

End of Key Stage 1 Assessment 2016

Parent Meeting
Friday 12th February 2016

Aims

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

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 the Autumn and Spring Terms.
- 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 to Camden 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 inline with national expectations.
- We no longer break down the levels.
- 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.

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.

Maths

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 $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
 - The pupil can 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.
-
- 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).

The SATs Tests

- **SATs Tests are used to help support and confirm Teacher Assessments:**

The new tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

There is no longer a test for English writing.

KS1 English reading test

The new reading test has a greater emphasis on the comprehension elements of the new curriculum. There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with the 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.

Paper 1 consists of a combined reading prompt and answer booklet. It is expected that the test will take approximately 30 minutes to complete 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 contexts and question types to pupils.

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.

Before the test, we will discuss 'useful words' and the type of instructions they will be given.

Questions or sections of text cannot be read to the children.

KS1 English grammar, punctuation and spelling test

The new grammar, punctuation and spelling test has an emphasis on technical aspects of grammar. There are 2 papers, Paper 1: spelling and Paper 2: questions. The written task has been removed and writing will instead be assessed through teacher assessment.

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 have approximately 15 minutes to complete the test but it is not strictly timed, writing 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. Pupils will have approximately 20 minutes to complete the questions in the test paper but it is not strictly timed. There will be no contextualised questions in the test (as there were in the initial sample questions).

Spelling and grammar are taught daily through all lessons. Everyday children are exposed to the type of questions that will be in the test.

KS1 mathematics test

In mathematics at KS1, an arithmetic test has been introduced. There are two papers, Paper 1: arithmetic and Paper 2: reasoning.

Paper 1: arithmetic assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting. The test consists of a single test paper. It is expected that the test will take approximately 20 minutes to complete but it is not strictly timed.

Some items in the arithmetic test have grids in the answer spaces or working out spaces. The grids are there for questions where the pupils may benefit from using more formal methods for calculations.

Paper 2: reasoning assesses pupils' mathematical fluency, problem solving and reasoning skills. This test consists of a single test paper. It is expected that the reasoning paper will take approximately 35 minutes to complete but it is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the paper should be approximately 30 minutes.

Children are no longer allowed to use number apparatus to support them in either of the tests.

Sample Tests

Children are exposed to sample test questions **everyday**.

Administering the Tests

- All tests will be carried out in the week beginning **23rd May**
- In familiar surroundings
- In test conditions
- Questions can be read to pupils (apart from the reading tests and parts of the maths test)
- By familiar people

Moderation

- Developing an understanding of standards is a key aspect of good assessment practice and takes place continuously in schools in many different ways.
- Moderation helps teachers to be confident they are applying accurate and consistent standards when they make their teacher assessments.

Reporting

- If teacher assessment and test results differ, **the teacher assessment results should be reported**, provided 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 final teacher assessment level.
- You will receive the children's teacher assessment results for the end of KS1 in the report/parents evening.

Help at Home

- Support your child at home. For example, asking comprehension questions not just reading the book.
- Play games and talk with your child to develop their vocabulary and ability to structure thoughts and ideas.
- Encourage them to write for different purposes – letters, stories, information about something.
- Ensure children are always punctuating their sentences, forming letters correctly and using the spelling rules that they know.
- Practise key mathematical skills and facts
(+, -, ÷, x, doubling, halving, number bonds, 2, 5, 10 times table-move on to 3, units of measure, telling the time)

Thank you!