

KS1 SATS 2020

Ashton West End Primary Academy



KS1 SATS Guidance for Parents
SPRING 2020

KS 1 Assessment – A Summary

- At the end of Key Stage 1 there will be an 'expected standard' set *A child must meet all the criteria consistently to get the 'expected standard' judgement.*
- Schools are advised to decide how best to assess their pupils in a way that best suits their needs.
- Schools are expected to select an assessment approach which:
 - aligns well with their curriculum
 - sets out what pupils are expected to know, understand and do, and when
 - explains pupils' progress and attainment to parents
 - can be used to set aspirational targets and wherever possible supports pupils to reach the expected standards.

KS1 'Assessment' in 2020

Statutory assessment

- KS1 *national curriculum tests* with outcomes in the form of *scaled scores*.
- Teacher assessment at KS1 by teacher assessment.
- Phonics screening check for Y1 and Y2 who need to retake the screening check.

Formative classroom assessment

- Determined by schools in line with their curriculum.

Parents and teachers working together for the benefit of the children.

SATS 2020

Schools can access sample tests and they make use of frameworks which provide information about what is to be assessed.

Key stage 1

English reading

English grammar, punctuation and spelling- not statutory.

Mathematics.

The DfE has given description of pupil performance at the 'national standard'.

Test results and exemplification materials will be used to set the raw scores that link to a KS1 child's scaled score of 100.

WHAT WILL BE ASSESSED BY TESTS?

TESTS for YEAR 2 in 2020

READING

TEST 1 – combined reading prompt and answer booklet

TEST 2 – more challenging separate reading booklet and reading answer booklet

All Children sit BOTH tests

Maths

TEST 1 - Arithmetic

TEST 2 - Reasoning

SPaG

TEST 1 - Spelling
TEST 2 – English, Punctuation, Spelling & Grammar

Schools may choose to administer the 2020 KS1 English grammar, punctuation and spelling test and use the result to inform teacher assessment (TA), but there is no requirement to do so.

In 2020 the tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

WHAT WILL BE TEACHER ASSESSED?

TEACHER ASSESSMENT

READING

Teacher assessment
using
Interim Framework

WRITING

Teacher assessment
using
Interim Framework

MATHS

Teacher assessment
using
Interim Framework

Teacher assessment using
Interim Framework

SCIENCE

In 2020 the tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

FRAMEWORKS

To help with teacher assessment the DfE has produced '*Frameworks*'. These set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

The Frameworks are only to be used as *a guide*, as they do not include full coverage of the content of the National Curriculum.

All of the criteria must be met for a child to attain the 'Expected Standard'.

READING 2020

Teachers should follow the guidance for using this reading framework set out in the complete teacher assessment frameworks.³

Working towards the expected standard

The pupil can:

- read accurately by sounding out phonemes
- read accurately and identify letter correspondences in a book closely matched to their reading level
- read aloud many words in a familiar book
- sound out many words in a familiar book
- answer questions about the text

Exemplification: working at the expected standard

Pupil E

Video example and context

Pupil E reads and discusses 'The Shopping Basket' by Jackie Wilson. She has read the start of this book before, read this video.

The video can be found on [GOV.UK](#).⁴

Pupil E achieved a scaled score above 100 in the KS1 English reading test.

Additional evidence

- Reading of a selection of common exception words
- Reading of words with common suffixes
- Reading of words with 2 or more syllables
- Teacher's records

Commentary

Pupil E is working at the expected standard in English reading.

Word reading

Pupil E reads accurately and identifies letter correspondences in a book closely matched to their reading level. She reads aloud many words in a familiar book and sounds out many words in a familiar book. She answers questions about the text.

Exemplification: working at greater depth within the expected standard

Pupil F

Example

Pupil F reads 'George's Marvellous Medicine' by Roald Dahl. This book was chosen by the pupil and he begins reading from page 7 in chapter 1. He is familiar with the book. He also reads from Dahl's 'Esio Trot', chosen by the teacher.

The video can be found on [GOV.UK](#).⁴

Pupil F achieved a scaled score above 100 in the KS1 English reading test.

Additional evidence

None.

Commentary

Pupil F is working at greater depth within the expected standard.

Word reading

Pupil F reads quickly and accurately, rarely hesitating on any word he meets, including 'wizardry' and 'electrified', an important verb that he discusses later.

READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 1 are:-

- ❑ Accuracy (decoding familiar and unfamiliar words correctly)
- ❑ Fluency (speed and confidence)
 - 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
- ❑ Comprehension (drawing meaning from text)

SAMPLE READING TEST QUESTIONS

In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



Reading Test 1 has combined text, questions and answers.

3 Why did the boat hit the rocks?



4 The boat hit the rocks with a great crunch.

This means that it made...

Tick **one**.

a huge squeak.

a big splash.

a long creak.

a loud crash.



1 mark

Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK. You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.



Hello! My name is Horrid Henry

Reading Test 2 will have a more challenging separate reading booklet and reading answer booklet.

(page 4)

3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		

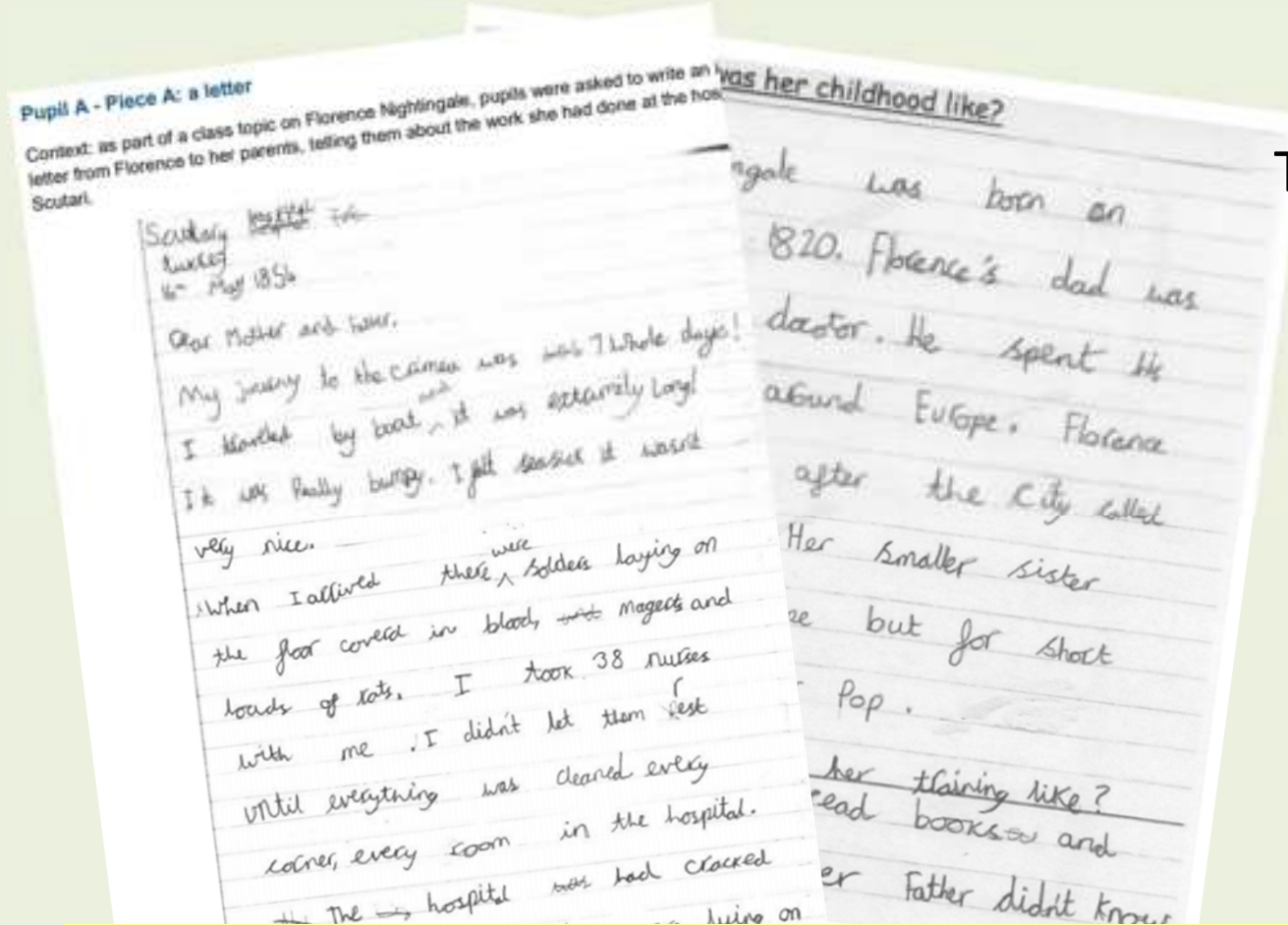
WRITING 2020

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.

What is the 'Expected Standard' in writing?



The DfE have issued some guidance for schools.

Teachers use the exemplification materials to help them assess children's writing.

Children are expected to be able to write using a range of different genres.

MATHS

2020

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 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 resources¹ 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 six² 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).

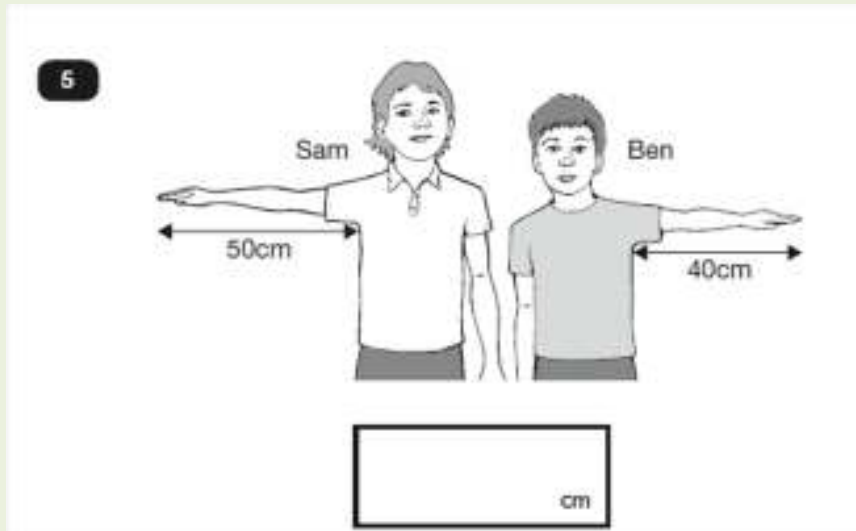
Working at greater depth

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).

**Teacher Assessment
Framework at end of KS1**

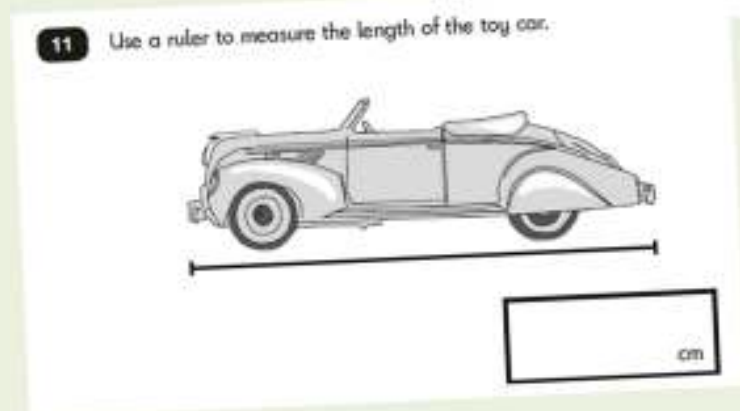
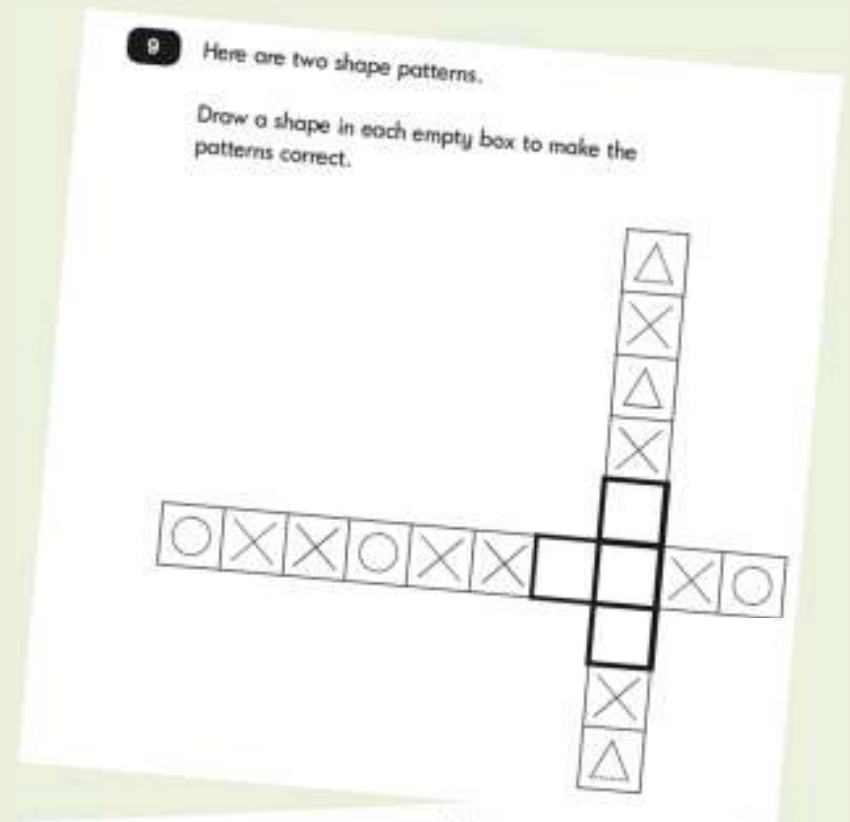
SAMPLE MATHS TEST QUESTIONS - REASONING



*Some questions are read by the teacher.
Look at the picture of Sam and Ben in
question 5.*

*Sam's arm is fifty centimetres long.
Ben's arm is forty centimetres long.
How much longer is Sam's arm than
Ben's arm?*

Write your answer in the box.



SCIENCE

2020

For Science pupils will be grouped into 2 categories.

Working at the expected standard, or a category for those pupils who do not meet the standard.

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

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].

*Teacher Assessment
Framework at end of KS1*

How are we preparing?

- Teaching the challenging learning objectives set out in the National Curriculum 2014
- Continuous Assessment
- Focused Maths Lessons
- Focused Spelling Lessons taught through phonics.
- Focused SPaG Lessons (Spelling, Punctuation & Grammar)
- Guided and Independent Reading
- Writing Assessments carried out regularly
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary (eg 'insert')
- Home Learning to support teaching & learning in school
- Target Setting
- Mentoring and support with Mrs. Coxon
- Keeping up to date with information provided by the DfE

WHEN ARE THE TESTS?

All SATs tests will be in May 2020.

Dates for your diary

Maths Paper 1- Arithmetic 12th May

Maths Paper 2-Reasoning 13th May

English Reading Paper 1-19th May.

English Reading Paper 2-20th May.

NATIONALLY EXPECTED STANDARD

Children develop at different times and in individual ways, but at the end of Year 2 the DfE guidelines for English and maths are as follows:-

Children not meeting the **WORKING TOWARDS** 'Nationally Expected Standard' category for a pupil at the end of Year 2

WORKING TOWARDS the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT GREATER DEPTH *within* the 'Nationally Expected Standard' for a pupil at the end of Year 2

For Science pupils will be grouped into 2 categories - Working at the expected standard, or a category for those pupils who do not meet the standard.

REMEMBER - ALL CHILDREN ARE DIFFERENT!

REPORTING RESULTS

- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.
- Teacher assessments will be passed on to Year 3 so the results can be used in planning for KS2 teaching.
- The test results are available mid-end of July.
- Written reports are given at the end of the summer term along with your child's results and the results for school.
- Parents will also be given the national results from 2020.

SCALED SCORES

- Tests at the end of KS1 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- For 2020 KS1 tests, conversion tables will be published by the end of May 2020. Teachers will use these to calculate the scaled score for Year 2 pupils.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



HELPING AT HOME

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts - not just 'listening' to your child read. Ask your child questions.
- Short bursts of mental maths, times tables and problem solving etc.
- Use the previous test papers only if advised by school as they are used in school as assessment and practise for the children. Using the same papers at home makes it difficult to prepare the children adequately.

WE RECOMMEND:-

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND
ENCOURAGEMENT!**

ANY QUESTIONS?

