

## Interpreting end of year attainment descriptors and effort grades

### Explaining attainment descriptors in Year 1

- In all subject areas there are four performance tiers:  
**Emerging** (well below the nationally expected performance)  
**Developing** (slightly below the nationally expected performance)  
**Secure** (performing at the year group nationally expected performance)  
**Mastery** (performing at a high level; beyond the year group nationally expected performance).
- 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 higher of the two Mastery performance tiers.
- Within the school year** At the end of the Summer Term

teachers judge pupil performance in reading, writing; grammar, punctuation and spelling; mathematics and science according to how well pupils have performed in relation to **end of academic year expectations**.

### These are the end of year attainment performance tiers for Year 1

Year 1	Assessment level	Comment in relation to the national average
Year 1	Year 1 Emerging B (1EB)	<u>significantly below</u> the nationally expected performance (broadly 18 months, or more, behind)
Year 1	Year 1 Emerging A (1EA)	<u>well below</u> the nationally expected performance for this age (broadly 12 months, or slightly more, behind)
Year 1	Year 1 Developing (1D)	<u>slightly below</u> the nationally expected performance for this age (broadly 6-9 months behind)
Year 1	Year 1 Secure (1S)	<u>in line with</u> nationally expected performance for this age
Year 1	Year 1 Mastery B (1MB)	<u>well above</u> the nationally expected performance for this age
Year 1	Year 1 Mastery A (1MA)	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:

<b>Outstanding</b>	<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>
<b>Good</b>	<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>
<b>Satisfactory</b>	<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</li></ul>

	<p>behaviours described above.</p> <ul style="list-style-type: none"><li>• The pupil sometimes does her best, but rarely 'pushes herself'</li></ul>
<b>Requires improvement</b>	<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>