

# Assessment & KS1 SATS

03.05.22

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Year 2 Leader





# Purpose of this meeting

- Sadly, your child is coming to the end of their journey at Purbrook Infant School
- This means that they are transitioning between KS1 (Year 1 – 2) and KS2 (Year 3 – 6)
- We have a legal obligation to report end of KS1 assessments
- We will explain this process to you in this meeting

# How are children assessed?

- In all year groups we assess continuously, this informs planning and the lessons to follow. (Questioning, marking and verbal feedback)
- Children are assessed individually (1:1 reading, group reading, direct questioning, marking etc)
- Summative assessments are carried out in November, March and throughout the summer term (Milestones/End of KS1 and SATs).

# Teacher Assessment Guidance

- When we do our summative assessments the children are categorised into 'working towards', 'working at' and 'working beyond'.
- These are the 'age related' expectations.
- There are also scales for child who are working below the 'working towards' assessments
- This DOES NOT mean that your child has not made progress

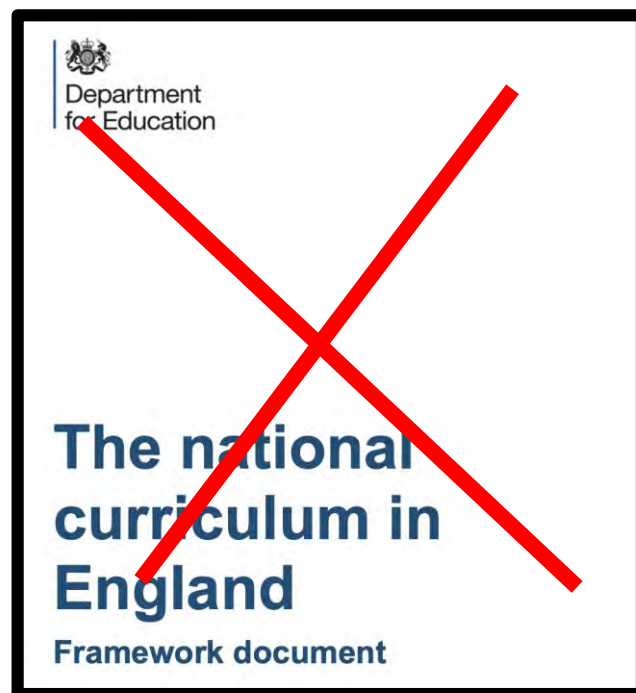
# Teacher Assessment Framework

National curriculum assessments

**Key stage 1**

**Teacher assessment  
frameworks at the end of  
key stage 1**

For use from the 2018/19  
academic year onwards



## 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.



‘Purple’

# Reading – GD (working beyond)

## **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.



# Writing



## 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\*
- 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.



## 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^
- 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.

## 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.





# Maths

## 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).





# What is reported

- In year 2, at the end of KS1 schools have to report teacher assessments in the following areas:
  - Reading
  - Writing
  - Maths
  - Science

# SATS

- Year 2 children will be required to complete a number of SATs tests to inform teacher assessments.
- Reading x 2 (Paper 1, Paper 2)
- Maths x 2 (Arithmetic, Reasoning)

These will take place between 16<sup>th</sup> - 20<sup>th</sup> May  
Top up week 23<sup>rd</sup> – 27<sup>th</sup> May

# Reading 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 responses, others require short answers and some require an extended response or explanation.



# Paper 1

- Slightly more digestible
- Answers in the same booklet as the text

When she came back, the palace  
had gone. Her bedroom was tidy.  
Molly didn't understand.  
*"It's magic,"* thought Molly.



**1** *Molly didn't understand.*

This means Molly was...

Tick **one**.

angry.

☐

sad.

☐

happy.

☐

confused.

☐

1 mark

**2** What did Molly think was *magic*?

1 mark

# Paper 2

- Reading booklet
- Answer booklet
- Longer passages

4 Find and copy **two** things children have to take when they go to the lessons. (page 5)

1. \_\_\_\_\_
2. \_\_\_\_\_

1 mark

5 'golden' rules

This means the rules are...

Tick **one**.

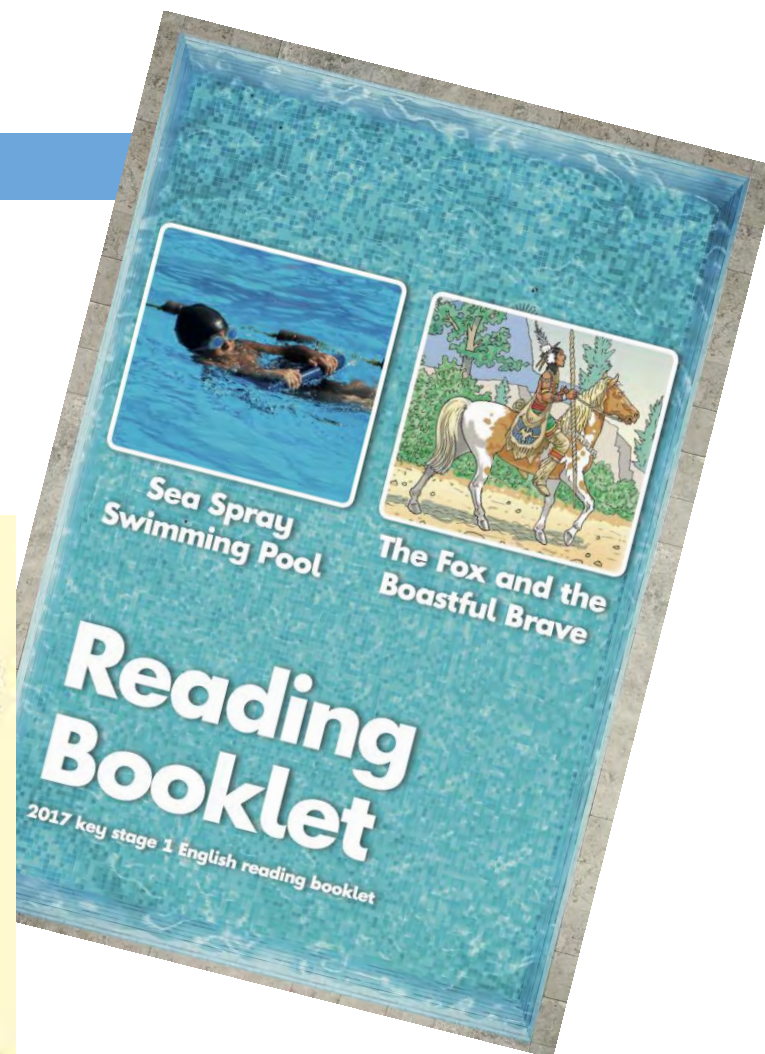
very expensive to follow. ☐

only for good swimmers. ☐

very important. ☐

completely useless. ☐

1 mark





# Maths Papers

- Paper 1: arithmetic, worth 25 marks and taking around 20 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary.
- There will be a variety of question types: multiple-choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).
- The children will not be able to use any tools such as Numicon, diennes or number lines. However, they will have a ruler.

# Arithmetic

$$46 + 7 =$$

$$8 + 5 + 4 =$$

$$65 +$$

$$= 93$$

$$\frac{3}{4} \text{ of } 40 =$$

# Reasoning

18

Write six **different** numbers to make these sums correct.

$$\square + \square = 27$$

$$\square + \square = 27$$

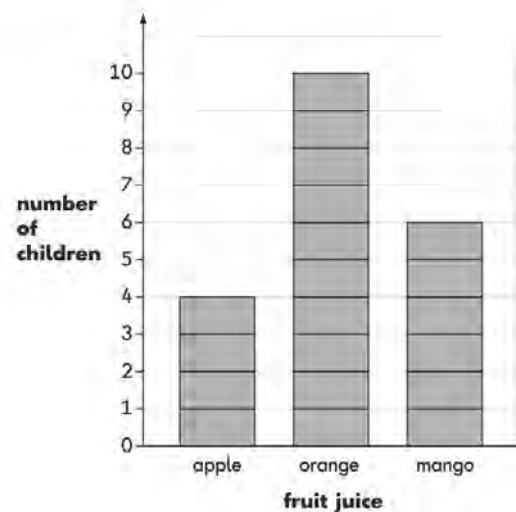
$$\square + \square = 27$$

2 marks

10

20 children choose their favourite fruit juice.

The chart shows the results.



(a) How many **more** children choose orange than apple?

children

1 mark

(b) Another boy joins the group.

He chooses **mango** juice.

Add this information to the chart.

1 mark

# Cont.

Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$





# Scaled Scores

- Scaled scores help test results to be reported consistently from one year to the next.
- For example, if two pupils achieve the same scaled scores in different tests in different years, they will have the same level of attainment.
- It is planned that 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 will have a lower end point somewhere below 100 and an upper end point above 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

| Mathematics |              |
|-------------|--------------|
| Raw score   | Scaled score |
| 0           | N            |
| 1           | N            |
| 2           | N            |
| 3           | 85           |
| 4           | 85           |
| 5           | 85           |
| 6           | 85           |
| 7           | 85           |
| 8           | 86           |
| 9           | 87           |
| 10          | 88           |
| 11          | 88           |
| 12          | 89           |
| 13          | 90           |
| 14          | 90           |
| 15          | 91           |
| 16          | 91           |
| 17          | 92           |
| 18          | 92           |
| 19          | 93           |
| 20          | 93           |

| Mathematics |              |
|-------------|--------------|
| Raw score   | Scaled score |
| 21          | 94           |
| 22          | 94           |
| 23          | 95           |
| 24          | 95           |
| 25          | 95           |
| 26          | 96           |
| 27          | 96           |
| 28          | 97           |
| 29          | 97           |
| 30          | 97           |
| 31          | 98           |
| 32          | 98           |
| 33          | 99           |
| 34          | 99           |
| 35          | 99           |
| 36          | 100          |
| 37          | 100          |
| 38          | 101          |
| 39          | 101          |
| 40          | 102          |

| Mathematics |              |
|-------------|--------------|
| Raw score   | Scaled score |
| 41          | 102          |
| 42          | 103          |
| 43          | 103          |
| 44          | 104          |
| 45          | 104          |
| 46          | 105          |
| 47          | 105          |
| 48          | 106          |
| 49          | 106          |
| 50          | 107          |
| 51          | 108          |
| 52          | 109          |
| 53          | 109          |
| 54          | 110          |
| 55          | 111          |
| 56          | 112          |
| 57          | 114          |
| 58          | 115          |
| 59          | 115          |
| 60          | 115          |

| English reading |              |
|-----------------|--------------|
| Raw score       | Scaled score |
| 0               | N            |
| 1               | N            |
| 2               | N            |
| 3               | 85           |
| 4               | 85           |
| 5               | 85           |
| 6               | 85           |
| 7               | 85           |
| 8               | 87           |
| 9               | 88           |
| 10              | 89           |
| 11              | 89           |
| 12              | 90           |
| 13              | 91           |
| 14              | 92           |
| 15              | 93           |
| 16              | 94           |
| 17              | 94           |
| 18              | 95           |
| 19              | 96           |
| 20              | 96           |

| English reading |              |
|-----------------|--------------|
| Raw score       | Scaled score |
| 21              | 97           |
| 22              | 98           |
| 23              | 99           |
| 24              | 99           |
| 25              | 100          |
| 26              | 101          |
| 27              | 102          |
| 28              | 102          |
| 29              | 103          |
| 30              | 104          |
| 31              | 105          |
| 32              | 106          |
| 33              | 107          |
| 34              | 108          |
| 35              | 110          |
| 36              | 111          |
| 37              | 113          |
| 38              | 115          |
| 39              | 115          |
| 40              | 115          |

(OLD SCALED SCORES)

# How are they delivered?

- Each class is divided into two groups
- Roughly a 10/20 split
- We have 'brain breaks'
- It's very low pressure
- 'Special Booklets'
- Rewards and celebrations

# Science

- By the end of Year 2 teachers will use their teacher assessments to decide whether a child is working at the 'expected standard'.
- There is no test to be completed to inform the science assessment.



# Where does the data go?

- The data is sent to the local authority and DfE
- Your child's assessments will also be passed on to their junior school.
- These will provide guidance and a starting point for the next teachers.
- This data helps to predict future attainment in other key stages. The data is also used to assess the school's performance in relation to other schools (other data also supports performance ratings).
- We believe this is the final year for the KS1 SATS

# How can you help? (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 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.



# How can you help? (Reading)

- Listening to your child read can take many forms:
- First and foremost, focus on 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, and TV guides.
- Visit the local library - it's free!

# How can you help? (Writing)

- Encourage your child to write with you (letters, shopping lists, invitations etc).
- Encourage your child to write stories or keep a diary.
- Play teachers!
- Encourage your child to practise writing with younger siblings.
- Practise spelling the Year 2 common exception words in the front of your child's reading record.



Thank you for your  
time and continued support!



# Any Questions?

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