

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 standard)
 - Developing** (slightly below the nationally expected standard)
 - Secure** (performing at the year group / nationally expected standard)
 - Mastery** (performing at a high level; beyond the year group / nationally expected standard).
- **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 (1MB)	<u>well above</u> the nationally expected performance for this age

The performance tiers

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: 100% of the end of year objectives met

A pupil can't be assessed 'outside their year group'.

- Our assessment system **isn't** a continuum. It is a discrete system based upon the underpinning concept of mastery. That means that Year 1 mastery 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. 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:

Outstanding	<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 their 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 their ability. • The pupil constantly and consistently does her best.
Good	<ul style="list-style-type: none"> • In general, the pupil is motivated to do well. The pupil tries hard most of the time. The pupil's learning behaviour is good, though it is not yet exceptional. • The pupil shows an interest in learning; sometimes using their own initiative. The pupil shows some interest in self-improvement. • The pupil reads regularly and completes most home learning assignments reasonably well. • The pupil usually does their best.
Satisfactory	<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. • The pupil's effort is not inadequate, as described below, but the pupil rarely, or only infrequently, exhibits the more mature behaviours described above. • The pupil sometimes does their best, but rarely 'pushes themselves'
Requires improvement	<ul style="list-style-type: none"> • The pupil's expectations are not sufficiently high. • Her learning behaviour inhibits them from making the progress the pupil is capable of and the pupil is likely to be underachieving. • The pupil 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 their best.