

End of Key Stage 1 National Curriculum Assessments

A presentation for parents



What are end of key stage one assessments?

- Teachers judge whether each child in their class has achieved the expected standards for the end of key stage one (Years 1 and 2)
- The assessments are a tool for teachers to help them measure your child's performance and identify their needs as they move into key stage 2. They also allow teachers to see how your child is performing against national expected standards.
- Teacher assessments are finalised in the last term of Year 2 to judge what each child has learned over the course of key stage one but these have been ongoing throughout the year.
- Teachers will use a range of evidence to support their judgements, including the children's results in their national curriculum tests, as well as independent work in class.
- Teachers will judge what a child is able to do independently and align this with the national expectations for a child at the end of key stage one.

What are the tests?

- As well as using in-class learning in books to make KS1 judgements, children will sit national curriculum tests in English and mathematics, commonly known as SATs.
- The tests are a tool for teachers to help them measure your child's performance and identify their needs as they move into key stage 2. They also allow teachers to see how your child is performing against national expected standards
- The tests can be taken any time during May and they are not strictly timed.

What are children tested on?

- Maths

- Paper 1 - Arithmetic (approx. 20 minutes – more time can be allowed if needed)
 - Addition, subtraction, multiplication and division, including finding fractions.
- Paper 2 - Reasoning (approx. 35 minutes – more time can be allowed if needed)
 - Solving problems and reasoning. 5 questions are read aloud and children have 30 minutes to answer the rest of the questions independently.

- Reading

- Both reading papers contain a variety of texts which increase in difficulty. Paper 2 is more challenging than paper 1.
- Paper 1 (approx. 30 minutes – more time can be allowed if needed)
 - Short sections of text for the children to read with questions underneath for them to answer.
- Paper 2 (approx. 40 minutes – more time can be allowed if needed)
 - A reading booklet with texts and a question booklet to record answers in.

What are children tested on?

- English - Grammar, Punctuation and Spelling
 - These are optional papers which can be used to support teacher judgements on children's writing attainment.
 - Paper 1 - Spelling (approx. 15 minutes – more time can be allowed if needed)
 - The children have a booklet of sentences with missing words. The teacher reads out the sentences and children write in the correct spellings.
 - Paper 2 - Grammar, punctuation and vocabulary (approx. 20 minutes – more time can be allowed if needed)
 - A question and answer booklet which tests children's knowledge of grammar and punctuation rules, as well as their vocabulary.
- English – Writing
 - There is no writing test.
 - We will make a judgement using the children's writing over the course of year 2 and the results of the English grammar, punctuation and spelling papers.

When and how do the tests happen?

- The national window for administering these tests is the month of May.
- We will administer assessments over the last two weeks of May, before the half term break.
- We will carry out the tests in a 'low key' way.
- The children will work on the assessments in their own classroom and the tables will be spaced out.
- The assessments will be timetabled across the two weeks to prevent the children feeling overwhelmed.

What happens with the results?

- Test results are not routinely shared with parents or published; they inform overall teacher assessments.
- Unlike year 6 test results, year 2 results are not a definitive judgement. Teacher assessment can include all the work a child has done in key stage one and the test result merely supports this judgement.
- The school will report all the teacher assessments to the local authority by the end of June 2023; we do not need to report individual test scores.
- Teacher assessments of pupil attainment will be shared with parents in the end of year reports.

How can I help my 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 and arrives at school on time.
- Make sure your child has a good sleep and healthy breakfast every morning.
- Listen to your child read daily. Ask questions and talk about what they have read. Make sure they understand what they are reading.
- Use online activities like Bug Club, Times Tables Rockstars, Spelling Shed to practise skills at home.
- School Website for useful resources: 'Parents' Tab – Learning Help

How to Help Your Child with Reading

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!



How to Help Your Child with Writing

- Practise and learn the spellings in the centre of your child's reading diary – make it fun!
- 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!

How to Help Your Child 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 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.

Thank you all for coming.

Does anyone have any
questions?

