

Key Stage 1 National Curriculum Assessments

A School Presentation to Parents



The Meadows
Primary School

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Key Stage 1 National Curriculum Assessment Changes

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- In 2014 /15 a new national curriculum framework was introduced by the Government for Years 1, 3, 4 and 5.
- However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year.
- In 2015 /16 children in all years at Key Stage 1 and 2 were required to study the new national curriculum.
- KS1 (Year 2) and KS2 SATs (Year 6) reflected the new curriculum for the first time in 2016.

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Assessment and Reporting

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- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
- Children are now assessed as working below the expected standard, at the expected standard or working at greater depth.
- From 2016, test scores are reported as 'scaled scores'.
- This means it is very difficult to compare the assessment of previous years with the 2016 and 2017.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of 2015.

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Scaled Scores

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What is meant by 'scaled scores'?

- 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale has a range of 85 to 115.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests. 99 or less does not meet the standard.

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Scaled Score Examples

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On publication of the test results in July 2016:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.
- Marking guidance for KS1 tests includes conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.

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The Tests

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At the end of Year 2, children will take assessments in:

- Reading
- Maths
- Science (Teacher Assessment only)

The tests are required to take place in May of each year.

There are strict administration requirements. Papers are unseen by all members of staff up until the point they are taken by the children.

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Reading

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The Reading Test consists of two separate papers:

- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

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Spelling, Punctuation and Grammar

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The test consists of two separate papers:

- Paper 1: spelling (20 marks).
- Paper 2: questions (20 marks).

In 2016 there was great controversy surround a leak of the questions. The test was subsequently made non statutory. The DfE has announced that the test will also remain non statutory in 2017.

Children at The Meadows will not sit this test.

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Mathematics

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Children will sit two tests: Paper 1 and Paper 2:

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

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Sample Questions

Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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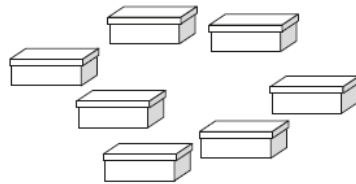
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Sample Questions

Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!



- Ensure your child has the best possible attendance at school.
- Support your child with any home learning tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

How to Help Your Child with Reading

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Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of 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!

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1. Discuss events.

2. Predict events.

Reading Milestone 1

3. Link reading to own
experience.

4. Join in with stories or
poems.

5. Check that reading makes
sense and self-correct..

6. Infer what characters are
like from actions.

7. Ask and answer questions
about texts..

8. Discuss favourite words
and phrases.

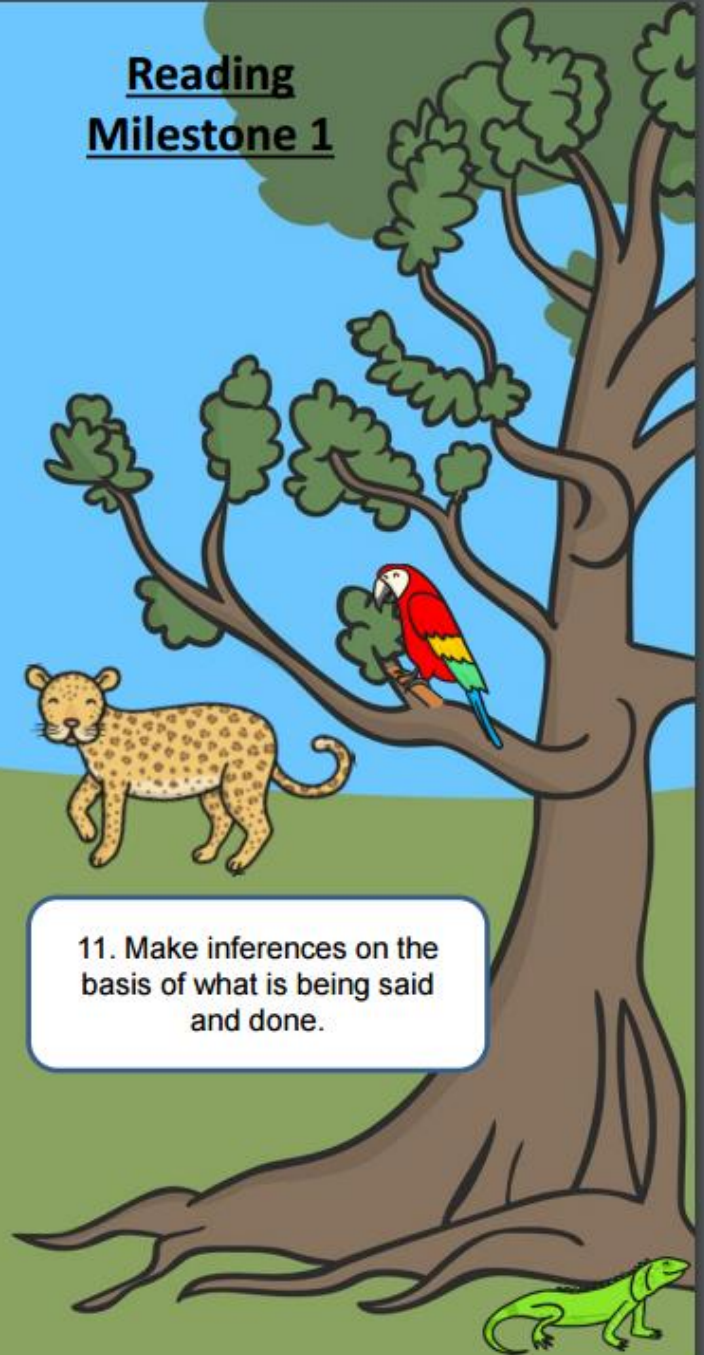
9. Listen to and discuss a
wide range of texts.

10. Recognise and join in with
(including role-play) recurring
language.

12. Explain and discuss
understanding of texts.

13. Discuss the significance of
the title and events.

11. Make inferences on the
basis of what is being said
and done.



How to Help Your Child with Writing

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- Practise and learn weekly spelling lists – make it fun! High Frequency Words are so important.
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Use the adverb mat to create varied sentence openers verbally.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!
- Home access to Letter-join if you think your child has issues with their letter formation.

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How to Help Your Child with Maths

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- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage daily 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, draughts or chess.

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The Importance of Teacher Assessment

- The tests are only one piece of information. The results inform teacher assessments.
- Teachers are assessing your child continually using a range of forms e.g. standardised termly tests and evaluating their learning over time.
- Teachers make end of key stage assessments based upon the evidence seen in books and their record keeping.
- We are required to undertake moderation with other schools, to be confident that our judgments are consistent and reliable.
- The LA moderate 50% of schools each year. They conduct their own independent assessments based upon a range of evidence presented by the teacher. They **do not** interview or question the child.
- If the school's assessments are judged to be incorrect, they have to be redone and are once again checked.
- Reading diaries provide so much evidence of children's understanding of texts. It is not about decoding words but proving their understanding.

Science is based completely upon teacher assessment. There is no working at greater depth standard. Your child will either be judged to be working below the standard **Or** Working at the standard.

For information regarding the expectations for working towards, at the standard and greater depth, please look at the handouts.

End of KS1 Expectations Interim
Science Assessment Sheet

Name: _____ Date: _____

Working at Expected Level

I can ask my own questions about what I notice.									
	observing changes over time								
	noticing similarities, differences and patterns								
I can use different types of scientific investigations to collect and record data to answer questions including:	grouping and classifying things								
	carrying out simple tests that compare different things								
	finding things out using secondary sources of information.								
I can use scientific words to explain my ideas in a variety of ways, what I do and what I find out.									
I can name and find parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans.									
I can describe what animals need to survive and what happens to young animals, including humans, as they grow into adults.									
I can describe what plants need to survive, what happens if these are changed and what happens as seeds and bulbs grow into plants.									
I can tell you whether things are alive, dead or have never lived.									
I can describe animals and compare those from different groups.									
I can group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.									
I can describe seasonal changes.									

End of KS1 Expectations Interim Assessment Sheet - Maths
Child friendly Version

Name: _____

Working Towards the Expected Standard	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Attained and Evidence
1. I can demonstrate an understanding of place value, though may still need to use apparatus for support.							
2. I can count in twos, fives and tens from 0 and use counting strategies to solve problems.							
3. I can read and write numbers correctly in numerals up to 100.							
4. I can use number bonds and related subtraction facts within 20.							
5. I can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $28 + 5$, $46 + 20$). I can demonstrate my method using concrete apparatus or pictorial representations.							
6. I can recall doubles and halves to 20.							
7. I can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.							
Working at the Expected Standard							
1. I can partition two-digit numbers into different combinations of tens and ones (this may include using apparatus).							
2. I can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate my method using concrete apparatus or pictorial representations.							
3. I can use estimation to check that my answers to a calculation are reasonable.							
4. I can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).							
5. I can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $-14 = 28$).							
6. I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary.							
7. I can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that all parts must be equal parts of the whole.							
8. I can use different coins to make the same amount.							



Questions