



**CORPUS CHRISTI**  
**CATHOLIC SCHOOL**

**End of KS1 Assessments**

# Purpose of this meeting:

To explain:

- When the assessments take place.
- What the end of KS1 assessments are.
- The main changes and expectations in the new assessments.
- How we can prepare for them.



# When will the tests take place?

- The assessments will take place during the week beginning Monday 21<sup>st</sup> May 2018.
- The children are not told they are sitting tests but 'special booklets' to show Mr Coyle and Mrs Connery what they have learned in Year 2.



# What are the SATs?

S      Standard  
A      Assessment  
T      Tests

*or* End of KS1 assessments

The children are tested in Reading, SPaGs and Maths.



# Why do we sit the assessments?

We sit the assessments in Year 2 and Year 6

The results are used as an external measurement to judge the attainment and progress of the children in school.

The results from the summative assessments in Year Two are used to **assist** the formative teacher assessment that takes place throughout the year. The final teacher assessment is then given to the local authority.





# Main changes

- The Government removed levels a few years ago.
- Teachers now have to use frameworks to make judgements of pupils' standards at the end of Key Stage 1.
- The frameworks (for Reading, Writing and Maths) set out the standards the children will be assessed at.
- Teachers have to provide sufficient evidence of **all** the standards to show a child is 'working at the expected standard'.



# The frameworks

There are three frameworks that the children can be placed in:

‘Working **toward** the expected standard’

‘Working **at** the expected standard’

‘Working **at greater depth within** the standard’



# English

Reading paper 1  
(combined reading with prompt)

Reading paper 2  
(reading booklet and answer booklet)

SPaGs

English, grammar and punctuation

Paper 1: Spelling

English, grammar and punctuation

Paper 2: Questions





# ‘Working at the expected level in Reading’



To be ‘working at the expected level’ in Reading children must show they can use the following in independent writing.

- Read accurately words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

In age appropriate books:

- read words accurately and fluently
- sound out most unfamiliar words accurately, without hesitation



# ‘Working at the expected level in Reading’

In a familiar book, that they can already read accurately and fluently:

- they can check it makes sense to them
- answer questions and make some inferences



# ‘Working at the expected level in Writing’



To be ‘working at the expected level’ in Writing children must show they can use the following in independent writing.

- Write stories for a purpose using personal experiences and those of others - real or fictional.
- Write about real events, recording them simply and clearly.
- Capital letters and full stops in most sentences.
- Question marks in some sentences.
- Past and present tense consistently.
- To use co-ordination ‘and’, ‘or’, ‘but’.



# ‘Working at the expected level in Writing’

- To use subordination ‘when’, ‘if’, ‘that’, ‘because’.
- Spell many common exception words.
- Apply phonic sounds correctly in many words.
- Spell some words with contractions (I’m, I’ll, don’t).
- Add suffixes to some words (-ly, -less, -ful).
- Capital letters and lower-case letters need to be of the correct size and orientation.
- Finger spaces.



# Maths

Paper 1 : Arithmetic  
(no apparatus, hundred squares or rulers)

Paper 2: Reasoning  
(rulers are allowed but no other apparatus)





# ‘Working at the expected level in Maths’



To be ‘working at the expected level’ in Maths children must demonstrate they can do the following independently.

- Place value with 2 digit numbers up to 99 e.g. partition number in different ways.
- Add 2 digit numbers within 1 hundred and demonstrate how using written methods e.g. drawing blank number lines, adding the tens then the units.
- Use estimation to check answers e.g.  $45 + 23$  will be less than 100.
- Mentally subtract 2 digit numbers where there is no ‘regrouping’ e.g.  $85 - 22 = 63$ , subtracting the tens then the units.

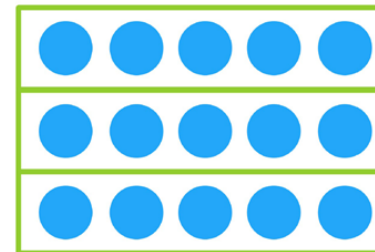


# ‘Working at the expected level in Maths’

- Know inverse relationships between addition and subtraction. (  $43 + 14 = 57 = 57 - 14 = 43$  ).
- Learn the 2, 5 and 10 times tables.
- Use multiplication to solve division sentences.
- Use drawings/arrays to solve simple multiplication.
- Use drawings and grouping to solve simple division.



Rows and columns  
with an equal amount in each.

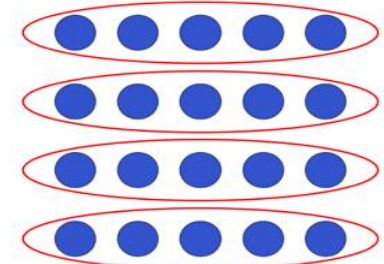


$$3 \times 5 = 15$$

**Grouping**

$$20 \div 5 = 4$$

20 divided by 5 gives 4 groups.



Grouping using arrays.

# ‘Working at the expected level in Maths’

- Recognise fractions.
- Use different coins to make the same amount e.g. 5 £2 coins are the same as £10.
- Read divisions on measuring scales of 1, 2, 5, and 10.
- Read time on the clock for ‘o’ clock, ‘quarter past’, ‘half past’ and ‘quarter to’.
- Describe 2D shapes using the terms ‘sides’ and ‘vertices’.
- Describe 3D shapes using the terms ‘edges’, ‘faces’ and ‘vertices’.



# How can I help?

Writing:            Sentence structure (golden sentences)  
                         Punctuation (. ?)  
                         Conjunctions (and, but, so, because)  
                         Check what has been written

Spelling:           Practise 'common exception words'  
                         and weekly spelling words in  
                         sentences

Reading:           Daily reading of a variety of books  
                         Ask questions about the text  
                         Encourage children to explain their  
                         answers





# How can I help?

Maths:

Practise the 100 square

Place value

Practise adding 2 digit numbers

Practise subtracting 2 digit numbers

Times tables x2, x5, x10

Use arrays to solve simple multiplication

Practise Inverse operations

Telling time ('quarter past', 'quarter to', 'o'clock and 'half past')





# Is there anything else I can do?

Arrive early for school

Good attendance

Ensure early nights

Regular fresh air and exercise

Try not to put emphasis on the tests

Encourage your child's best efforts

Celebrate when your child tries their hardest

**PLEASE THINK BEFORE YOU PRACTISE TESTS!**



**F** AITH

**A** SPIRATION

**M** OTIVATION

**I** NDEPENDENCE

**L** OVE

**Y** OU ARE UNIQUE

YOU ARE UNIQUE