

# Key Stage 1 National Curriculum Assessments

Thursday 19<sup>th</sup> April  
2018

# The 'New' Curriculum

- 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 expected to study the new national curriculum.
- From 2016, KS1 (Year 2) and KS2 (Year 6) SATs reflected the new curriculum.

# The Tests

- At the end of Year 2, children will take assessments in:
  - Reading;
  - English grammar, punctuation and spelling;
  - Maths.
- The tests will take place in **May**.

# Assessment and Reporting

- In 2016, 'old' national curriculum levels (e.g. Level 3, 4, 5) were abolished, as set out in the government guidelines.
- Test scores are now reported as 'scaled scores'.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since it was introduced.

# Scaled Scores

*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.
- 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.

# Scaled Scores

On publication of the test results in July:

- 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.

# Scaled Scores

- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupils' 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.*
- The conversion tables differ slightly each year, depending on the difficulty of the test, and performance of pupils nationally.
- (Last year, pupils needed to score 63% on the Reading test, and 60% on the Maths and GPS tests to meet the expected standard.)

# Reading

- 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.

# Reading

- 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.

# Spelling, Punctuation and Grammar

- The test consists of two separate papers:
  - Paper 1: spelling (20 marks).
  - Paper 2: questions (20 marks).

4. Tick the correct word to complete the sentence below.

I really don't like washing my face \_\_\_\_\_ I have to do it.

Tick **one**.

or

and

but

2

1 mark

9. **Draw lines** to match the groups of words that have the same meaning.  
One has been done for you

I will

it's

you have

I'll

it is

didn't

did not

you've

1 mark

# Mathematics

- Children will sit two tests: Paper 1 and Paper 2:
- Paper 1 is 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.

15

$3 \times 3 = \boxed{\phantom{00}}$

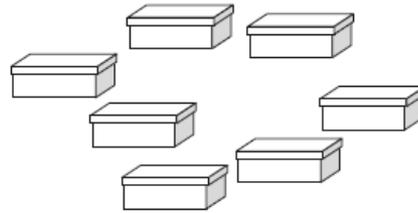


16

$12 \div 2 = \boxed{\phantom{00}}$



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	

# 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 homework 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!

# ...with Reading

- 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.

# ...with Writing

- 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.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- 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!

# ...with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- 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.