



End of Key Stage 1 Assessment Arrangements 2019

Aims

We aim:

- to inform you of the KS1 assessment process for this academic year;
- to show you the end of Year 2 expectations;
- and to answer any questions you may have.

What do we assess?

All end of Key Stage 1 assessments are made by Teacher Assessment (TA) over the year, based on the children's progress and attainment in class.

These teacher assessment judgements are supported by the Key Stage 1 SATs.

For 2019, the KS1 National Curriculum tests will be similar to last year's (with just slight modifications to Reading, Maths and Science).

- Reading (TA & test)
- Writing (TA only)
- Grammar, Punctuation & Spelling (TA & test)
- Maths (TA & test)
- Science (TA only)



How do we assess?

Teacher Assessment: the Framework for 2018-19.

Children will be teacher assessed using this framework in Reading, Writing, Maths and Science.

They will be assessed as either:

- ❖ **working towards** the **expected standard**;
- ❖ **working at the** **expected standard**;
- ❖ **working at greater depth within** the **expected standard**
(except in Science where assessment will be have/not met the expected standard).

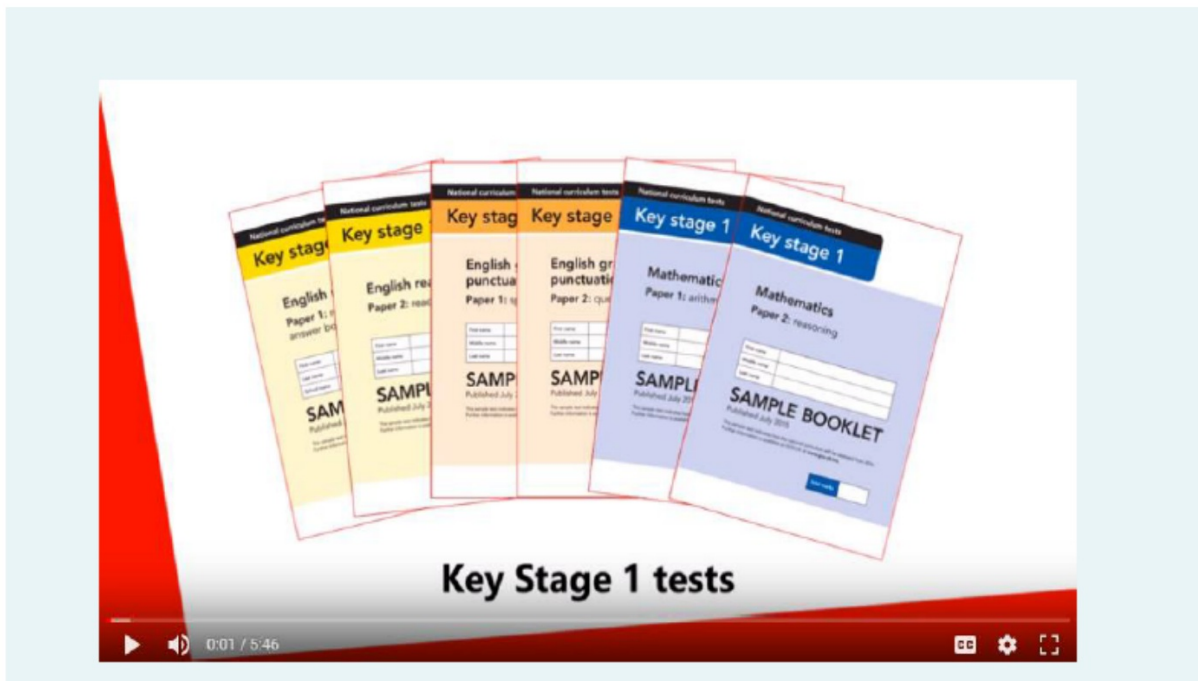
We need to have evidence that a pupil demonstrates attainment of all the statements within that standard and all the statements in the preceding standards.

Any test results will contribute as evidence when forming the teacher assessment judgement.

Tests

- The KS1 tests are designed to assess the children's knowledge and understanding of the KS1 programmes of study in English and Maths.
- They provide a snapshot of children's attainment.
- Teachers must administer tests to help them arrive at a secure judgement for their final teacher assessment at the end of KS1.
- Test outcomes will be in the form of raw scores & scaled scores. A scaled score of 100 will always represent the 'expected standard'.





https://www.youtube.com/watch?v=dVlrdqh_J6Y

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-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

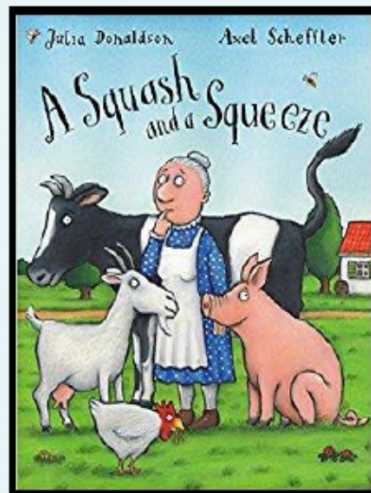
Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about 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.

<https://www.youtube.com/watch?v=-v3XOsTF33Y>

Reading at the Expected Standard





https://www.youtube.com/watch?v=w4c_DMS-3IE

Reading Test

- The emphasis of the reading test is on the comprehension.



- There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with questions in a separate booklet.

Both papers must be administered to all pupils.

- Each paper will have a selection of unrelated texts of increasing difficulty. There will be a mixture of text genres.

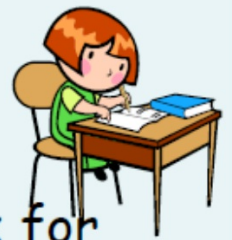
Reading Test Paper 1

- **Paper 1** consists of a combined reading prompt and answer booklet.
- It is expected that the test will take approximately 30 minutes but it is not strictly timed.
- The paper includes a list of useful words and some practice questions for teachers to use to introduce the context and question types to pupils.

Reading Test Paper 2

- **Paper 2** consists of a reading answer booklet and a separate reading booklet.
- It is expected that the test will take approximately 40 minutes to complete but it is not strictly timed.
- There are no practice questions on this paper.

Writing TA



- At the end of KS1, writing is teacher assessed using the statutory framework for 2018-19 . This focuses on some key aspects for assessment.
- The assessment of writing is not made on one piece, but is based on a broad range of evidence from across the curriculum.

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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Kim: evidence check

The following tables show how Kim's work has met the 'pupil can' statements across the collection for 'working at the expected standard', as well as how they have not yet shown sufficient evidence for 'working at greater depth within the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Kim's work has demonstrated the 'pupil can' statements in those 7 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 1 statutory assessment – working at the expected standard								
Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
• write simple, coherent narratives about personal experiences and those of others (real or fictional)	n/a	✓	✓	✓	✓	✓	✓	✓
• write about real events, recording these simply and clearly	n/a	n/a	n/a	n/a	n/a	n/a	✓	✓
• 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 those by graphemes, spelling many of those words correctly and making phonically-possible attempts at others	✓	✓	✓	✓	✓	✓		✓
• spell many common exception words	✓	✓	✓	✓	✓	✓	✓	✓

Evidence check Expected Standard

End-of-key stage 1 statutory assessment – working at the expected standard								
Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
• 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	✓	✓	✓	✓	✓	✓	✓	✓

End-of-key stage 1 statutory assessment – working at greater depth within the expected standard								
Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing								
• make simple additions, revisions and proof-reading corrections to their own writing	✓	✓	✓	✓	✓			
• use the punctuation taught at key stage 1 mostly correctly			✓			✓		
• spell most common exception words								
• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)								
• use the diagonal and horizontal strokes needed to join some letters			✓				✓	

Example of writing at the Expected Standard

What a lucky girl I am!

On Monday I stayed home playing Roblox on my Computer. I joined my brother on a game. We played all day^{and} it was really fun on Roblox. We played Fashion frenzy. Fashion Frenzy is a Fashion game and these^{are} topics like for example what if the topics old School we had to dress up like if we were going to School. When it was Easter we did an^{exciting} Easter egg hunt. if Me and my brother found 23 eggs~~X~~ but we found more eggs! x I ate them all in 2

Evidence check

Working at Greater Depth within the Expected Standard

Ali: evidence check

The following tables show how Ali's work has met the 'pupil can' statements across the collection for 'working at greater depth within the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Ali's work has demonstrated the 'pupil can' statements in these 6 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 1 statutory assessment – working at greater depth within the expected standard							
Name: Ali	A	B	C	D	E	F	Collection
The pupil can, after discussion with the teacher:	Narrative	Recount	Procedural	Letter	Book review	Narrative	
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	✓	✓	✓	✓	✓	✓	✓
• make simple additions, revisions and proof-reading corrections to their own writing	✓	✓	✓	✓	✓	✓	✓
• use the punctuation taught at key stage 1 mostly correctly	✓	✓	✓	✓	✓	✓	✓
• spell most common exception words	✓	✓	✓	✓	✓	✓	✓
• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)	✓	✓	✓	✓	✓	✓	✓
• use the diagonal and horizontal strokes needed to join some letters.	✓	✓	✓	✓	✓	✓	✓

Example of writing at Greater Depth

Down in a shiny light ocean...

...there was a tremendous splash ^{that} hit the shore and a big lumpy green thing smashed into a sharp pointy rock. People say it was a sea monster. People say it was a heap of seaweed. 1 hour later a boy went to the beach and brought a yot to sail. Strangely a big yellow ^{shiny} sphere with a dot in the middle. What a fantastic prize this is! said the boy. But then he saw his boat far far away from the beach. The boat was being tossed and turned by 6 massive waves and a current. The boy jumped into the deepest tide he could

find and swam in direction of his yot. A minute he was in the opposite direction his boat! "Help me" But it was far too far away safe mainland. He caught a grey shark. It was

The shark stretched an enormous tongue as if one last try to help. But the boy got into a strong current landed on a tiny island. There was one ^{lonely} tree in the desert island and in autumn the tree had soon it was winter. The boy was getting cold there was an early snow and the desert started to move. What evil? the boy shouted a massive head came up from the water and the up from hibernation!

Grammar, Punctuation & Spelling

This test has an emphasis on technical aspects of grammar. There are 2 papers.



Paper 1: Spelling - consists of an answer booklet for pupils to complete and a test transcript to be read by the administering teacher. The children will have approximately 15 minutes to complete the test, writing the 20 missing words in the answer booklet.

Paper 2: Questions - consists of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper.

Maths

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Maths

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar 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?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Mathematics Test

There are two papers

Paper 1: arithmetic - the focus is on assessing whole numbers, place-value and counting. The test is a single test paper and will take approximately 20 minutes.

Paper 2: reasoning - the focus is on problem solving and reasoning skills. This is a single test paper and will take approximately 35 minutes. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the test should be approximately 30 minutes.

Tests will take place each week throughout May.
With prior lessons focusing on each specific paper.

- Tests will be administered in small groups with appropriate support.
- Occasionally, tests will be administered 1:1.
- Children will be familiar with the formats of the tests.
- Every effort will be made to ensure the children are relaxed.



How can you help your child?

- Share a book with your child daily. Enjoy and discuss it together. Encourage them to express opinions about characters and justify their answers.
- Read to your child to develop their vocabulary.
- Set real life problems involving Maths.
- Encourage them to write for a purpose.
- Ensure your child eats a healthy breakfast.
- Make sure your child arrives at school on time.
- Be positive and encourage your child to do **THEIR** best!



Important to Remember...

- Don't worry if your child has a bad day on the test and does not perform as well as s/he has done over the school year.
- Your child's teacher assessment can override the test result.
- These tests are only to support our teacher assessment.



