End of Key Stage 1 assessment

3rd March 2017

Aims

- Find out about Teacher Assessment
- Know what subjects children will be assessed in
- Know the National Expectations for Y2
- Know what SATs are
- Understand the assessment process
- Know how to support your child

Teacher Assessment

Teacher assessment is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning.

Teacher Assessment

- Teachers make assessments to know how pupils are progressing - these are called Teacher Assessments.
- Assessments are on-going throughout the year and a judgement is made at the end of each term.
- Teacher Assessments are made using evidence in workbooks, independent work samples, observations and knowledge of the children.
- Teacher's final assessments are made towards the end of the Summer Term. It is these that the school has to formally report at the end of Y2.

What do Teachers Assess?

Teachers need to determine:

- -a level for Reading and Writing
- -a level for Maths (using and applying, number and algebra, shape, space and measures, handling data)
- -an overall level in Science

Assessment Levels

- At the end of Key Stage 1 children should be working in line with national expectations
- We no longer break down the levels
- Scaled scores
- Children will either be assessed to be:

Working towards national expectation

At national expectation
Working at Greater Depth

Reading

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Reading

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:
make inferences on the basis of what is said and done

predict what might happen on the basis of what has been read so far

make links between the book they are reading and other books they have read.

Writing

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Writing

Working at greater depth within the expected standard:

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1
  mostly correctly spelling most common exception words*
  spelling most words with contracted forms*
  adding suffixes to spell most words correctly in their writing,
- e.g. *–ment*, *–ness*, *–ful*, *–less*, *–ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Mathematics

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins).
- The pupil can identify 1 3 , 1 4 , 1 2 , 2 4 , 3 4 and knows that all parts must be equal parts of the whole.

Mathematics

- (at expected standard continued..)
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Mathematics

Working at greater depth within the expected standard

- The pupil can reason about addition
  (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts
  (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required
  (e.g. 52 – 27; 91 – 73).
- The pupil can solve more complex missing number problems
  (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
- The pupil can determine remainders given known facts
  (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve word problems that involve more than one step
  (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).

Mathematics

(Working at greater depth within the expected standard continued...)

- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
- The pupil can find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

Tests are used to support and confirm teacher judgement

From 2016, a new set of KS1 national curriculum tests replaced the previous tests and tasks.

The new tests consist of:

- **English reading Paper 1**
- **English reading Paper 2**
- English grammar, punctuation and spelling Paper 1: spelling (Optional in 2017)
- English grammar, punctuation and spelling Paper 2: questions (Optional in 2017)
- **mathematics Paper 1: arithmetic**
- **mathematics Paper 2: reasoning**

There won't be any test-based assessment of writing as part of the KS1 tests. This will be done through teacher assessment.

Reading

- Greater emphasis on comprehension
- Two papers, one more challenging than the other
- Both papers must be administered to all pupils

SPaG

- CANCELLED in 2016 due to an administrative error!
- Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. Pupils will write the 20 missing words in the answer booklet.
- Paper 2: questions consist of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary
- We are not required to administer the SPaG test.

Maths

- Arithmetic and reasoning tests
- Children are no longer allowed to use number apparatus to support them in either test

Administering The Tests

- Tests will be carried out in May
- In familiar surroundings
- In test conditions
- Questions can be read to pupils (apart from reading tests and part of the maths test)
- Administered by familiar staff

Reporting

- If teacher assessment and test results differ the teacher assessment results should be reported, providing the judgement is based on an appropriate range of evidence from work done in class.
- In the end of year report you will receive a raw score as well as the teacher assessment level.
- You will receive the children's teacher assessment results for the end of KS1 in the end of year report.

Help at Home

- Read with your child every day and ask questions about the book
- Encourage writing for different purposes – letters, stories, information
- Encourage your child to join their letters
- Ensure children are always using punctuation and applying the spelling rules they know
- Practice key mathematical skills and facts, doubling, halving, number bonds, 2,5,10 times table, units of measure, telling the time