**Interpreting end of year attainment descriptors**

**Explaining attainment descriptors in Key Stage 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).

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 1**

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| --- | --- |
| **Assessment level** | **Comment in relation to the national average** |
| **Year 1 Emerging B**  **(1EB)** | significantly below the nationally expected performance (broadly 18 months, or more, behind) with fewer than 25% of the end of year objectives met |
| **Year 1 Emerging A**  **(1EA)** | well below the nationally expected performance for this age (broadly 12 months, or slightly more, behind) with 25% - 49% of the end of year objectives met |
| **Year 1 Developing**  **(1D)** | slightly below the nationally expected performance for this age (broadly 6-9 months behind) with approximately 50% of the end of year objectives met |
| **Year 1 Secure**  **(1S)** | in line with nationally expected performance for this age with approximately 80% of the end of year objectives met |
| **Year 1 Mastery**  **(1M)** | above the nationally expected performance for this age with 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 **does not** 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.

**Interpreting end of year effort grades**

**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. |
| **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. |
| **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’ |
| **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. |