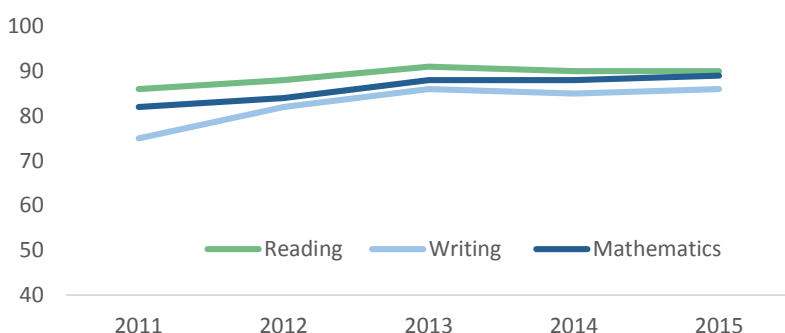


Curriculum Teacher Assessments at Key Stage 2 in Jersey, 2015

At a glance....

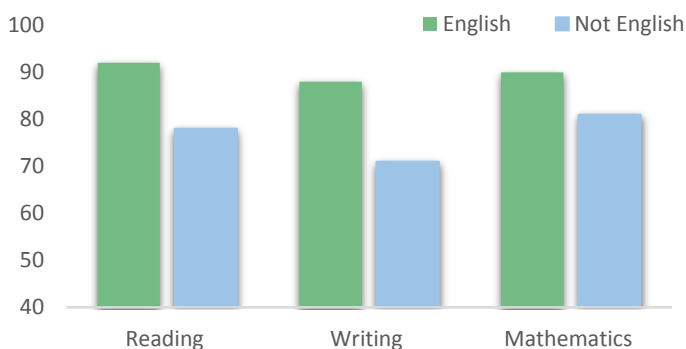
This statistical bulletin presents information on the attainment of Jersey pupils at the end of Key Stage 2 (KS2) in curriculum teacher assessments. It also provides information on the progress that was made by pupils between the end of KS1 (typically age 7) and the end of KS2 (typically age 11). Attainment and progress of Jersey pupils is broken down by the following pupil characteristics; gender, first language and month of birth.

■ KS2 attainment has remained stable since 2013 in all subjects



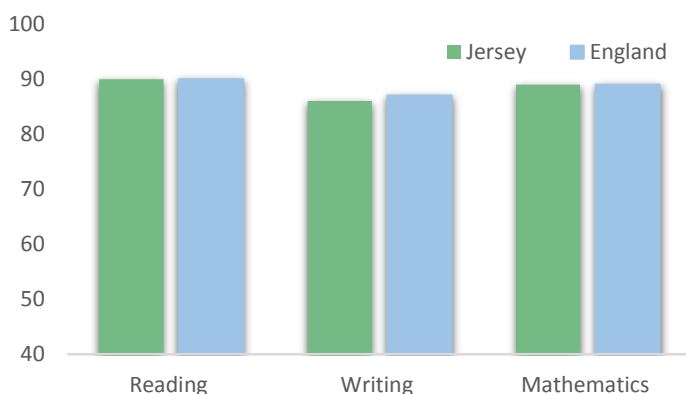
In 2015, the proportion of pupils reaching the expected level of attainment (level 4) or above in writing and mathematics was 1 percentage point higher than in the previous year. Attainment at level 4 or above in reading was identical to 2014.

■ Attainment gap as the result of first language



Of all reported pupil characteristics, the largest attainment gap exists between pupils who have English as an additional language and those pupils whose first language is English. In the subject of writing the attainment gap at level 4 or above is almost 20 percentage points.

■ Attainment at level 4 or above is similar in Jersey and England



The percentage of pupils attaining a level 4 or above in each subject is similar in Jersey and England however a higher proportion of pupils exceed the expected standard (level 5 or above) at Key Stage 2 in England.

Introduction

Primary school education in Jersey is split into Key Stages and curriculum year groups as shown below.

Age of pupils	5/6	6/7	7/8	8/9	9/10	10/11	11/12	12/13	13/14
National Curriculum Year Group	1	2	3	4	5	6	7	8	9
Key Stage	1		2				3		
Expected Jersey curriculum level at end of Key Stage	2		4				6		

When pupils reach the end of a Key Stage (1, 2 and 3), their attainment in the subjects of reading, writing, mathematics and science is assessed against the standards set out in the Jersey curriculum. Teacher assessments measure the extent to which a pupil has the specific knowledge, skills and understanding that they are expected to have mastered by the end of a Key Stage.

In 2015 and in previous years, KS2 pupils were assessed against the Jersey curriculum using a system of curriculum levels. Levels reflect the standards set out by the curriculum and were designed so that most pupils would progress by approximately one level every two years. This means that by the end of KS2, pupils were expected to reach level 4 and to have made 2 levels of progress between the end of KS1 and the end of KS2 (please see table above).

Progress from Key Stage 1 to Key Stage 2

Measures of pupil progress, rather than pupil attainment, are becoming the key indicators of school performance in both Jersey and England. This is because every pupil can and is expected to make the appropriate amount of progress for their age group regardless of their starting point or cognitive ability; it is not possible for all pupils to reach the level of attainment expected for their age group.

With the system of curriculum levels it was expected that pupils should make two levels of progress from the end of KS1 to the end of KS2. Table 2 shows the percentage of pupils who made 2 levels of progress or more across KS2 in the subjects of reading, writing and mathematics.

In 2015, more than nine-tenths of pupils made the expected amount of progress from the end of KS1 to the end of KS2 in all subjects.

Table 2: Progress from the end of Key Stage 1 to the end of Key Stage 2 (percentage of pupils making at least 2 levels of progress); 2014 and 2015

	Reading	Writing	Mathematics
2015	92	92	93
2014	94	95	95

Attainment at Key Stage 2

Table 1 shows the percentage of pupils in all schools in Jersey who reached the expected level of attainment (level 4) or above and exceeded the expected level of attainment (level 5 and above) in Key Stage 2 teacher assessments in 2015.

Table 1: Attainment at the end of Key Stage 2 in Jersey by subject (percentage of pupils reaching stated level and change from 2014 shown in brackets); 2015

	Level 4 or above	Level 5 or above
Reading	90 (0)	49 (+5)
Writing	86 (+1)	35 (+4)
Mathematics	89 (+1)	41 (+3)
Science*	91 (0)	40 (+7)

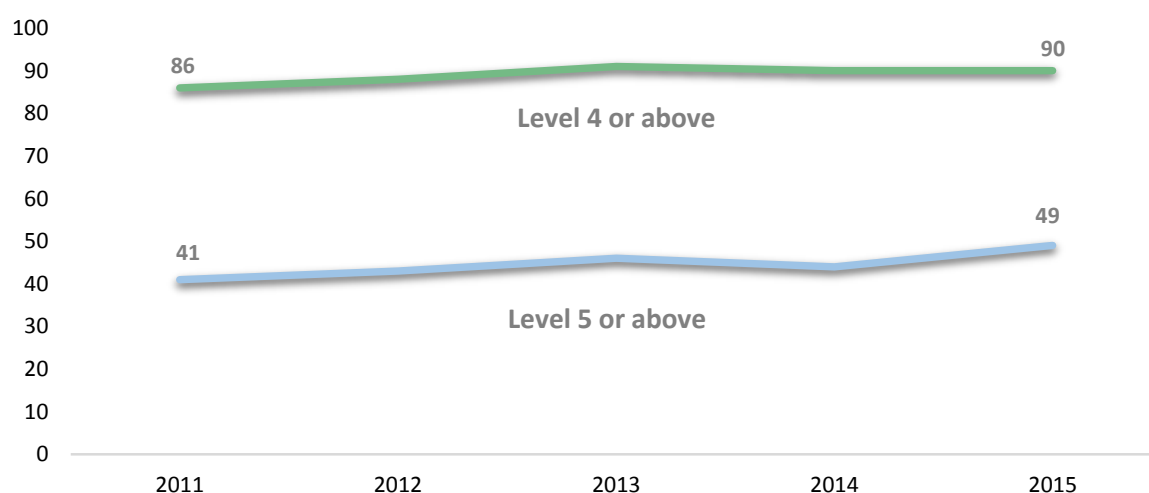
* Teacher assessments in science do not undergo an external moderation process and so are not as robust as teacher assessments recorded in other subjects. This is in line with the teacher assessment/moderation process employed in England.

Table 1 shows that around nine out of ten pupils in Jersey reach the expected level of attainment (level 4) or above at the end of KS2 in each subject. Attainment at level 4 and level 5 is lower in writing than in all other subjects despite improvements being recorded in the latest year.

The proportion of pupils reaching the expected standard of attainment was similar in 2015 to in the previous year, however improvement in the proportion of pupils exceeding the expected standard was recorded in all subjects in the latest year.

Reading

Figure 1: Attainment in reading at the end of Key Stage 2 in Jersey (percentage of pupils reaching stated level); 2011 to 2015

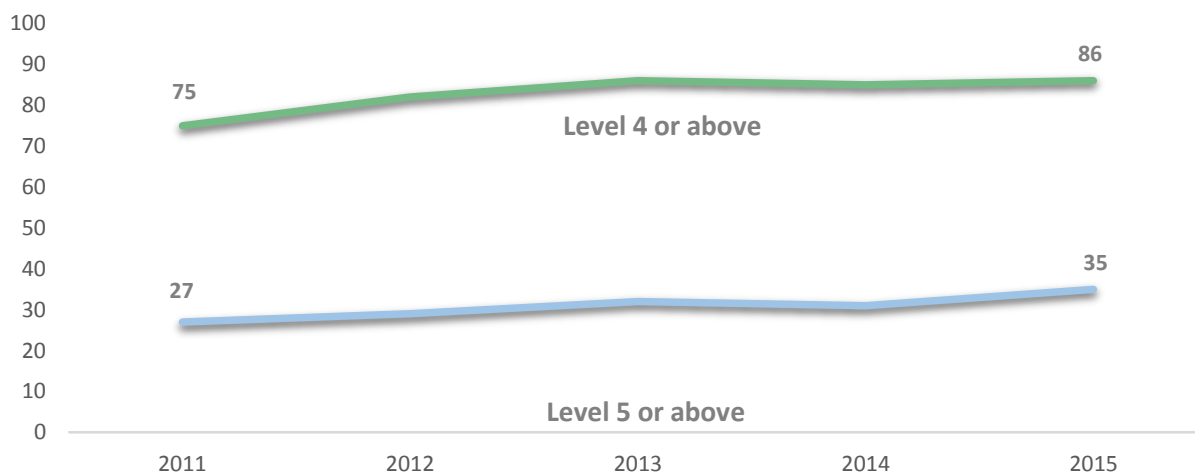


In 2015, the percentage of pupils reaching the expected level of attainment (level 4) or above in reading was unchanged from 2014 at 90 per cent of all pupils. From 2011 to 2013, attainment at level 4 or above increased by 5 percentage points. Since 2013, the percentage of pupils reaching the expected standard in reading has remained constant.

In the latest year, almost half of all pupils in Jersey exceeded the expected level of attainment in reading (level 5 or above), reflecting a 5 percentage point increase compared to 2014. Since 2011, attainment at Level 5 and above has increased by 8 percentage points.

Writing

Figure 2: Attainment in writing at the end of Key Stage 2 in Jersey (percentage of pupils reaching stated level); 2011 to 2015

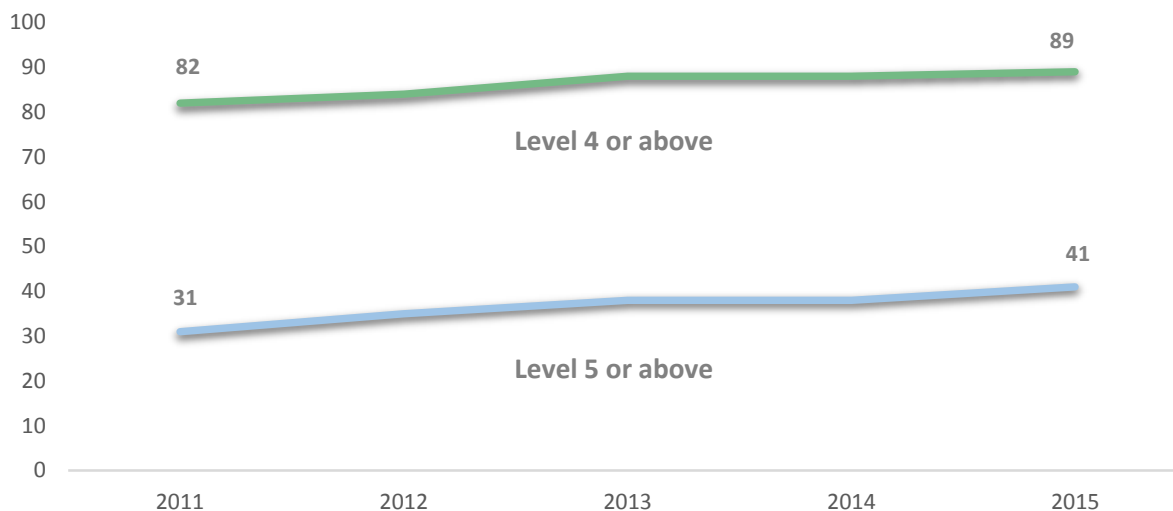


From 2011 to 2013, attainment at level 4 or above in writing increased from three-quarters of pupils (75%) to more than four-fifths (86%). Since 2013, KS2 attainment at level 4 or above in writing has remained relatively unchanged.

The percentage of pupils at the end of KS2 who exceed the expected standard in writing (level 5 or above) has increased by 8 percentage points since 2011. In the latest year more than a third (35%) of pupils exceeded the expected standard of attainment.

■ Mathematics

Figure 3: Attainment in mathematics at the end of Key Stage 2 in Jersey (percentage of pupils reaching stated level); 2011 to 2015



In 2015, around 9 out of 10 pupils (89%) at the end of Key Stage 2 attained a level 4 or above in teacher assessments in mathematics. From 2011 to 2013 the proportion of pupils reaching the expected standard in mathematics increased by six percentage points; since 2013 attainment in mathematics has remained relatively unchanged.

Over the last four years (2011 to 2015) attainment at level 5 or above in mathematics has increased by 10 percentage points. In the latest year, two-fifths (41%) of pupils exceeded the expected standard in this subject.

■ Science

Primary schools in Jersey are required to submit teacher assessment levels for pupils in the subject of science however, unlike in the subjects of reading, writing and mathematics, teacher assessments in science do not undergo an external moderation process and so are not as robust as teacher assessments recorded in other subjects.

In the latest year, attainment at level 4 or above in science was unchanged compared to in 2014 at 91%. This compares to 85% of pupils reaching the expected standard of attainment in science four years earlier (in 2011). In 2015, the percentage of pupils attaining a level 5 or above in science increased by 7 percentage points compared to 2014, taking the proportion of pupils exceeding the expected standard to two-fifths (40%).

Progress and Attainment by pupil characteristics

In this section, Key Stage 2 progress and attainment is broken down by the following pupil characteristics: gender, first language (English as a first language/English as an additional language) and month of birth (summer birth/not summer birth).

■ Gender

Figure 4: Progress from the end of Key Stage 1 to end of Key Stage 2 in Jersey (percentage of pupils making at least 2 levels of progress) by subject and by gender; 2015

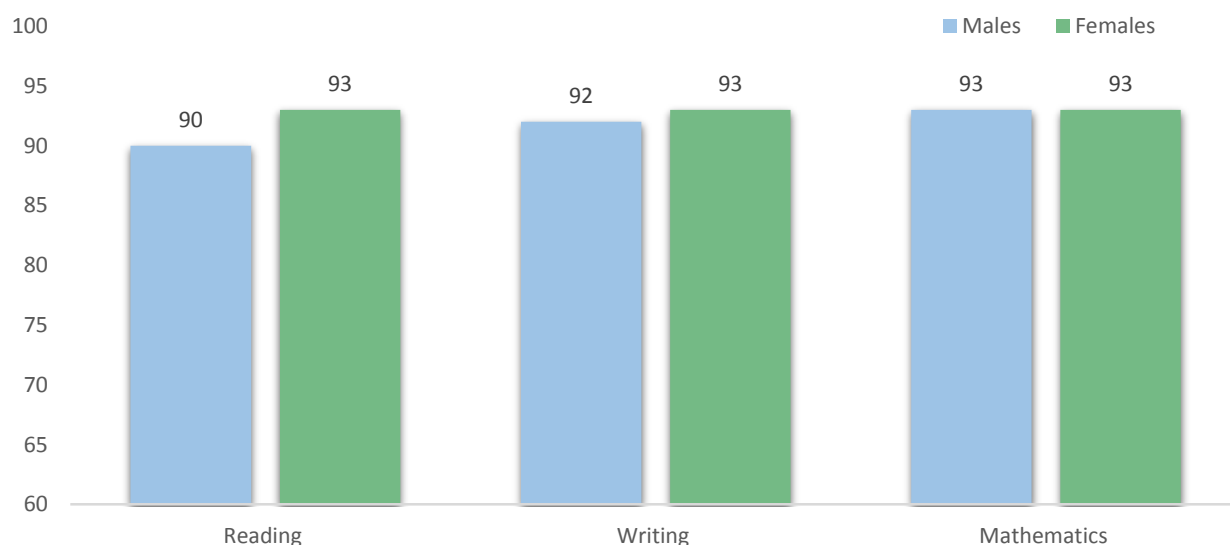
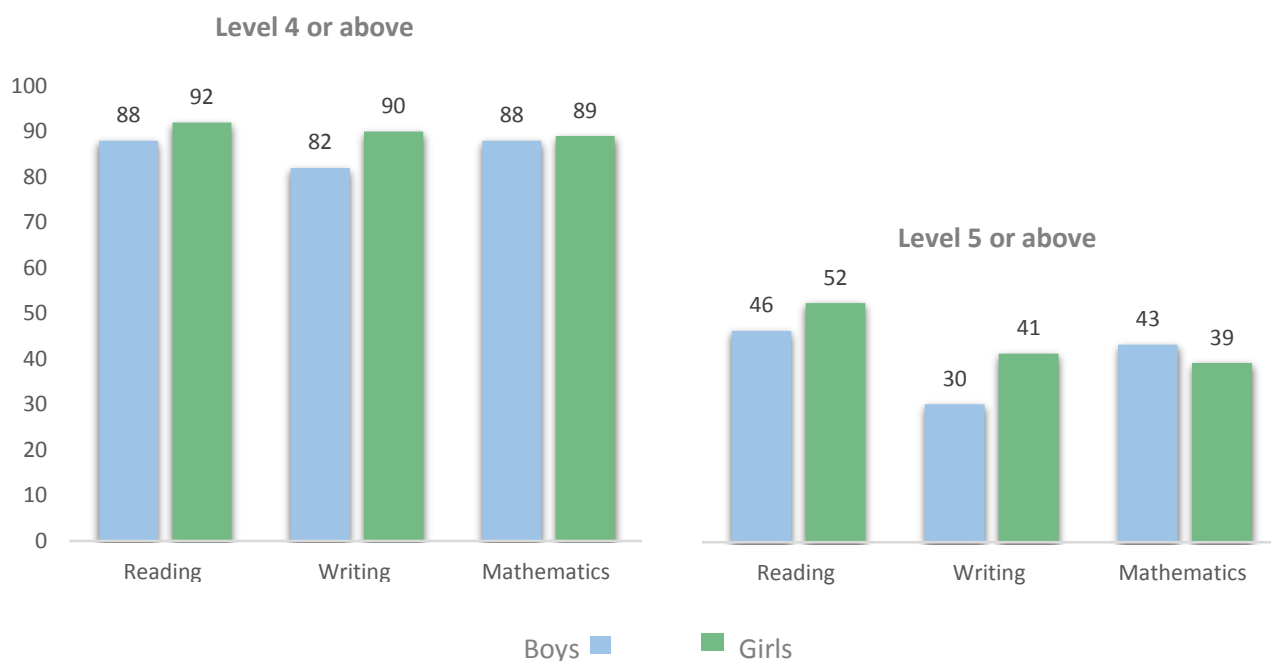


Figure 4 shows that a similar proportion of girls and boys make the expected amount of progress (2 levels) or more between the end of KS1 and the end of KS2 in all subjects. A marginal difference (of 3 percentage points) is recorded in reading where a higher proportion of girls make expected progress than boys.

Figure 5: Attainment at the end of Key Stage 2 in Jersey (percentage of pupils reaching stated level) by subject and by gender; 2015



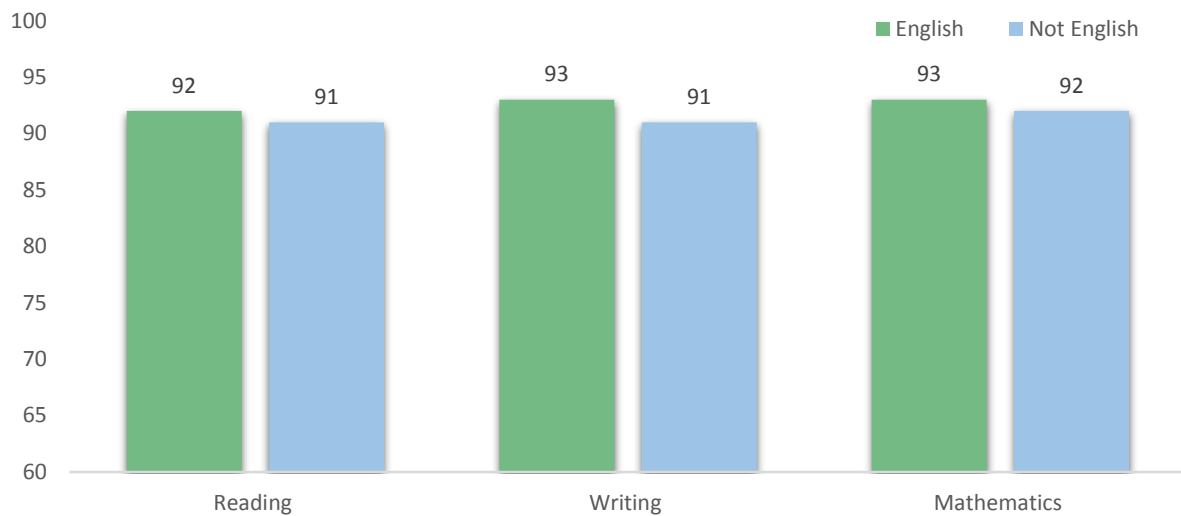
In 2015, the percentage of girls attaining a level 4 or above in each subject was higher than that for boys; the biggest attainment gap was recorded in the subject of writing where the difference between boys' and girls' attainment at level 4 or above was 8 percentage points.

At level 5 or above, girls outperformed boys in the subjects of reading and writing (attainment gaps of 8 and 11 percentage points were recorded respectively) however in the subject of mathematics, a higher proportion of boys exceeded the expected standard than girls (a difference of 4 percentage points was recorded in the latest year).

■ English as a first language

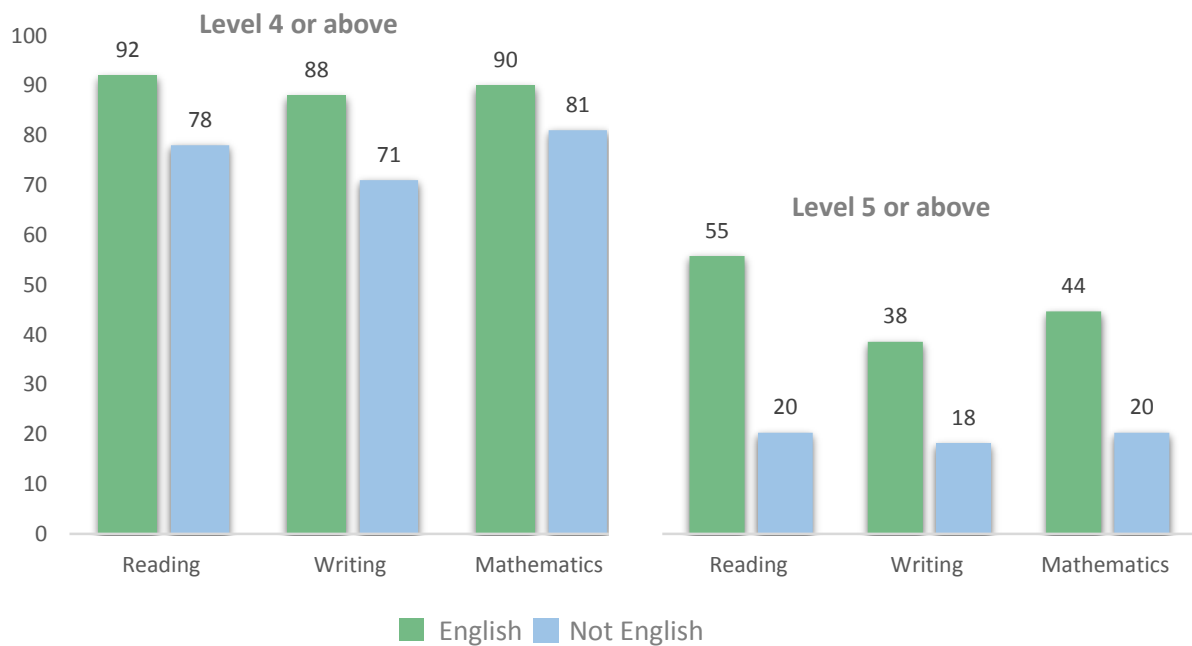
A pupil's first language is defined as 'the language that a child was exposed to during early development and continues to be exposed to in the home or community.' Many children start life with more than one language during early development (which may include English). Where a language other than English is recorded, the child is deemed to have English as an Additional Language (EAL). This is recorded irrespective of the child's proficiency in English.

Figure 6: Progress from the end of Key Stage 1 to the end of Key Stage 2 in Jersey (percentage of pupils making at least 2 levels of progress) by subject and by first language; 2015



In the latest year, a similar proportion of pupils who have English as a first language and those that have English as an additional language make good progress (2 levels or more) from the end of KS1 to the end of KS2 in all subjects.

Figure 7: Attainment at the end of Key Stage 2 in Jersey (percentage of pupils reaching stated level) by subject and by first language; 2015



At the end of Key Stage 2, pupils whose first language is English outperform pupils who have English as an additional language in teacher assessments in all subjects. In Jersey, the attainment gap at level 4 or above in writing is 17 percentage points; in the subjects of reading and mathematics the attainment gap is smaller at 14 and 9 percentage points respectively.

At level 5 and above, the attainment gap observed in reading between pupils who have English as a first language and those who have English as an additional language is more than 30 percentage points. In

2015, more than half (55%) of all pupils whose first language is English exceeded the expected standard in reading compared to a fifth (20%) of pupils who have English as an additional language. The attainment gap at level 5 or above is closer to 20 percentage points in the subjects of writing and mathematics.

■ Month of birth

Previous research¹ has shown that pupils who are born in the summer term (April to August) do not perform as well in measures of attainment in primary schools as pupils who are born in the Autumn or Spring terms (September to March) due to the length of time they have been to school and their age when starting school. This attainment gap has been shown to reduce as pupils get older.

Figure 8: Progress from the end of Key Stage 1 to the end of Key Stage 2 in Jersey (percentage of pupils making at least 2 levels of progress) by subject and month of birth; 2015

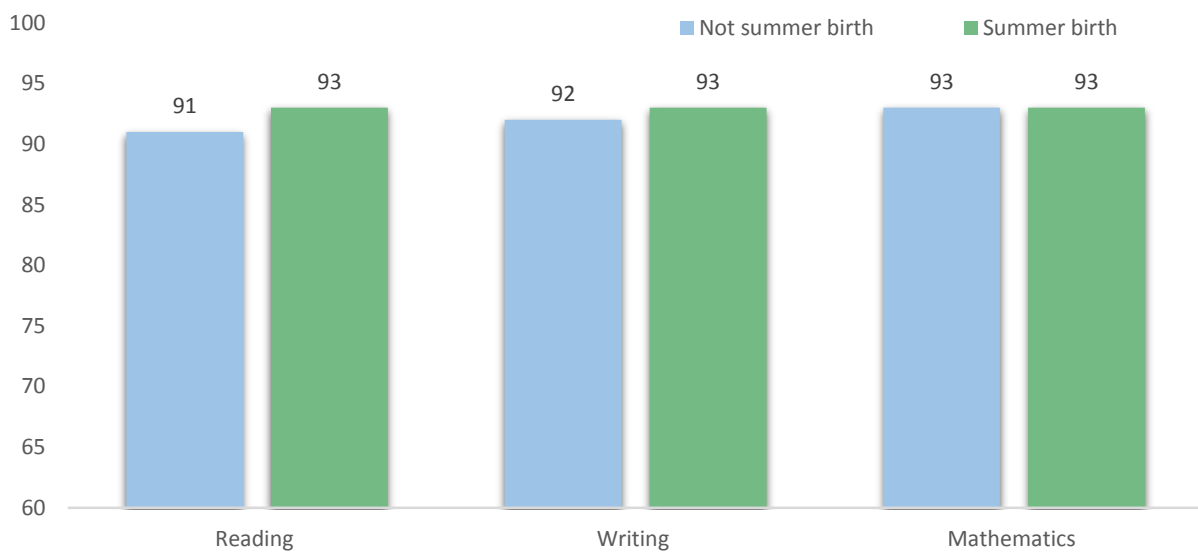
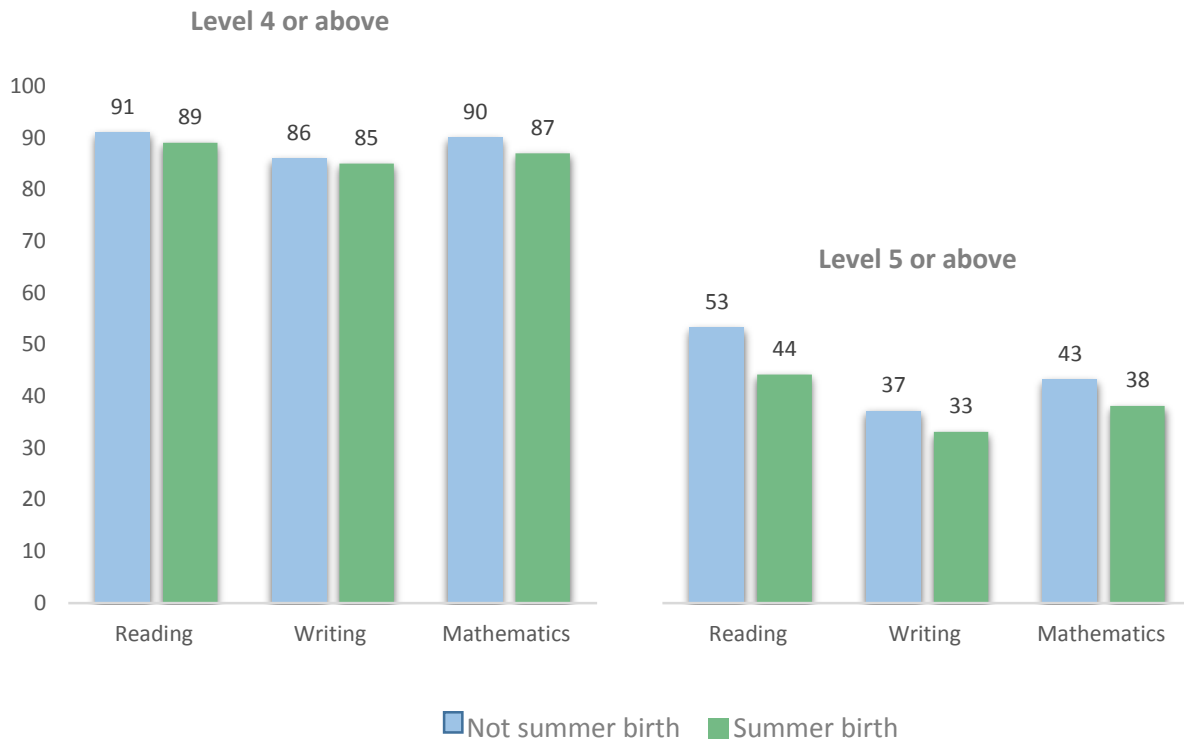


Figure 8 shows pupils born in the summer term make as much progress from end of KS1 to end of KS2 as pupils born in the Autumn and Winter terms; around 90 per cent of all pupils (regardless of month of birth) make two levels of progress in the subjects of reading, writing and mathematics.

Figure 9 below shows that level 4 or above the difference in attainment between pupils who are born in the summer term (April to August) and those who are born in the autumn and winter terms (September to March) is marginal in all subjects (1 to 3 percentage points). The attainment gap at level 5 and above is more evident however with a higher proportion of pupils born in the autumn and winter terms exceeding the expected standard at the end of KS2 in all subjects.

¹ Sharp, C., Hutchinson, D. & Whetton, C. (2006). How do season of birth and length of schooling affect children's attainment at key stage 1? *Educational Research*, V 36, Issue 2.

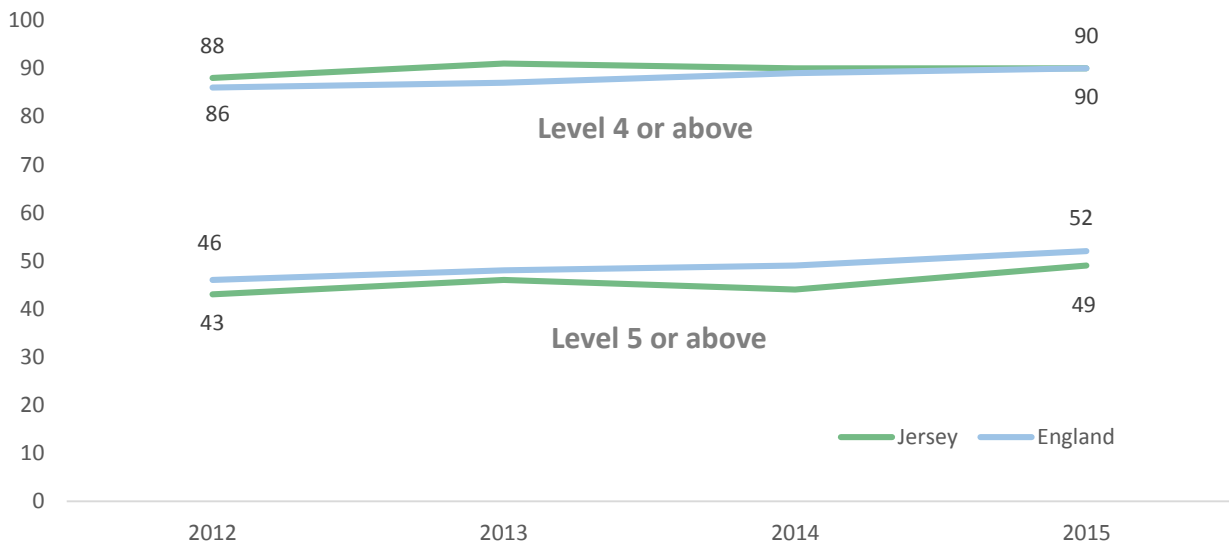
Figure 9: Attainment at the end of Key Stage 2 in Jersey (percentage of pupils reaching stated level) by subject and by month of birth; 2015



Comparison with England at Key Stage 2

In 2015 and in previous years, pupils reaching the end of Key Stage 2 in primary schools in England were assessed against the national curriculum using a system of curriculum levels, as in Jersey. Although pupils in England sit statutory end of Key Stage tests in the subjects of reading and mathematics (not in writing or science), pupils are also assessed by teachers in all subjects. Attainment in teacher assessments in England is published separately from results in end of Key Stage tests allowing for a direct comparison of attainment in Jersey and England.

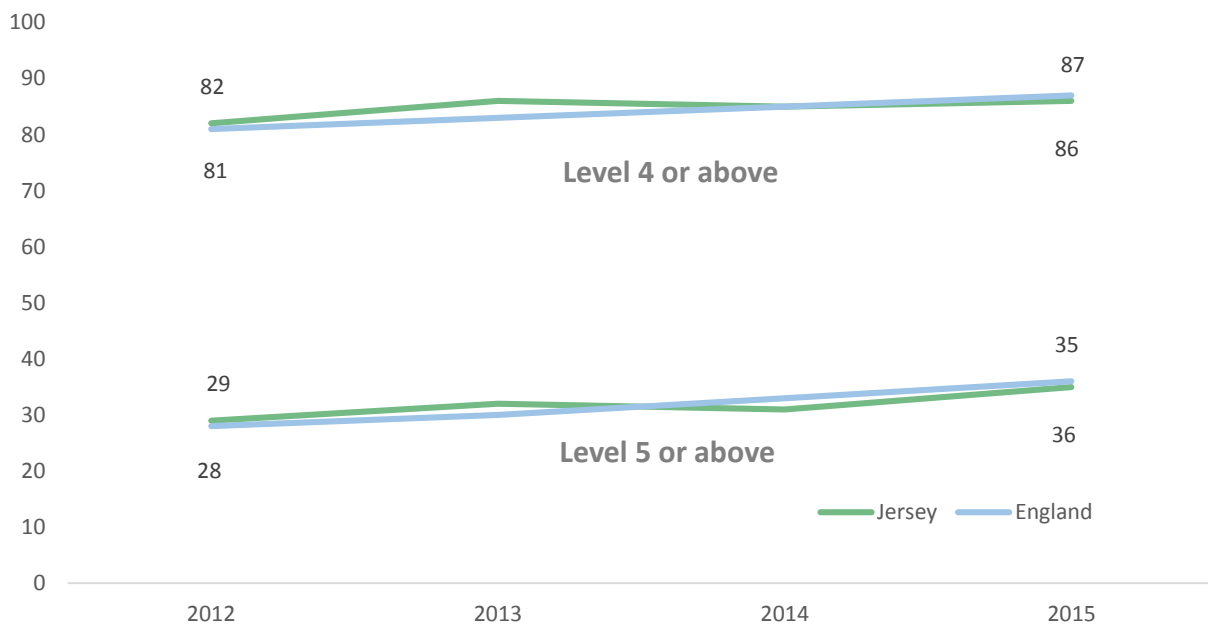
Figure 10: Attainment in reading at the end of Key Stage 2 in Jersey and England (percentage of pupils reaching stated level); 2012 to 2015



From 2012 to 2014, the proportion of pupils reaching the expected standard in reading was marginally higher in Jersey than in England. Over the last 4 years (2012 to 2015) improvement in attainment at level 4 and above has been recorded in England in each year. In the latest year, the proportion of pupils reaching the expected standard of attainment was identical in Jersey and England, at 90% of all pupils.

In comparison, attainment at level 5 or above in reading has been higher in England than in Jersey in each of the last 4 years. Since 2012, the proportion of pupils exceeding the expected standard in reading has increased in England in each year taking attainment at level 5 and above from 46 per cent in 2012 to 52 per cent in 2015.

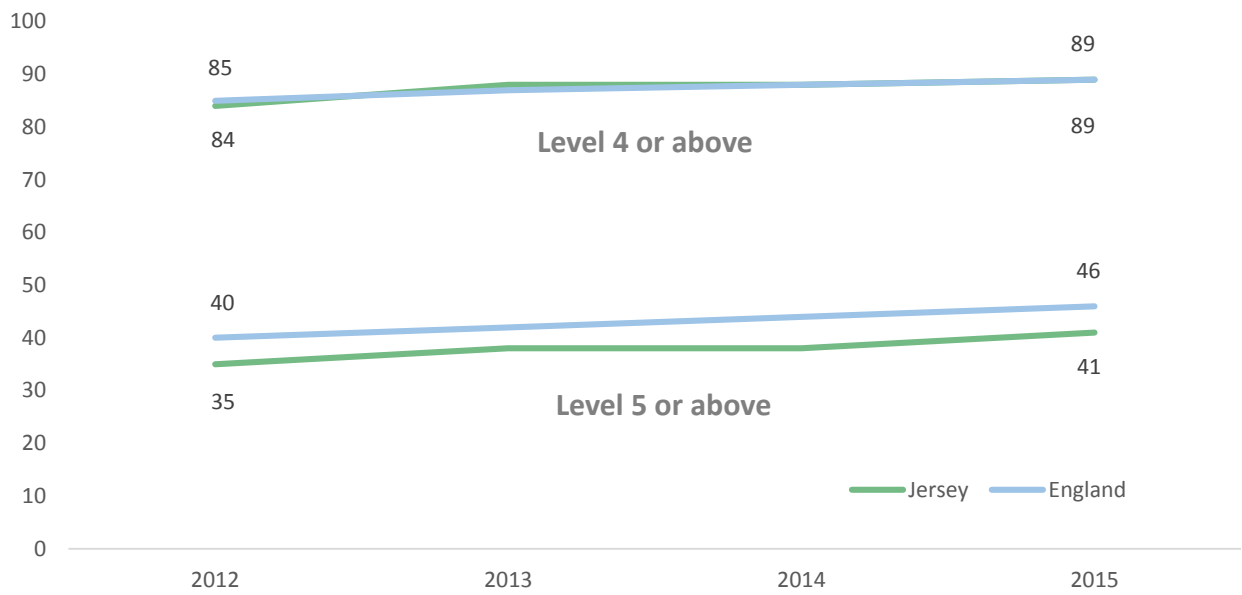
Figure 11: Attainment in writing at the end of Key Stage 2 in Jersey and England (percentage of pupils reaching stated level); 2012 to 2015



Over the last 5 years the percentage of pupils attaining a level 4 or above in writing has been similar in Jersey and England. Improvement in attainment at level 4 or above has been recorded in England in each year since 2012. In contrast the percentage of pupils who reach the expected level of attainment in writing at the end of KS2 has remained relatively unchanged in Jersey since 2013.

Attainment at level 5 or above in writing has also been similar in Jersey and England in each of the last 4 years (less than 2 percentage points difference). A similar improvement in the proportion of pupils exceeding the expected level of attainment has been recorded in Jersey and England since 2012 (increases of 6 and 7 percentage points respectively).

Figure 12: Attainment in mathematics at the end of Key Stage 2 in Jersey and England (percentage of pupils reaching the stated level); 2012 to 2015



The proportion of pupils attaining a level 4 or above in mathematics has been similar in Jersey and England in each of the last four years. In 2015, attainment at level 4 or above in mathematics was identical in both jurisdictions at nine-tenths of all pupils (89%).

From 2012 to 2015, attainment at level 5 or above has remained around 5 percentage points higher in England than in Jersey. In the latest year, around two-fifths of pupils in Jersey (41%) exceeded the expected standard in mathematics; in England this proportion was close to a half (46%).

Technical notes

Definitions

1. **First Language** is the language a child was initially exposed to during early development and continues to be exposed to in the home or in the community. Exposure to a language at home is not an indication of a pupil's proficiency at speaking English.
2. **Summer Birth** refers to pupils who are born between the months of 1st of April to the 31st of August.

Data sources

3. Indicators of Key Stage 2 attainment and progress in Jersey are compiled using the following principal data sources:
 - School census records;
 - Summative attainment data extracted directly from the schools' Management Information System (CMIS);
 - Summative attainment data provided to the Department by Independent schools.

All information used in the compilation of this report has been validated by schools either as part of the termly census process or via school annual reporting.

Data coverage

4. Indicators of attainment presented in this report reflect pupils reaching the end of Key Stage 2.

Attainment measures for Jersey reflect pupils in all schools on the Island including States non-fee paying, States fee paying, non-maintained schools and special schools.

The target population for attainment indicators in England is all schools however the submission of teacher assessment data from Independent schools is on a voluntary basis. Therefore attainment in England does not necessarily reflect all schools but does reflect all States schools.

5. Of the 1008 pupils reaching the end of Key Stage 2 in 2015, teacher assessment data was available for 1005 pupils relating to a coverage rate of 99.7%.

Measurement error

6. To minimise the measurement error in teacher assessments the following steps are followed;
 - Head teachers are responsible for ensuring ongoing internal moderation of teacher assessments at all key stages;
 - The Department for Education in Jersey arranges the annual external moderation of teacher assessments in targeted year groups in all schools;
 - Materials exemplifying expected attainment against key curriculum objectives are used, where available, to support both internal and external moderation of outcomes;
 - Systems are in place to cross-check data used in moderation visits against the summative assessment information submitted to the Department;
 - Moderation can lead to changes in results at both individual and whole cohort level.