

## Interpreting scaled scores, end of year attainment descriptors and effort grades in Year 2

### TABLE SHOWING SCALED SCORES FOR THE PUPIL

All Year 2 pupils have taken national assessment tests during the Summer Term. These national curriculum tests are summative. This means they test the knowledge a pupil has acquired during their time in Key Stage 1.

All pupils have been given a scaled score based on the raw score they achieved in each of the three tests they sat:

- reading
- mathematics
- spelling, punctuation and grammar

The raw score is the total number of marks a pupil scored in a test, based on the number of questions they answered correctly. A scaled score of 100 represents the expected standard on the test. Pupils scoring 100 or more will have met the expected standard on the test. In 2016 panels of teachers set the raw score required to meet this expected standard.

- 85 is the lowest scaled score that can be awarded on an end of Key Stage 1 test. The highest scaled score is 115.
- **A scaled score of 100 or more represents the expected standard in each test.**
- A pupil awarded a score of 99 or less has not met the expected standard in the test.

In 2016 the average scaled scores for the 90 Year 2 pupils at Barnes Primary School who took the Key Stage 1 national tests were as follows:

<b>Reading</b>	<b>108.0</b>	(34/40)
<b>Maths</b>	<b>107.2</b>	(51/60)
<b>SPaG</b>	<b>105.4</b>	(32/40)

- Raw score average mark in brackets
- SpaG: spelling, punctuation and grammar

The following table shows the percentage of Year 2 pupils meeting, or surpassing, the nationally expected standard: a scaled score of 100.

	<b>Year 2 average</b>
<b>Reading</b>	89% of pupils
<b>Maths</b>	90% of pupils
<b>SPaG</b>	82% of pupils

In writing pupils' performance has been internally assessed. A robust moderation of these assessments has also been carried out. It is important to stress that the expectation for what children should achieve at this age has been raised: the

tests children sat in 2016 were noticeably harder than previous end of Key Stage 1 tests.

### Teacher assessment judgements

Evidence from the test is used to inform overall teacher assessment judgements for each pupil. However, given that tests and teacher assessment are different forms of assessment, it is not necessary for the outcomes to be the same. The teacher assessment frameworks are different. They rely on achieving a '*secure fit*' which means pupils have to demonstrate attainment of all the Key Stage 1 assessment criteria.

This means it is possible for a pupil to have met the expected standard in the national test, but not met it for teacher assessment, because of particular gaps in a pupil's knowledge or understanding.

- It will also be possible for pupils to have demonstrated their attainment of the Key Stage 1 assessment criteria through their classwork, but not to have achieved the mark for a related question on the test given the context in which the question was asked.
- If a pupil does get a question wrong in the test on an area of the curriculum that the teacher thought was secure, the teacher will want to take this into consideration before awarding their teacher assessment judgement.
- Taken together, these 2 types of assessments will provide a broader picture of pupil attainment.

### Interpreting end of year attainment descriptors and effort grades

#### Explaining attainment descriptors in Key Stage 1

- In all subject areas there are four performance tiers:  
**Emerging** (well below the nationally expected standard)  
**Developing** (slightly below the nationally expected standard)  
**Secure** (performing at the year group nationally expected standard)  
**Mastery** (performing at greater depth; beyond the year group nationally expected standard).
- To refine more precisely exactly how well pupils are performing the two categories at both ends of the performance spectrum are subdivided into two.  
**Emerging B** indicates the lowest possible performance for that particular year group.  
**Emerging A** is a higher performance standard within the emerging category.  
**Mastery B** represents very high performance within any year group  
**Mastery A** is the highest of the two Mastery performance tiers.

#### How does this relate to scaled scores?

Scaled score	Performance tier
85-90	Emerging B
91-94	Emerging A
95-99	Developing
100 - 107	Secure
108-111	Mastery B
112-115	Mastery A

These are the end of year attainment performance tiers for Year 2

Year 2	Assessment level	Comment in relation to the national average
Year 2	Year 2 Emerging B (2EB)	<u>significantly below</u> the nationally expected performance (broadly 18 months, or more, behind)
Year 2	Year 2 Emerging A (2EA)	<u>well below</u> the nationally expected performance for this age (broadly 12 months, or slightly more, behind)
Year 2	Year 2 Developing (2D)	<u>Slightly below</u> the nationally expected performance for this age (broadly 6-9 months behind)
Year 2	Year 2 Secure (2S)	<u>in line with</u> nationally expected performance for this age
Year 2	Year 2 Mastery B (2MB)	<u>well above</u> the nationally expected performance for this age
Year 2	Year 2 Mastery A (2MA)	an outstanding grasp of all the year group objectives, with the ability to apply them with flair and creativity in a wide range of different contexts.

**The performance tiers**

<p><b>Emerging B:</b> Less than 25% of the end of year objectives met</p> <p><b>Emerging A:</b> 25% of the end of year objectives met</p> <p><b>Developing:</b> Approximately 50% of the end of year objectives met</p> <p><b>Secure:</b> Approximately 80% of the end of year objectives met</p> <p><b>Mastery B:</b> 100% of the end of year objectives met</p> <p><b>Mastery A:</b> An outstanding grasp of all the year group objectives, with the ability to apply them with flair and creativity in a wide range of different contexts.</p>
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**A pupil can't be assessed 'outside their year group'.**

- Our new assessment system **isn't** a continuum. It is a discrete system based upon the underpinning concept of mastery. That means that Year 1 mastery A isn't followed by Year 2 emerging B. Year 2 emerging is **not** a progression from Year 1 mastery. At the start of Year 2 the pupil's baseline performance is Year 1 mastery A. During Year 2 the teacher assesses the pupil on the Year 2 objectives. A pupil **doesn't** have to achieve Year 1 mastery before moving up to Year 2 emerging - as Year 2 emerging isn't a higher performance standard, but a discrete measurement of progress within the Year 2 curriculum.

**Effort grades**

Attainment and effort are very different measures. The description for the four effort grades at Barnes are as follows:

<p><b>Outstanding</b></p>	<ul style="list-style-type: none"> <li>• The pupil displays positive learning behaviour and exceptional commitment all, or virtually all, of the time.</li> <li>• The pupil is inquisitive to learn more, continually uses her initiative and shows a total commitment to self-improvement.</li> <li>• The pupil reads very frequently and completes all, or virtually all, home learning assignments to the best of her ability.</li> <li>• The pupil constantly and consistently does her best.</li> </ul>
<p><b>Good</b></p>	<ul style="list-style-type: none"> <li>• In general, the pupil is motivated to do well. She tries hard most of the time. Her learning behaviour is good, though it is not yet exceptional.</li> <li>• The pupil shows an interest in learning; sometimes using her own initiative. She shows some interest in self-improvement.</li> <li>• The pupil reads regularly and completes most home learning assignments reasonably well.</li> <li>• The pupil usually does her best.</li> </ul>
<p><b>Satisfactory</b></p>	<ul style="list-style-type: none"> <li>• The pupil's learning behaviour and commitment to school learning and home learning are perfectly adequate, but no more.</li> <li>• Her effort is not inadequate, as described below, but she rarely, or only infrequently, exhibits the more mature behaviours described above.</li> <li>• The pupil sometimes does her best, but rarely 'pushes herself'</li> </ul>
<p><b>Requires improvement</b></p>	<ul style="list-style-type: none"> <li>• The pupil's expectations are not sufficiently high.</li> <li>• Her learning behaviour inhibits her from making the progress she is capable of and she is likely to be underachieving.</li> <li>• She can sometimes behave in ways that disrupt others.</li> <li>• Home reading is infrequent and home learning assignments are often not completed, or completed to a low standard.</li> <li>• The pupil rarely does her best.</li> </ul>