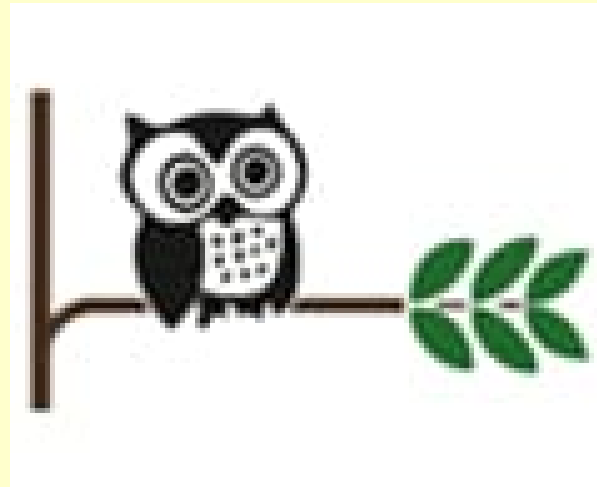


KS₁ SATS



KS1 SATS Guidance for Parents

27th March 2018

KS1 Assessment – A Summary

- At the end of Key Stage 1 there will be an 'expected standard' set *A child must meet all the criteria consistently to get the 'expected standard' judgement.*
- Schools are advised to decide how best to assess their pupils in a way that best suits their needs.
- Schools are expected to select an assessment approach which:
 - aligns well with their curriculum
 - sets out what pupils are expected to know, understand and do, and when
 - explains pupils' progress and attainment to parents
 - can be used to set aspirational targets and wherever possible supports pupils to reach the expected standards.

KS1 'Assessment' in 2018

Statutory assessment

- KS1 *national curriculum tests* with outcomes in the form of *scaled scores*.
- Teacher assessment at KS1 using the *interim frameworks* for teacher assessment.
- Phonics screening check for Y1 and 2.

WHAT WILL BE ASSESSED BY TESTS?

TESTS for YEAR 2 in 2018

READING

TEST 1 – combined reading prompt and answer booklet

TEST 2 – more challenging separate reading booklet and reading answer booklet

All Children sit BOTH tests

Maths

TEST 1 - Arithmetic

TEST 2 - Reasoning

In 2018 the tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

WHAT WILL BE TEACHER ASSESSED?

TEACHER ASSESSMENT

READING

Teacher assessment
using
Interim Framework

WRITING

Teacher assessment
using
Interim Framework

MATHS

Teacher assessment
using
Interim Framework

Teacher assessment using
Interim Framework

SCIENCE

In 2018 the tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

INTERIM FRAMEWORKS

To help with teacher assessment the DfE has produced '*Interim Frameworks*'. These are for 2017 -2018 only and they set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

The Interim Frameworks are only to be used as *a guide*, as they do not include full coverage of the content of the National Curriculum.

All of the criteria must be met for a child to attain the 'Expected Standard'.

READING 2018

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 SKILLS ASSESSED

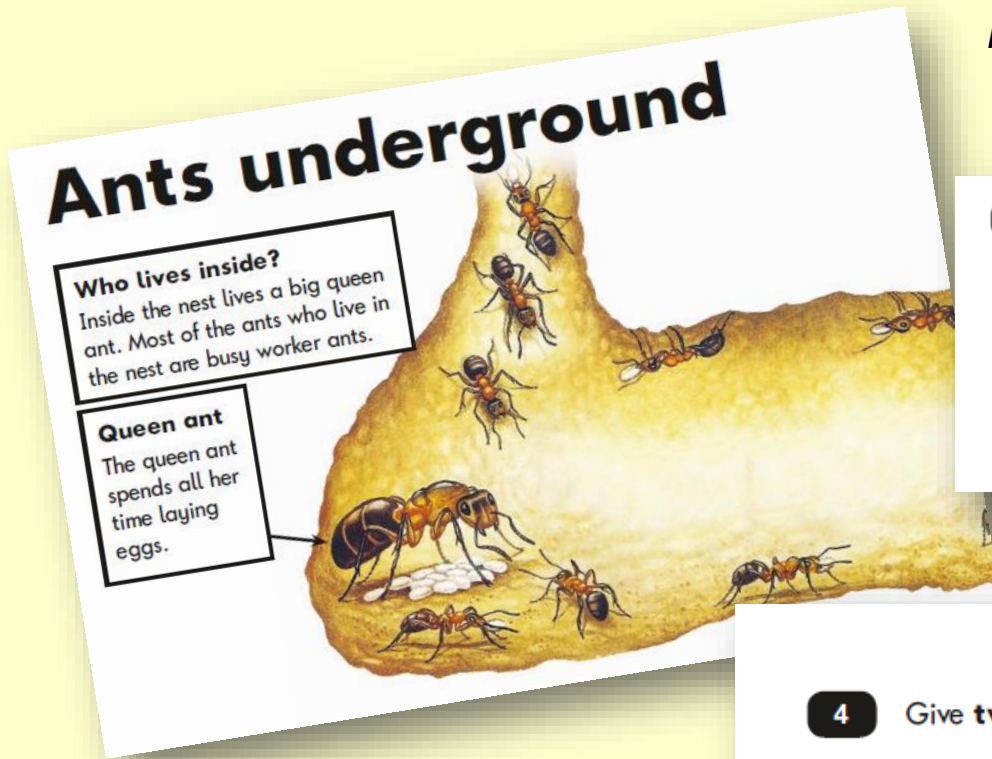
The most crucial aspects of reading at the end of Key Stage 1 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)*
- Comprehension (drawing meaning from text)

**DfE guidance for fluency is that if a child can read 90 words per minute this gives teachers an indication to support their judgement of what is meant by fluent reading. The inference seems to be that children who can read at such speeds will be able to meet the 'Expected Standard'.*

SAMPLE READING TEST QUESTIONS

Reading Test 1 has combined text, questions and answers.



Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

2 What does the queen ant do?

Tick **one**.

keeps the nest clean

lays eggs

moves eggs

finds food

4 Give **two** jobs that the worker ants do.

1. _____

2. _____

5 What happens to the eggs in the special room?

Reading Test 2 will have a more challenging separate reading booklet and reading answer booklet.



Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

1 Why did the king want to have the blackbirds? (page 4)

2 Why was the blackbird's wife sad? (page 4)

3 What instrument did the blackbird play on the way to the palace? (page 4)

WRITING 2018

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

What is the 'Expected Standard' in writing?



Piece E: Description

My dragon is a fire dragon. his
breath can make cars siseel like dinamite.
Ifx you make him angry, he will
breath rings of fire at you.
When ~~when~~ he flys; he lights up
the sky lo like the sun. He ~~lives~~
in the center of the sun. ~~when~~ he
goso goes to sleep the fire un ~~the~~
sun goesout. He can turn things to
Stone, make people catch fire and make things
explode. He can also turn any ting into
Food. When he gets angry he will throw you
in the sun!

The DfE have issued
some guidance for
schools.

Children are expected to be able to write
using a range of different genres.

MATHS

2018

***Interim Teacher
Assessment Framework
at end of KS1 - STA 2018***

Working at the expected standard

The pupil can:

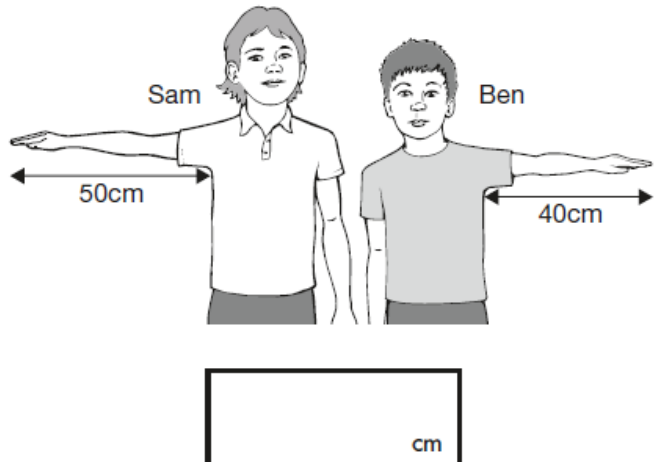
- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)

Continued on the next page

- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
- 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 $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
- identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- 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)
- read the time on the clock to the nearest 15 minutes
- 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).

SAMPLE MATHS TEST QUESTIONS - REASONING

5



Sam

Ben

50cm

40cm

cm

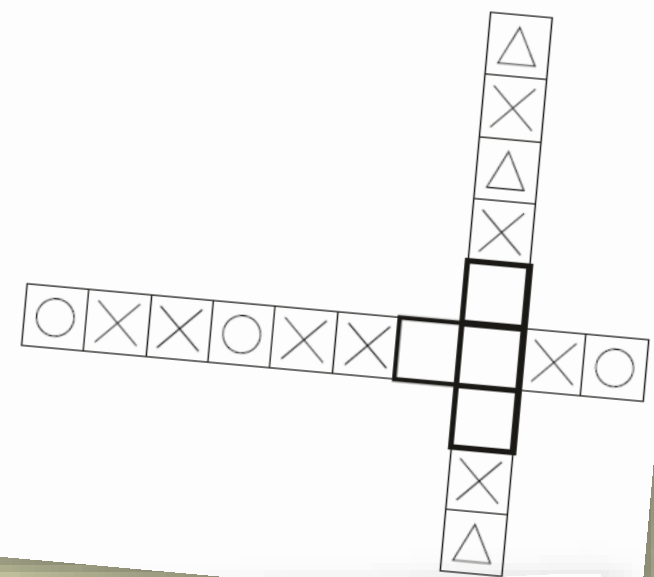
Some questions are read by the teacher.
Look at the picture of Sam and Ben in question 5.

Sam's arm is fifty centimetres long.
Ben's arm is forty centimetres long.
How much longer is Sam's arm than Ben's arm?

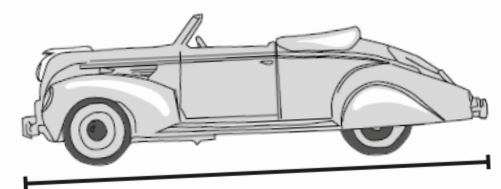
Write your answer in the box.

9 Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.



11 Use a ruler to measure the length of the toy car.



cm

SCIENCE

2018

For Science pupils will be grouped into 2 categories.

Working at the expected standard,

or a category for those pupils who do not meet the standard.

Interim Teacher Assessment Framework at end of KS1 – STA 2018

Interim teacher assessment framework at the end of key stage 1 - science

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

How are we preparing?

- Teaching the more challenging learning objectives set out in the National Curriculum 2014
- Continuous Assessment
- Focused Maths Lessons
- Guided and Independent Reading
- Writing Assessments carried out regularly
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary (eg 'insert')
- Mentoring and support
- Keeping up to date with information provided by the DfE

WHEN ARE THE TESTS?

All KS1 SATs
will be held in
May 2018

SPECIAL EDUCATIONAL NEEDS

Some support can be given to children who have a Statement, or Educational Health Care Plan.

Requests for additional time will be made by teachers using their knowledge of children and the children's individual needs.

Children who are unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties may receive some support.

Children with English as an additional language and who have limited fluency in English may receive some support.

NO MORE LEVELS!

Children develop at different times and in individual ways, but at the end of Year 2 the DfE guidelines for English and maths are as follows:-

Children not meeting the WORKING TOWARDS 'Nationally Expected Standard' category for a pupil at the end of Year 2

WORKING TOWARDS the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT GREATER DEPTH *within* the 'Nationally Expected Standard' for a pupil at the end of Year 2

For Science pupils will be grouped into 2 categories - Working at the expected standard, or a category for those pupils who do not meet the standard.

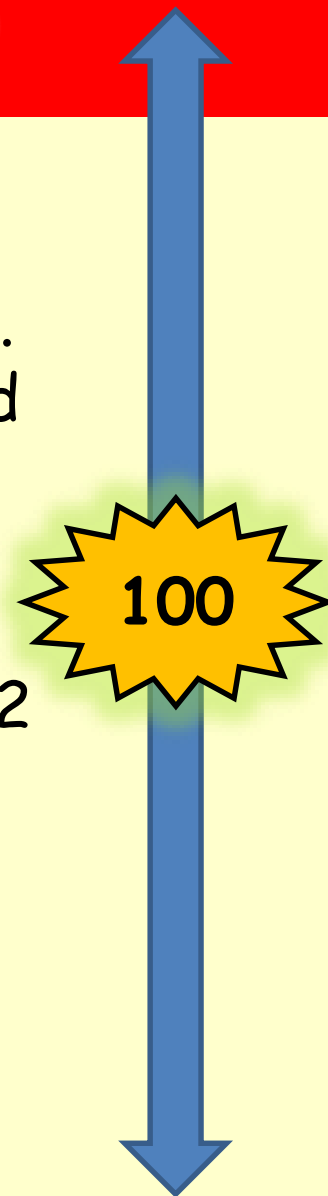
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REPORTING RESULTS

- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.
- Teacher assessments will be passed on to Year 3 so the results can be used in planning for KS2 teaching.
- The test results are available mid-end of July.
- Written reports are given at the end of the summer term along with your child's results and the results for school.

SCALED SCORES

- Tests at the end of KS1 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- For 2018 KS1 tests, conversion tables will be published by the end of May 2018. Teachers will use these to calculate the scaled score for Year 2 pupils.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



HELPING AT HOME

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts - not just 'listening' to your child read.
- Short bursts of mental maths, times tables and problem solving etc.

WE RECOMMEND:-

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND
ENCOURAGEMENT!**

ANY QUESTIONS?

