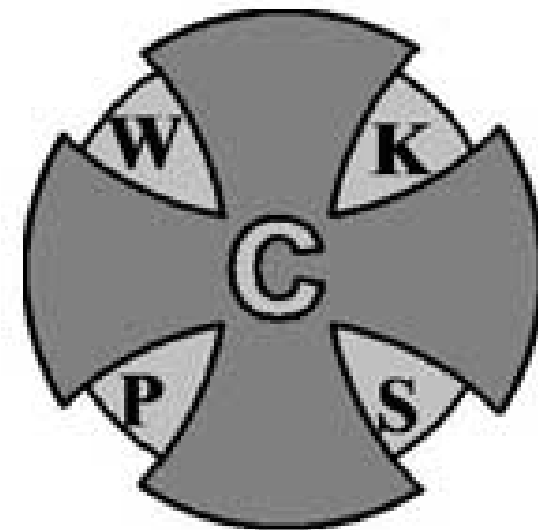


A guide to the end of Key Stage 1 Assessments 2020



- What are SATs in Key Stage 1?
- What do the SATs tests look like?
- How do teachers assess?
- What are the age related expectations?
- What can we do to help?



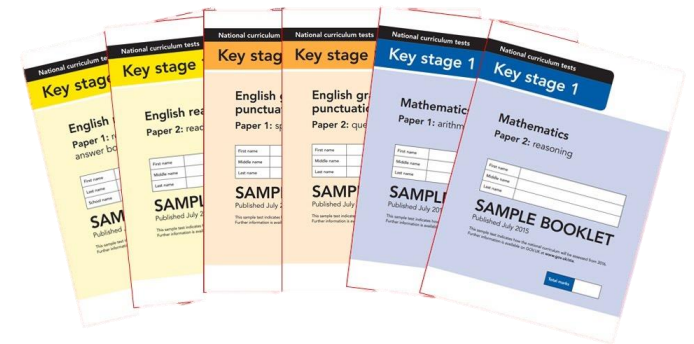
Assessment at the end of KS1

At the end of Year 2, children in England sit The National Curriculum Tests (also known as SATs) in the following subjects:

- **English – Reading**
- **Maths – Arithmetic and Reasoning**
- **Spelling, Punctuation and Grammar (Optional)**

There is no test for Writing. This will be judged using teacher assessment only.

These tests reflect the updated 2014 National Curriculum and are used to support our teacher assessment.



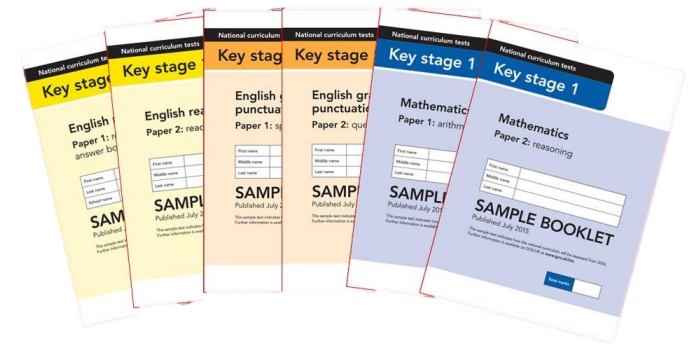
Assessment at the end of KS1

A small number of questions in each paper will be designed to challenge higher achieving children.

Scaled scores will determine the outcome of each test result.

All tests must be taken by all children working within the expected standard of Year 2.

Tests must be administered during the month of May 2020.



Performance descriptors

The following performance descriptors have been provided to help teachers make judgements for end of KS1 assessments. At the end of Year 2, children will be assessed as:

Working below the national standard

Working towards the national standard

Working at the national standard

Working at greater depth within the national standard



How will I know how my child has performed?

Each child registered for the end of KS1 SATs tests will receive confirmation of whether or not they attained the national standard.

Class teachers will mark each test paper to gather a raw score (the amount of questions answered correctly). The raw score is then converted into a scaled score.

A scaled score of 100 is the 'national level'.



Scaled Scores

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.



- A child awarded a scaled **score of 100** is judged to **have met the 'national standard'** in the area judged by the test.
- A child awarded a scaled score of **more than 110** is judged to have **exceeded the national standard** and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of **less than 100** is judged to have **not yet met the national standard** and performed below expectation for their age

The range of scaled scores available for each KS1 test is:

85 (the lowest scaled score that can be awarded)

115 (the highest scaled score)

The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.



Teacher assessment frameworks

Following the removal of teacher assessment levels, frameworks were introduced to support teachers in making robust and accurate judgements for pupils at the end of Key Stage 1.

The frameworks set out the standard(s) a child will be assessed against at the end of the key stage for Reading, Writing, Mathematics and Science.

To show that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard.



How do we know children are reaching the age related expectations?

All lessons are planned and taught to the National Curriculum with framework targets in mind.

Teachers use formative and summative assessment tools such as Target Tracker to monitoring progress and gaps and to assess children against the National Curriculum targets.



What are the new age related expectations for 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-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.



What are the new age related expectations for reading?

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.



Reading Assessments

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: English reading test	reading booklet with reading questions and answer space combined (a selection of texts, 400–700 words)	1	20	30 minutes
Paper 2: English reading test	reading booklet and separate answer booklet (a selection of texts, 800–1100 words)	1	20	40 minutes
Total		2	40	Recommended 70 minutes



Reading Paper 1

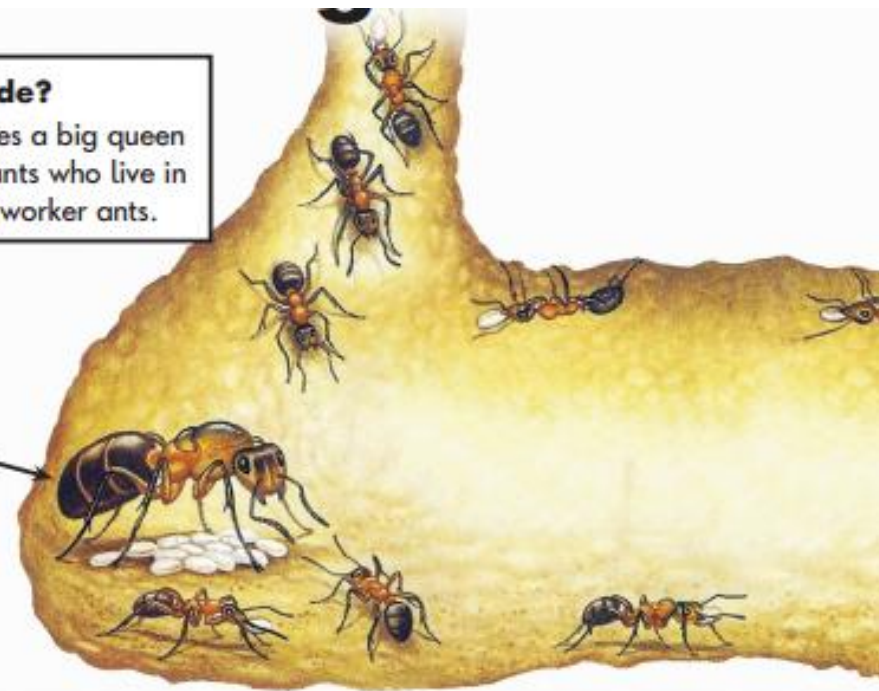
Children are given a question booklet that they will read and answer independently. The booklet will include texts that are fiction and non-fiction. The questions will be on the same page as the text throughout.

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.



1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

☐

noisy

☐

busy

☐

fast

☐☐

2 What does the queen ant do?

Tick **one**.

keeps the nest clean

☐

lays eggs

☐

moves eggs

☐

finds food

☐☐

Reading Paper 2

Children are given a reading booklet with longer texts. The questions they need to answer will be in a separate answer booklet. It is their choice how they approach the questions.



Example of a fiction text from Paper 2

2

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

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

(page 4)

- 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?



Example of a non-fiction text from Paper 2

Plastics and the Environment

What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.

The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.

Questions 9 – 18 are about
Plastics and the Environment (pages 8 – 9)

(page 8)

- 9 When were plastics first made?

(page 8)

- 10 Tick **two** good points about plastics.

Plastics can be...

Tick **two**.

nice to smell.

☐

any shape.

☐

grown.

☐

eaten.

☐

many colours.

☐

Different types of questions

(pages 6 – 7)

7

Draw lines to match these characters to the help they gave the blackbird.

fox

frightened the king

ants

scared the chickens

river

terrified the elephants



Different types of questions

(page 7)

8

Find and **copy two** words that describe how scared the king was.

1. _____

2. _____



Different types of questions

(page 9)

17

Draw lines to match the words below to their meaning.

words

Re-use

Reduce

Recycle

meanings

use the same thing
more than once

turn an object into
something else

use less of
something



Strategies to support your child's reading

- Underline key words in questions
- Locate the answer in the text – circle it or underline it
- Skimming and scanning for words
- Discuss the sort of answer the question words demand e.g. Where? = a place, Why? = an explanation
- Look for clues in the text and images - inference
- Develop vocabulary and talk about the author's choice of words.

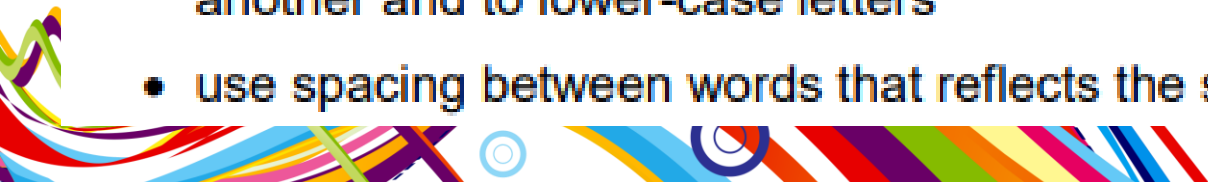


What are the new age related expectations for writing?

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 are the new age related expectations for writing?

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.

Main difference between expected standard and working above is the use of the word MOST. These aspects need to be seen consistently in their writing.



Writing Assessments

Children in Key Stage 1 are not tested on their writing ability.

Teachers will plan lessons to help children produce a range of writing styles, such as stories, diary entries and non-chronological reports.

Teachers will use a range of writing to assess the children's writing ability. They will be assessed using the steps system.

2b	2b+	2w	2w+	2s	2s+
----	-----	----	-----	----	-----



Strategies to support your child's writing

- Help them to learn to read and write their weekly spellings
- Help ensure they understand the meaning of all their weekly spellings
- Practice reading and spelling the Year 1 and 2 Common Exception Words in the front of the Home School Diaries
- Encourage children to check through any writing they do independently for punctuation and tense.



What are the new age related expectations for 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.

What are the new age related expectations for 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).

Maths Assessments

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: Maths arithmetic test	a variety of addition, subtraction, multiplication, division and fraction questions space provided for working out	1	25	20 minutes
Paper 2: Maths reasoning test	various reasoning problems covering topics such as time, shape, measures and number.	1	35	35 minutes
Total		2	60	Recommended 55 minutes



Arithmetic

1

$5 + 7 = \boxed{}$



3

$89 + 10 = \boxed{}$



17

$35 \div 5 = \boxed{}$



18

$\frac{1}{4} \text{ of } 20 = \boxed{}$



Reasoning paper

The first 5 questions on the reasoning paper are read to the children.

Question 1	Question 1 What number is one less than twenty-four? Write your answer in the box.
Question 2	Question 2 Turn over the page and find the answer box to question 2. How many tens are there in ninety-six? Write your answer in the box.
Question 3	Question 3 Look at the picture of the bottle and the units in question 3. Here is a bottle of water. What is the capacity of the bottle: two centimetres, two kilograms, two degrees Celsius or two litres? Circle the capacity of the bottle.
Question 4	Question 4 Find the answer box for question 4. Amy has a sheet of paper. She cuts the sheet into halves. How many pieces of paper does she have now? Write your answer in the box.

1



2



3



2 cm

2 kg

2°C

2l

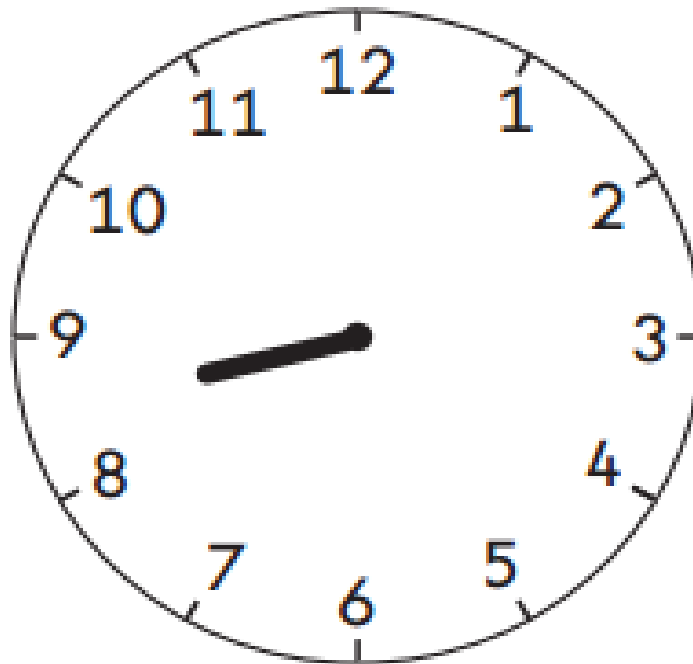


Reasoning paper

The remaining questions are written. An adult can read any words or numbers to the children if required. However, any mathematical symbols can not be read to them. Children are provided with a ruler.

25

Draw the minute hand on the clock to show **twenty-five past eight**.

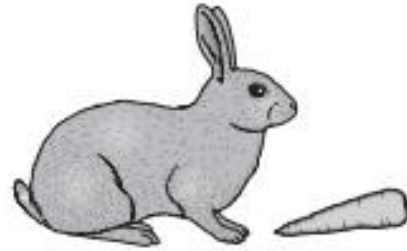


Example of written questions

22 Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show
your
working

carrots

26 Amy makes **20** cakes.

She shares the cakes between **5** plates.

Tick the calculation that shows how many cakes are on each plate.



Tick **one**.

$$20 + 5 = 25 \quad \square$$

$$20 - 5 = 15 \quad \square$$

$$20 \div 5 = 4 \quad \square$$

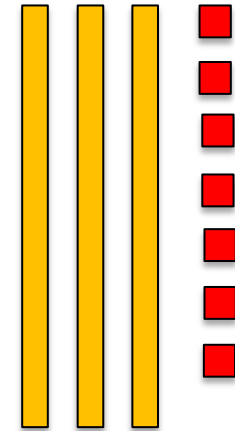
$$20 \times 5 = 100 \quad \square$$

Strategies to support your child's Maths

TO

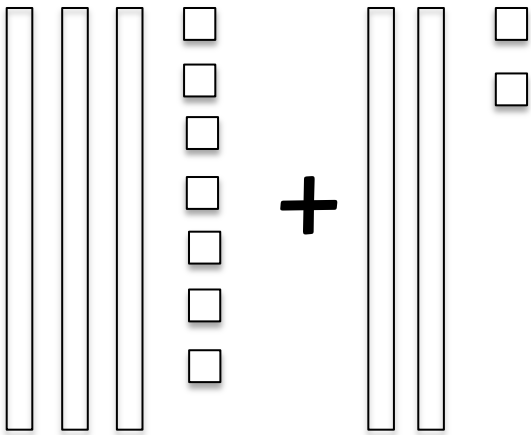
37

- Draw numbers as Dienes (tens and ones)

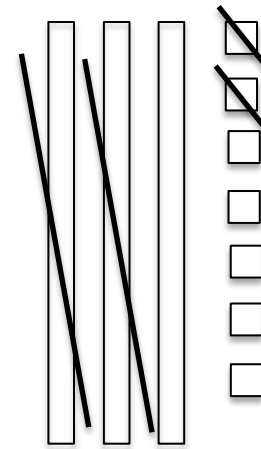


Strategies to support your child's Maths

$$37 + 22 =$$

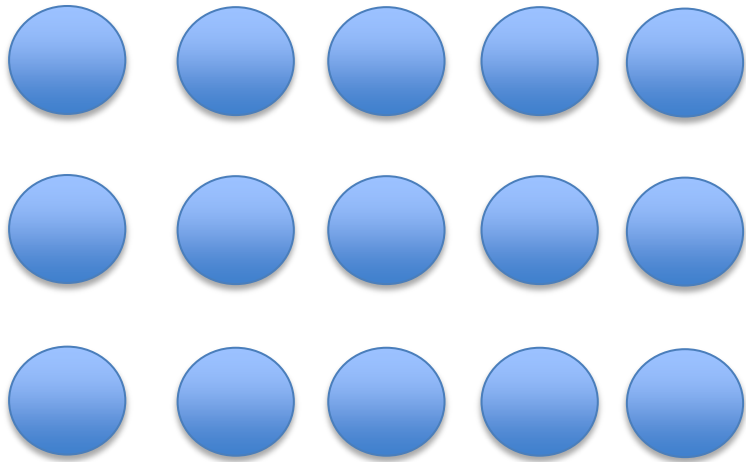


$$37 - 22 =$$

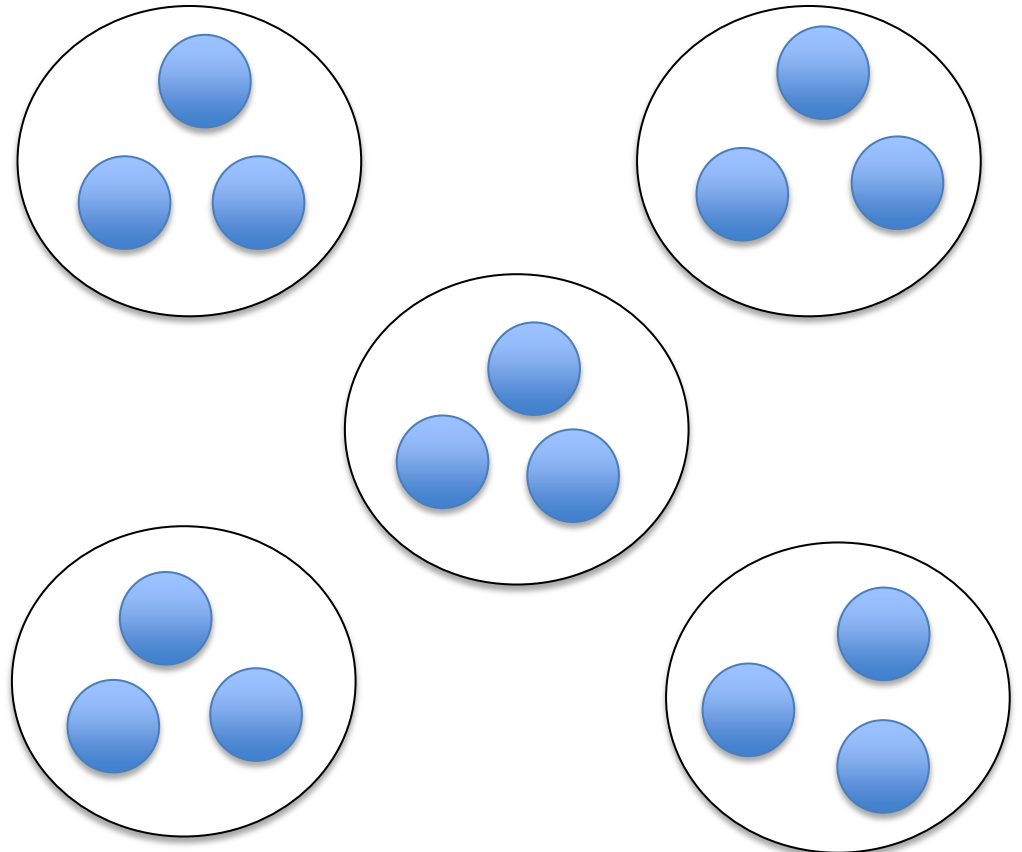


Strategies to support your child's Maths

$$3 \times 5 =$$

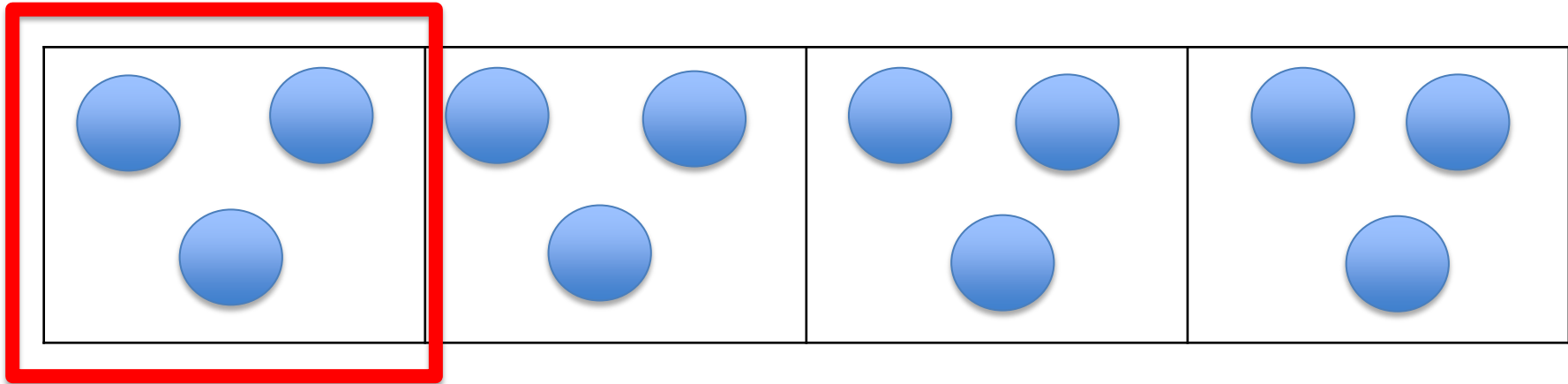


$$15 \div 5 =$$



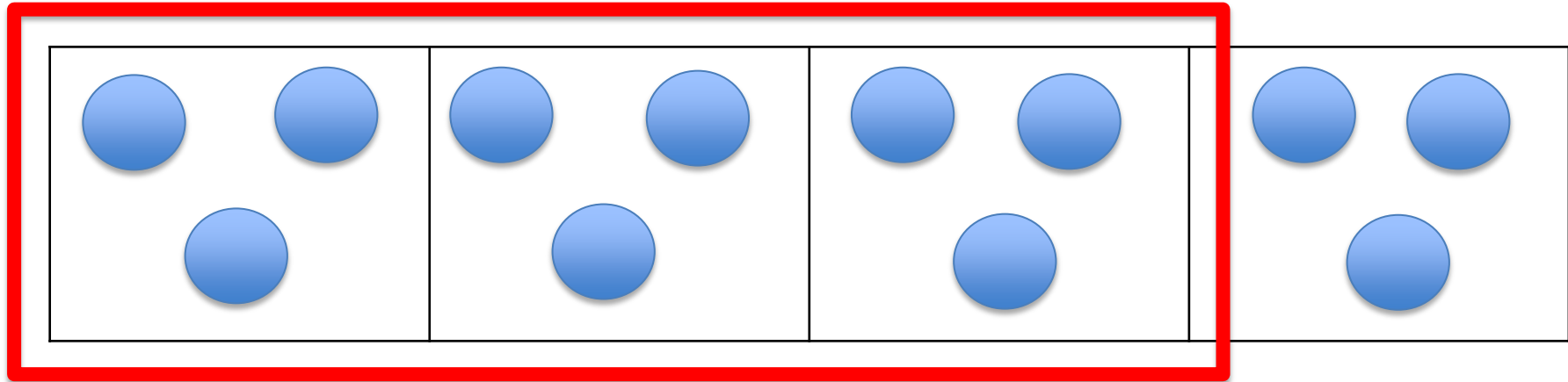
Strategies to support your child's Maths

$$\frac{1}{4} \text{ of } 12 = 3$$

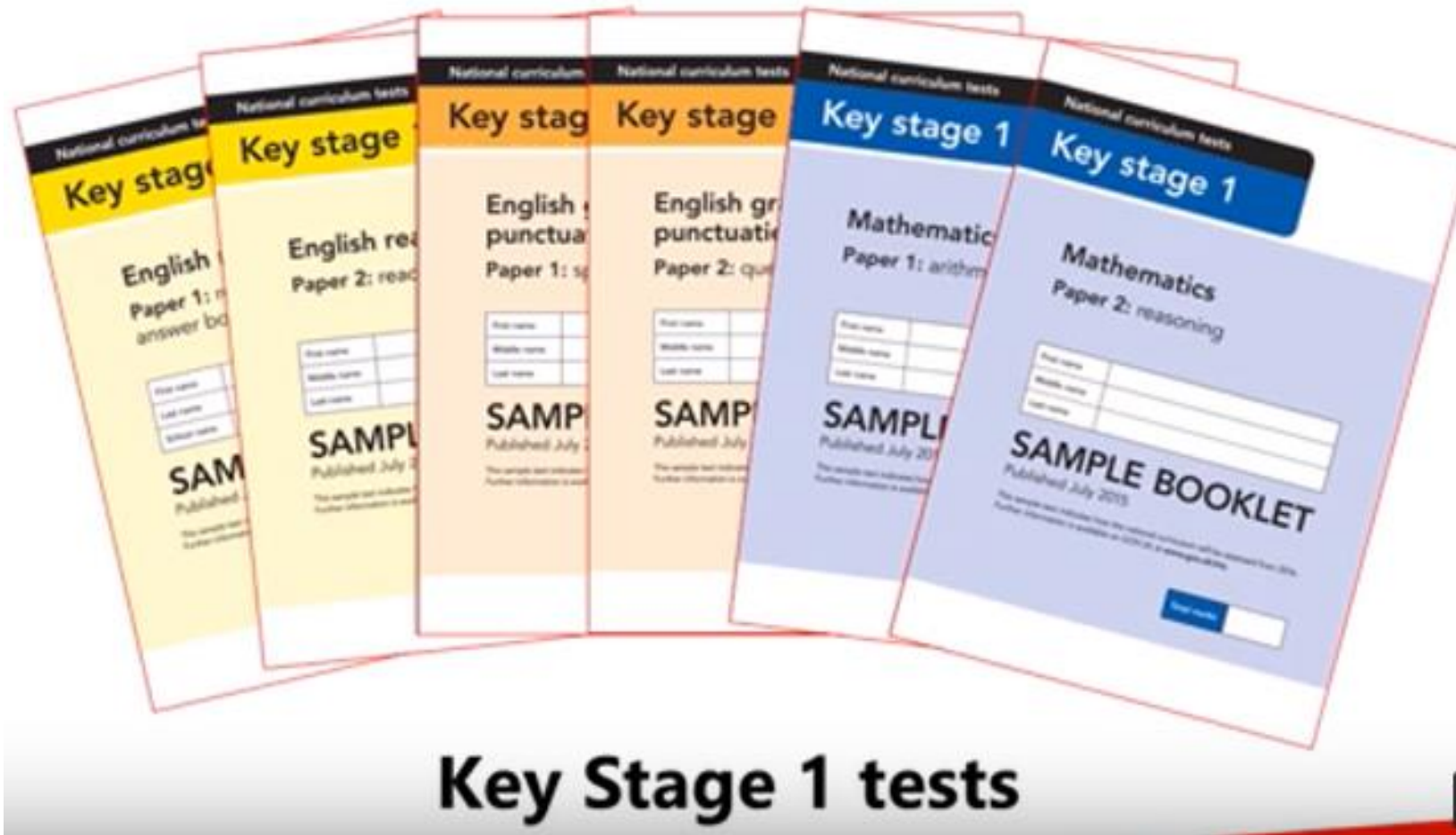


Strategies to support your child's Maths

$$\frac{3}{4} \text{ of } 12 = 9$$



Just to recap, a short video...



Key Stage 1 tests



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

The KS1 SATs must be administered between **Friday 1st May and Friday 22nd May 2020**.

Unlike the KS2 SATs, there is no set timetable for when each paper should be administered. It is down to the discretion of the school to choose how and when each test is delivered.

There is no pressure put on the children to perform. Are intentions are to make the assessments fit in as naturally as possible within our normal school day and routines.



How school will help

- Outstanding daily class teaching
- Revision of the KS1 curriculum
- Practise questions and papers
- General care to reduce stress and anxiety
- Focused guided group work
- Familiar testing environments
- Testing administered tailored to a child's needs



How can you help?

- Read with your child regularly to improve pace and fluency
- Ask questions – do they understand what they have read?
- Asking them to make inferences that are not immediately obvious
- Ask for opinions
- Support with home learning
- Sleep and diet/water
- No pressure!
- Make sure they know their 2, 5 and 10 times tables and are confident with the four operations (+ - \times \div)



Finally...

The tests ARE ONLY *ONE small* PART OF SCHOOL LIFE:

- Children with outside activities have more experiences to draw on.
- Children need time to be children and to rest.
- Support good attendance and punctuality.
- Ask questions and listen if they want to talk things through with you.
- Come in and discuss any worries or distractions with the class teacher.

The children's end of year assessment ultimately comes down to the class teacher's judgement. The KS1 SATs tests are only additional evidence towards this judgement and the test results do not determine the end assessment alone.

