



# Key Stage 1 SATs Information Evening

Wednesday 21<sup>st</sup> October 2020



# Aims

- What are the end of Key Stage assessments?
- An outline of the tasks and tests
- Teacher assessment
- The results
- What you can do to help?

# What are the end of Key Stage assessments?

- Children are assessed in reading, writing, mathematics and science.
- The emphasis is on teacher assessment.
- The children are assessed throughout the year.
- The tests are used to inform final teacher judgements.



# What will be tested?

## Grammar, Spelling and Punctuation

Paper 1 – Spelling (approx. 15 minutes)

Paper 2 – Questions (approx. 20 minutes)

## English Reading

Paper 1 (approx. 30 minutes)

Paper 2 (approx. 40 minutes)

## Maths

Paper 1 – Arithmetic (approx. 20 minutes)

Paper 2 – Reasoning (approx. 35 minutes)

# When will the tests be conducted?



The Year 2 tests will be administered during May 2021.



# Teacher Assessment

**There is no test for writing; assessment of writing will be conducted via teacher assessment.**

**In Key Stage 1, the emphasis is on teacher assessment, the tests support this judgement.**

# Writing Teacher Assessment

- Evidence is taken from a number of pieces of work.
- Evidence of each assessment point in at least **6** pieces of work.
- Writing needs to be for a range of purposes.
- Writing needs to be completed independently.



# Reading Teacher Assessment

- Guided Reading;
- Individual Reading;
- Shared Reading;
- Reading tasks (e.g. comprehensions, reading journal activities).





# Maths Assessment

- Work in class;
- Discussion;
- Observation;
- Problem solving activities;
- Guided work.



# What are we assessing?

There is clear criteria we assess against:

- Working towards expected level
- Working at expected level
- Working at greater depth

This criteria is now secure fit, the children must meet all criteria to be awarded the level.



## 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 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<sup>1</sup> 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 words<sup>2</sup>
- 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 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.

\* For example, base 10 apparatus

# What do the children understand about these assessments?

Children will know they are taking part in assessments.

The children are generally excited for the challenge!



The image features four handprints of different colors: red, yellow, blue, and green, arranged in a 2x2 grid. The word 'Moderation' is centered at the top in black text. Below it, the question 'How can you be sure of our judgements?' is written in red. A bulleted list in red follows, detailing moderation criteria and types. The handprints are positioned around the text: red (top-left), yellow (top-right), blue (bottom-left), and green (bottom-right).

# Moderation

How can you be sure of our judgements?

- Clear criteria to assess against and guidance from DfE and LA;
- Internal moderation;
- External moderation.



# Results

Outcomes of the Key Stage 1 tests will be converted into 'scaled scores', not levels using the conversion tables provided.

These scores help to inform teacher assessment. From our evidence and the test results, it will be reported whether the children are working towards expected level, at expected level or at greater depth.





A red handprint is on the left and a yellow handprint is on the right, both with a soft, watercolor-like texture.

# The Results

Results of teacher assessment are reported to the Local Authority and Department for Education.

An overall result will be shared with you in our end of Summer term reports and will contain whether children are working towards, at or working at greater depth.



# What can you do to help?

- Read together **every day** and **ask questions** about the story.
- Use number problems in every day life, at the shops, on the bus and telling the time etc.
- Keep working on the spellings each week.



# What can you do to help?



- Children do not need to undertake specific 'test' revision at home.
- Children are already familiar with the question types through work in school.



# What next?

- Feel free to have a look at the sample test papers on the desks.
- Sample papers are available on [www.gov.uk/sta](http://www.gov.uk/sta).
- If you have any questions, please don't hesitate to ask us.



# Questions?

- We are happy to answer any questions you may have regarding the Year 2 National Curriculum tests.
- If you have a question regarding your child's individual progress please arrange an appointment to speak to staff on a one-to-one basis.



Thank you for your time.

