

Interpreting end of year attainment descriptors and effort grades

Explaining attainment descriptors in Year 6

- 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 6

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

The performance tiers

<p>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</p>

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:

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.