

Interpreting end of year attainment descriptors and effort grades

Explaining attainment descriptors in Year 4

- 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 4

| Year 3 | Assessment level | Comment in relation to the national average |
|--------|-------------------------|--|
| Year 4 | Year 4 Emerging B (4EB) | <u>significantly below</u> the nationally expected performance (broadly 18 months, or more, behind) |
| Year 4 | Year 4 Emerging A (4EA) | <u>well below</u> the nationally expected performance for this age (broadly 12 months, or slightly more, behind) |
| Year 4 | Year 4 Developing (4D) | <u>slightly below</u> the nationally expected performance for this age (broadly 6-9 months behind) |
| Year 4 | Year 4 Secure (4S) | <u>in line with</u> nationally expected performance for this age |
| Year 4 | Year 4 Mastery B (4MB) | <u>well above</u> the nationally expected performance for this age |
| Year 4 | Year 4 Mastery A (4MA) | 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

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| Emerging B: Less than 25% of the end of year objectives met |
| Emerging A: 25% of the end of year objectives met |
| Developing: Approximately 50% of the end of year objectives met |
| Secure: Approximately 80% of the end of year objectives met |
| Mastery B: 100% of the end of year objectives met |
| Mastery A: 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:

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

