



Assessment Descriptors

Below, are the descriptors for the government reporting grades, that we also use in our Interim and Annual Reports to Parents.

GDS	Working at greater depth within the expected standard: On track to exceed national expectations. Almost always successful in understanding the key learning is able to apply their skills, in a range of contexts, making very few errors. Can explain or justify their ideas, with increasing confidence.
EXS	Working at the expected standard: On track to meet end of year expectations. Usually a successful learner, at their year group level, showing good understanding of over 80% of the objectives taught. Usually able to learn and use new skills accurately and independently, though may make occasional errors in applying their learning in other contexts.
WTS	Working towards the expected standard: On track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.
B	Working below the expected standard: Accesses the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently, or Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention, or Is assessed using B Squared, a framework, used to record the progress of pupils with SEND.