

# Information Sessions for Parents

March 2019

## End of KS1 Assessment and Testing



In this session we will share information on:

- *what* we are assessing the children on
- *how* the children will be assessed
- what happens to the results
- how we are preparing the children at school
- ways in which you can support at home

# Why are children assessed in Year 2?

It is statutory for teachers to summarise their judgements on each child, taking into account his/her progress and performance throughout KS1. The tests and assessment framework are based upon the content of the 2014 National Curriculum and were revised four years ago.

**We are assessing the following:**

- **Reading**
- **Writing**
- **Grammar, Punctuation and Spelling (Non-statutory)**
- **Mathematics**
- **Science**

# National Curriculum Assessment Criteria

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

For Reading, Writing and Maths assessments are made against these 3 criteria.

For Science only one criteria is used - the 'expected' standard.

# How are the children assessed?

- **TEACHER ASSESSMENT** is the main assessment tool at KS1. This is the on-going assessment that is part of our daily teaching.
- A series of tests, taken during the month of May, are used to **inform** the teacher assessment. There are tests in Reading, Mathematics and Spelling, Punctuation and Grammar. These will either be taken in large groups in the classrooms, or in small groups in another workspace.
- Science and Writing are assessed purely by teacher assessment.

# Reading Comprehension Tests

- There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with the questions in a separate booklet. Both papers must be administered to all pupils.
- There are a mixture of multiple choice questions, matching questions, true or false questions and longer written answers.
- Paper 1 consists of a combined reading prompt and answer booklet. It is expected that the test will take approximately 30 minutes to complete but it is not strictly timed. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils.
- Paper 2 consists of a reading answer booklet and a separate reading booklet. It is expected that the test will take approximately 40 minutes to complete but it is not strictly timed. There are no practice questions on this paper.
- Please look at the example tests on the table.

# Marking and assessment

- The tests are marked by the teachers.
- The raw score from both papers combined will be converted to a *scaled score*.
- A scaled score of 100 will represent the 'expected standard'. There is no defined score for representing the 'working at greater depth' standard. This is teacher judgement.
- Teacher assessment of reading is based upon the 'Teacher Assessment Framework', which is a checklist of statements. We will take into account how your child reads across a range of situations; guided reading, reading to the class, 1-1 reading, reading at home.
- The final assessment outcome is teacher assessment, with the test results used to inform this.

# Government guidance on scaled scores

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. We design national curriculum tests to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

# Assessment Framework for Reading

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.

## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words.\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.



## 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 greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

# Grammar, Punctuation and Spelling

- The optional grammar, punctuation and spelling test has an emphasis on technical aspects of grammar. There are 2 papers, Paper 1: spelling and Paper 2: questions.
- Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the teacher. Pupils will have approximately 15 minutes to complete the test but it is not strictly timed, writing the 20 missing words in the answer booklet.
- Paper 2: questions consist of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper but it is not strictly timed.
- If needed, children can have assistance to read the questions for paper 2.
- Please see the sample tests on the table.
- It is marked by the teachers and given a scaled score.
- A scaled score of 100 will represent the 'expected' standard.
- This is used to inform the teacher assessment of writing.

# Writing

- There are no specific writing tasks set for end of KS1 assessment. The teacher framework materials will be used for teacher assessment, looking at a spread of a child's work over time and covering different genres.

A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\* *From the Year 1 and 2 programme of study word lists*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Where qualifiers are used, they have consistent meaning: ‘most’ indicates that the statement is generally met with only occasional errors; ‘many’ indicates that the statement is met frequently but not yet consistently; and ‘some’ indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

## 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 greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly<sup>^</sup>
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.



# Mathematics Tests

- There are two papers, Paper 1: arithmetic and Paper 2: reasoning.
- Paper 1: arithmetic assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting. The test consists of a single test paper. It is expected that the test will take approximately 20 minutes to complete but it is not strictly timed.
- Paper 2: reasoning assesses pupils' mathematical fluency, problem solving and reasoning skills. This test consists of a single test paper. It is expected that the reasoning paper will take approximately 35 minutes to complete but it is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the paper should be approximately 30 minutes.
- Children may have help to read the questions if needed.
- They are not allowed any equipment (numicon, cubes, numberlines, 100 squares) in the test, so children need to use mental or written methods.

# Marking and assessment

- The tests are marked by the teachers.
- The raw score from both papers combined will be converted to a *scaled score*.
- A scaled score of 100 will represent the 'expected standard'. There is no defined score for representing the 'working at greater depth' standard. This is teacher judgement.
- Teacher assessment of maths is based upon the 'Teacher Assessment Framework. We will take into account the understanding your child shows through their day to day work in class.
- The final assessment outcome is teacher assessment, with the test results used to inform this.



# Teacher Framework for Mathematics

## Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

## 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.

## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

# Assessment Framework for Science

## Working at the expected standard

### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
  - observing changes over time
  - noticing patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

### Science content

## Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

# How do I find out how my child has done?

- In the end of year report you will receive the teacher assessment. For reading, writing and maths this will inform you if your child is:
  - **working towards** the expected standard
  - **working at** the expected standard
  - **working at greater depth** within the expected standard
- For science there is only one statement - if your child is or is not working at the expected standard.
- You will also receive your child's scaled score for the reading test; grammar, spelling and punctuation test and the maths test.

# How are the assessments used?

- The teacher assessment results are sent to the Local Authority, who use the data as a whole to compare Valley pupils with other schools in Bromley and nationally.
- Teacher assessments will be used as part of the handover to the Year 3 teachers. The class your child is in does not change as a result of the end of KS1 assessments.
- The school uses the assessment data to track progress throughout KS2.

# How might the tests feel different for the children ?

- The timetable will have changes on certain days, but they are used to this.
- They have to work by themselves and cannot get help with working out answers.
- They will work in silence and concentrate for a sustained period time.
- The seating arrangements may change.





# How are we preparing the children?

- Including test style questions within lessons, discussing methods and strategies.
- Looking at test materials in a small group, such as guided reading.
- Giving 'practise' tests, helping the children get used to working independently and silently. Going over these afterwards.
- There will be no sense that the actual tests the children will sit in May will be any different from those we have done so far - just another test!
- We will spread them out over a few weeks and plan for some children to sit the tests in small group.



# What can you do at home?

- Continue with reading and asking questions about the book. Encourage them to make predictions or give their opinions. Take opportunities to discuss vocabulary.

**Who? What? When? Why? How? What if...?**

**I wonder why...? Which word means...?**

- Encourage children to independently read an unseen text as well as sharing familiar books together. Encourage them to read a *range* of genres; fiction, non-fiction, poetry.
- Continue to work on the spelling and grammar homework.



# What can you do at home?



- *Talk* about maths as part of every day life - with money, time, measures and shape. Many of the questions ask children to apply their knowledge to a context.
- Take opportunities for fun mental maths games with addition, subtraction, multiplication and division to consolidate known facts.
- We are going to send home some holiday maths challenge packs to give an extra boost with those areas of maths that relate well to every day situations.



Thank you for your time.

Questions

Time to look at the sample  
test materials.

This video summarises the information.

<https://www.youtube.com/watch?v=cuXJidYP7-0>