**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 preforming Emerging is 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.

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

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| **Year 5** | **Assessment level** | **Comment in relation to the national average** |
| Year 5 | Year 5 Emerging B(5EB) | significantly below the nationally expected performance (broadly 18 months, or more, behind)  |
| Year 5 | Year 5 Emerging A(5EA) | well below the nationally expected performance for this age (broadly 12 months, or slightly more, behind) |
| Year 5 | Year 5 Developing(5D) | slightly below the nationally expected performance for this age (broadly 6-9 months behind) |
| Year 5 | Year 5 Secure(5S) | in line with nationally expected performance for this age |
| Year 5 | Year 5 Mastery (5M) | above 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 3 mastery 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. 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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| **Outstanding** | * The pupil displays positive learning behaviour and exceptional commitment all, or virtually all, of the time.
* The pupil is inquistive 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 their best.
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| **Good** | * 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.
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| **Satisfactory** | * 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 themself’
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| **Requires improvement** | * The pupil’s expectations are not sufficiently high.
* Their 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.
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