

## Interpreting end of year attainment descriptors and effort grades

### Explaining attainment descriptors in Year 5

- 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).
- 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** represents very high performance within any year group

These are the end of year attainment performance tiers for Year 5

Year 5	Assessment level	Comment in relation to the national average
Year 5	Year 5 Emerging B (5EB)	<u>significantly below</u> the nationally expected performance (broadly 18 months, or more, behind)
Year 5	Year 5 Emerging A (5EA)	<u>well below</u> the nationally expected performance for this age (broadly 12 months, or slightly more, behind)
Year 5	Year 5 Developing (5D)	<u>slightly below</u> the nationally expected performance for this age (broadly 6-9 months behind)
Year 5	Year 5 Secure (5S)	<u>in line with</u> nationally expected performance for this age
Year 5	Year 5 Mastery (5MB)	<u>well above</u> the nationally expected performance for this age

### The performance tiers

<p><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> 100% of the end of year objectives met</p>
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## 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 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:

<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 their 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 their 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. The pupil tries hard most of the time. The pupil's learning behaviour is good, though it is not yet exceptional.</li><li>• The pupil shows an interest in learning; sometimes using their own initiative. The pupil 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 their 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>• The pupil's effort is not inadequate, as described below, but the pupil rarely, or only infrequently, exhibits the more mature behaviours described above.</li><li>• The pupil sometimes does their best, but rarely 'pushes themselves'</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 them from making the progress the pupil is capable of and the pupil is likely to be underachieving.</li><li>• The pupil 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 their best.</li></ul>