

# TEACHER ASSESSMENTS AT KEY STAGES 1 AND 2 IN JERSEY



Academic year 2018/2019

## SUMMARY

This report summarises the attainment of Jersey pupils at the end of Key Stage 1<sup>1</sup> (KS1) and Key Stage 2<sup>2</sup> (KS2) in curriculum teacher assessments and presents trends in academic attainment over the past three years. Attainment is broken down by pupil characteristics such as gender, first language, month of birth, special educational needs (SEN) and being in receipt of Jersey Premium.

The new Jersey Curriculum was introduced in primary schools in 2014. The Jersey Primary Assessment Framework is used to assess pupil performance against this curriculum. This framework assesses Key Stage 1 and 2 pupils as Emerging, Developing or Secure within the expectations for their year group. It does not equate with the old assessment methodology of levels that was used for the previous curriculum. See Notes for further information.

## MAIN POINTS

In academic year 2018/2019:

- at the end of KS1, over half of pupils in Jersey achieved 2 secure in writing (53 per cent) and mathematics (59 per cent), while over two-thirds were assessed as secure in reading (69 per cent)
- around two-thirds of pupils were assessed as 6 secure in reading (65 per cent), more than half were 6 secure in writing (56 per cent) and mathematics (57 per cent) at the end of KS2. For the second academic year, teacher assessments of French were included as part of the Jersey Primary Assessment Framework, with around half (49 per cent) of pupils being assessed as 6 secure
- girls were found to outperform boys for reading and writing, but had similar levels of attainment for mathematics at the end of KS1 and KS2
- pupils whose first language is English outperformed pupils who have English as an additional language in all subjects including mathematics at the end of KS1 and KS2; however, levels of attainment were similar for French at the end of KS2
- an attainment gap of between 11 and 16 percentage points was seen between those pupils born in summer months (April to August) compared to those born in autumn and winter months for those achieving secure at the end of KS1 for all subjects. This attainment gap reduced to less than 10 percentage points at the end of KS2 for any subject
- more than half of pupils with SEN achieved 6 developing or above in reading (55 per cent) while over two-fifths were developing or above in writing (42 per cent), mathematics (41 per cent) and French (44 per cent) at the end of KS2
- the attainment gap between those pupils in receipt of Jersey Premium and those not in receipt of Jersey Premium who were assessed as secure in reading, writing and mathematics ranged between 15 and 21 percentage points at the end of KS1 and KS2; while for those pupils assessed as developing or above the attainment gap in percentage points was lower for all subjects at the end of Key Stage 1 and of a similar magnitude (between 14 and 21 percentage points at the end of Key Stage 2)

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<sup>1</sup> Key Stage 1 is the two-year stage of schooling for pupils aged 5 to 7 (known as years 1 and 2).

<sup>2</sup> Key Stage 2 is the four-year stage of schooling for pupils aged 7 to 11 (known as years 3 to 6, inclusive).

## 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
National Curriculum Year Group	1	2	3	4	5	6
Key Stage	1		2			

When pupils reach the end of Key Stage 1 and 2, their attainment in the subjects of reading, writing, and mathematics (and French in Key Stage 2) 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 achieved by the end of a Key Stage. The Department will conduct analysis in the future which will inform the development of a performance framework for primary schools in Jersey. Progress measures will be developed and used across all schools.

This year's report sees the introduction of a measure of achievement in all three subjects of reading, writing and mathematics (shown as RWM in the figures contained in this report). New graphs have also been introduced for the first time this year, showing the trend in results for each pupil characteristic.

## ATTAINMENT AT KEY STAGE 1

In the latest academic year, 2018/2019, over half of pupils in Jersey achieved 2 secure (2S) in writing (53 per cent) and mathematics (59 per cent), while over two-thirds achieved 2 secure in reading (69 per cent). The proportion of pupils reaching the end of Key Stage 1 who were 2 secure in reading and writing was similar to that for the previous year, while increases were seen for mathematics (Figure 1).

FIGURE 1: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE

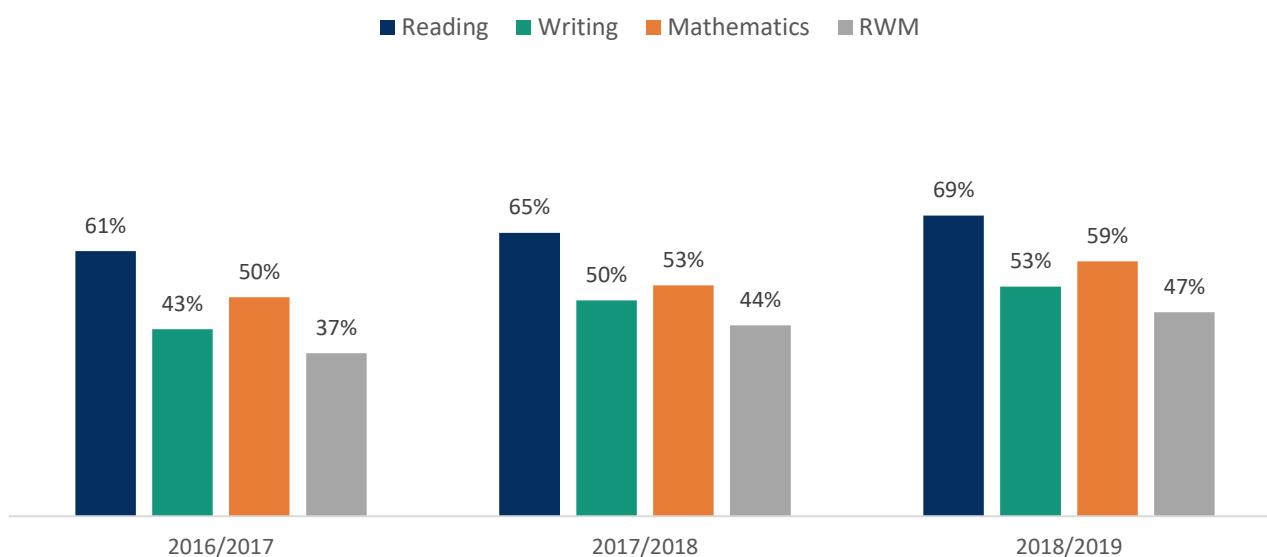
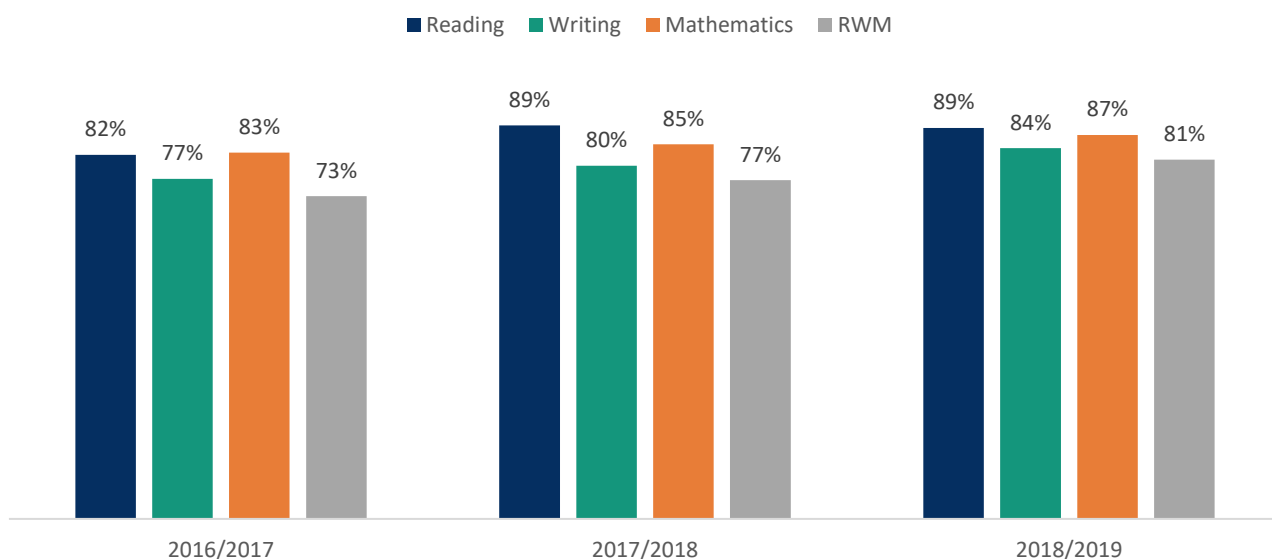


FIGURE 2: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 DEVELOPING OR ABOVE



The proportion of pupils assessed as 2 developing or 2 secure has remained similar for reading, writing and mathematics over the past two years, while there has been an increase in pupils achieving developing or above in all three subjects since 2016/2017 academic year.

## KEY STAGE 1 ATTAINMENT BY PUPIL CHARACTERISTICS

In this section, measures of attainment are presented by gender, first language i.e. English as a first language/English as an additional language (EAL), whether the pupils have Special Educational Needs (SEN), the month the pupil was born in and whether they are in receipt of Jersey Premium. The measures in this section include all pupils in Jersey Government mainstream schools, including Government fee-paying and academically selective schools (data from private schools is excluded due to the lack of availability of robust pupil characteristic information).

### First language/English as an additional language (EAL)

A pupil's first language is defined as 'the language that a child experienced during early development and continues to experience in the home or community'. Many children start life with more than one language during early development (which may include English). If a pupil experienced more than one language during early development, then they are deemed to have English as an additional language (EAL) and the language other than English is recorded as their first language, irrespective of the child's proficiency in English. **By this definition, a child classed as having 'EAL' may still be fluent in English.**

### Summer born

Pupils who are born in the months between 1<sup>st</sup> of April and the 31<sup>st</sup> of August are referred to as being summer born.

## Special Educational Needs (SEN)

A child may have Special Educational Needs for a wide range of reasons. They may have a learning difficulty that calls for special educational provision to be made for the child, or a physical need such as a visual impairment. Pupils may be provided with **SEN Support**, where extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs co-ordinator (SENCo) often receive advice or support from outside specialists. In some cases a pupil may have a **Record of Need**, where a formal assessment of their Special Educational Needs has been made and a document is in place that sets out the child's needs and the extra help they should receive.

## Jersey Premium

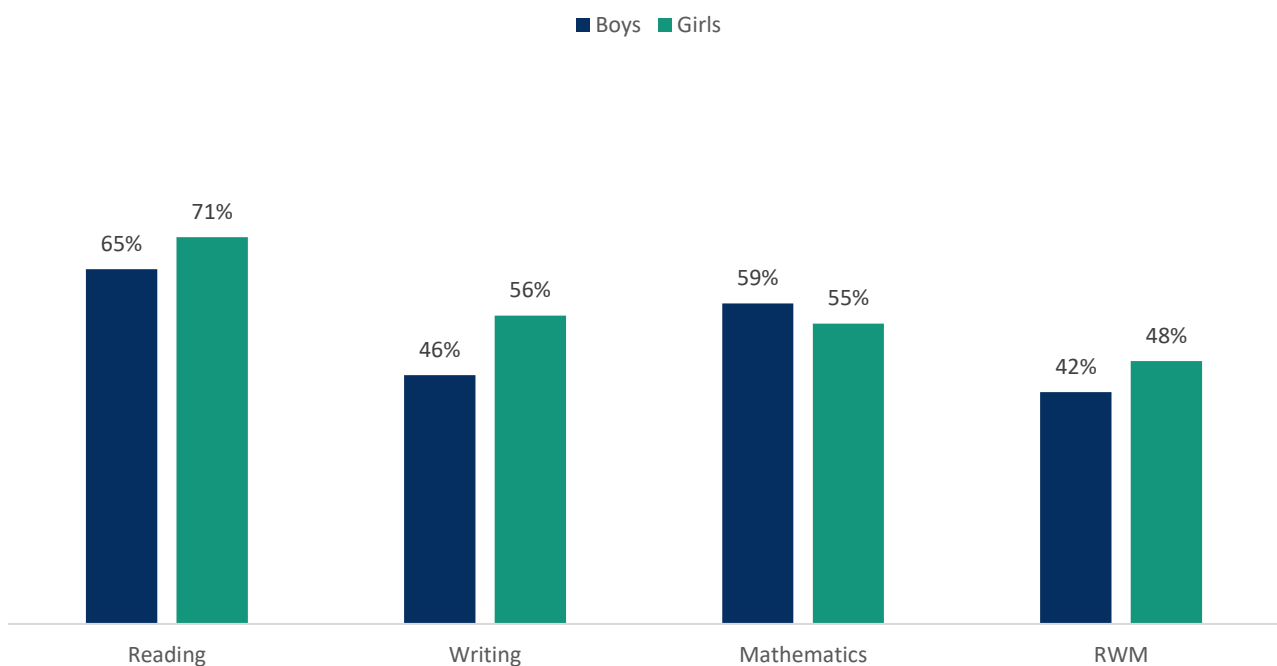
Jersey Premium is a targeted funding programme for schools that has been introduced to help all children get the very best from their education. Government fee-paying and non-fee-paying schools have received extra funding for their eligible pupils since January 2017.

More information about the scheme is available from [www.gov.je/JerseyPremium](http://www.gov.je/JerseyPremium).

## GENDER

In the latest year, the proportion of girls assessed as 2 secure at the end of KS1 was higher than for boys for reading and writing but similar for mathematics. The largest different between girls and boys was observed for writing, with a gap of 10 percentage points.

FIGURE 3: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE, BY GENDER



Attainment at 2 developing or above was similar for both genders for reading and mathematics, but girls outperformed boys for writing (Figure 4).

FIGURE 4: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 DEVELOPING OR ABOVE, BY GENDER

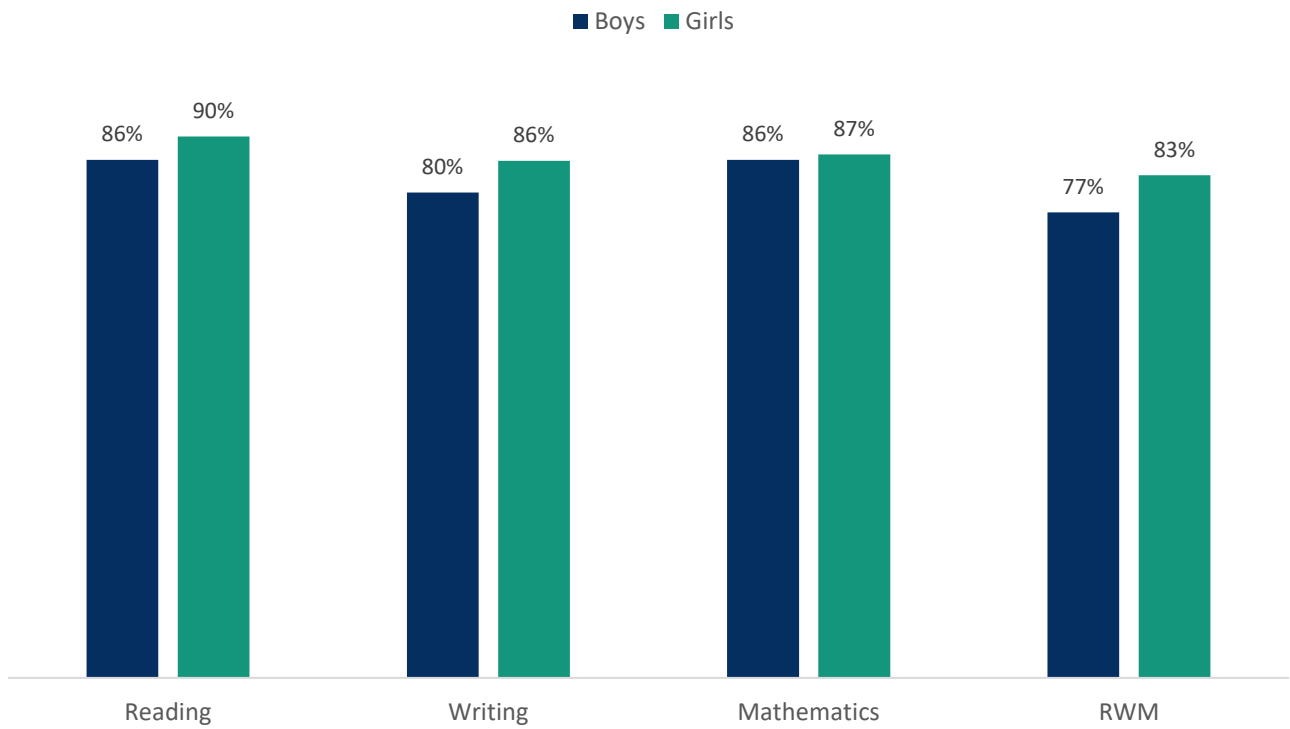
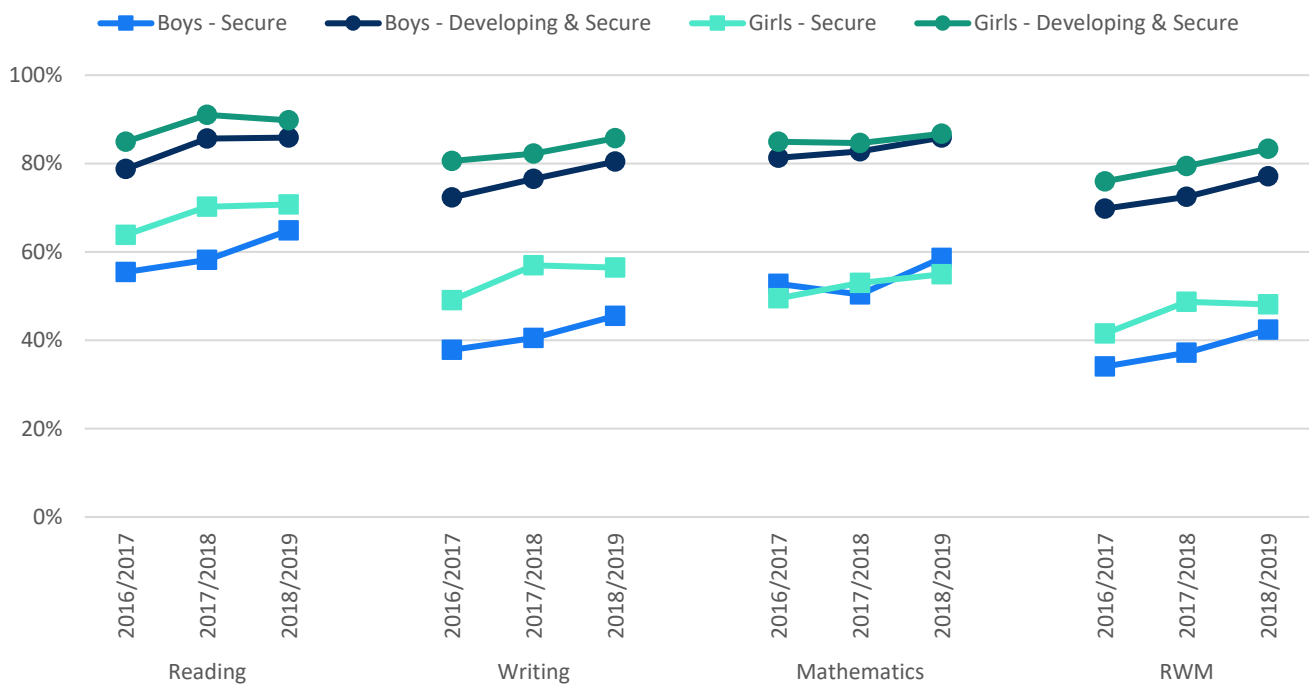


Figure 5 shows the change in the achievement of boys and girls at the end of Key Stage 1 over time for those attaining 2 developing or 2 secure.

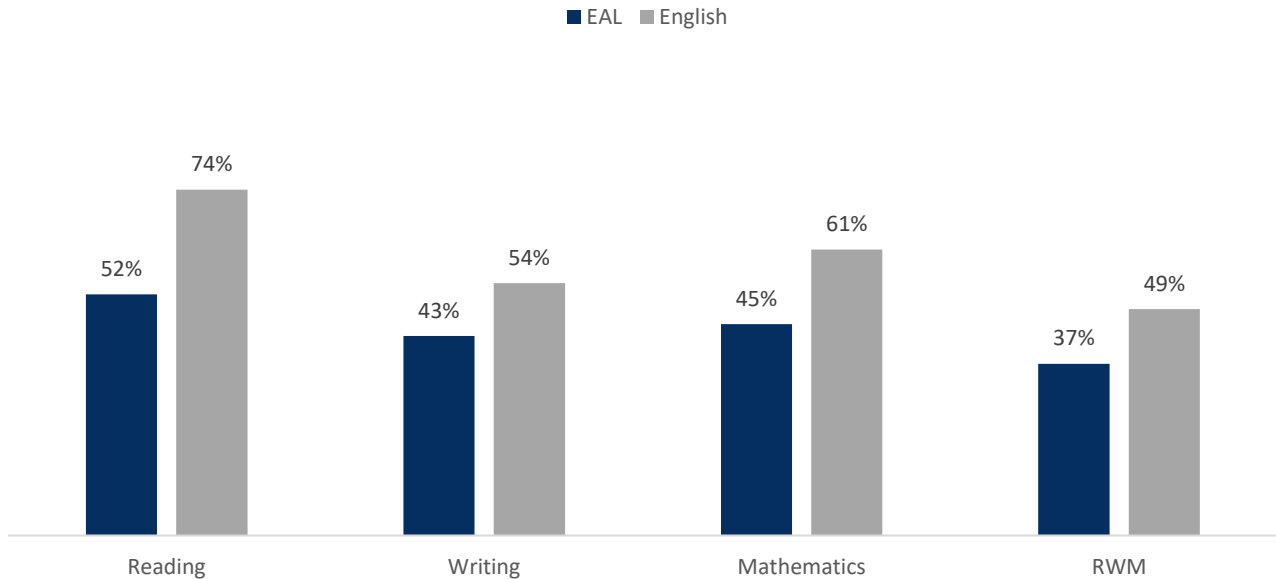
FIGURE 5: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE AND 2 DEVELOPING OR ABOVE, BY GENDER 2016/2017-2018/2019



## ENGLISH AS A FIRST LANGUAGE

Figures 6, 7 and 8 show attainment at the end of KS1, broken down by English as a first language/English as an additional language (EAL).

FIGURE 6: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE, BY FIRST LANGUAGE



At the end of KS1, pupils whose first language is English outperformed pupils who have English as an additional language in all subjects including mathematics. In Jersey, the attainment gap for those assessed as 2 secure was 22 percentage points in the subject of reading, 16 percentage points in the subject of mathematics and 11 percentage points in writing.

The attainment gap was also present when considering the proportion of pupils reaching 2 developing or above (Figure 7).

FIGURE 7: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 DEVELOPING OR ABOVE, BY FIRST LANGUAGE

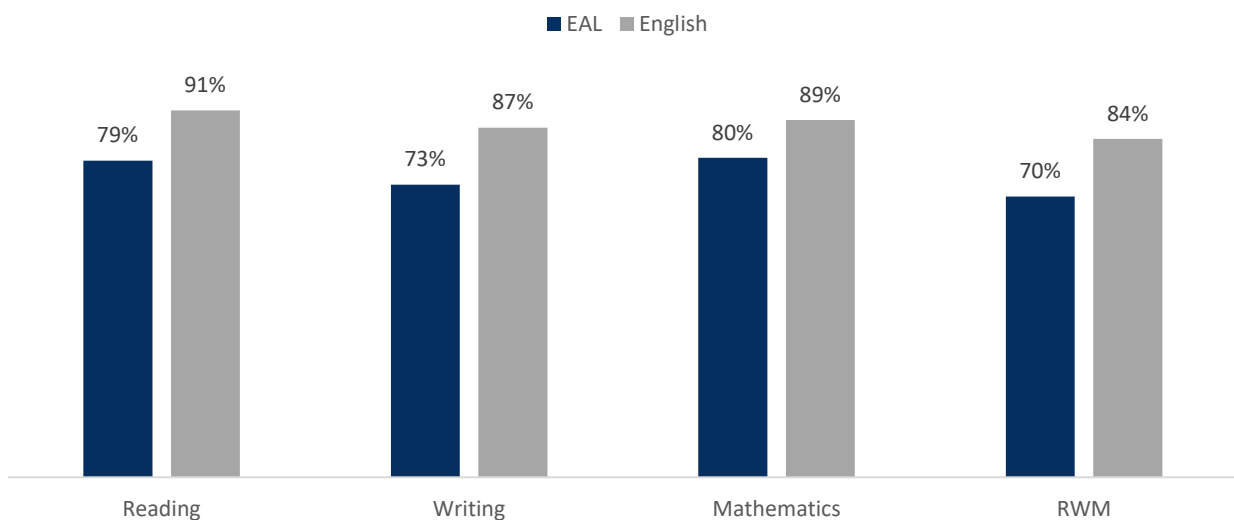
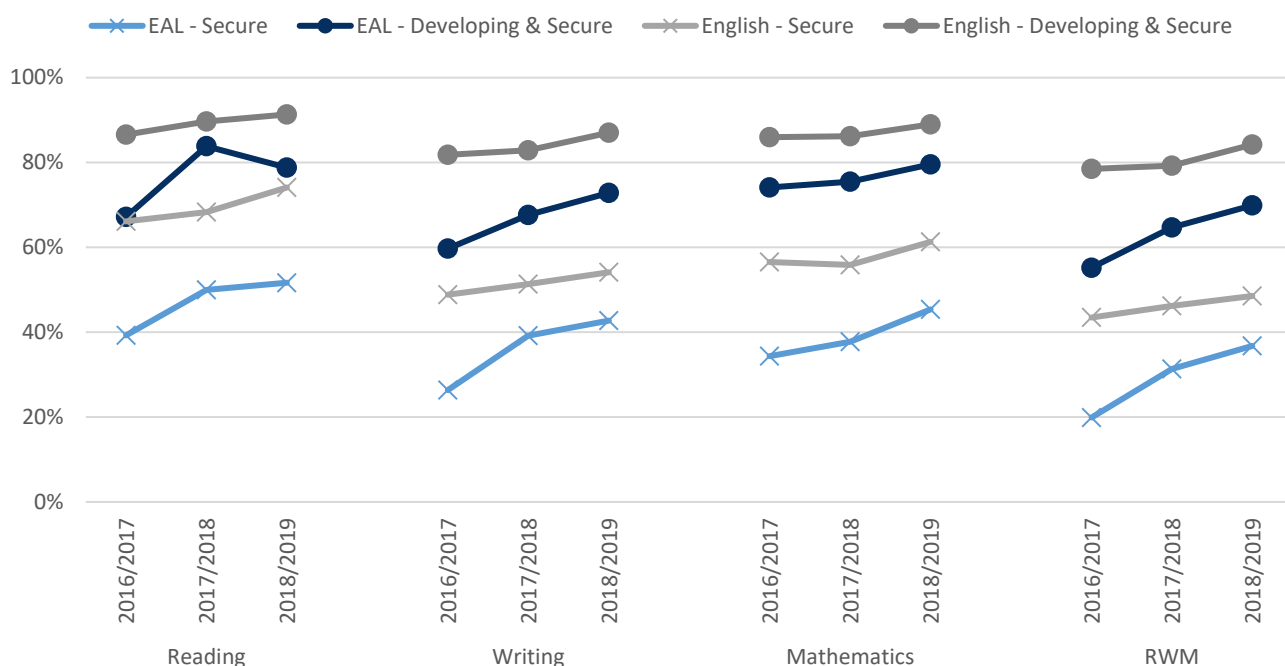


FIGURE 8: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE AND 2 DEVELOPING OR ABOVE, BY FIRST LANGUAGE 2016/2017-2018/2019



Over the past three years, the proportion of pupils with English as an additional language achieving a secure in reading, writing and mathematics (RWM) has increased at a faster rate than those with English as a first language.

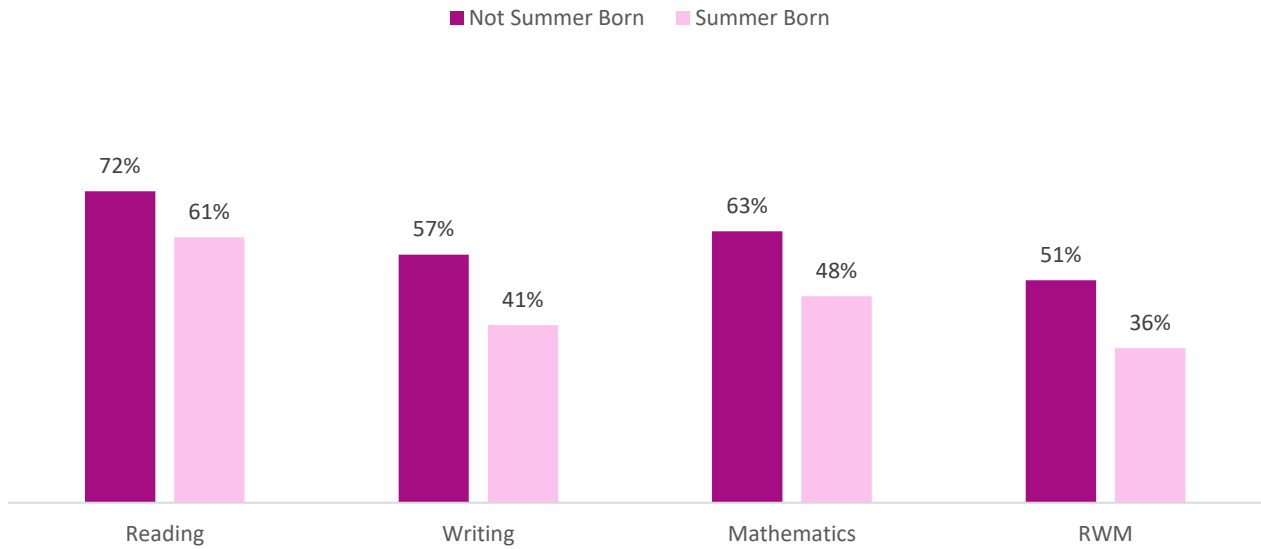
### MONTH OF BIRTH

Previous research<sup>3</sup> has shown that pupils who were born in the summer months (April to August) do not perform as well in measures of attainment at KS1 as pupils who were born in non-summer months (September to March). This attainment gap has been shown to reduce as pupils get older.

Figures 9 and 10 shows attainment at KS1 in 2018/2019 broken down by month of birth (summer born and not summer born).

<sup>3</sup> 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: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE, BY MONTH OF BIRTH



The difference in attainment for those assessed as 2 secure between pupils who were born in the summer months (April to August) and those born in the non-summer months (September to March) was 11 percentage points in reading, 16 percentage points in writing and 15 percentage points in mathematics.

The proportion of summer born children achieving 2 developing or above was lower than for those born in non-summer months for all subjects, as shown in Figure 10.

FIGURE 10: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 DEVELOPING OR ABOVE, BY MONTH OF BIRTH

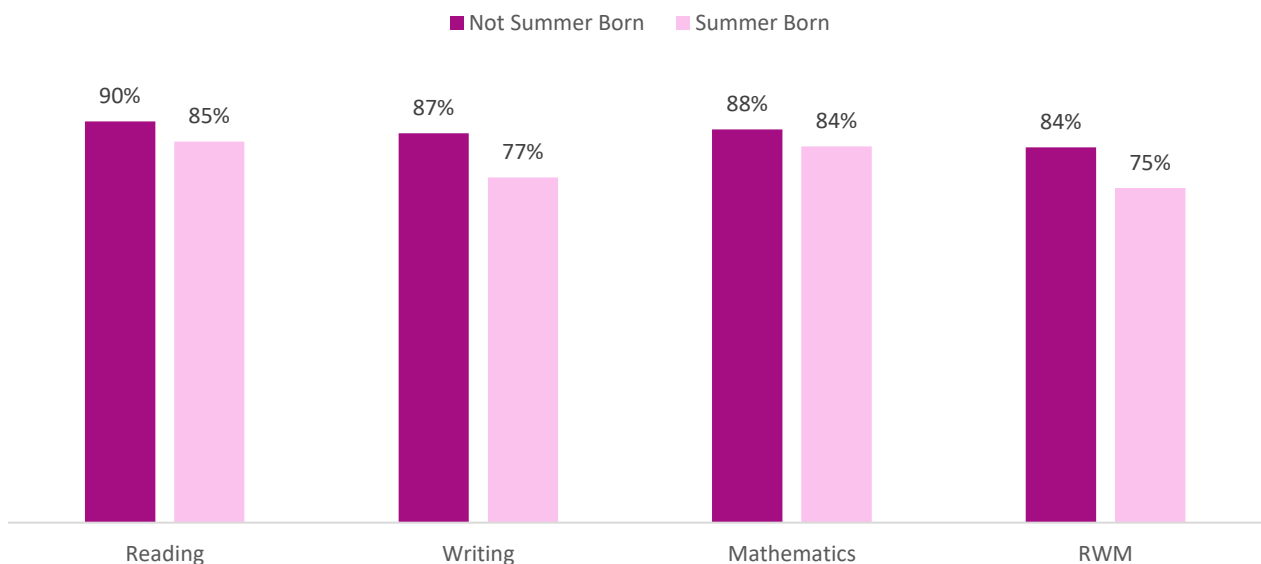


Figure 11 shows the change in attainment over the past three years. Summer born and non-summer born pupils have seen similar increases in the proportion of pupils being assessed as 2 secure and 2 developing and above.



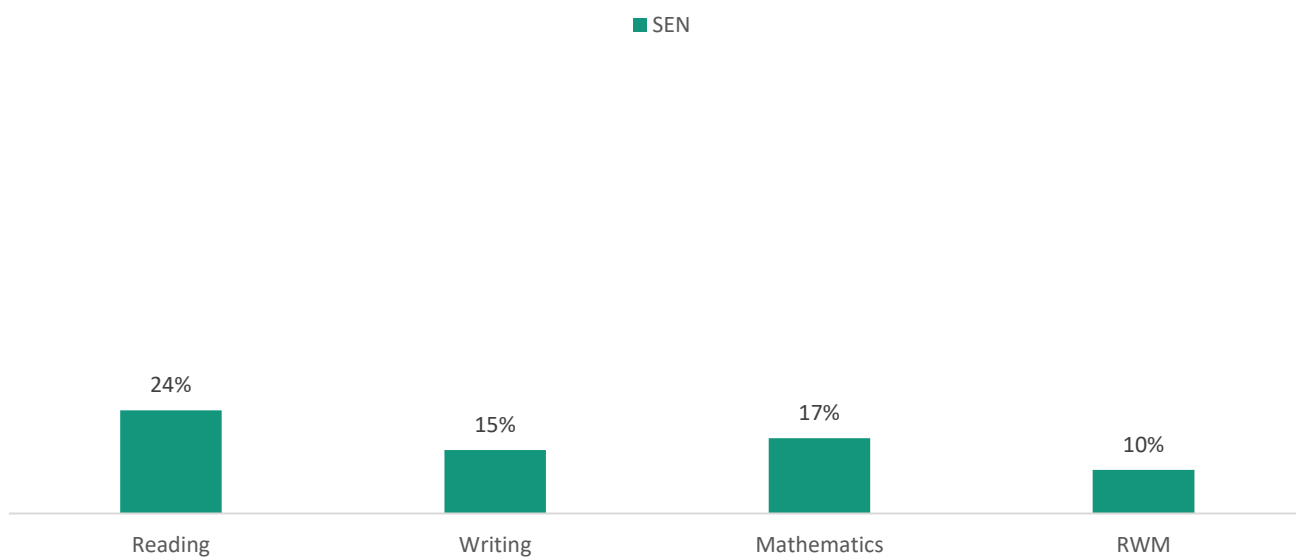
FIGURE 11: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE AND 2 DEVELOPING OR ABOVE, BY MONTH OF BIRTH 2016/2017-2018/2019



### SPECIAL EDUCATIONAL NEEDS

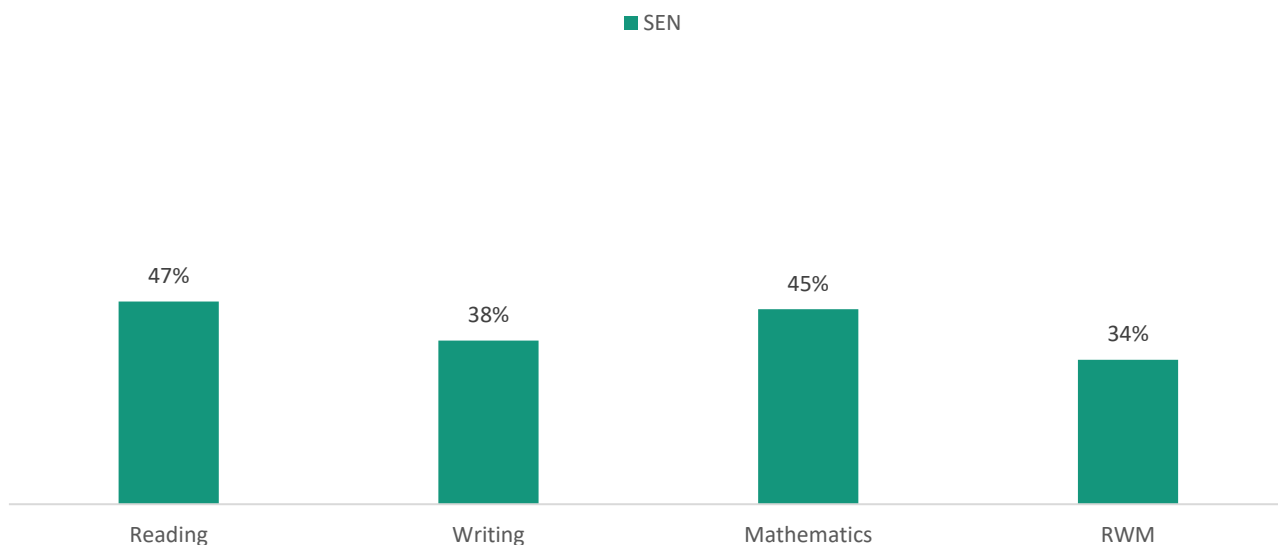
The proportions of pupils classified as having Special Educational Needs (SEN) achieving 2 secure (Figure 12) or 2 developing or above (Figure 13) were lower than for those children not classified as having SEN.

FIGURE 12: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE, BY SPECIAL EDUCATIONAL NEEDS



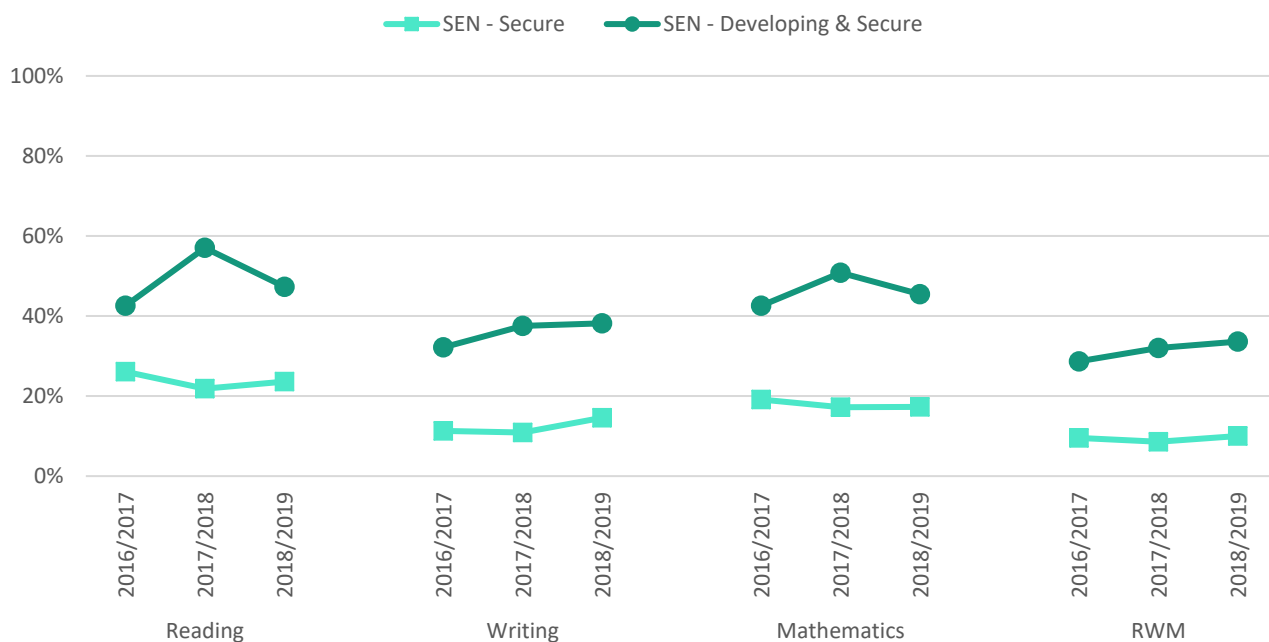
Almost half of pupils with SEN achieved 2 developing or above for reading (47 per cent) while over two-fifths were assessed as 2 developing or above for mathematics (45 per cent) and around two-fifths (38 per cent) were 2 developing or above for writing (Figure 13).

FIGURE 13: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 DEVELOPING OR ABOVE, BY SPECIAL EDUCATIONAL NEEDS



The proportion of pupils with SEN being assessed as 2 secure or 2 developing or above in reading, writing and mathematics (RWM) has remained relatively stable over the past three years, as shown in Figure 14.

FIGURE 14: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE AND 2 DEVELOPING OR ABOVE, BY SPECIAL EDUCATIONAL NEEDS



## JERSEY PREMIUM

Jersey Premium funding, which was allocated to schools for the first time in 2017, has been targeted at raising the educational attainment and personal aspirations of all eligible pupils, across the full ability range.

FIGURE 15: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE, BY JERSEY PREMIUM STATUS

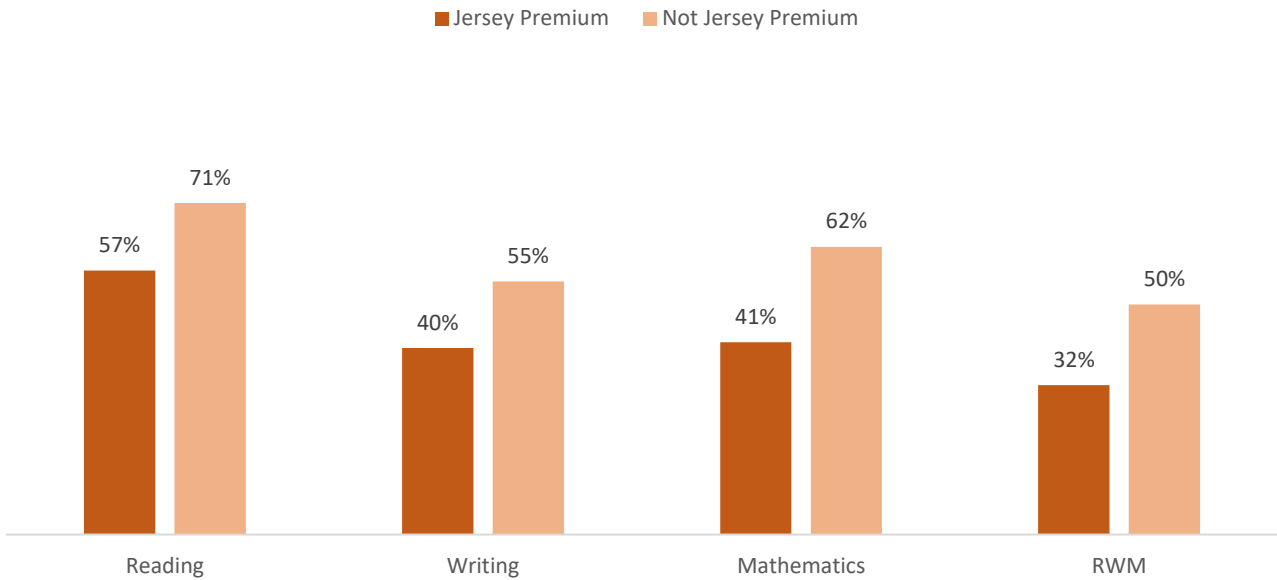


Figure 15 shows the attainment gap for those pupils in receipt of Jersey Premium, with a difference of 15 percentage points for reading, 15 percentage points for writing and 21 percentage points for mathematics for those assessed as 2 secure.

The percentage point gap between Jersey Premium and non-Jersey Premium pupils was narrower for those assessed as 2 developing or above (Figure 16).

FIGURE 16: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 DEVELOPING OR ABOVE, BY JERSEY PREMIUM STATUS

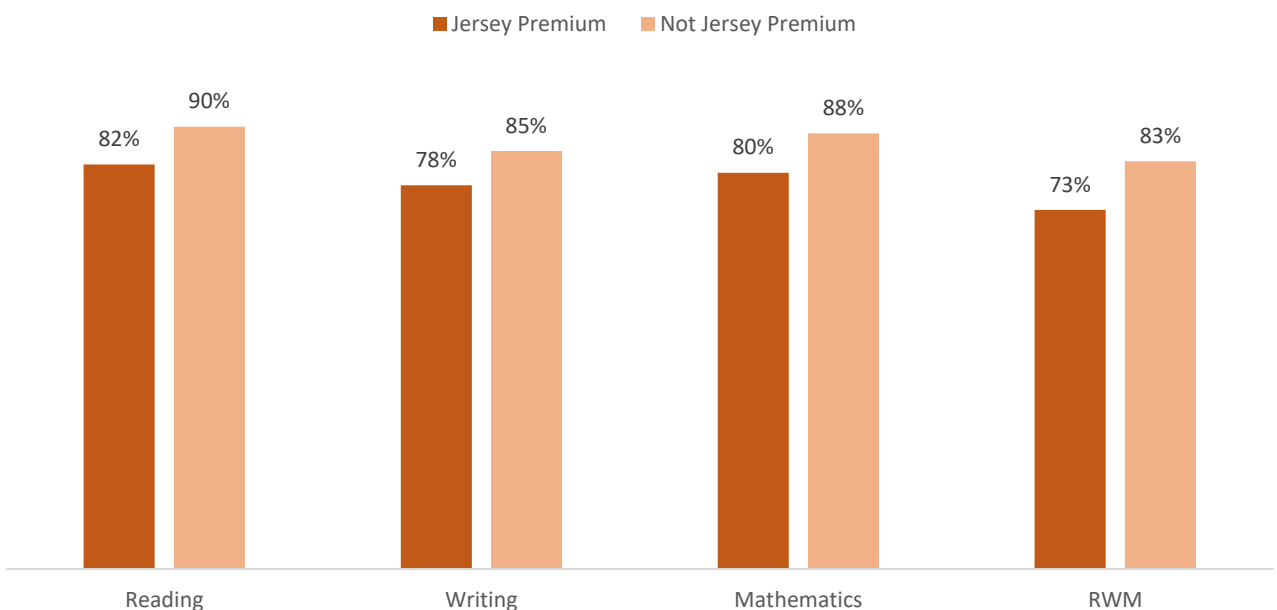
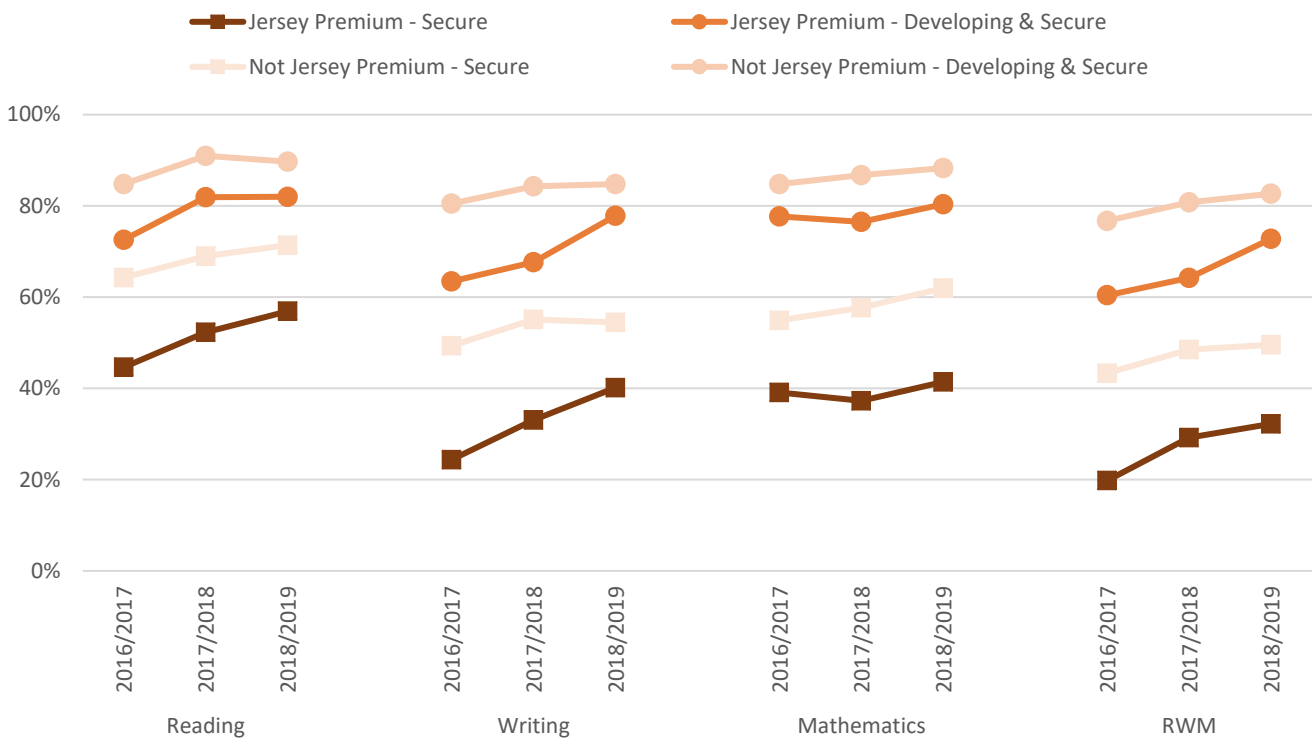


FIGURE 17: PERCENTAGE OF YEAR 2 PUPILS ACHIEVING 2 SECURE AND 2 DEVELOPING OR ABOVE, BY JERSEY PREMIUM STATUS 2016/2017-2018/2019



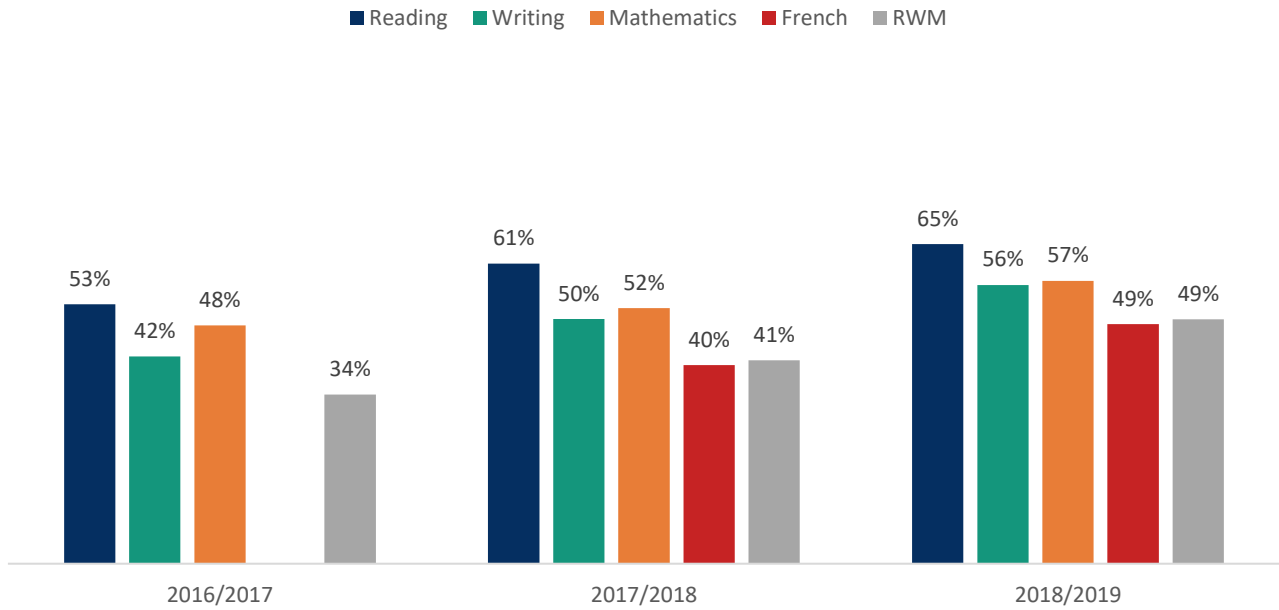
Over the past three years, the proportion of pupils in receipt of Jersey Premium achieving a 2 secure in reading and writing has increased at a greater rate than those pupils not in receipt of Jersey Premium, reducing the attainment gap for these two subjects. In contrast, the attainment gap for mathematics has remained similar over this period.

## ATTAINMENT AT KEY STAGE 2

In the 2018/2019 academic year, around two-thirds of pupils were assessed as 6 secure in reading (65 per cent), more than half were 6 secure in writing (56 per cent) and mathematics (57 per cent) at the end of KS2. For the second academic year, teacher assessments of French were included as part of the Jersey Primary Assessment Framework, with around half (49 per cent) of pupils being assessed as 6 secure.

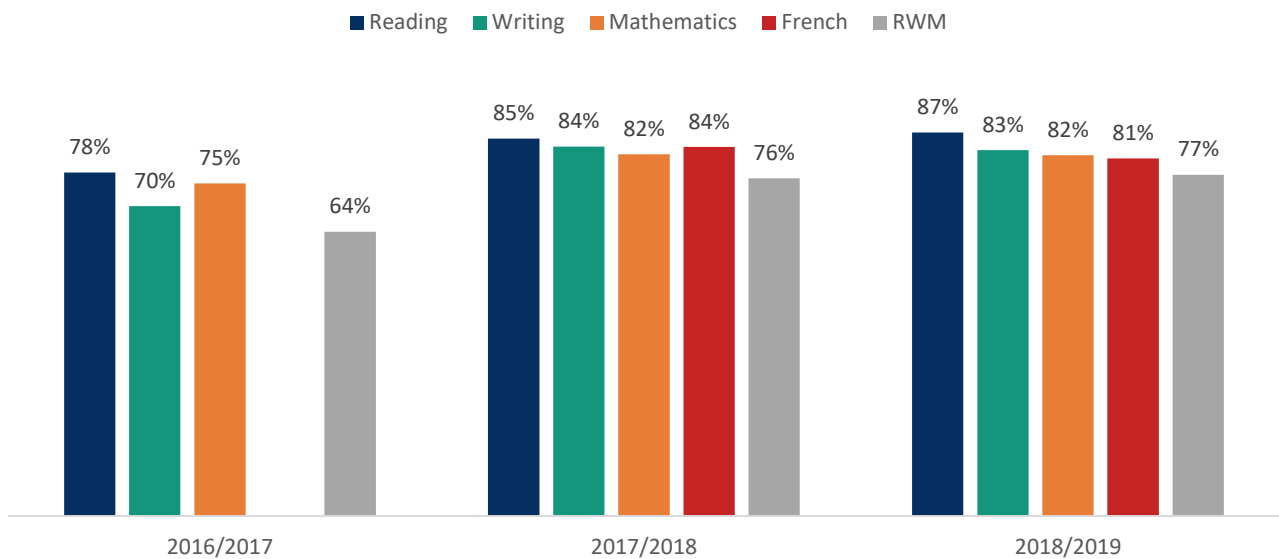
Compared to the previous academic year, increases in attainment were seen in writing and French, whilst a marginal improvement was seen in the proportion of pupils achieving 6 secure in reading and mathematics (Figure 18) at the end of KS2.

FIGURE 18: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE



For each subject assessed, over four-fifths of pupils achieved 6 developing or above in the 2018/2019 academic year, with levels in each subject remaining similar to the previous year.

FIGURE 19: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 DEVELOPING OR ABOVE



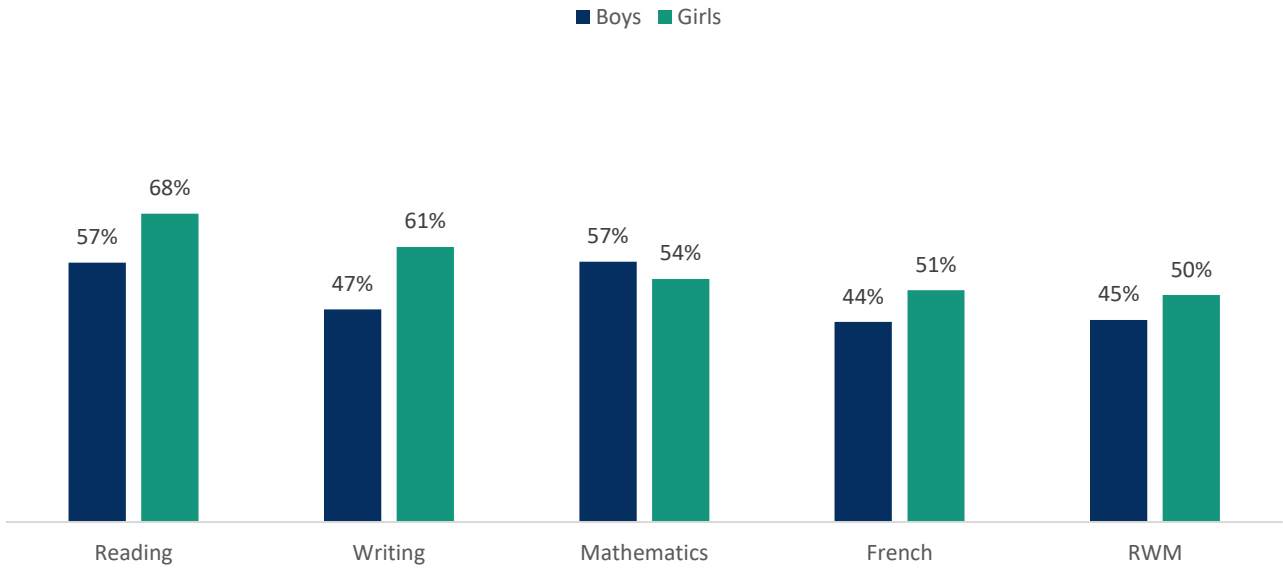
## KEY STAGE 2 ATTAINMENT BY PUPIL CHARACTERISTICS

Results for Key Stage 2 teacher assessments have been broken down by the following pupil characteristics: gender, first language (English as a first language/English as an additional language), month of birth (summer birth/not summer birth), special educational needs (SEN/not SEN) and Jersey Premium status (Jersey Premium/not Jersey Premium).

## GENDER

In 2018/2019, the proportion of girls achieving 6 secure was higher than that for boys for reading, writing and French, while proportions were similar for mathematics.

FIGURE 20: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE, BY GENDER



For those pupils achieving 6 developing or above, the proportion of girls was higher than for boys for all subjects except for mathematics where the proportions were similar (Figure 21).

FIGURE 21: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 DEVELOPING OR ABOVE, BY GENDER

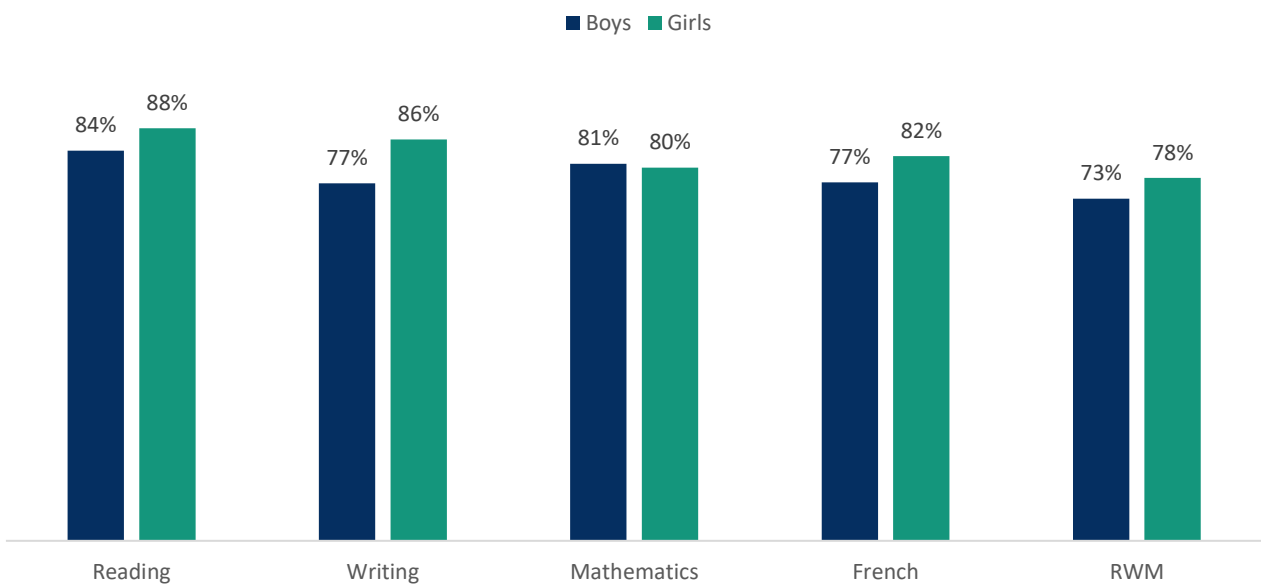


FIGURE 22: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE AND 6 DEVELOPING OR ABOVE, BY GENDER 2016/2017-2018/2019

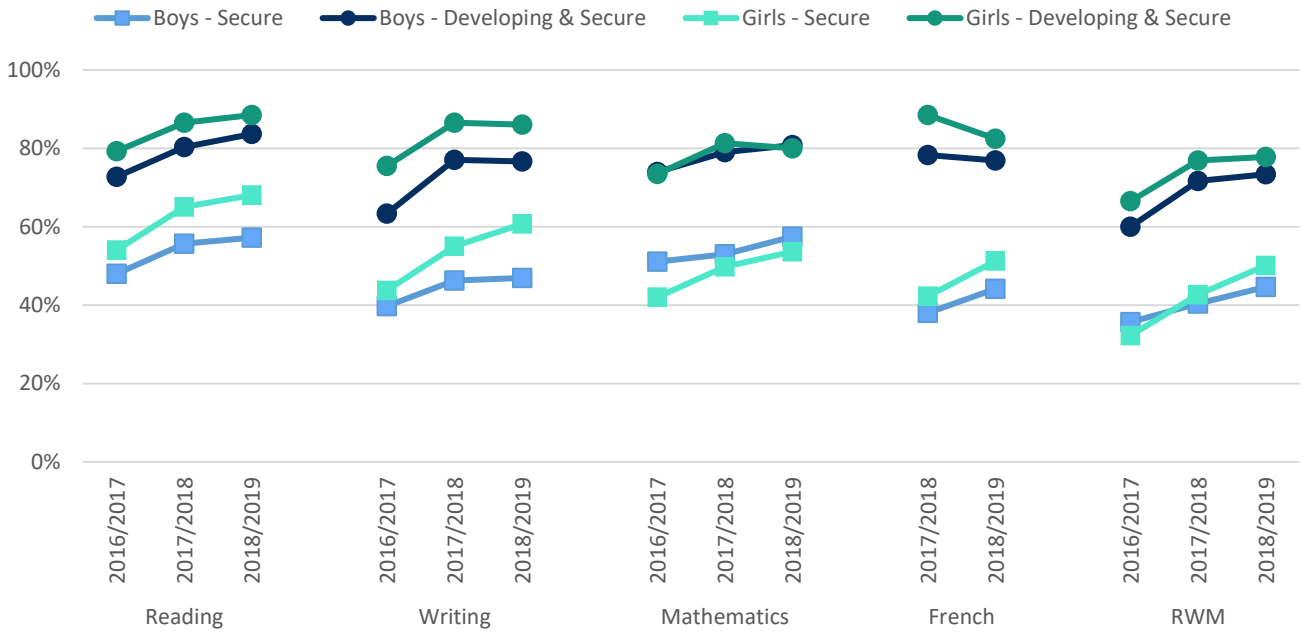
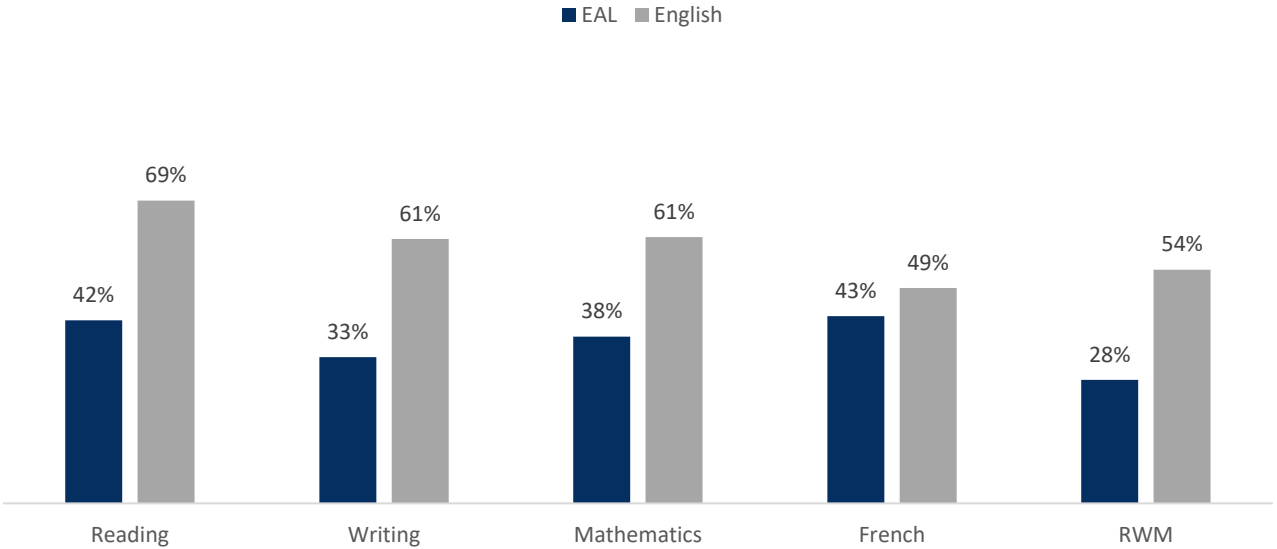


Figure 22 shows the increase in attainment at Key Stage 2 over the past three years. For reading and writing, the attainment gap between girls and boys achieving a 6 secure has widened over this period, while the gap for these subjects has remained stable for those achieving a 6 developing or above. The attainment gap for mathematics and French have remained similar for those achieving a 6 secure or 6 developing or above.

**ENGLISH AS A FIRST LANGUAGE**

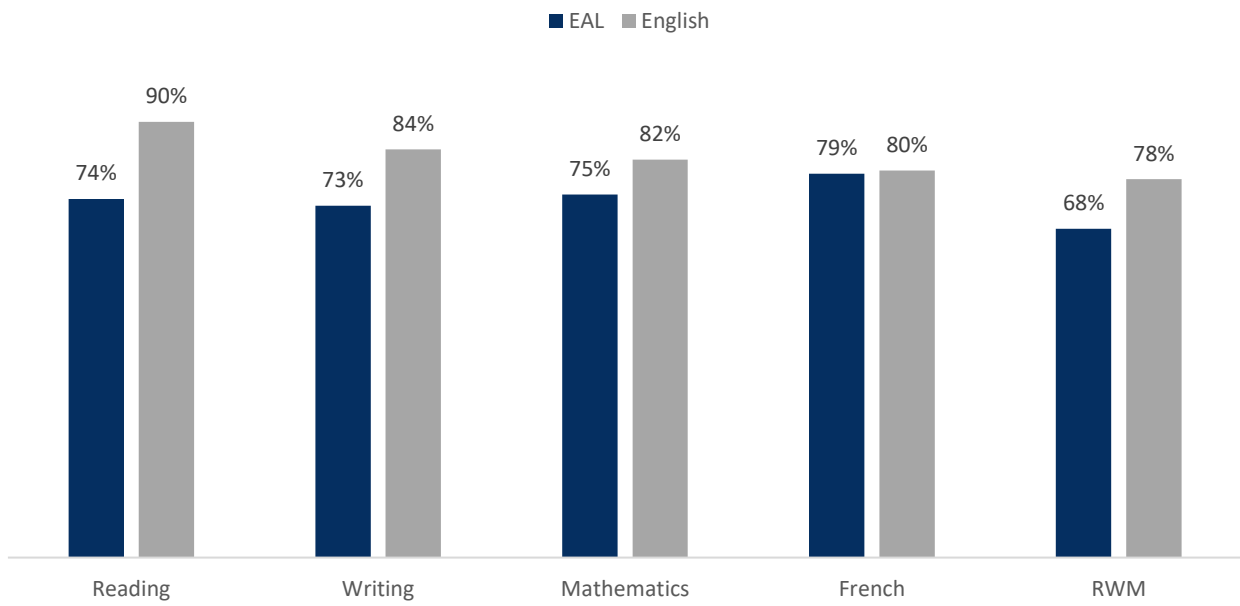
A greater proportion of pupils with English as a first language attained 6 secure in 2018/2019 than those with English as an additional language for reading, writing and mathematics while similar proportions achieved a 6 secure for French.

FIGURE 23: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE, BY FIRST LANGUAGE



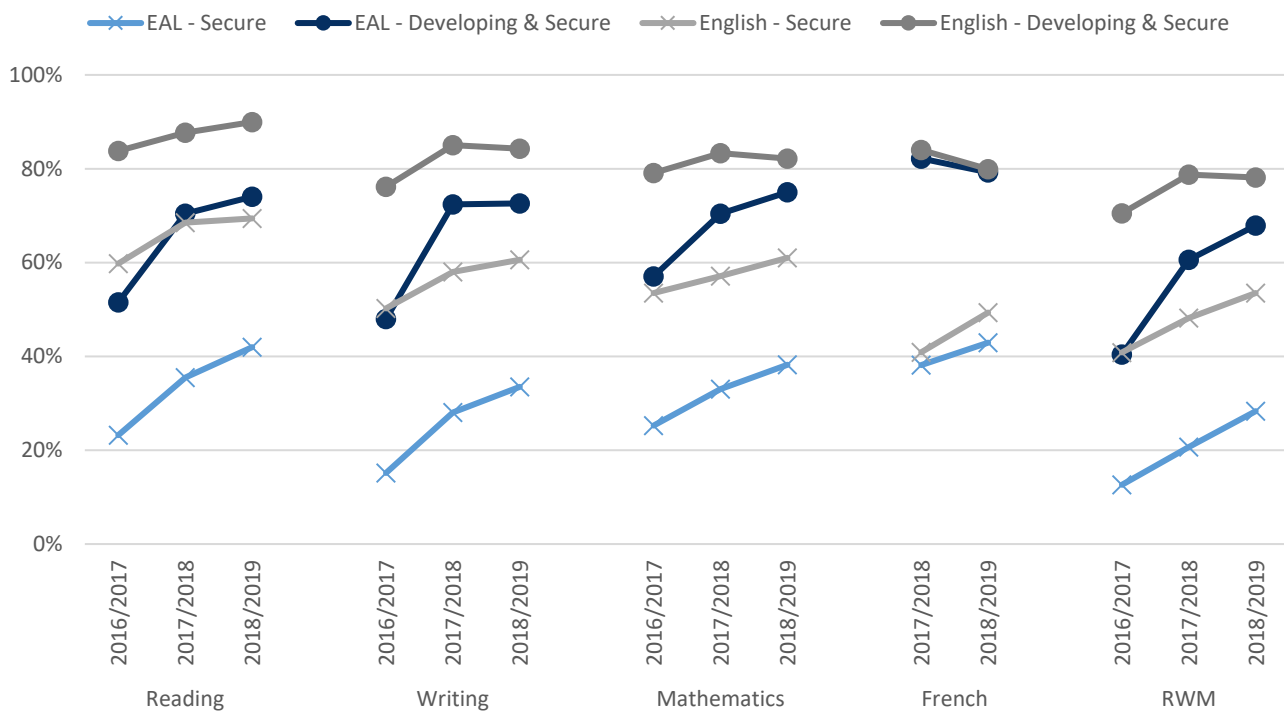
A similar pattern was seen for those pupils achieving 6 developing or above, as shown in Figure 24.

FIGURE 24: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 DEVELOPING OR ABOVE, BY FIRST LANGUAGE



Over the past three years, the attainment gap between those pupils with English as a first language and those with English as an additional language has remained similar for pupils achieving a 6 secure. In contrast the attainment gap has reduced over the same period for those achieving a 6 developing or above in all subjects except for French where the attainment gap is minimal (Figure 25).

FIGURE 25: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE AND 6 DEVELOPING OR ABOVE, BY FIRST LANGUAGE 2016/2017-2018/2019

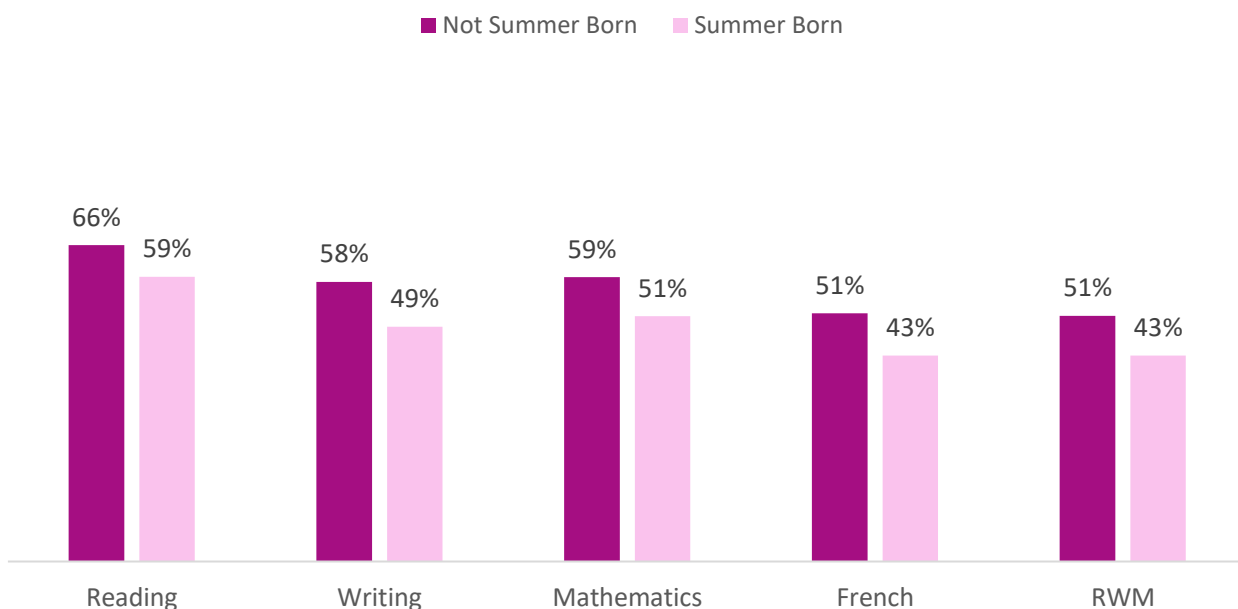




## MONTH OF BIRTH

By the time pupils reach year 6, the attainment gap between summer born and those born in non-summer months achieving a secure within the expectations for their year group is less than 10 percentage for all subjects (Figure 26).

FIGURE 26: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE, BY MONTH OF BIRTH



As Figure 27 shows, there was no attainment gap for those pupils achieving 6 developing or above in any subject.

FIGURE 27: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 DEVELOPING OR ABOVE, BY MONTH OF BIRTH

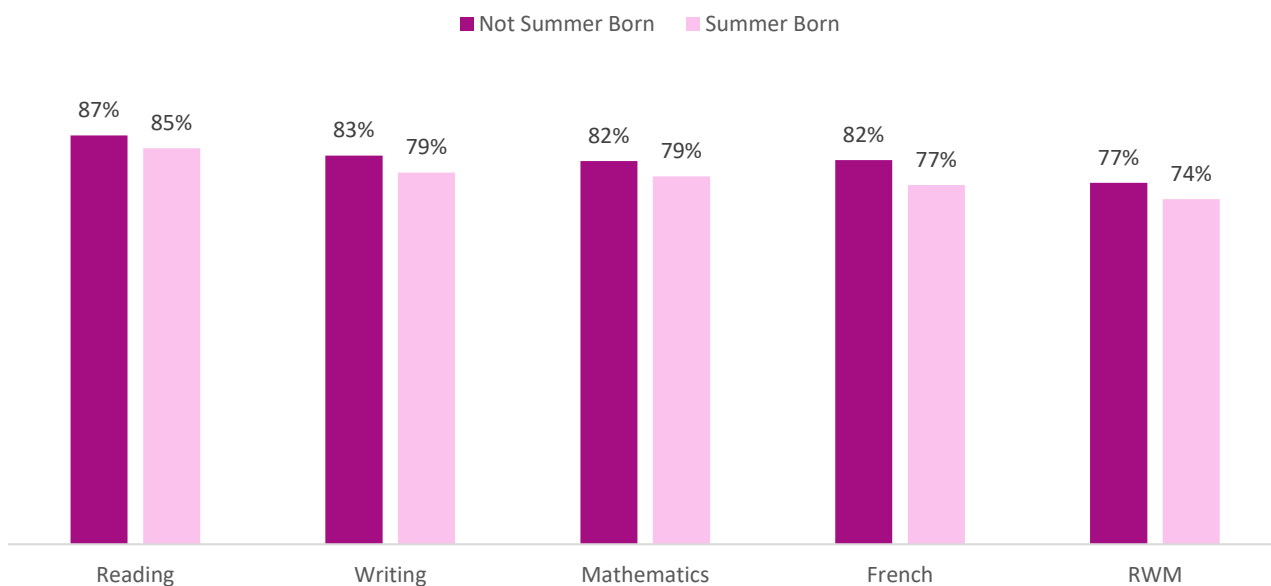


FIGURE 28: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE OR 6 DEVELOPING OR ABOVE, BY MONTH OF BIRTH 2016/2017-2018/2019

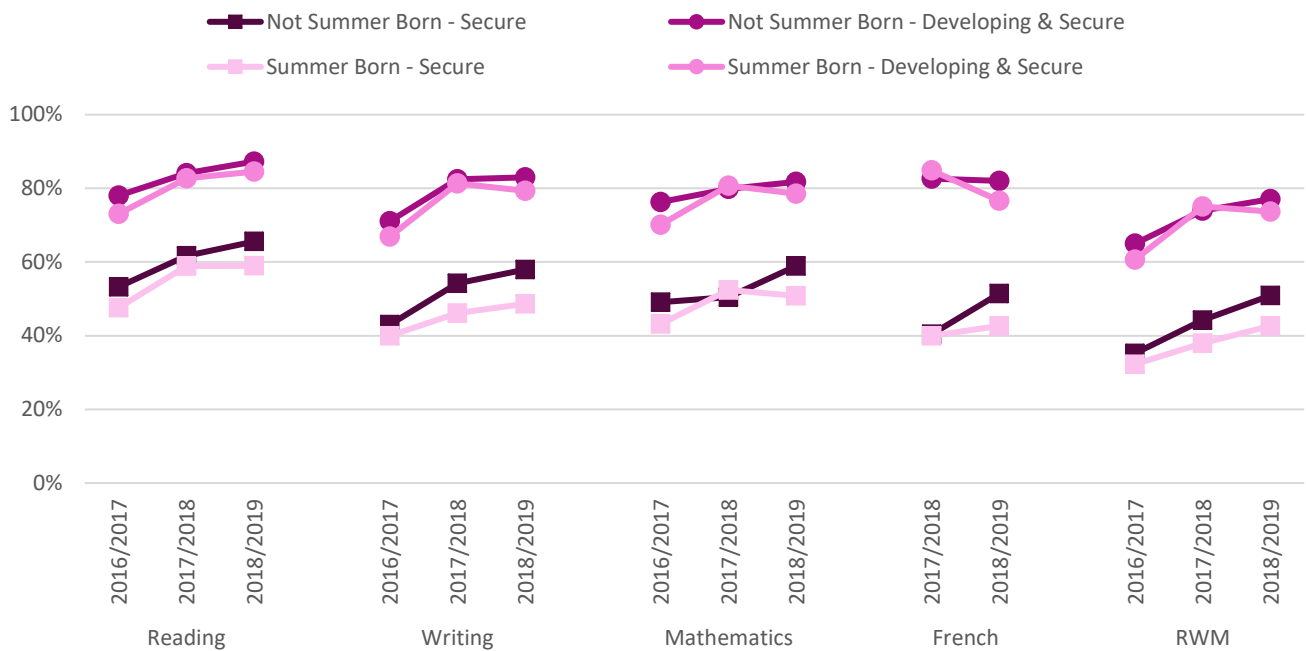
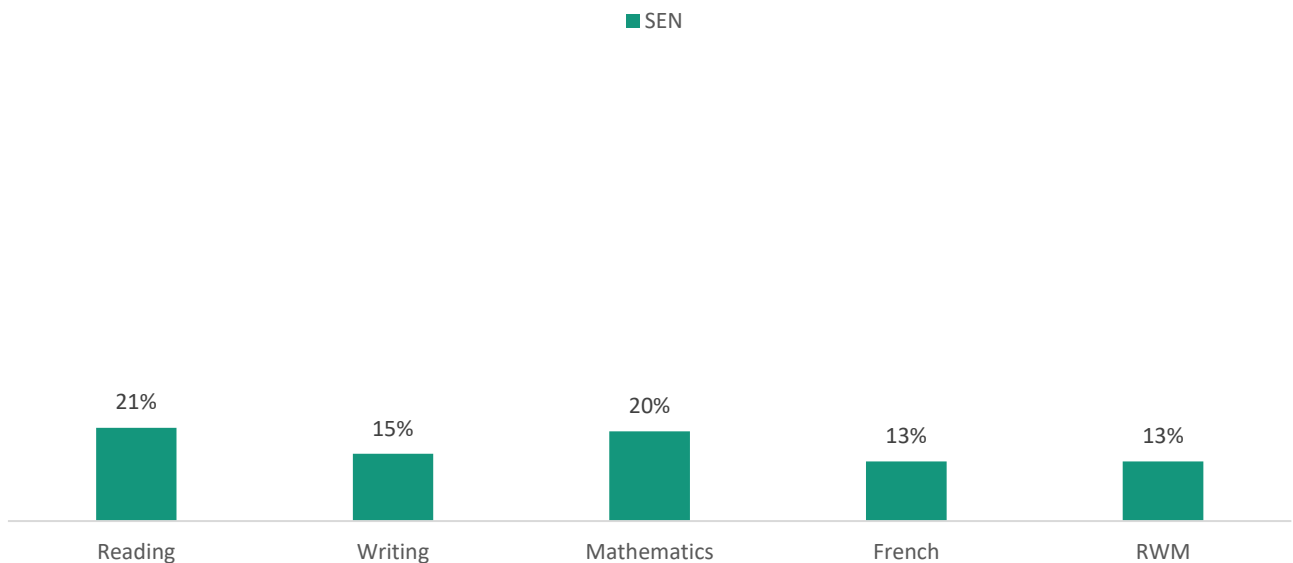


Figure 28 shows that the proportion of pupils born in summer months and non-summer months assessed as 6 secure increased at relatively similar rates over the past three years, with the exception of writing where a small attainment gap has developed.

### SPECIAL EDUCATIONAL NEEDS

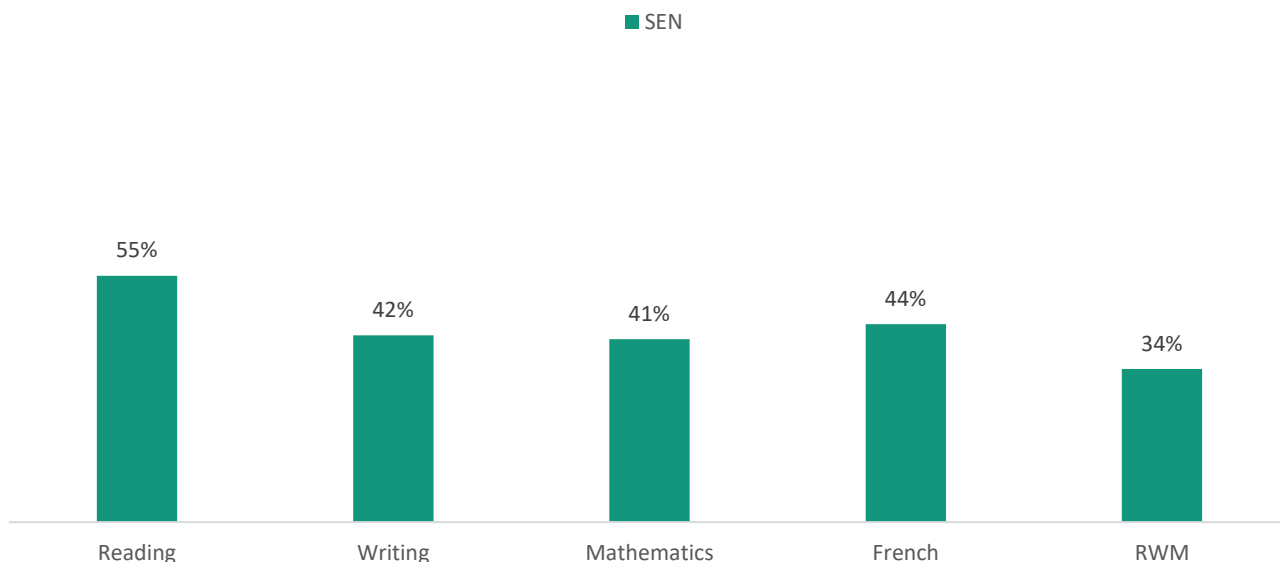
As shown in Figure 29, one in five of pupils with SEN achieved 6 secure in reading (21 per cent) and mathematics (20 per cent), while around one in seven achieved 6 secure in writing (15 per cent) at the end of KS2. Around one in ten were assessed as having achieved 6 secure in French (13 per cent).

FIGURE 29: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE, BY SPECIAL EDUCATIONAL NEEDS



More than half of pupils with SEN achieved 6 developing or above in reading (55 per cent) while over two-fifths achieved developing or above in writing (42 per cent), mathematics (41 per cent) and French (44 per cent).

FIGURE 30: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 DEVELOPING OR ABOVE, BY SPECIAL EDUCATIONAL NEEDS



The proportion of SEN pupils achieving a 6 secure in reading, writing and mathematics (RWM) has remained similar over the past three years, which the proportion achieving a 6 developing or above has increased (Figure 31).

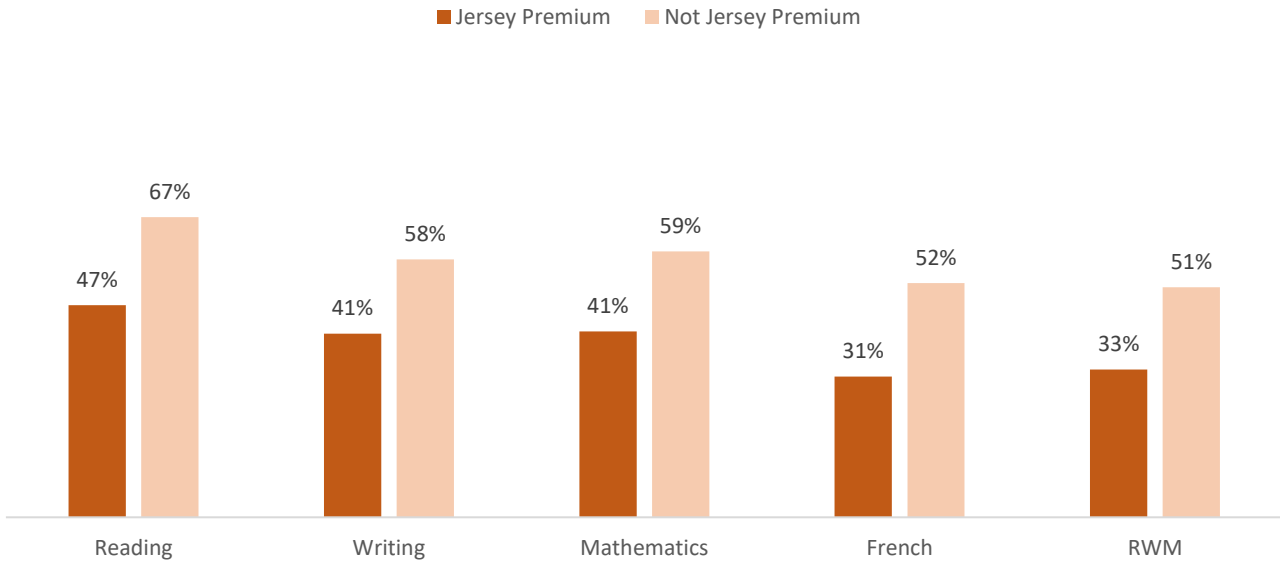
FIGURE 31: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE AND 6 DEVELOPING OR ABOVE, BY SPECIAL EDUCATIONAL NEEDS 2016/2017-2018/2019



## JERSEY PREMIUM

The proportion of pupils in receipt of Jersey Premium who achieved 6 secure was significantly lower than for those pupils not in receipt of Jersey Premium. Almost half of pupils in receipt of Jersey Premium achieved 6 secure in reading (47 per cent), 20 percentage points below that of non-Jersey Premium pupils (67 per cent). The attainment gap was 17 percentage points in writing, 18 percentage points in mathematics and 21 percentage points in French.

FIGURE 32: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE, BY JERSEY PREMIUM STATUS



An attainment gap of between 14 and 21 percentage points was seen for pupils assessed as 6 developing or above in all subjects at the end of KS2, as shown in Figure 33.

FIGURE 33: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 DEVELOPING OR ABOVE, BY JERSEY PREMIUM STATUS

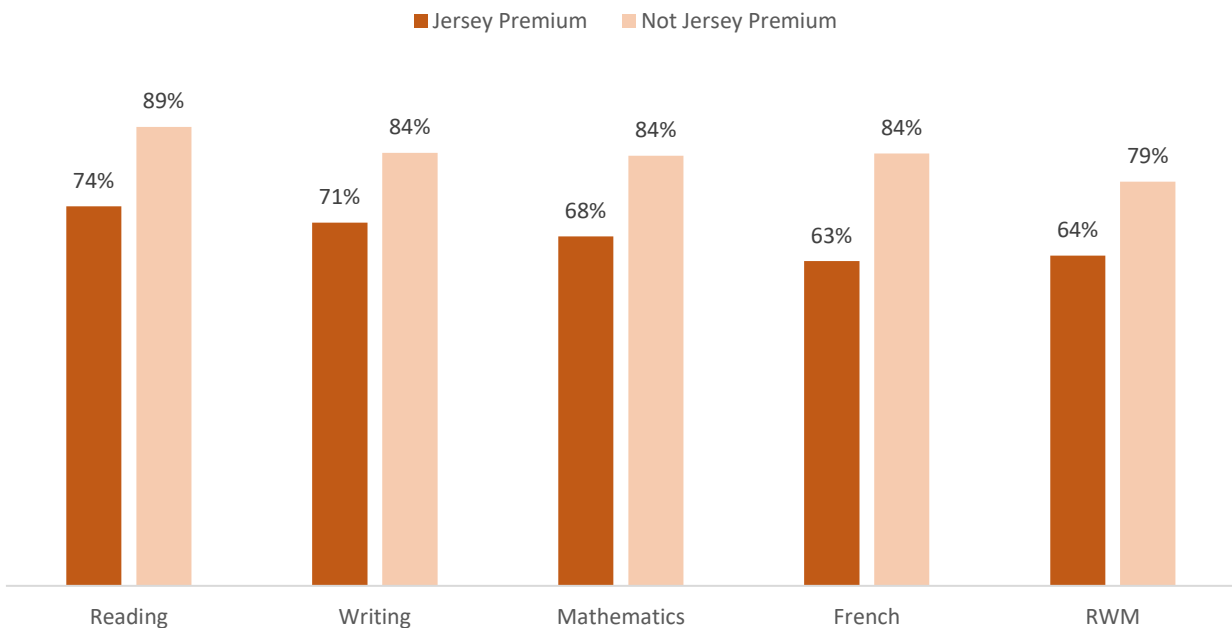
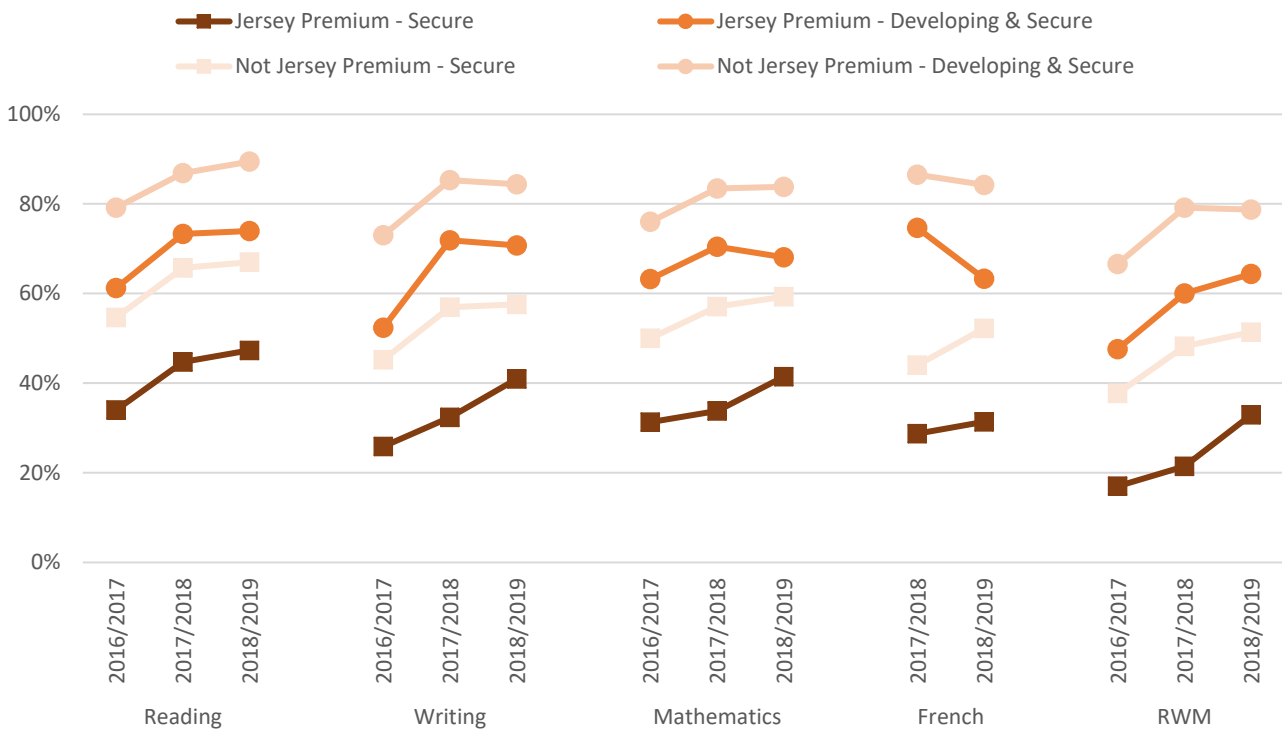


FIGURE 34: PERCENTAGE OF YEAR 6 PUPILS ACHIEVING 6 SECURE AND 6 DEVELOPING OR ABOVE, BY JERSEY PREMIUM STATUS 2016/2017-2018/2019



For the subjects of reading, writing and mathematics, the attainment gap has remained relatively stable over the past three years for pupils achieving a 6 secure or a 6 developing and above. In contrast, there has been a moderate increase in the attainment gap for those achieving a 6 secure in French and a larger increase in the attainment gap for those achieving a 6 developing or above (Figure 34).

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### DATA SOURCES

Indicators of attainment at the end of Key Stage 1 and 2 in Jersey were compiled using the following principal data sources:

- School census records
- Key Stage 1 and 2 teacher assessment data extracted from the schools' Management Information System (SIMS)
- Key Stage 1 and 2 teacher assessment data provided to the department by Independent schools

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### DATA QUALITY

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. Teacher assessments at Key Stages 1 and 2 are also subject to an external moderation process.

All figures have been rounded to the nearest integer.

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### DATA COVERAGE

Attainment measures for Jersey reflect pupils at Government non-fee paying and Government fee paying schools, along with pupils at non-maintained schools that chose to take part in Key Stage 1 and 2 teacher assessments. Pupils at special schools and those in alternative provision are not included in these measures.

Attainment data by pupil characteristics is presented for all pupils in Jersey Government mainstream schools, including Government fee-paying and academically selective schools (data from private schools is excluded due to the lack of availability of robust pupil characteristic information).

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### COMPARISONS

The Jersey Primary Assessment Framework is unique to Jersey and therefore comparisons to teacher assessments in other jurisdictions is not possible.

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### THE JERSEY PRIMARY ASSESSMENT FRAMEWORK

The Jersey Primary Assessment Framework (JPAF) was introduced alongside the Jersey Curriculum in 2014 and was designed to provide schools with a shared language for reporting summative assessments at the end of years 2, 4 and 6. Its core function is to enable the Education Department (now part of the Department for Children, Young People, Education and Skills) to monitor patterns in attainment year-on-year and to compare, on an annual basis, outcomes reported from schools across the Island. It is not designed to be a tool to support with the assessment of individual pieces of work or as a mechanism for teachers and school leaders to use to track progress from week to week or term to term. Although it is essential that progress against curriculum objectives is monitored by school leaders throughout the year, each leadership team is free to decide how best to tackle this in their own school.

If, during the year, pupils have been taught and have achieved curriculum objectives for their chronological year group, their summative assessment should reflect this. For example, a pupil in Year 6 who has been taught the Year 6 curriculum should be assessed at 6 emerging, developing or secure at the end of the summer term, depending on the percentage of objectives achieved and other key indicators of performance (see Table 1).

TABLE 1: GUIDANCE FOR MAKING END OF YEAR SUMMATIVE ASSESSMENTS

		<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>
<b>Percentage (%) of yearly curriculum objectives/key objectives achieved</b>		Between 10% and 40% of yearly objectives achieved, including some key objectives	Between 40% and 70% of yearly objectives achieved, including most key objectives	Between 70% and 100% of yearly objectives achieved, including all key objectives
<b>Application of objectives learnt</b>	<b>Frequency</b>	Sometimes	Often	Frequently
	<b>Accuracy</b>	Some errors	Small errors	Generally accurate
<b>Independence</b>		With lots of help	With some help	With little help
<b>Retention of objectives learned</b>		Retains little	Retains some	Retains most

The JPAF does not equate with the old assessment methodology of levels which was used for the previous curriculum, therefore time trends in this report present only three-years of data. Data for 2015/2016 has not been reported as this has been treated as a standalone pilot year for the programme and analysis of this data led to further modifications of the Framework.

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#### CONTACT DETAILS

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