

# End of Key Stage One Assessments 2023



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## • What are end of key stage one assessments?

What you might know as SATs or Standard Attainment Tests, are national curriculum tests that are usually taken by children at the end of key stage one.

These are just part of the picture.

- All children are assessed during the last term of year 2 to judge what they have learned over the course of key stage one (years 1 and 2).
- Teachers judge whether each child in their class has achieved the expected standards for the end of key stage one.
- Teachers will use a range of evidence to support their judgements, including the children's results in their national curriculum tests, as well as independent work in class.
- Teachers will judge what a child is able to do independently and align this with the national expectations for a child at the end of key stage one.

- **What are children tested on?**

## Maths

### **Paper 1 - Arithmetic (20 minutes)**

Addition, subtraction, multiplication and division, including finding fractions.

### **Paper 2 - Reasoning (35 minutes)**

Solving problems and reasoning. 5 questions are read aloud and children have 30 minutes to answer the rest of the questions independently.

## English Reading

Both reading papers contain a variety of texts which increase in difficulty. Paper 2 is more challenging than paper 1.

### **Paper 1 (30 minutes)**

Short sections of text for the children to read with questions underneath for them to answer.

### **Paper 2 (40 minutes)**

A reading booklet with texts and a question booklet to record answers in.

- **What are children tested on?**

## English Grammar, Punctuation and Spelling

These are optional papers which can be used to support teacher judgements on children's writing attainment.

### **Paper 1 - Spelling (15 minutes)**

The children have a booklet of sentences with missing words. The teacher reads out the sentences and children write in the correct spellings.

### **Paper 2 - Grammar, punctuation and vocabulary (20 minutes)**

A question and answer booklet which tests children's knowledge of grammar and punctuation rules, as well as their vocabulary.

# Teacher Assessments

## Maths

### Working Towards (WTS)

- Count in 2s, 5s and 10s
- Read and write numbers to 100
- Value of coins
- Partitioning of numbers into tens and ones
- Know some of their number bonds to 10
- Know their shapes

### Working At (ARE)

- \* Adding two 2-digit numbers, including crossing tens such as  $36 + 27$ .
- \* Read the time to the nearest 15 minutes.
- \* Read scales
- \* Find fractions of shapes and numbers
- \* Know multiplication and division facts for 2, 5, 10.
- \* Subtract a 2-digit number from another 2-digit number, again including crossing tens such as  $62 - 28$

### Greater Depth (GD)

- Know the time to 5 minute intervals
- Reason to solve complex problems
- Solve 2 step problems
- Talk about similarities and differences of shape

## How you can help

# Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games



# Teacher Assessments

## Reading

### Working Towards (WTS)

- With support answer questions and make inferences.
- Read many common exception words.
- Accurately blend common graphemes.
- Read aloud many words quickly and accurately without overt sounding and blending.

### Working At (ARE)

- Read fluently and accurately without too much sounding and blending (around 90 words per minute).
- Check what they have read makes sense.
- Read most common exception words.
- Answer questions and make some inferences.

### Greater Depth (GD)

- Make links between the books they are reading and other books.
- Predict what might happen next based on what has happened so far.
- Make inferences.

## How you can help

### Reading

- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

# Teacher Assessments

## Writing

### Working Towards (WTS)

- Using full stops and capitals in some sentences
- Spelling some common exception words
- Form letters in the correct direction
- Use spaces between words
- Use their phonics to spell words

### Working At (ARE)

- Accurate punctuation for most sentences - CL . ?
- Consistent use of the correct tense
- Using co-ordination (but or and) and some subordination (when if that because) to join clauses
- Spelling many common exception words accurately
- Forming letters of correct size - CL and long letters taller, the rest half line size.

### Greater Depth (GD)

- Using the full range of punctuation mostly accurately ! . ? , Commas in a list and ' apostrophes for possession and contractions
- Using some joins in their handwriting
- Spelling most common exception words correctly
- Suffixes to spell most words correctly (-ment -ness -ful -less -ly)
- Make additions, revisions and proof-reading corrections to their own writing
- Vocabulary - interesting word choices, upscaling using a thesaurus

## • When and how do the tests happen?

The national window for administering these tests is the month of May.

**We will administer assessments over the weeks of: 16<sup>th</sup> May.**

- We will not tell the children they are being tested or call them tests. We say it is a quiz to see what the teachers need to teach you next.
- The children will work on the assessments in the classrooms and in smaller groups to allow them to space out. Children who are not taking part in the assessment at that time will be completing art and craft activities in one of our classrooms.
- The assessments will be timetabled across the weeks to prevent the children feeling overwhelmed. To them, it will be like a usual English or maths lesson.
- There is no writing test. The teachers will make a judgement using the children's writing over the course of year 2 and the results of the English grammar, punctuation and spelling papers.





## • What happens with the results?

- Test results are not routinely shared with parents or published; they inform overall teacher assessments.
- Unlike year 6 test results, year 2 results are not a definitive judgement. Teacher assessment can include all the work a child has done in key stage one and the test result merely supports this judgement.
- The school will report all the teacher assessments to the local authority by the end of June 2023; we do not need to report individual test scores.
- Teacher assessments of pupil attainment will be shared with parents in the end of year reports.



- **How can I help my child?**

Make sure they go to bed at a reasonable time, have a good breakfast and arrive at school on time during the assessment weeks.

Listen to your child read daily. Ask questions and talk about what they have read. Make sure they understand what they are reading.

Use online activities like Bug Club and Numbots to practise skills at home.

Support your child to complete any home learning tasks, such as spelling activities, reading comprehensions and maths sheets.

