

## Interpreting end of year attainment descriptors and effort grades

### Explaining attainment descriptors in Year 3

- 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.

### These are the end of year attainment performance tiers for Year 3

Year 3	Assessment level	Comment in relation to the national average
Year 3	Year 3 Emerging B (3EB)	<u>significantly below</u> the nationally expected performance (broadly 18 months, or more, behind)
Year 3	Year 3 Emerging A (3EA)	<u>well below</u> the nationally expected performance for this age (broadly 12 months, or slightly more, behind)
Year 3	Year 3 Developing (3D)	<u>slightly below</u> the nationally expected performance for this age (broadly 6-9 months behind)
Year 3	Year 3 Secure (3S)	<u>in line with</u> nationally expected performance for this age
Year 3	Year 3 Mastery B (3MB)	<u>well above</u> the nationally expected performance for this age
Year 3	Year 3 Mastery A (3MA)	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

<b>Emerging B:</b> Less than 25% of the end of year objectives met
<b>Emerging A:</b> 25% of the end of year objectives met
<b>Developing:</b> Approximately 50% of the end of year objectives met
<b>Secure:</b> Approximately 80% of the end of year objectives met
<b>Mastery B:</b> 100% of the end of year objectives met
<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.

**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 3 mastery A isn't followed by Year 4 emerging B. Year 4 emerging is **not** a progression from Year 3 mastery. At the start of Year 4 the pupil's baseline performance is Year 3 mastery A. During Year 4 the teacher assesses the pupil on the Year 4 objectives. A pupil **doesn't** have to achieve Year 3 mastery before moving up to Year 4 emerging - as Year 4 emerging isn't a higher performance standard, but a discrete measurement of progress within the Year 4 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>

