

# Guide to the 2019 Key Stage 2 Assessment Results

for Parents

**Introduction:** As your child reaches the end of their final year in Key Stage 2, their school will be reporting to you their achievements in the National Curriculum assessments. The results from tests and teacher assessment judgements are made against the same framework for all children in the country. However, every school will also have its own school report format which will offer much more information about your child's successes. You should always consider the statutory results in combination with the school's other feedback. This guide is intended to help explain the results of the national statutory assessments.

**Test results:** Most Year 6 children will have taken the Key Stage 2 tests in May of this year. These tests are externally marked, with results being returned to schools in July. Your child's school will share these results with you before the end of term. Although each test has a different number of questions and marks available, all of the test results have been converted to a common scale. It is this scaled score that will be reported to you. The scaled score gives an indication of how children have achieved against the nationally expected standard. A score of 100 represents the expected standard. Higher scores indicate higher achievement, while scores below 100 indicate that children have not yet met the expected standard for their age.

You will receive test scores for each of the tested subjects:

- **Reading** • **Mathematics** • **Grammar, Punctuation and Spelling**

To give an indication of the range of marks, the lowest possible score is around 80, with high scores of up to 120. Children who score at the lower end of this range are likely to need some further support to 'catch up' as they move into KS3.

Along with each of the test results, you will also receive information about the teacher's assessment of your child's ability.

**Reading and Maths:** In these subjects, the test score gives an indication of your child's achievement, and so teacher assessment judgements are limited to saying whether or not your child has met the expected standard. Of course, they might be able to do almost everything on the government's list, but if there was a gap in their knowledge when the assessment was made, then they may appear not to have met the standard. It's important to look at this information in the context of your child's school report.

**Writing:** The grammar, punctuation and spelling test result gives some idea of how your child fares with the basic skills of English. However, part of the broader judgement of Writing includes elements such as using paragraphs, and developing character, settings and plot, which cannot easily be assessed in a test. As a result, teachers will make a separate judgement about Writing overall, based on several different lists of criteria set out by the government.

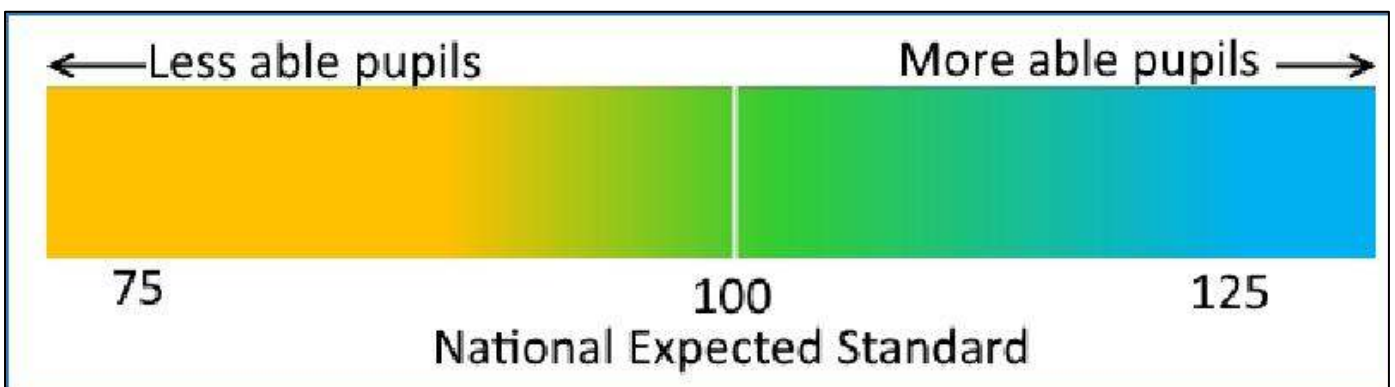
Children who are working at the expected standard should be able to do things like using the passive voice in their writing, and using punctuation such as semi-colons and dashes. These expectations are very different from those used in the past.

In some cases, very confident writers may be able to use more advanced structures and styles. These children will be judged to be Working at Greater Depth within the Expected Standard, showing that they have developed their skills more fully. Some children may not yet achieve all the requirements for the expected standard, and will be judged as Working Towards the Expected Standard. This will show that children can write using basic sentence punctuation, paragraphs and using generally accurate spelling.

**Science:** Teachers will also provide an assessment of children's attainment in Science. As with Reading and Maths, the only judgement that can be made is to say whether or not your child has met the expected standard in Science. To achieve the expected standard, teachers must feel confident that children are able to do the 23 things that appear on the statutory list, including describing the functions of the main parts of the digestive system, and explaining how sounds are made and heard.

**What is the expected standard?** The government has set a new standard for each subject, which it wants the majority of children to reach. For teacher assessment judgements these 'standards' are based on a list of things that children should be able to do. For the tests, a similar list is used to work out how many marks a pupil should score to reach these new expectations. This score is then used to set the scaled score range.

**Lower-attaining pupils:** Some children will not have been taught everything in the Key Stage 2 curriculum, and so won't have been entered for the tests. These children will be assessed against a different list of criteria that more closely match what they're able to do.



As always, the best information about your child's progress will come from their class teacher. End-of-year reports and parent consultation meetings will tell you far more than you can learn from a single score or descriptor.