

# **Welcome to KS1 Assessment Meeting**

Wednesday 22nd January 2020 2:15pm  
Thursday 23rd January 2020 6pm

- Explain school arrangements for KS1 SATs.
- Opportunity to look at sample test materials.
- Question and Answers.
  
- Most importantly- everyone leaves feeling relaxed and confident in order to best support the children.

**Purpose of this meeting**

- The current National Curriculum was introduced in 2014.
- Teachers assess children on the curriculum over the course of the year.
- SATs tests taken in May inform these teacher assessment results.
- The Local Authority check the accuracy of our assessments regularly.

**New National Curriculum**

- Within Year Two, we will continue to assess what children understand and can do in a way that best suits our school. We aim to keep our creative approach to learning.
- **We will report your child's score and whether or not your child met the national standard in our annual report to Parents.**

- Children will be given a scaled score based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table.
- A child who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.
- **We will continue to prepare and administer in the same way as previous years according to DfE guidance.**
- **We will be continuing to focus on quality teaching and learning.**

## Scaled Scores

- At the end of Year 2, children will take SATs in:
  - Reading
  - English grammar, punctuation and spelling (optional for schools to use)
  - Maths
- SATs have to be carried out during May but there are no set dates nationally – this will be a school decision

**Tests in May**

- The reading test will involve two separate papers:
- Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed
- Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet
- Each paper should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed.
- **The texts in the reading papers will cover a range of fiction, non-fiction and poetry**, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

## Reading

On Tuesday, Molly was racing in the garden when her mother said, "Molly, tidy up!"

But she was too busy hopping around her race track. Then Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared. "Something with a lot of arms is tidying up," thought Molly.



3 What was Molly doing on Tuesday?

\_\_\_\_\_

1 mark

4 Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

- |            |                          |          |                          |
|------------|--------------------------|----------|--------------------------|
| eaten up.  | <input type="checkbox"/> | dropped. | <input type="checkbox"/> |
| picked up. | <input type="checkbox"/> | broken.  | <input type="checkbox"/> |

1 mark

## I'm Riding on a Giant

I'm riding on a giant.

I'm way up in the sky.

Looking down on everyone

From higher up than high.



### Practice questions

c What does the child say they are riding on?

Tick **one**.

- |         |                          |         |                          |
|---------|--------------------------|---------|--------------------------|
| a cloud | <input type="checkbox"/> | a giant | <input type="checkbox"/> |
| a horse | <input type="checkbox"/> | a train | <input type="checkbox"/> |

d Who is the child looking down on?

\_\_\_\_\_



## Sea Spray Swimming Pool FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

**The lessons will run from 1st – 14th August.**

*This is an old Native American story about a man called Heron Feather and the time he met a fox.*

*Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.*

## The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went. "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



# Reading Paper 2

- Read daily with your child.
- Ask your child questions about what they are reading.
- Remind children they don't have to read the whole text to be able to answer some of the questions.
- Ask questions that encourage the children to 'infer' the answer.

**Help at home**

- Children taking Key Stage 1 SATs can sit two separate papers in grammar, spelling and punctuation:
- Paper 1: a 20-word spelling test taking approximately 15 minutes and worth 20 marks.
- Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

## **Grammar, Spelling and Punctuation ( SPAG )**

1. Remember to \_\_\_\_\_ your hands before cooking.

2. I ride my \_\_\_\_\_ to school.

3. The Moon looks \_\_\_\_\_ as it is so far away.

4. My sister is learning to \_\_\_\_\_.

5. Jo is playing in the \_\_\_\_\_.

# Spelling

2

Tick **one** word to complete the sentence below.

Potatoes are good for you, \_\_\_\_\_ you should not eat chips too often.

Tick **one**.

that

but

when

or

**Grammar and punctuation**

- Learn weekly spellings which include HFW, common exception words and spelling patterns.
- When writing at home encourage children to use what they have learnt in their spelling tests in their writing!!

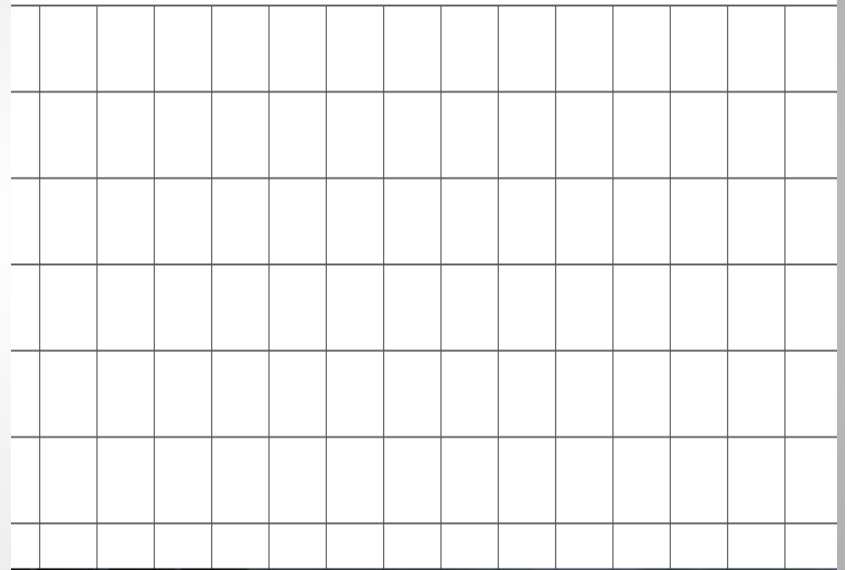
**Help at home**

- The maths test has two papers:
- Paper 1: arithmetic, worth 25 marks and taking around 20 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There will be a variety of question types: 5 oral questions followed by multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).
- Children will not be able to use any tools such as calculators or number lines.

# Maths

$$\boxed{\phantom{00}} = 15 - 2$$

$$84 + 12 = \boxed{\phantom{00}}$$



**Arithmetic**



6 Write these numbers in order, starting with the smallest.

73 37 76 36 63

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smallest

largest

30 There are **76** cars in the car park.

**18** more cars go into the car park.

Then **35** cars go out.



How many cars are in the car park **now**?

Show  
your  
working

--

cars



2 marks

# Reasoning

- Complete weekly homework.
- Stress the importance of always showing working out.
- Remind children of how to check their work.
- Read the question CAREFULLY!
- Give children a range of calculations and encourage them to work them out.
- Please ask the teachers if you are unsure of any methods that we teach.

**Help at home**

- We will administer the tests in May.
- Every child will attempt the test unless they are unable to access them and we will inform parents if this is the case.
- We will submit assessment data, taking the test results into account, in June.
- Throughout the Summer term, the Local Authority will be visiting schools to moderate their judgements.
- As a school we are already moderating within the school and with other schools to ensure our judgements are accurate.

**May Onwards**

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.

## Writing

- No test in May.
- Teacher assessment over the course of the year.
- Teachers use a range of pupils writing to make the judgement.

Help at home:

- Punctuation- capital letters and full stops consistently.
- Spelling (Not just for spelling tests!). To make the expected level, most high frequency words and a range of common exception words must be spelt correctly.
- Interesting compound sentences.

- There are some sample papers for you to look at on the table. Please have a look through and familiarise yourself with the tests.
- There are also examples of writing that meets the expected standard, working towards the expected standard and working at greater depth.
- Our children are used to taking assessments throughout their learning and are not worried by this. It is very important we don't worry them.

## Sample Papers

- Ensure your child has excellent attendance and punctuality.
- Support at home with extended learning.
- Don't panic! The teachers work very hard to ensure the children are relaxed and do their best.
- Talk to the class teacher at parents' evening if you have any concerns about your child's learning.

**How can you help?**

- For your continued support for the school and your child's learning.
- Research shows when parents are supportive of their child's learning and encourage at home, a child achieves more.
- For encouraging your children to do their best and telling them they can do it.

**Thankyou**