on the Finance Industry - licenced workers will not wish to take families from England to another education system - the impact beyond the merely education world is huge and not well considered. It's not just teacher recruitment! Lack of genuine rigour in other systems is a strong perception in the world beyond education. We appear to be escaping from it- "we'll do something easier". I am genuinely concerned that any change will reduce social mobility. The private Colleges can remain in the "Academic English" system hence access to the professions will once again revert only to those who can afford to pay- and yes I know because I've been told several times that plumbing is well sought after and a perfectly good profession but I don't think we should rest until the Bailiff is e.g. an ex Beaucamps girl who did her A levels at the 6th From Centre. Access to English Universities- I have discussed this with English professors who see few Scottish applicants as they are rather behind- needing a foundation course.

England is the major destination for our students if they continue on to tertiary education and I think it is easier for them on applications to be able to quote English qualifications. I also think there is more rigour around and respect for the English qualification.

Problems with recruitment and retention of staff in teaching and other professions if an alternative to the English curriculum is followed. Staff will not be attracted to Guernsey especially those on short term licences and with families if it means dropping the English system for 3 to 5 years. Most of the Guernsey students who attend university do so in the English system mainly on the south coast. Will qualifications awarded from other jurisdictions be looked on as favourably as those awarded from the English examining boards? I'm sure many of the proposed changes suggested by Michael Gove will face stiff opposition from a variety sources which will result in the English system being more attractive.

Whilst I do not particularly like the reforms to the curriculum and qualifications framework in England, I do not see much alternative. Having worked at both a high school and the Grammar School, I can see significant disadvantage (compared to what existed pre-2012) to many students, as the system is removing tiers of entry as well as internally assessed and moderated coursework and controlled assessments. However, I do perceive the system as having more rigour and terminal examinations will allow students to develop their examination technique and synoptic understanding of their subjects instead of completing them in bite sized chunks. Indeed, in my experience, students who completed a module at the end of Y10 and then went on to re-take it during Y11, usually did far better, in spite of not covering that content for the best part of a year. I am also concerned at the decoupling of the AS and A Levels. Recruitment is also a significant factor

in my 'support' for continuing with the English system. Guernsey is British, however, we are more culturally and economically English, whether we like it or not. Most of the teachers on short-term licences (5 years or less), are from England and bring with them their families. I think many would be put off coming to Guernsey to work in a system that is different to the one they are going to return too. It would be a disadvantage to them personally, as they have to adapt to familiarising themselves with a new system and language, and will also be regarded by future employers in England as a disadvantage if they are effectively out of the system for up to 5 years. Also, it is bad enough now when a student joins Y10 or even Y11 mid-way through their GCSEs if they have studied a different exam board; with a different qualification, it will be even more difficult for that child. The English system is clearly influenced by the political party of government, but your consultation document does not mention anywhere the likely impact of the Scottish Independence Referendum. In addition, the Northern Irish and Welsh systems are not free from political interference. So, whilst I use the term reluctantly, I do 'support' following England. If I had to support an alternative, it would be the Welsh and NI system (in my contact with WJEC when I was exploring new GCSEs, they were outstanding) due to the familiarity. I do not support the adoption of the Scottish system in any way whatsoever. The suggestion that it could be a recruitment benefit is severely misguided. The consultation document implies this is the best system to go for; please listen to the people who will be teaching this and making it happen.

In an ideal world we would wish to offer a coherent, holistic curriculum with a qualifications framework that meets a range of criteria, including meeting the 4 purposes. Whilst all of the alternative curriculum models have their own merits, there are a number of critical factors that must prevail in our final decision. Given that we are a small authority we must ensure that the qualifications framework adopted provides for our children the following: * credibility in an international context, * transportability to other areas and for other qualifications, * supportive and enabling of a wide variety of progression routes. We must also ensure that the State funded education sector is able to meet the education needs of workers moving to and from the island under licence and that it does not become the norm for the children in this situation to be educated in the private sector. The independent colleges should not sit outside of this review. Potentially we could end up with a perceived three tier system. Could we potentially lose prospective teachers if they are not able to move in and out of our education system with ease? Recruitment and retention is already very challenging. NI and Wales – I do not feel that either of these routes are a viable option. There could not be the outright lifting of the whole curriculum as there are too many references to local context in specific subject specifications. There are indications that both will be discredited by Gove and so raises questions under transportability and currency for Guernsey students. Scotland – Very much like the holistic curriculum but the impact of devolution is currently unknown – which increases risk. Adopting this curriculum would place a very high demand on staff – and there is not the confidence that we have any level of buy in from our staff at present which could spell disaster. There is no ownership and there is insufficient time to build this. The ongoing cost of CPD and planning time is likely to be significant along with potential recruitment issues. In the context of all other changes issues regarding progression to HE and whether the qualifications at 18 would be seen as comparable with A levels or IB. The English model is not ideal but in my view it provides the greatest level of security for our children. The alternatives present greater risk. As an island we do not have to pursue a one size fits all approach. We have developed a mixed qualifications approach in order to meet the needs and aspirations of our young people by offering

GCSEs from a range of awarding bodies, BTECs, IB Diploma etc. Is this not an approach that should continue and so whilst fundamentally an English model we could take from other curriculums such as the Scottish model or IGCSEs etc. The IB route certainly offers a holistic curriculum as well but I feel that many of the risks mentioned with regard to the Scottish model apply equally here. There are, however, academies in England offering an 11-16 curriculum through an IB middle years programme (MYP) framework, but still accrediting students with GCSEs at the end. This brings the benefits of a proper holistic curriculum whilst retaining familiar qualifications at age 16. Is this worthy of more investigation? •http://wellspringacademy.org.uk/?page_id=59

•<http://www.skinnerkentacademy.org.uk/ib-middle-years-programme>

•<http://www.trfyia.org.uk/the-ridings-federation-of-academies/> Could this provide the young people of Guernsey with (a) a coherent curriculum framework and (b) a choice of qualifications at age 16: GCSEs or MYP certificates?

1) Most students who move off island for further employment or education go to England. 2) The majority of the students who transfer to the island come from England. 3) The impact for the recruitment and training of teachers on the island would be catastrophic. Local students wishing to follow a career in teaching will either have to train in Wales/NI/Scotland if they wish to teach in Guernsey. Opinions to the contrary are naive. Most Guernsey youngsters train in England to teach the English system. The reality is that they will see future employment prospects compromised by returning to Guernsey. The pool of good quality teachers wishing to work in Guernsey is already limited due to licensing, the lack of career progression opportunities and house prices. The move away from the English qualification base will deter most teachers intending to return to England after 5 years, where the job market is becoming increasingly competitive and fragmented. The reality is that many HoDs and Heads will be deterred from interviewing and employing a teacher who has been absent from their exam system for a significant time. This will be particularly problematic in shortage subjects like Science and Maths.

If all non-local teachers left there would be a skills shortage and in the long run an island that is too inward looking will ultimately suffer. Recruitment will be a problem, as it is now but worse. Children transfer from the UK to GSY and back - they will be at a disadvantage. If you change to any other option you will HAVE to provide time for new schemes of work to be in place - and not expect to do this over a summer holiday or an INSET - 45 hours a week equates to an equivalent pay bracket in the States without doing any work in the half terms or holidays - you cannot reasonably expect more and thus time would have to be set aside in order to make any changes, especially large ones.

Would easily enable pupils to move to the mainland, and to return, knowing their qualifications are valued. It would also make it easier to compare how well schools on the island are achieving.

Will provide much needed stability at a time of other major changes to education on this Island. Ensure retention and recruitment as large number of staff inevitably look to work back in UK at some point. More difficult to employ short term, temporary cover from UK agencies. E.g. for maternity leave. Maintain strong links with Universities. Families on contract and therefore on the Island for a short time may not take up appointments as their children would find it difficult to move back to UK system. Disparity with the colleges will see parents moving their children there for stability and security. Difficult of finding cost effective, quality inset training. Cost of training across Island if new curriculum imposed.

To move away from the English curriculum would intensify the problems with recruitment and retention of teachers. Many young teachers in my Department said they definitely would not have applied for a job on the Island if we moved away from the English system as they were concerned about their prospects for moving back and working on the mainland. Although I am not a fan of Gove, our Island is linked most closely with England so I am convinced that moving away from the English system is a non-starter culturally and economically. Recruitment for the finance industry would also be adversely affected if parents felt they were moving to a system where slotting back into the English system would be problematic. Although the Scottish system used to have a solid reputation they are operating a new curriculum which is not tried and tested. A member of staff who was working in Glasgow said it was one of his reasons for moving. A level students need the rigour of having English GCSEs to prepare them for their post 16 studies. The Scottish system is designed with struggling pupils in mind. Majority of pupils and gifted would suffer from a lack of rigorous and recognised standards. Operating different systems on the Island would be divisive. It would not be desirable for the Colleges to offer the English system, which would be considered the only option by many parents, if the Grammar School could not offer the same system. It is directly counter to the Federation's desire for schools on the Island to work more closely together.

The majority of children are either Guernsey or English born and most will take up any further study in the UK. Also it makes sense for the career progression of teaching staff

Because I am teaching on a 5 year licence and if you choose another curriculum you are reducing my ability to get a job back home; you will also severely reduce the number of willing candidates coming over here to work (because of the same reason).

As an English teacher employed on a 5 year licence, I can categorically say that I would not be encouraged to stay in Guernsey if a different curriculum other than the English one, was imposed. I am already looking for other positions back in England because of the many changes being threatened by the Guernsey States of Education. I would also have been put off from applying to Guernsey if I was aware of the changes that were taking place. I believe this would have a devastating impact on recruitment and subsequently progress of students because you will have a huge academic drain of resources and as an experienced teacher of a core subject, I believe I am quite valuable. I am also the mother of three young children and I do not want them to be educated other than a system which is used in the UK. I would also not want to teach Scottish or Irish Literature or history which has no significance to my children or Guernsey children.

I feel that the present system works for both pupils and staff. Liaison for Further education in England could be problematic. There are already visible problems with recruitment and retention of teaching staff and young, high calibre teachers may be deterred from coming to the island if we are not following England's curriculum. Implications for other industries on the Island as parents might be reluctant to have their children educated here if we were to employ a different model; it would be problematic should they return to England.

It will present problems for recruiting staff to the island if we embrace a new curriculum at this point. Additionally, for those of us who might contemplate working in the UK in the near future, it will be easier to remain 'current' if we follow the England's changes.

To change would be madness considering that all staff have been trained in the English system. It will have a detrimental effect on recruitment, and retaining staff already in employment. Good staff will not want to stay as it would not be beneficial to complete even a 5 year license and new staff will certainly not want to come to Guernsey if it means re-training. I don't think importing a lot of teachers from Scotland would be the answer either. The students have already seen a lot of change, and I think a full curriculum one forced through so quickly would be extremely disorientating for them. In addition, it is a system that has been working well. Gove aside, the NC had merits - enough to be sold around the world as an excellent model. He will not be in power forever, and surely we can continue to adapt the English system to suit the island. If I were to offer a second choice at all, it would be the MYP.

Will provide much needed stability at a time of other major changes to education on this Island. Ensure retention and recruitment as large numbers of staff inevitably look to work back in England at some point. More difficult to employ short term, temporary cover from English agencies. E.g. for maternity leave. Maintain strong links with Universities. Families on contract and therefore on the Island for a short time may not take up appointments as their children would find it difficult to move back to English system. Disparity with the colleges will see parents moving their children there for stability and security. Difficult of finding cost effective, quality inset training if change made. Cost of training across Island if new curriculum imposed.

It is still not clear what the English model will look like; recruiting quality staff already has its challenges and going to a "minority" model would mean this would get harder; English version has GCSEs and other qualifications that can be sat by the whole ability range of pupils in Guernsey (NVQs etc) some of which may not change significantly so it can be easily suited to the needs of individuals on island

Option 2 is good, the IB is an excellent system, well regarded by H. E. We have good contacts with H.E. Institutions and Examination Boards. Northern Ireland is the closest system to our current provision but some syllabi have a local slant. The Welsh system is very concerned with local issues. The Scottish system has recently changed and as such is an unknown quantity.

2 Responses from Closed Consultation Favouring International Qualifications and Assessment Framework

For 11-16 Dislike the way Gove is taking the English system. Think there is a limited transferability between Scottish system and elsewhere in the world. Wales and NI even less. Following an international system (e.g. iGCSE, MYP) would allow greater transference for students moving on and off the island given that these systems (and UK / other schools) are already used to coping with this. Plus MYP would provide stability and external assessments, and is recognised by HEIs worldwide & in UK so would work.

The International community appears to have a more rigorous and successful examination system(s) which inspire the pupils and is acceptable anywhere in the world as a qualification. Guernsey should be looking to set itself on an international stage rather than hiding under England's skirts... The education system here has spent considerable funds to train teacher to internally assess pupils - particularly at KS 1 and KS 2. This would stand staff in good stead for any Primary Programme. The English system is strongly influenced by the political party at the time - surely Education should be a solid, unerring goal to better children rather than a tool to hit another party with! The English education system keep changing, not allowing staff to settle into a way of teaching with any great success without then moving to a 'new and better system'!

Worked in IB PYP, MYP and Diploma and think it offers a fabulous all round cross curricular enquiry based education. There is an issue with aged 16 qualifications but this surely has to be surmountable? What do other country's schools do that use the IB? It was exciting to teach, with team teaching a regular occurrence, flexibility for schools to create own units of enquiry and a real sense of adventure and excitement for the students. It would require a whole new mindset for everyone involved and may be too adventurous for parents and some teachers but if you are looking for something challenging and well respected internationally then be bold!

We need to look further afield to successful jurisdictions around the world rather than the British system that does not appear to be working

Have taught this option before and it is excellent. It will not have interim issues and has been proven.

Guernsey is part of an international community and our education system should reflect this. It would be interesting to see whether aspects identified in responses from businesses and employers identified a need for major change. If Guernsey is looking at developing its IT market and increase global links then 'Internationally Minded people' are a requirement. I like the underlying principles of the Scottish curriculum also and understand that either of these options would require an interim option in reality

Believe the international diplomas are the most positive way forward in the long run and if we're going to change it should be a change to something that is recognised across the world. With the changes in the English system at the moment I think that the IB would be a productive move as it is more stable in the long term.

I believe that as an Island, closer to Europe than the UK, if a move away from the UK curriculum is desired, the IB provides the only logical solution for the following reasons: - the IB is mostly devoid

of political interference - the qualifications are extremely highly recognised and respected globally - the IB opens pathways to European university's for local students (a cheaper option than many UK courses now) - pathways for exit at yr11 are now in place - career-vocational qualifications are also available. - for parents coming to the Island on short term contracts (I.e. Finance Industry), the IB curriculum would be more accepted due to our close proximity to Europe - other curriculums would seem illogical. - the IB is based on extremely high levels of teaching and learning and undertakes action research via its schools. It is forward thinking and innovative in its approach to education.

I believe that the iGCSE would allow us to offer stable international qualifications. These are more in line with current POS.

Definitely not following any of Michael Gove's ridiculous ideas to ruin our children's currently creative and interesting curriculum through a knowledge over skills approach. Option 6 is also a possibility, but the implications of this on children's ability to gain recognised qualifications make this unfeasible.

It is the stand out qualification to prepare students for life. It is not viable for the island to follow the out-dated models of the various UK nations. If we wish to be regarded as at the forefront of educational philosophy then IB is the recognised best option. The very notion that the UK is somehow the best out there is in conflict with the international market which views IGCSE as the benchmark. The IGCSE examination sits well within an MYP framework, and we get the benefits of an experience based learning curriculum. This will also facilitate teachers being pushed away from the 'death by worksheet' formula, and usher in the enjoyment and sense of wonder that education should bring into students' lives.

As my career ambitions are to work in international schools, following the International curriculum would give me a chance to keep working in that circuit. Adopting such a curriculum would enhance employability skills for Guernsey students across the world and would put GSY in a unique educational position in the world. One of the advantages also would be to not be dependent on the political fluctuations that drive the changes in education at the moment and bring stability.

3 Responses from Closed Consultation Favouring Welsh Qualifications and Assessment Framework

I currently teach a WJEC spec and am impressed by the freedom/trust that it gives teachers to design a course that is engaging and exciting. It also assesses a wide range of skills & knowledge and is highly regarded qualification. I recognise that this is a minority subject, but the education ethos that underpins the design of the spec is refreshing in its lack of prescription, whilst not sacrificing rigour.

Recognised qualifications are awarded, there would be less significant change than in England, there would be a closer fit to the values and principles of the education system in Guernsey, and of the island's schools; the Welsh system would offer a range of assessment methods, support for alternative qualifications, an excellent approach to Early Years, and a similarity with current primary education. Overall, this option offers the least disruption and most benefits. With all the other options, the risks outweigh the potential, and expensive, benefits.

Recruitment from UK still an option. Reasonable option for those moving on short licences from UK. Gives us an interim position till the government changes in the UK and qualifications become less elitist.

I liked the idea of foundation stage continuing in a more formal capacity after reception

Either this option or the Wales option retains familiarity for pupils, teachers and of course the employer community. Retaining modularity and providing a broad and a balanced curriculum fits well with the Guernsey curriculum statement. Both Wales and Northern Ireland are reputable authorities and qualification gained from these examining bodies would be well-regarded and understood. Such a choice should not affect recruitment and retention as they are so close to the format with which most teachers are familiar.

4 Responses from Closed Consultation Favouring Northern Ireland Qualifications and Assessment Framework

I think the existing system is too simple and is not testing the students' abilities to absorb information and keep it absorbed. I went through the O and A Level system and further education from there. We were not continually assessed and given many chances to improve our grades, we had to work hard for our education. I was not a naturally bright student but achieved much with hard work. This continues through life when you venture out into the workplace.

Northern Ireland Curriculum up to Key stage 3 with cherry picking of examinations from England IGCSE, BTEC etc afterwards. I really feel that I do not prefer any of the options as certain questions have not been answered. Are we able to cherry pick qualifications? Are all schools going to take the same qualification? Recruitment is going to be difficult if we move away from England. What are we going to do with students if Scotland is decided upon with Sixth form/tertiary education are they going to start at Yr 11? Degree courses in Scotland are 4yrs who is going to pay the extra year?

An intermediary solution between current system and Scottish system which appears to be extremely expensive and worrying with regard to staff training and impact on me as a teacher. I would worry about how my teaching skills would need to be 'altered' to reflect the new curriculum requirements and the impact a different curriculum would have on my children's qualifications and worldwide transferability further down the line.

System I grew up in, and know it works well

5 Responses from Closed Consultation Favouring Scotland's Qualifications and Assessment Framework

I think option 5 best fits with what we are trying to achieve in Guernsey and it is definitely worth considering even if an interim option needs to put in place. The Scottish education system is highly regarded and has very similar aims to ours.

It seems to have the strongest case put forward for following it and seems the most stable.

When I was at school coursework (what is now controlled assessment) was something that really allowed me to achieve what I wanted to. Exams alone would not have done that. Scotland is a well-recognised country educationally and has its own 'ready made' qualification system, which Guernsey could take on. The priority of wellbeing is something I deem as very important, as exam pressure can destroy some students.

Scotland's greatest export is its people, not something that is ever said about Guernsey, Northern Ireland, England or jurisdictions following international Diploma Programmes. Children educated in Scotland start school a year later, finish a year earlier and come out better educated. Education is about quality not quantity. Scotland has a far superior, tried and tested model, don't re-invent the wheel - we don't spare resources or time for such activities.

A non-political, established, and highly regarded option that would provide opportunity and success for ALL learners across island.

Although due consideration must be given to the quality of curriculum and qualifications, it is also important that sight is not lost of the purpose of education- namely to prepare our young people for a successful transition into adulthood. Although some will move further afield, the majority will remain within the British Isles and will expect to access employment or Higher Education there. International qualifications would complicate this process in that employers are traditionally conservative in regard to achievement and do not easily accept new and alternative certification, whatever the quality and individuals will ultimately have to use a comparison with British qualifications to satisfy requirements. Also we must consider those who move from one jurisdiction to another during the course of their education.

There is a need for stability and uniformity both in terms of subject delivery and content. A standardised subject provision pan island will make selection Post 16 fairer, and will also allow greater opportunity for harmonised or dedicated provision should timetables be aligned across the secondary sector.

The Scottish system is well established and highly regarded it also has very similar aims to ours.

More robust and longstanding system.

The reasons for this preferred option; it seems to mesh with Education's vision in a way that England certainly does not. Brief outline of any issues or concerns; any major change will create fear in the profession and the perception from the general public may be an issue, but the benefits far outweigh the 'costs'. Well-developed FE system. I feel it's all-or-nothing, the interim options allow a

certain amount of caution, but the pain of moving to a new system should be attempted in one-hit. We just need adequate time to prepare.

This appears to be the closest in ideals to our approach. I am extremely concerned at our pupils (High School) ability to access the proposed English model.

Best fit for Guernsey Vision.

Because it prioritises literacy, numeracy and well-being, it is an excellent match with our current curriculum statement, excellent provision for early years (my own professional area of interest) also the range of personal development opportunities and qualifications is important to me. Also the fact that teachers are integral to the development of content and programmes of study is important to me. I would value the fact that delivery and assessment are based on progressive experiences and outcomes.

Having taken time to read the information available I have concluded that Option 5 [the Scottish system] would be beneficial for Guernsey to adopt. Although this would mean drastic changes for the island, children and young people on the island would benefit from the inclusive curriculum, which contains a wide range of qualifications that would give more opportunities for personal development and vocational studies.

Seems a more robust system which offers a longer term solution to curriculum needs. The system has been developed over time and is not susceptible to political changes. Meets the needs of Guernsey curriculum.

It seems to fit with the vision we have, they have used their system successfully for many years and seems stable. It also seems to be more inclusive.

Emphasis on Literacy, Numeracy and wellbeing

Think that as a curriculum the Scottish model is the best but have fears regarding the future recruitment of quality staff within our schools and also whether the funding necessary for training staff and students will be available. I believe we should follow A Level and IB programmes post 16 dependant on need

Good fit with our curriculum. Prioritises literacy, Numeracy and Well-being. Potential for creativity and fun with learning. Well regarded internationally.

The Scottish system seems to be well respected internationally. It will provide a stable education system that is less likely to be affected by unpredictable UK politics. Board curriculum that will suit our learners needs. If the 11 plus was to be removed from the Guernsey education system, then adopting the Scottish system at the same time would provide a fresh start.

Similar to what we have already but with a greater emphasis on Literacy and Numeracy. Has similarities to our own Curriculum Statement, successful learners etc.

The curriculum aims to develop those competencies and dispositions required to be both a successful learner and a responsible citizen- surely aims we should be aspiring to as an island community Autonomous learners have more of a life chance in a changing world than those trained

merely to replicate and recall narrow pre-determined stocks of knowledge and master skills which will become out-dated within a controlled classroom environment for the purpose of test success. Autonomous learners will be more able to adapt and be successful in an environment where knowledge and skills change rapidly and unpredictably. The Scottish curriculum is grounded in a constructivist model of learning, that is to say concerned with understanding and meaning and the creation of knowledge. Such creativity and socially constructed knowledge fosters the growth of ICT- again crucial to participation and the success of the islands' economy. However, the qualifications will be a mystery to many unfamiliar with the Scottish qualification system.

Give more options to students across the board from least to most able and is a well-respected and tried education system.

Most suitable to delivering a special needs education

Established and tested system, not as government led as England.

We already use the 4 principles from Scotland, emphasis on literacy numeracy and wellbeing, well respected by international education community

It seems to fit best how we think children should be assessed i.e. modules, not relying on end of year tests.

There are fewer major risks than there are with the other options and also has a good match with the vision and principles of Guernsey Curriculum. This should be a key driver for finding a preferred future option.

Good recognised model that appears to be able to be adapted to Guernsey curriculum

I prefer the modular and exam based approach as I believe it gives better educational chances for all children including those with additional educational needs. Reverting back to a 'test' I believe does not fit in with the department's vision

Closely follows the core purposes of the Guernsey curriculum, developing the whole child and skills for life. The Scottish curriculum offers our children and young people a breadth of dispositions and subject specific skills to ensure they are all able to achieve and succeed. This is of paramount importance in order to prepare our children with the life skills they need for an ever changing future. It also builds and develops key skills from primary to secondary. The qualifications at Secondary are recognised and accepted worldwide and thus offer the portability and global recognition. It offers all students of all abilities the opportunity to succeed, offering different pathways for those who are academic and those who have more practical skills. Thus valuing all our young people and giving them the chance to succeed.

Because I believe the standards achieved in Scotland are to be admired and their system may well produce the motivated effective learners which the Guernsey community requires in its future work force at all levels

It offers a more robust system and is more in-line with our changing curriculum needs.

More emphasis on the child, less on testing

Although at this stage it is very difficult to choose, as the information provided has been limited. I have tried to read 'longer versions' but have not had time to go in to depth. More clarification and less haste would be preferred.

Focus on breadth, the 'how' of learning, 'interconnectiveness' of curriculum areas, measuring what students can do and not what they can't. Broad assessment/qualification framework rather than 'learning facts for an exam'. It measures and values consistency of effort and performance.

Has the best all round curriculum to offer, it has a high value already internationally, is tried and tested, already has resources and training schemes in place. It seems very unwise to put an interim programme in place - this will only dilute what we have to offer in schools - rather start now with a change over.

I like the 'seamless' approach to their curriculum. The early years curriculum is also extremely play based, focusing on children's interests. The curriculum headings are not too different than currently being taught. They also use the Guernsey curriculum drivers - Successful learners etc, which is effective in the Infants.

It fits with our curriculum statement and is built on the principles we adhere to. I do have concerns about mobility within the Island and how this would be managed i.e. children moving to Guernsey from UK system and the subsequent effect of managing assessments/qualifications.

Strong alignment with Vision for Education and curriculum statement. It is the best option in terms of delivering what Guernsey students need, in terms of a well-rounded, broad education, with a set of highly regarded qualification framework. It best matches the outcomes in the Children and Young People's Plan

6 Responses from Closed Consultation Favouring Interim Option

Although there are many positive reasons for following Scotland I think we could have significant recruitment issues and also difficulties with the regular movement of students between England and Guernsey. It is already very difficult for staff to find positions in England at the end of a 5 year stay and this would be exacerbated by following a different curriculum model.

I don't think we should rush a decision. Whatever option we go for should be a long term option to create some much needed stability in education, therefore we need time to make that decision to ensure it is the correct one.

Any large scale change in curriculum needs to be implemented with careful planning and also current changes in the secondary phase mean that two huge change programmes would be occurring simultaneously with the inherent issues that would involve. A new curriculum would be much easier to implement in a stable and established structure.

Given the evidence in the consultation document, I feel that following international programmes is the way forward and represents the best option for all Guernsey's learners. I am particularly in favour of the independent learning approach that is encouraged through the International Baccalaureate, and presumably through other similar international programmes. However, since the consultation document also points out the difficulties of putting this system in place wholesale and immediately, I feel that we need to explore interim options whilst we modify our current system to fit with these programmes. I believe that the International Baccalaureate is highly regarded not just in England, but in many other countries, so we should be aiming much higher than simply having learners gain qualifications that are recognised in England. This moment represents an opportunity for us to ensure that the CQA framework that we have in place is truly what is best for our learners. If we can move towards something radically different from our current system at a moderate pace, we can minimise the damage of change and end up with something of which we can all be proud.

I can foresee huge problems with changing to any of the options available by 2015. Staff recruitment will be very difficult if we choose to teach a different syllabus from the English curriculum, this will also make it very difficult for families moving between Guernsey and England. Any children in secondary education will have huge problems with the different systems of teaching.

For such a major change in the curriculum, a longer period of consultation is required to obtain the views of Guernsey residents in all sectors of the community.

Have used WJEC for the last 4 years and have been very happy with the content and results (French). Talking to other HoDs in Guernsey, I feel it offers the best chance of a good GCSE for my students compared to other boards. However, I do not necessarily believe that it would be the best fit across the board. My concerns with the Scottish system are mainly recruitment of teachers, having a recognised qualification for local employers and the ease of transition for children moving to or from England.

Not enough known or enough time to implement properly. Recruitment and training for staff significant concern for more unusual options. I think we should eventually follow Wales. Similar, won't cause issue for employers. I also like the vocational side as I feel this is lacking currently, especially for high schools. Some high school students cannot cope with 8 GCSEs and need

appropriate pathways. Most high school students will never leave Guernsey. High school and grammar should not have to follow same, students need preparing for different futures.

Please don't rush something. To carry on for another year with current schemes and plans then gives all sections time to plan, train and facilitate properly. There is enough stress and low morale in school with regards to change and people with lots of experience leaving departments

I believe that until we have a clear idea of the implications the English curric presents to move away has long term effects on the way forward for Guernsey students and staff. For example recruitment, training and opportunity for staff to retain currency in their own need to forward their career development. Students also have a similar predicament in terms of currency of qualifications for higher education and employability. Currently there are wide ranging opportunities for other qualifications still in the English system and more seem to be coming on board. Much of the difficulty comes in terms of how Guernsey wants to use KPI's for example, we still have opportunity to have a broad curriculum offer of work related vocational qualifications if Guernsey is happy not to be measured on a par with English KPI's where we develop a reporting system which supports all learners. I am less enamoured moving to Ireland as an interim as it still holds difficulty in terms of the problems already mentioned in my first paragraph. If Scotland continues to develop and is tested and proves more suitable it would require a huge amount of funding form 0-19 and this in the current climate of FTP I am not sure the direction Guernsey wishes to embrace?

A solution that will work for Guernsey students, so that they have a wide access to qualifications to meet the needs of all learners. A case of one size fits all will not work.

Everyone is going to have very different opinions on this and I think that a decision can't be hurried because often in Guernsey the wrong decisions are made because it is the easiest, cheapest or quickest option without really thinking about the long term needs. But I definitely think that following England would be a huge mistake.

The move to the Scottish system would provide the students at the High Schools by far the best opportunity to be successful as it does not rely on a single, linear examination. However, the logistics of introducing the Scottish system mean that we need to have an interim option - Northern Ireland.

Other GCSEs such as WJEC to be used in the short-term to overcome the difficulties of the linear GCSEs, which do not suit everyone. WJEC qualifications are close to what we have now. If the Conservatives do not win the next General Election, then modular GCSEs are likely to be re-implemented and AS is likely to be coupled with 'A' level again, and in the meantime Guernsey might have moved too far to another model. My concern is for the students we teach who move to England after the age of 16. I suspect that other GCSEs such as WJEC will be still valued by employers. If we move too far away from England, where I believe most of our students go to university, we might be disadvantaging them. My worry with the Northern Ireland and Scottish systems is recruitment and transferability for students.

For more research to be done / or the research that has been done to be presented to education staff so an informed decision can be made. You have listed options but not provided information other than a list of links to other countries education website where you then have to trawl through to find any relevant information

More time needed to explore in depth the different options and make an informed decision.

We have the ability to review some excellent education programmes from around the world. Why not use these as the building blocks for our own?

Not enough discussion has been held with the practitioners themselves. They need to be far better informed - sending a document to read is simply not enough. You need to get your teachers on-side and this is not the way to do it. Not all teachers are from Guernsey and many are on short contracts (they may be changing but will still mean quick staff turnovers) - they need to be able to return to, in the main, England, and if we are not teaching a curriculum that allows this, you may find that teacher recruitment declines. No teachers - no teaching! A change like this needs to be developed slowly over time and with lots of consultation. Do not rush it is a far too important decision to make rashly, or simply for change sake.

An interim option until things have changed in the other places to see what happens

We would look to continue being able to pick and choose between models, including GCSEs from England and Wales, iGCSEs and possibly consideration of International Diploma programmes if a qualification is developed for 16. I am very concerned about the potential amount of change that a move to the Scottish system would involve. From a wider perspective for the Education Service, this would be a major additional change on top of the other changes underway or likely to be proposed. Also, a change of qualification system could well be publicly looked at as 'running away' from the issue of under-achievement at GCSE. Given the apparent ideological nature of some of the changes in England, and the fact they are being driven through an individual member of the Government, there is no guarantee that there will be further changes post 2015 or that the changes already underway will be retained. Retaining flexibility as an interim option would allow greater certainty to develop in a number of areas: 1. Future changes in the English system 2. The long-term value and credibility of Welsh qualifications. 3. The final position taken by Northern Ireland 4. The details of an International Diploma for age 16.

7 Responses from Closed Consultation Favouring Another Option

Guernsey's own taking the best bits of the above Guernsey could have an amazing curriculum given its unique location

Prefer Scottish model for pedagogical reasons, but having visited Scotland totally support the journey towards approach as it took Scotland 5 years with no external interference to develop CfE. It is based upon the same four areas of learning which is central to the Guernsey curriculum, along with assessment for learning and the use of quality teacher assessment. Would be deeply concerned if we followed any aspect of the new English curriculum as I cannot see how we would avoid be driven towards the test based system that is currently being proposed for the Primary sector. This would fundamentally change the focus of our current provision. With the removal of levels we will have no choice but to follow this testing regime to allow comparison with a nearby jurisdiction.

Establishing an education system that is suited for the students here in Guernsey and for the future of Guernsey as a whole. This should be based on the most effective teaching and learning throughout the world most notably the Scandinavian countries and would lead to exams that are accepted by universities in Great Britain and other English speaking countries.

Predominantly follow England with new GCSEs but where subjects already take IGCSE then also allow that option. If there are currently coursework subjects that wish to retain coursework and this is not available through either new GCSE or IGCSE then consider Welsh GCSE (but as a last resort). New syllabus for Art/DT/Music have not yet been confirmed and it may be that they retain some element of controlled assessment that allows pupils to demonstrate performance, composing, extended drawing or making projects - it would be bizarre if they were to remove these aspects completely from any examination in these subjects. This allows the best progression onto A levels, which would still probably be the best progression to University; other than IB which is a fairly major task in re-training all staff to teach this and is not suitable for all pupils (tends to suit academic pupils with all round abilities across a broad spectrum of subjects). IB is not the best option for those wishing to pursue Maths, Engineering or even some pure science subjects. Moving too far away from what the English schools do may make recruiting of staff even more difficult than it currently is (high cost of living, five year limit and difficulty getting of the island already put some people off) and also staff who wish to return to teach in England (which a large number have to do) may find it more difficult/options limited if we are not somewhere close to the English system. If we opt for the perceived 'easier' option of Welsh GCSE then Island pupils may find it more difficult to make the move up to A level/Further study and hamper their chances of a good University place. Do all island Schools have to adopt the same policies? It may be that the 11-16 schools follow a different approach to those Schools that have a Sixth form?

International GCSE and GCE programmes can and are run successfully. This is an option that required no change at the current time as these will continue in the same/similar format. A number of our subjects already offer these and we anticipate that more will follow. Staff and parents easily adjust to the new system and they are using a system they are familiar with. Even if not a permanent option it has very little cost implications as an interim.

No strong opinion

Flexibility to choose the best course for individual subjects e.g. IGCSE, English GCSE, WJEC or as appropriate.

Following England with the stronger aspects of the Scottish

We have not had enough information to make an informed choice on this question

Whichever option we decide to follow in Guernsey, the new qualifications will need to be explained to the community. Gove's English GCSEs are likely to be significantly different from current GCSEs and the public and employers will take time to come to terms with the grading system. To my mind following England will fail to serve the needs of a large proportion of Guernsey's young people as the new GCSEs are designed with a narrow 'academic' focus. Any 'one size fits all' approach is inappropriate; we need to maintain a broader range of curriculum opportunities for our young people. Following Northern Ireland or Wales would mean transferring to systems with as much potential for political interference as England's, but within smaller jurisdictions and, in some subjects, requiring knowledge of their local industry, geography, history and culture. Scotland's CQA framework appears to have merit but it seems the training costs, public and employer acceptance, and recruitment issues associated with it deem it impracticable. The IB programmes may also share some of these issues although, to my mind, to a lesser degree. We frequently recruit teachers from beyond the UK, and some of those from the UK are interested in Guernsey because it is a little different. The IB programmes are specifically designed to allow student transfer from and to other educational systems, so I do not believe they pose 'potential difficulty moving between systems' as the consultation paper suggests. Furthermore the paper does not note two added benefits of the IB system: freedom from political interference or rapid change. Their curricula are reviewed and revised on a regular, planned and scheduled basis, by a large and experienced group of international educationalists. My preference would therefore be to adopt the IB PYP and MYP curricular frameworks but to retain assessment at 16 through a combination of the new GCSEs and vocational qualifications. This is a model offered in a small number of schools in the UK. At KS5 the mixed provision of A levels, the IB DP, BTECs and other vocational qualifications should be retained as it provides a broad and balanced curriculum offer. The island must also review the age at which students may leave compulsory education in line with other jurisdictions.

What works for one does not always work for another. The Channel Islands have always been proud of their independence from the UK surely the Education Board/Department & Schools should work together to come up with an Education system that works for us.

Understand that the international curriculum has a wider choice of subjects so the pupils get a more general knowledge. I think restricting the curriculum to only a few subjects is limiting them. I also believe it would give them more chance to compete with other countries in their jobs; it will help them to be more flexible and adaptable. But, I think we should also follow some guidelines from Scotland, especially as their more play orientated approach and gentler pupil centred approach are concerned. At the end of the day parents want their children to learn but also and probably mainly to be happy at school. Guernsey is neither England nor Scotland, etc and we are in a very privileged situation to be so close to France and Europe and we are not taking this into account in our curriculum and it is a shame. Our pupils should be learning English and French History as a minimum. Languages (esp. Spanish, French, German) should be in the Guernsey Primary curriculum and not

appear as an introduction in year 6 when the pupils' ability to learn sounds is already diminishing quickly. We are different, we should be proud of it and we should take it into account even at school.

Would prefer to follow the IB curriculum. Following the UK would have been my first choice however the radical change towards a more assessment led curriculum, in my opinion can only be a negative one. Although I have heard good things about the Scottish and Northern Irish Curriculums, I predict in the future that it would be an unwise move to follow either as the UK will likely devalue both for a variety of historical and political reasons. The IB Curriculum is rich, varied and overall inclusive. The Creative Arts are championed and allow for a variety of opportunities for self-expression and a greater amount of more meaningful work. Politically to go forward with the IB would be a wise choice as it secures a better link with Europe and is deeply respected in the UK. Therefore in terms of opportunities for students in the future, whether that is University or Employment, the IB quite simply opens more doors.

Unfortunately I feel that I have not been able to find enough information on each model and what implications they will have on current classroom teaching in Primary Schools. I would like to have more information on each model at a curriculum and teaching level before I make an informed decision. It is not because I am disinterested or not willing to give up time to read the information given. I just don't feel that the information I have read has told me what classroom teaching and assessing will look like and the impact this will have on both teachers and children

Have spent a lot of time looking at various sites and documents but don't feel in a position to make a judgement or decision about a preferred option. I would like specific details about what each option would mean for the Primary schools, especially KS1 and Foundation. The different sites haven't given enough information about what the school day would look like, how the curriculum would be balanced, what would need to change, how teachers would be trained and prepared for the chosen option... As a parent I would also like to know the implications for children moving off Island if we don't follow England. My lack of preferred option therefore isn't because I am disinterested but there hasn't been enough information given - or time to digest it all. A presentation about the options or a staff meeting would have helped us all make an informed decision.

It is difficult to make an informed choice from the above options as I do not feel I have enough information. I have looked at some of the sites suggested but have been left with more questions than answers. I need more information about the structure of the curriculum and how it will be delivered. The Scottish system of more play based/active learning for 4-6 year olds certainly interested me as a Foundation Stage teacher. However I would need to know how this would work in Guernsey given we don't have the pre-school education and also what training would be given to teaching staff. As a parent I have concerns of how changing to another system would affect older children applying for an English University.