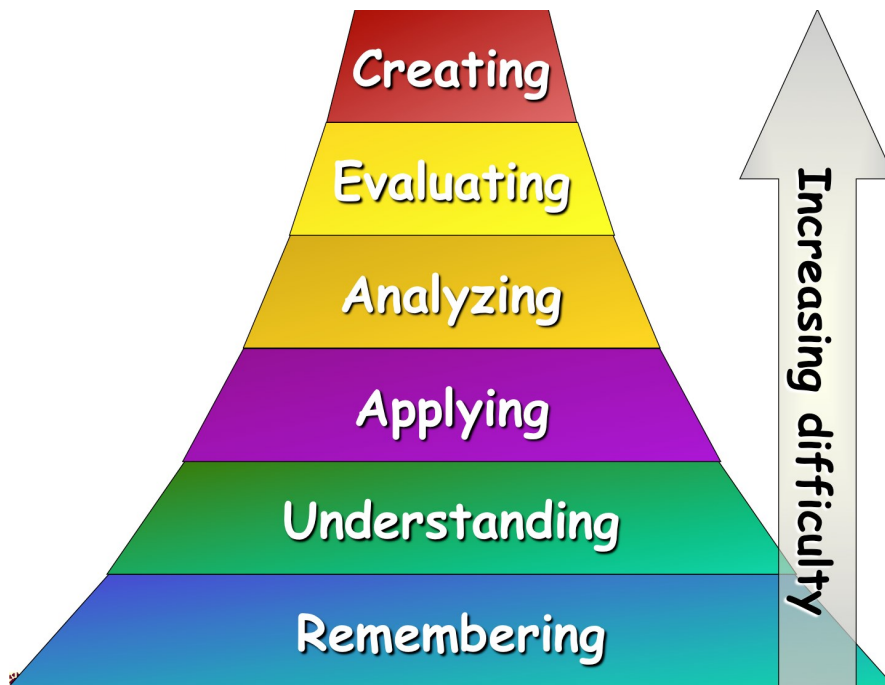


### Greater Depth of Learning

The aim of this Curriculum is to ensure that pupils have a greater depth of learning and application in the areas that they study each year.

Whereas previously pupils might move onto a different 'level' (which might typically be more associated with the year above) when they demonstrated secure knowledge and understanding, the emphasis now is very much on applying their learning independently and in a variety of different contexts within their current year's curriculum.

Pupils need to develop higher order thinking skills to demonstrate greater depth of learning which can be summarised in the diagram below:



Pohl (2000) based on Bloom's Taxonomy of Learning (1956)

The Jersey Curriculum can be found at  
[www.gov.je](http://www.gov.je) (search 'Curriculum')

## Parents' Guide to Assessment & Reporting at Jersey College Prep School



How we assess pupils' progress and  
how we report this to you.

September 2016

## Introduction

Over the last few terms we have been developing a clear and robust Assessment and Reporting framework based on the requirements from the Education Department in Jersey.

These changes have been made in line with the expectations of the new Curriculum (implemented fully in Jersey in 2015) which requires a much greater depth of understanding and application of key learning objectives in each year and Key Stage than previously expected.

We no longer use the old 'levels' to reference a pupil's attainment but now use clear statements as to whether a pupil is **below, at or above** what is typically expected of a child in that year group (known as the **Age Related Expectation** or **ARE**).

### How do we assess pupils' learning?

We assess learning in much the same way as we have always done!

Teachers use a variety of techniques to ensure that all pupils make expected progress against the year group objectives by using, for example:

- **Ongoing 'formative' assessment** — which looks at the daily progress of individuals and informs planning for future learning. This includes marking and giving feedback against key targets to children, pupils assessing each others' work and assessing their own work. Pupils will then be given time to reflect on this feedback and make any improvements.
- **Summative assessments** — 'tests' which check how well pupils have remembered and can apply what has been taught which can be used at the beginning or end of a specific unit of work. These are often used by the teachers in a more formative way to celebrate achievement and identify next steps in learning.
- **Standardised tests** — these are tests which will give a 'standardised' score which will indicate where a pupil is in relation to what might be expected of a child of similar age nationally (UK).

### How do we report how well a pupil is doing?

We now report to parents how well a pupil is achieving and progressing using the following statements:

'Working well below age related expectation'

'Working below age related expectation'

'Working just below age related expectation'

'Working just within age related expectation'

'Working securely within age related expectation'

'Working at a high level within age related expectation'

'Working above age related expectation'

Whilst we will continue to make these statements in your child's written reports, this year we will also be communicating your child's attainment in relation to the **Jersey Assessment Framework** at the end of the school year.

### Jersey Assessment Framework

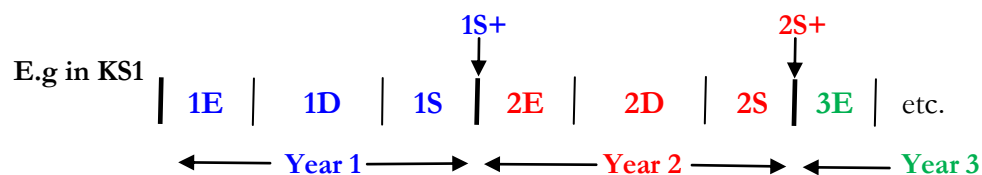
Attainment in each year group is split into 4 sections

**Emerging (E)**

**Developing (D)**

**Secure (S)**

**Secure+ (S+)**



The **Age Related Expectation (ARE)** is for pupils to reach 'Secure' (S) by the end of the school year.

Some pupils may still be at 'Developing' (D) or 'Emerging' (E) in which case they will be below ARE.

It is also possible for pupils to be at the very top end of 'Secure' in which case they will be at a higher level within ARE.

If a pupil has mastered 100% of the years' objectives and can apply them independently across a range of different & complex contexts they will be 'Secure+' and will be considered as being above ARE.

### Foundation Phase (Reception classes)

The children in our Reception classes follow The Early Years Foundation Stage Framework (EYFS) and are assessed against the Early Learning Goals.

Please refer to this excellent guide '**What to expect, when?**' on [www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide](http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide)