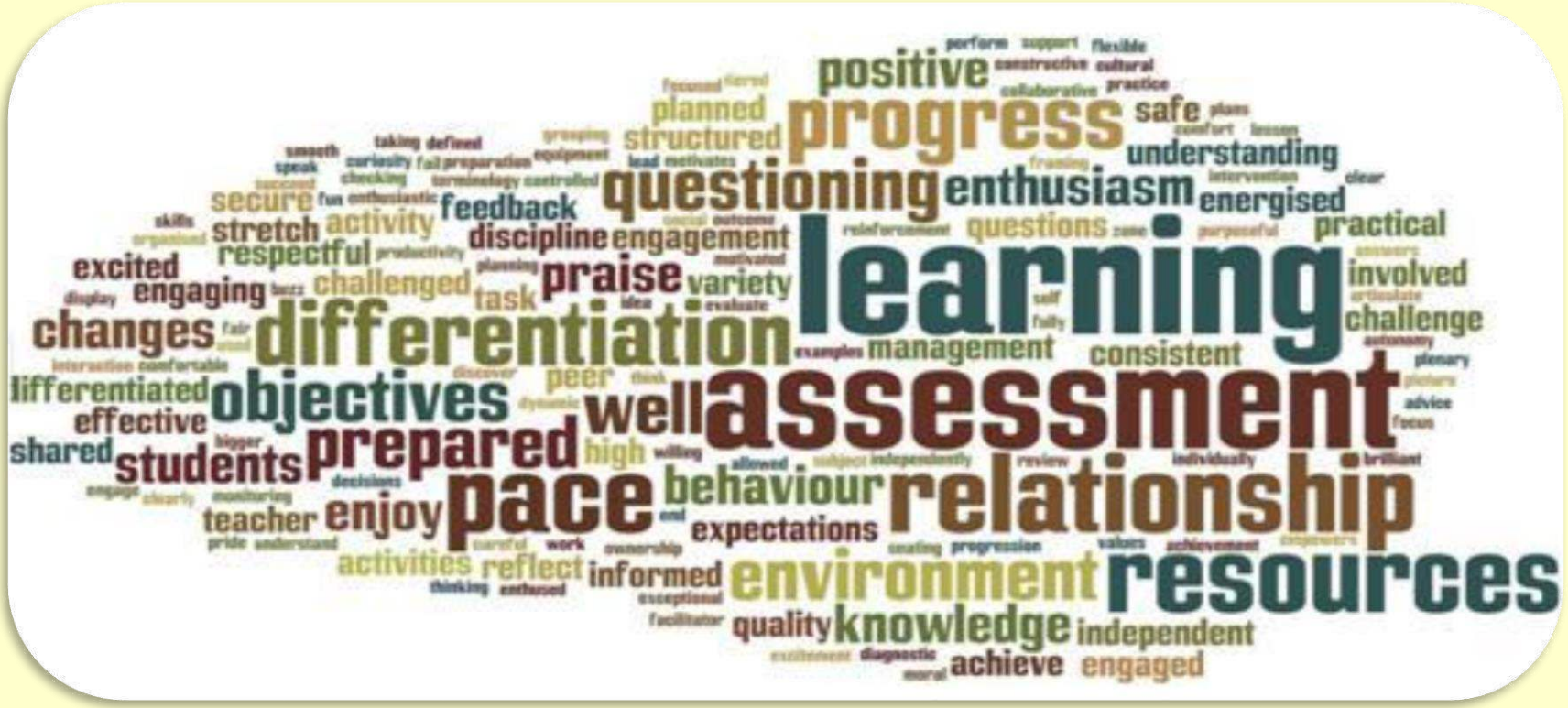
KS1 SATS



KS1 SATS Guidance for Parents

SPRING 2019

KS1 Assessment

- At the end of Key Stage 1 there is an 'expected standard' set

A child must meet all the criteria consistently to get the 'expected standard' judgement.

https://www.youtube.com/watch?v=dVlrdqh_J6Y&feature=youtu.be

WHAT WILL BE ASSESSED BY TESTS?

TESTS for YEAR 2 in 2019

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

SPaG

TEST 1 - Spelling

TEST 2 – English, Punctuation, Spelling & Grammar

Maths

TEST 1 - Arithmetic

TEST 2 - Reasoning

In 2019 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 Framework

WRITING

Teacher assessment using Framework

MATHS

Teacher assessment using Framework

Teacher assessment using Framework

SCIENCE

In 2019 the tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

Teacher Assessment Frameworks

To help with teacher assessment the DfE has produced '*Teacher Assessment Frameworks*'. These are for 2018 - 2019 onwards and they set out the standards a pupil will be assessed against in ***reading, writing, maths and science***.

The ***TAFs*** 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 2019

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[1] 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[2]
- 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.

Teacher Assessment Framework at end of KS1 - STA 2018-2019

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)*
- Comprehension (drawing meaning from text)

**DfE guidance* - approximately 90 words words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

WRITING 2019

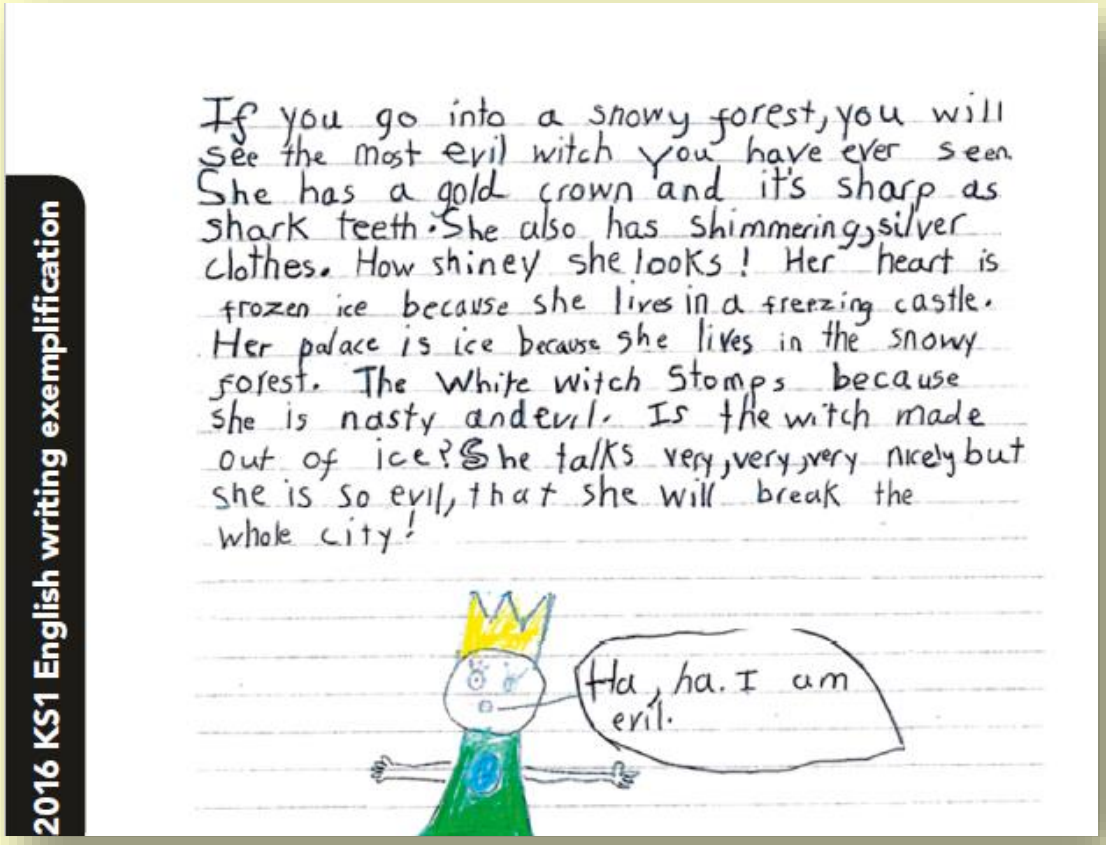
Working at the expected standard

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.

Teacher Assessment Framework at end of KS1 - STA 2018-2019

What is the 'Expected Standard' in writing?



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

The DfE have issued some guidance for schools.

However, the Exemplification materials are new and are not exhaustive.

MATHS 2019

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 $^1/_4$, $^1/_3$, $^1/_2$, $^2/_4$, $^3/_4$, 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.

Teacher Assessment Framework at end of KS1 - STA 2018-2019

SCIENCE

2019

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.

Teacher Assessment Framework at end of KS1 – STA 2018-2019

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 variery 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].

How are we preparing?

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

WHEN ARE THE TESTS?

All KS1 SATs will be held in May 2019

Standards

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:-

WORKING AT GREATER DEPTH
within the 'Nationally Expected Standard'

WORKING AT
the 'Nationally Expected Standard'

WORKING TOWARDS
the 'Nationally Expected Standard'

WORKING BELOW
The National Curriculum Assessments - PRE KEY STAGE

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.

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.

- Written reports are given at the end of the summer term along with your child's results and the results for school.

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.
- 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?