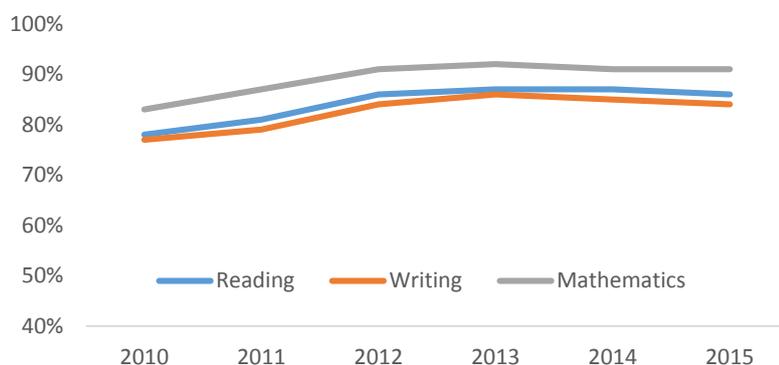


Curriculum Teacher Assessments at Key Stage 1 in Jersey, 2015

At a glance....

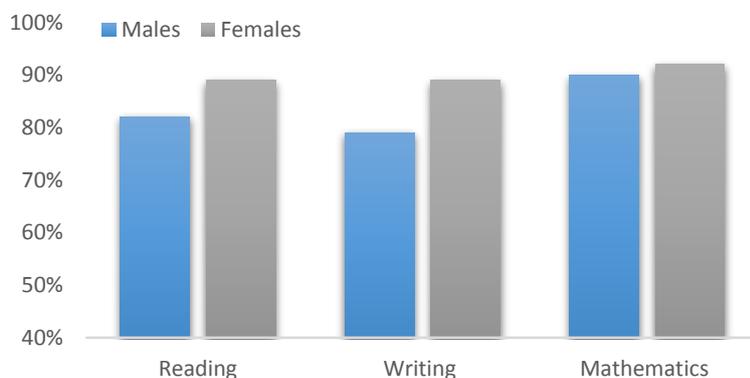
This statistical bulletin presents information on the attainment of Jersey pupils at the end of Key Stage 1 (KS1) in curriculum teacher assessments and presents trends in academic attainment over time. Attainment is broken down by pupil characteristics such as gender, first language and month of birth.

KS1 attainment has remained stable over the last four years in all subjects



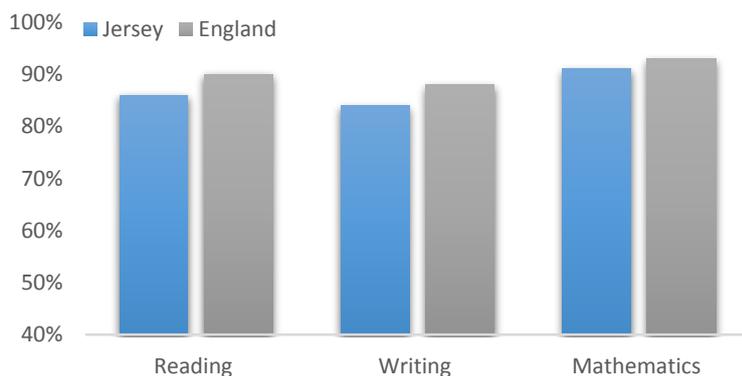
In 2015, the proportion of pupils reaching the expected level of attainment (level 2 or above) in reading and writing was 1 percentage point lower than in the previous year. Attainment at level 2 or above in mathematics was unchanged compared to 2014.

Females outperform males in Key Stage 1 teacher assessments



Female pupils outperform male pupils in KS1 teacher assessments in all subjects. The attainment gap is most evident in the subject of writing where the difference between male and female attainment at level 2 or above is 10 percentage points.

Attainment at level 2 or above is higher at KS1 in England than in Jersey



The percentage of pupils attaining a level 2 or above in mathematics is similar in Jersey and England (a difference of 2 percentage points). In the subjects of reading and writing, KS1 attainment is 4 percentage points higher in England than in Jersey.

Introduction

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

Typical age of pupils	6	7	8	9	10	11	12	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			5/6			

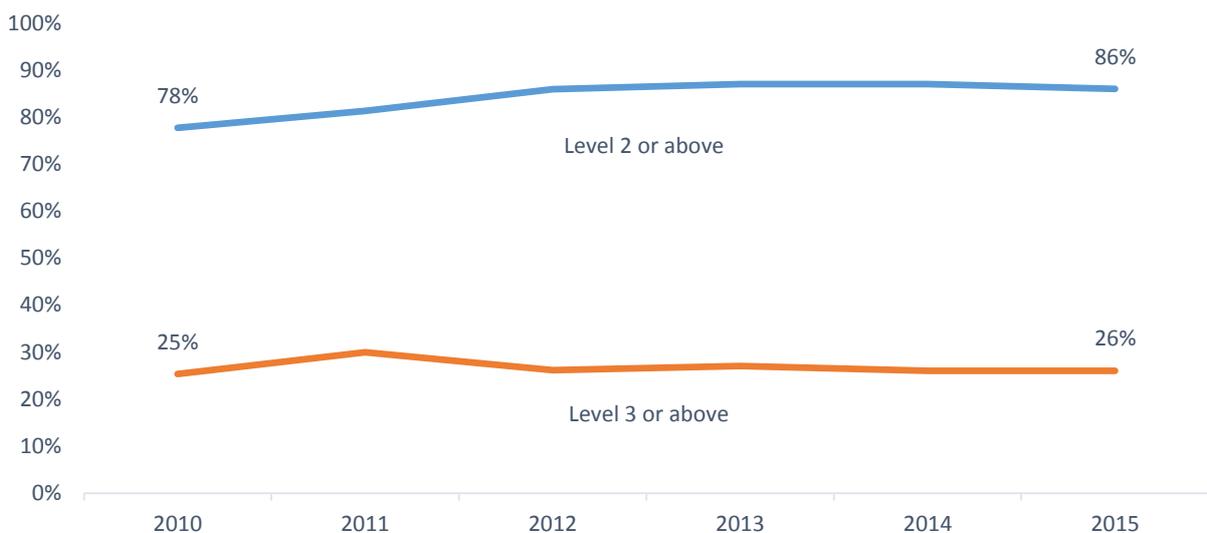
When pupils reach the end of a Key Stage (1, 2 and 3), their attainment in the subjects of reading, writing, mathematics and science is assessed against the standards set out in the Jersey curriculum. Teacher assessments measure the extent to which a pupil has the specific knowledge, skills and understanding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

In 2015 and in previous years, KS1 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 KS1, pupils were expected to reach level 2 (please see table above).

Attainment at Key Stage 1

Reading

Figure 1: Attainment in reading at the end of Key Stage 1 in Jersey; 2010 to 2015

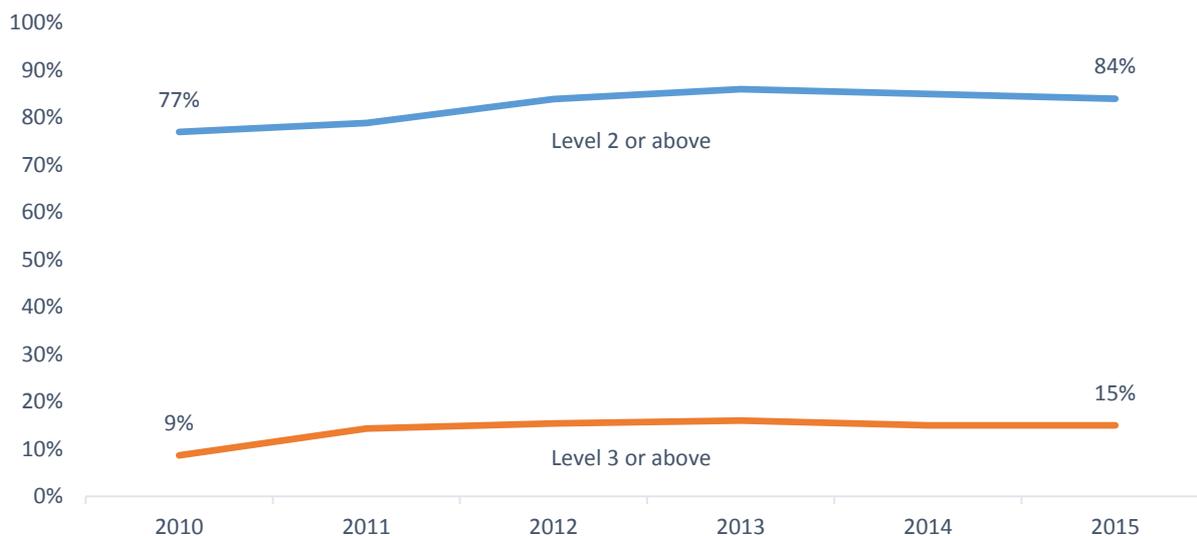


In the latest year (2015), the percentage of pupils reaching the end of Key Stage 1 that attained a level 2 or above in reading was similar to in the previous year at 86% of pupils. From 2010 to 2012 attainment at level 2 or above increased by 8 percentage points in Jersey. Since 2012, the percentage of pupils reaching the expected standard in reading has remained relatively unchanged.

The percentage of pupils exceeding the expected level of attainment in reading (level 3 or above) has remained stable over the last 5 years at around a quarter of pupils. In the latest year, 26% pupils at the end of KS1 attained a level 3 or above in reading.

■ Writing

Figure 2: Attainment in writing at the end of Key Stage 1 in Jersey; 2010 to 2015



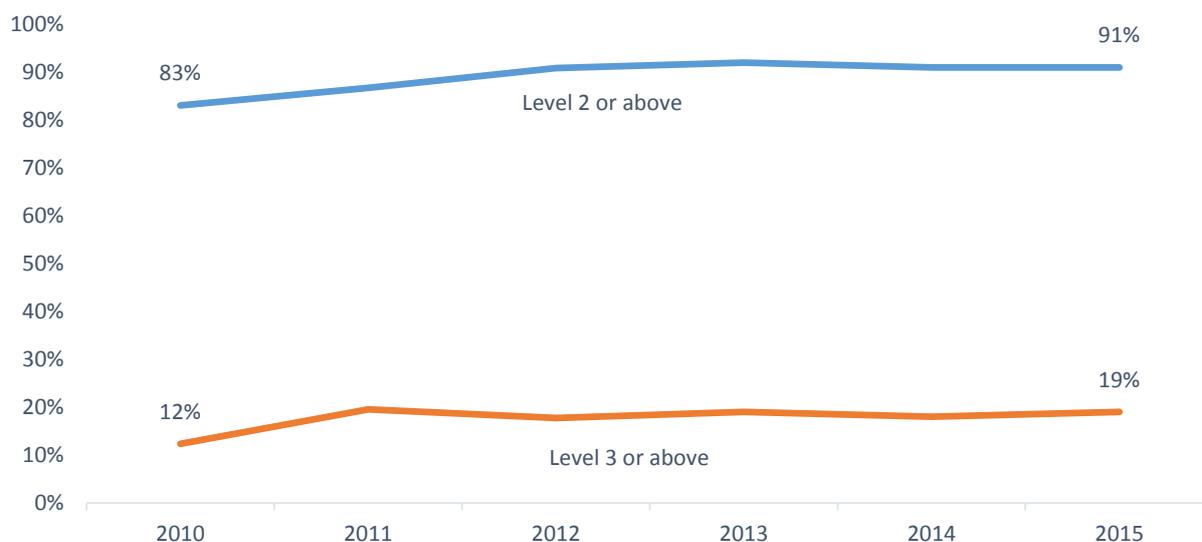
Attainment at level 2 or above in writing increased in each year from 2010 to 2013 in Jersey; over this period the proportion of pupils reaching the expected level of attainment increased by almost 10 percentage points. Since 2013, attainment at level 2 or above has remained relatively unchanged at more than four-fifths of pupils.

The percentage of pupils at the end of KS1 who exceed the expected standard in writing (level 3 or above) had also increased over the period, 2010 to 2013; attainment at level 3 or above increased from less than one in ten pupils (9%) in 2010 to around a sixth of pupils (16%) in 2013. In the latest two years the percentage of pupils attaining a level 3 or above has remained stable.

The difference in attainment in reading and writing at level 2 or above in Jersey is marginal with pupils performing marginally better in reading than in writing (by 2 percentage points); this reflects the gap observed in England where, at level 2 or above, attainment is marginally higher in reading than in writing at the end of KS1. The difference in the proportion of pupils who exceed the expected standard in reading and writing is more evident in Jersey however with 26% of pupils attaining a level 3 or above in reading in 2015 compared to 15% of pupils in writing.

■ Mathematics

Figure 3: Attainment in Mathematics at the end of Key Stage 1 in Jersey; 2010 to 2015



Pupils at the end of KS1 in Jersey continue to perform better in mathematics than in the subjects of reading and writing; in the latest year, more than 9 out of 10 pupils (91%) attained a level 2 or above in mathematics. The proportion of pupils reaching the expected level of attainment increased by 8 percentage points over the three year period, 2010 to 2012, but has since plateaued at around nine tenths of pupils.

Although a significant improvement in attainment at level 3 or above in mathematics was observed in 2011 compared to in the previous year (an increase of 8 percentage points), the percentage of pupils who exceed the expected level in mathematics has remained constant over the last 4 years at around a fifth of pupils.

■ 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 the rigour of an external moderation process and so lack the robustness of teacher assessments recorded in other subjects.

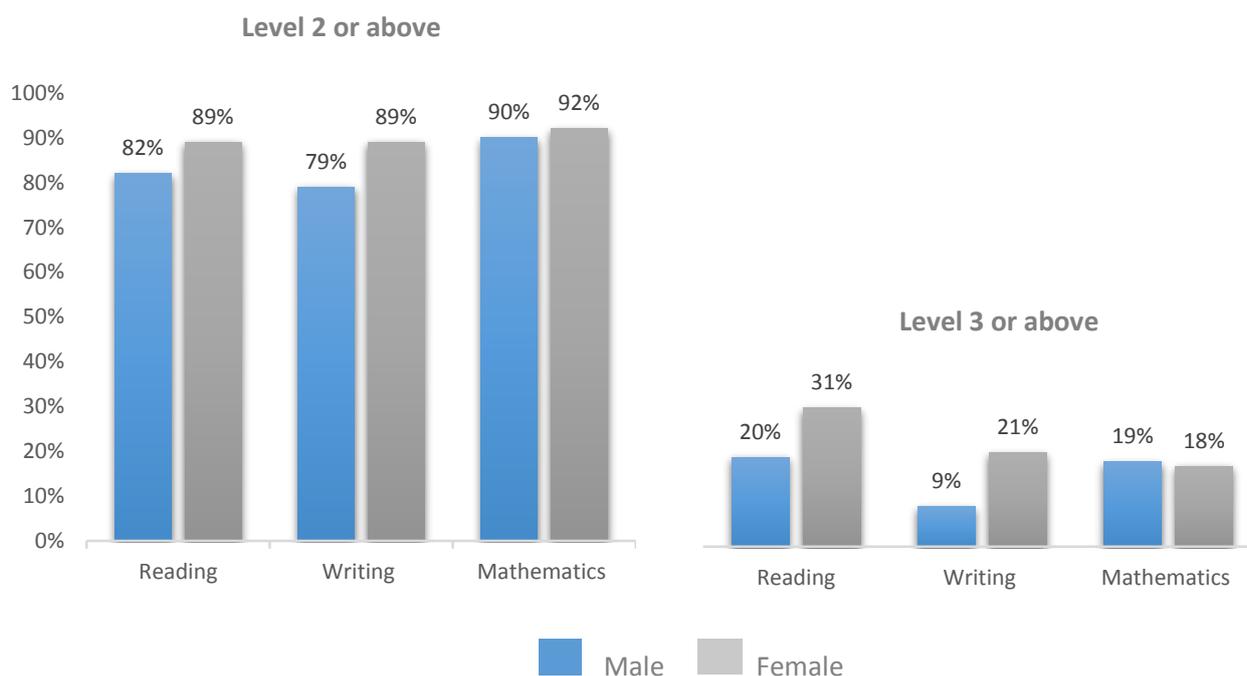
In the latest year, attainment at level 2 or above in science was 93%. This compares to 88% of pupils reaching the expected standard of attainment in science five years earlier (in 2010). At level 3 or above, attainment in science in 2015 was unchanged compared to in the previous year at 14% of pupils.

Key Stage 1 Attainment by Pupil Characteristics

In this section, Key Stage 1 attainment is broken down by the following pupil characteristics: gender, English as a first language/English as an additional language and month of birth (summer birth/not summer birth).

Gender

Figure 4: Attainment at Key Stage 1 in Jersey by gender; 2015



In the latest year, attainment at level 2 or above in all subjects was higher for females than for males at KS1. This is not the case at level 3 above; in 2015 the proportion of pupils who exceeded the expected standard of attainment in mathematics was higher for males than females by 1 percentage point.

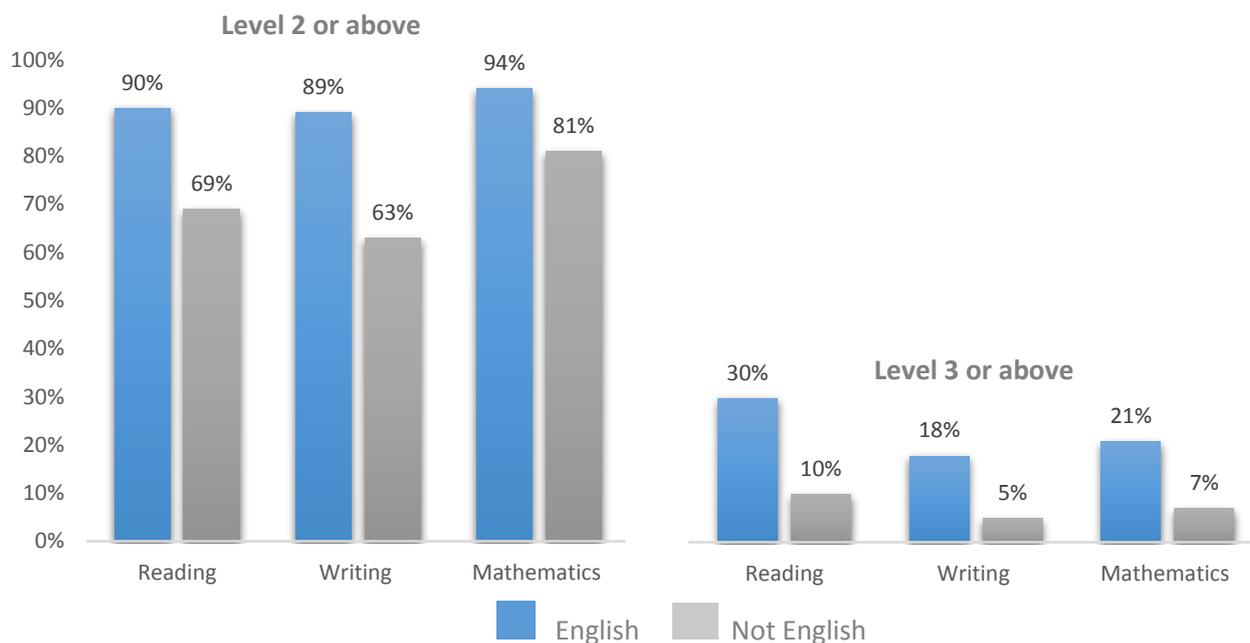
At the end of KS1 the largest attainment gap is observed in the subject of writing. In 2015, the gap between male and female attainment in writing at level 2 or above was 10 percentage points and at level 3 or above the attainment gap was 12 percentage points.

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 5 shows attainment at the end of Key Stage 1, broken down by English as a first language/English as an additional language.

Figure 5: Attainment at Key Stage 1 in Jersey by English as a first language; 2015



At the end of Key Stage 1, pupils whose first language is English outperform pupils who have English as an additional language in all subjects including mathematics. In Jersey, the attainment gap at level 2 or above is more than 20 percentage points in the subjects of reading and writing and more than 10 percentage points in mathematics.

The attainment gap at level 3 or above is also evident in all subjects. In reading, almost a third (30%) of pupils whose first language is English exceed the expected standard in reading; this compares to one in ten (10%) of pupils who have English an additional language.

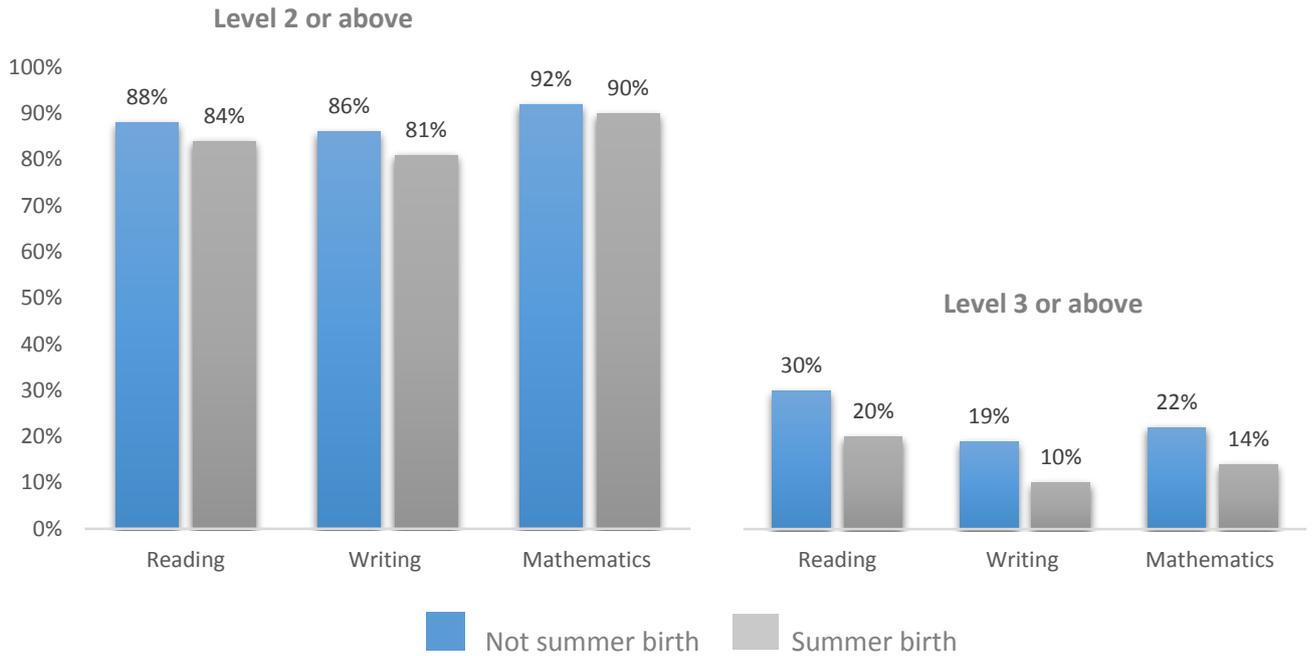
■ Month of birth

Previous research¹ has shown that pupils who are born in the summer months (April to August) do not perform as well in measures of attainment at Key Stage 1 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 6 shows attainment at Key Stage 1 in 2015 broken down by month of birth (summer birth and not summer birth).

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 6: Attainment at Key Stage 1 in Jersey by month of birth; 2015



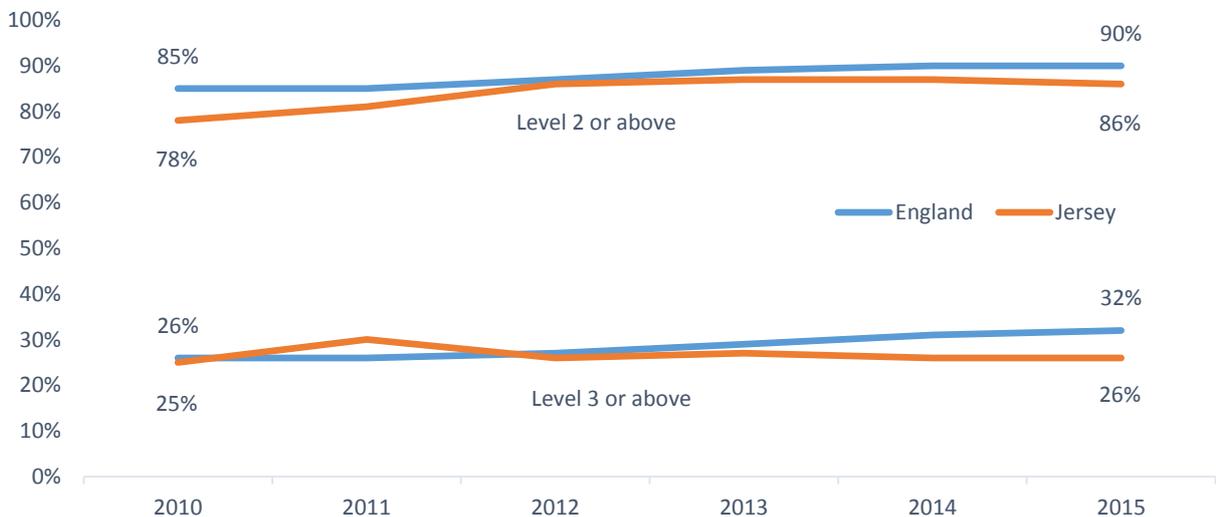
The difference in attainment at level 2 and above between pupils who are born in the summer months (April to August) and those born in the autumn and winter terms (September to March) is marginal in the subject of mathematics (2 percentage points), but more evident in the subjects of reading and writing; an attainment gap of 4 and 5 percentage points respectively was recorded in the latest year.

The attainment gap at level 3 or above is around 10 percentage points in all subjects.

Comparison with attainment in England at KS1

In 2015 and in previous years, pupils reaching the end of Key Stage 1 in primary schools in England were assessed against the national curriculum using a system of curriculum levels, as in Jersey. This means that it is possible to compare attainment at KS1 in Jersey with that in England over the last 5 years using data collected in teacher assessments.

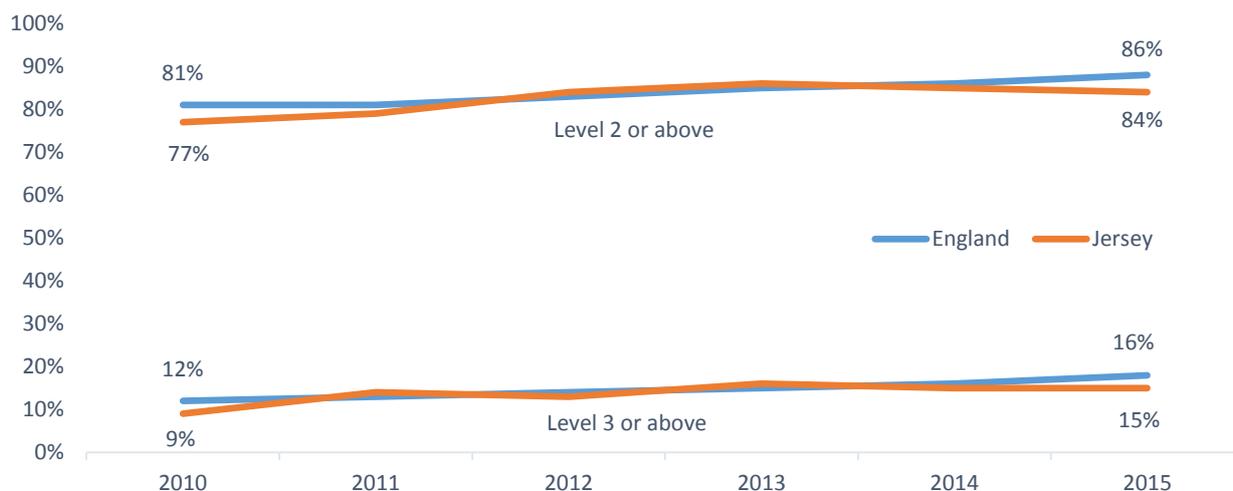
Figure 7: Attainment in reading at the end of Key Stage 1 in Jersey and England; 2010 to 2015



In 2015, attainment at level 2 or above in reading was higher in England than in Jersey by 4 percentage points. From 2010 to 2012 attainment in reading at level 2 or above in Jersey improved significantly so that in 2012 the percentage of pupils reaching the expected level of attainment (86%) was almost identical to that in England (87%). Since 2012, attainment at level 2 or above has continued to improve in England such that an increase of 3 percentage points has been recorded over the last 3 years. In Jersey, attainment at level 2 or above has remained static over the same period (2012 to 2015).

Attainment at level 3 or above in reading is also higher in England than in Jersey; in the latest year almost a third of pupils (32%) in England exceeded the expected standard in reading compared to around a quarter of pupils in Jersey (26%). Since 2012, the proportion of pupils exceeding the expected standard in reading has increased in England by 5 percentage points whilst in Jersey, attainment at level 3 or above has remained unchanged.

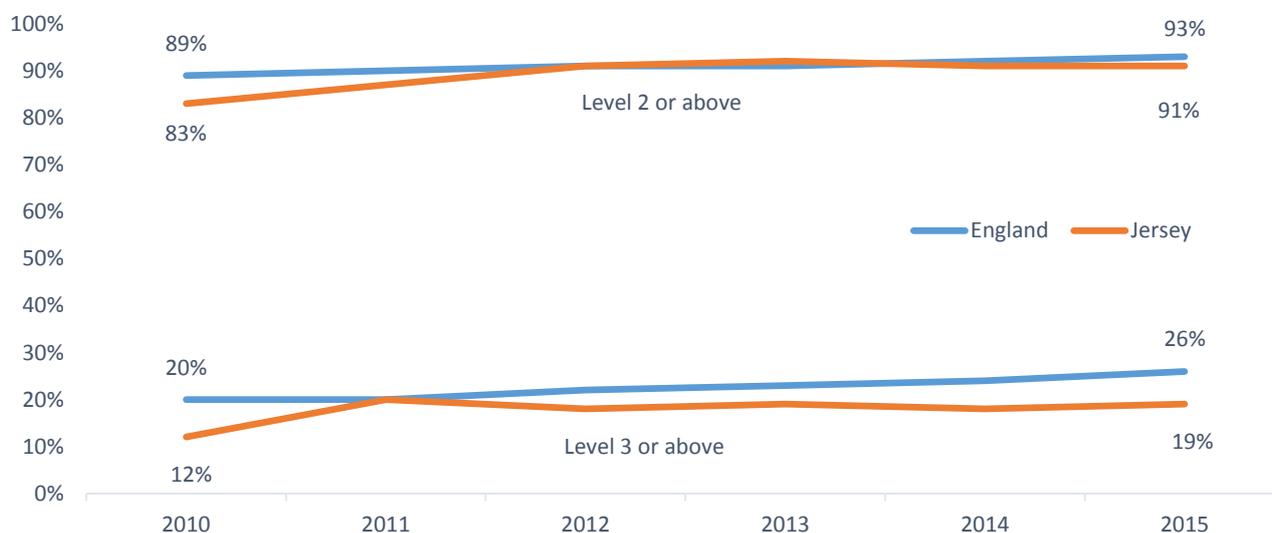
Figure 8: Attainment in writing at the end of Key Stage 1 in Jersey and England; 2010 to 2015



The proportion of pupils attaining a level 2 or above in writing was similar in Jersey and England throughout the period 2011 to 2015. In the latest year, an improvement of 2 percentage points was recorded in England taking the proportion of pupils reaching the expected standard to 86%; this compares to 84% of pupils reaching the expected standard in Jersey.

Attainment at level 3 or above has also been similar in Jersey and England over the latest 4 year period (2011 to 2015) with less than 1 percentage point difference recorded in each year.

Figure 9: Attainment in mathematics at the end of Key Stage 1 in Jersey and England; 2010 to 2015



In 2010, attainment at level 2 or above in mathematics was 6 percentage points higher in England than in Jersey. A significant improvement in the proportion of pupils attaining a level 2 or above was observed in Jersey over the subsequent 2 year period and since 2012 attainment in both jurisdictions has been similar at more than 90% of pupils.

Since 2011, attainment at level 3 or above in mathematics has increased in England in each year taking the proportion of pupils exceeding the expected standard of attainment in 2015 to more than a quarter of pupils (26%). In Jersey, the proportion of pupils attaining a level 3 or above has remained relatively static over the last 4 years at around a fifth of pupils.

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 in the months of 1st of April to the 31st of August.

Data sources

3. Indicators of Key Stage 1 attainment 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 1.

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 1078 pupils reaching the end of Key Stage 1 in 2015, teacher assessment data was available for 1074 pupils relating to a coverage rate of 99.6%.

Measurement error

6. To minimise the measurement error in teacher assessments the following steps are followed;
 - Headteachers 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.