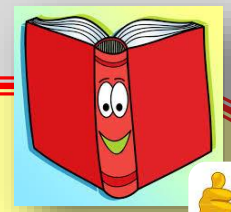


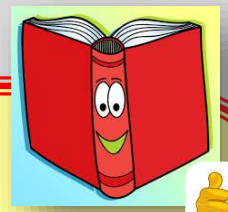
Birches First School

KS1 SATs Workshop

Information and Guidance on the end of Key Stage Assessment arrangements

22nd January 2020

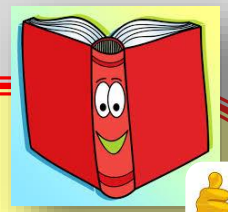
Believe, Grow, Succeed.



Presentation aims -

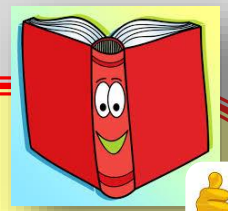
- What are SATs?
- What tests are there?
- How are the tests administered?
- How are assessments reported (the results)?
- How can I help my child?

Key Stage One SATs.



What are the SATS?

- At the end of Year 2 (the end of Key Stage 1) all children are required to sit SATs (***Standardised Assessment Tests).***
- In KS1, the emphasis is on teacher assessment. The SATs tests help inform and support the teacher's assessment of the child.
- The tests are administered and marked in school.
- Pupils are expected to be "at the national standard" for the end of Year 2.
- SATs must take place during May. At Birches, we will be holding our SATs between Monday 11th May and Friday 22nd May.



Key Stage One SATs.

What tests will there be?

- **Reading**

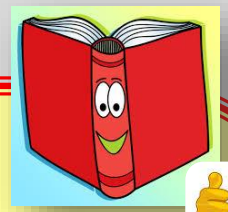
  Set Comprehension test

- **Maths**

  Set maths test

- **Writing**

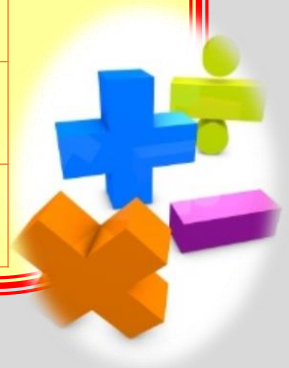
  Ongoing teacher assessments are carried out for writing that are used to inform your child's achievement in writing. This includes spelling and grammar.

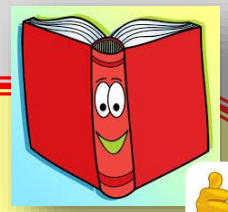


Reading.

- The Reading Test consists of two separate papers:

Paper 1	Paper 2
Contains a selection of small texts with questions about the text.	Contains a longer reading booklet of a selection of passages. Children will write their answers to questions about the passage in a separate booklet.
Between 400 and 700 words	Between 800 to 1100 words.
50%	50%
30 minutes (approx.)	30 minutes (approx.)





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.**

Paper 1

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."

1 Why did Bryn get out his toys?

Tick **one**.

- He was deciding which one to play with. ☐
- He wanted to hide them from Clare. ☐
- He wanted to tidy them away. ☐
- He was getting them ready for Clare. ☐

1 mark

2 What did Dad say *looks much better now*?

_____

1 mark

But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.

3 Which **two** topics did Bryn sort his books into?

1. _____
2. _____

1 mark

4 Who drives the tractor on the farm?

Tick **one**.

Bryn	☐	Bryn's dad	☐
Clare	☐	Bryn's mum	☐

1 mark

Paper 1

Bryn was too excited to eat much breakfast the next day. He was waiting for the sound of wheels in the driveway. When they came, Bryn hid behind his mother and tried to peep around her legs for his first sight of Clare. All he could see was a lady carrying something wrapped up in a blanket.

"Bryn," smiled his mother, "this is Aunt Jo."

Aunt Jo bent down. "And this is your little cousin, Clare," she said.

Bryn looked right into the face of a tiny, sleeping baby.

5 *...tried to peep around her legs...*

What does this tell you about Bryn?

Tick **one**.

- He did not want to see his cousin. ☐
- He was angry about the visit. ☐
- He was nervous about meeting Clare. ☐
- He did not like his cousin Clare. ☐

1 mark

6 Why was Bryn surprised when he met his cousin?

_____

1 mark

Paper 2

Games From Around the World

All around the world, children play all sorts of different games. You don't need expensive games or lots of space to play a great game, just some imagination!

Play can be inside or outside, and you can play on your own or with lots of friends. Some games are calm and quiet, whilst others are very noisy! Some games like football, chess and jigsaw puzzles are popular in lots of countries so they have the same rules and equipment wherever they are played. But some games are only well known in certain countries.

Here are five games that children in different countries like to play:

Pilolo – from Ghana
Pilolo is a hiding game using sticks, stones, coins or other small items. One child hides the objects. It's then a race for all the other players to find one of the hidden items and get back to the finish line first. You need quick eyes and quick feet for this game!

4

A New Home

Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

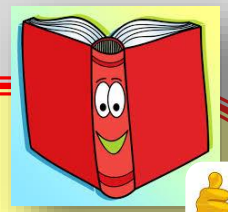
Tall reeds rustled around its edge, hiding croaking frogs and clouds of buzzing insects.

The pond was home for two small, wild ducks who spent their days swimming and diving for food, and their nights sleeping safely on a small island.

One day, huge, rumbling, grumbling machines crawled towards the pond. With a roar and a gurgle, out poured the pond's precious water.

Now the pond and island were gone forever. The ducks would have to find another place to live. The ducks needed water, where they could swim and find food, and a safe place to sleep.

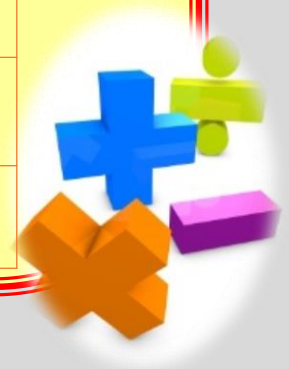
8



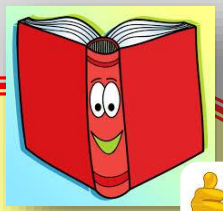
Mathematics.

Children will sit two tests:

Paper 1	Paper 2
Arithmetic It covers calculation methods for all four operations (+, -, x and ÷)	Problem solving, reasoning and mathematical fluency. 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.
25 minutes (approx.)	35 minutes (approx.)
25 marks	35 marks



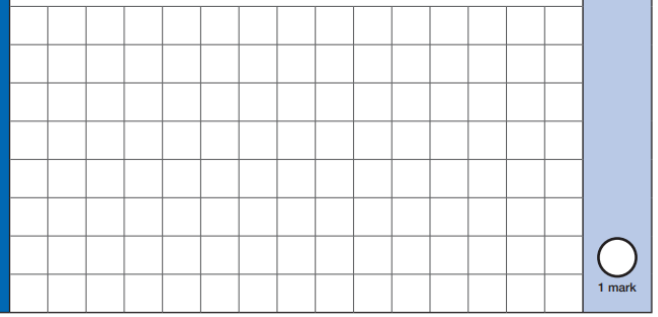
Paper 1: Arithmetic



3 89 + 10 = ☐ ○

12 50 − ☐ = 20 ○

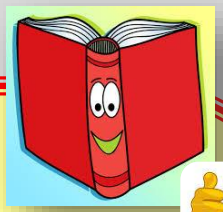
10 84 + 12 = ☐



○ 1 mark

12 97 + 5 = ☐ ○ 1 mark

Paper 2: Reasoning



8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

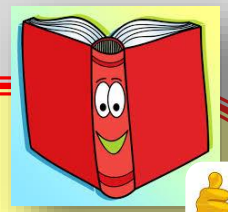
Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?

cards

Paper 2: Reasoning



23 Amy writes an answer to the calculation below.

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

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

$$\square + \square = \square$$

24 Write a digit in each box to make the sum correct.

$$\boxed{7}\square + \square = \boxed{8}\boxed{3}$$

30 Look at these fractions.

$$\frac{1}{2} \qquad \frac{1}{3} \qquad \frac{2}{4} \qquad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.

31 Complete the number sentence below.

$$3 \times 8 = 2 \times \square$$

Paper 2: Reasoning

30 There are **76** cars in the car park.

18 more cars go into the car park.

Then **35** cars go out.

How many cars are in the car park **now**?

Show your working

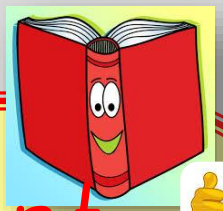
cars

31 The strawberry weighs **24** grams.

The strawberry and tomato together weigh **69** grams.

What does the tomato weigh?

g

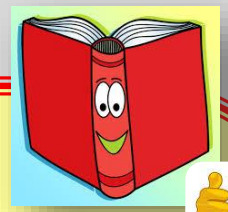


Test Outcome & Teacher Assessment

A child's raw score in the tests will be converted into a scaled score.

A scaled score of 100 will indicate a child is meeting the expected standard.
Therefore a scaled score of more than 100 indicates working above the expected standard and a score below indicates a child is still working towards the expected standard.

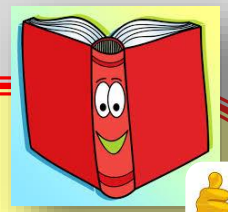
The test outcome will be used to inform a Teacher Assessment. Teacher Assessment judgements are made taking into consideration the child's performance in the tests alongside the teacher's knowledge of each child as a day-to-day learner.



Teacher Assessment Framework -TAFs

We are provided with a Teacher Assessment Framework (TAFs) which we use to support our teacher assessment. These are a set of statements which provide the criteria for each judgement. These are based on a 100% fit model.

A child must be able to demonstrate ALL of the statements for a given band as well as all of those in any previous band(s) in order to be judged at that level.



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[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.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

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.

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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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.

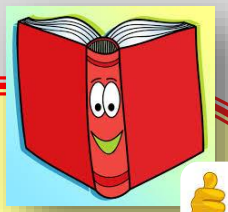
Working at greater depth

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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).



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[1] 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[2] 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.

[1] For example, base 10 apparatus.

[2] Key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5.

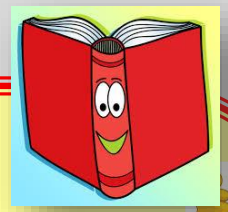
* The scale can be in the form of a number line or a practical measuring situation.

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 + □; '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).

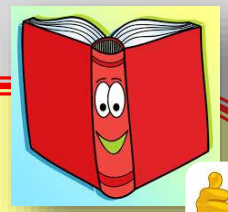
* The scale can be in the form of a number line or a practical measuring situation.



Working at greater depth

The pupil can:

- reason about addition (e.g. that the sum of 3 odd numbers will always be odd)
- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92, as it is not a multiple of 5)
- work out mental calculations where regrouping is required (e.g. 52 – 27; 91 – 73)
- solve more complex missing number problems (e.g. 14 + □ – 3 = 17; 14 + Δ = 15 + 27)
- determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 8 = 16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- solve 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?")
- recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10)
- find and compare fractions of amounts (e.g. ¼ of £20 = £5 and ½ of £8 = £4, so ¼ of £20 is greater than ½ of £8)
- read the time on the clock to the nearest 5 minutes
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

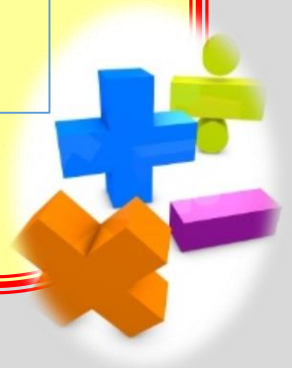


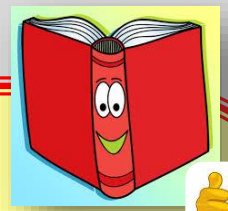
Moderation

The Local Authority will conduct a thorough moderation of Teacher Assessments in selected schools.

This process validates a school's judgements and provides consistency of judgements across all schools.

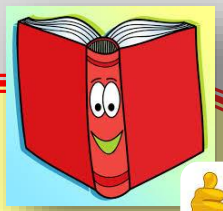
Due to the date of potential moderation visits running into July, it will not be possible to finalise Year 2 judgements until after this date. Therefore, Year 2 End of Year Reports may be delayed. We will inform you if this is the case closer to the time.





How can I help my child at home?

- When reading, 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.
- Read a variety of texts **to and with** your children – not just school books.
- Number bonds (pairs of numbers that make up to 20 and related facts up to 100)
- Continue to practise areas of difficulty that your child may be experiencing.
- Make each learning experience as enjoyable as possible.
- Take time to practise counting (in 1s, 2s, 3s, 5s and 10s forwards and backwards) and supporting number fact knowledge.
- Support your child with simple grammar, spelling and punctuation.
- If your child mentions the SATs or assessments, reassure them and encourage them to try their best. They shouldn't be worried or stressed about them. If they don't mention it – just let it happen!



Useful websites...

My Maths

Numbots

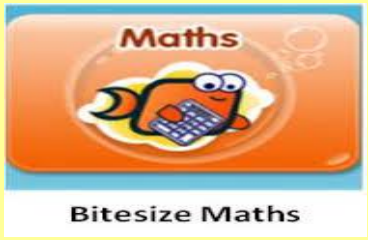
TTrockstars

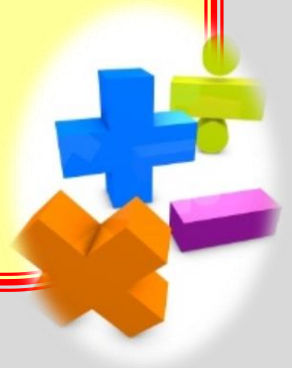
Education city

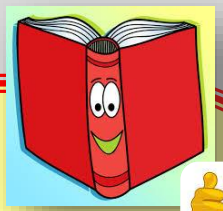
BBC - KS1 sections

Teach your monster to read

Google - KS1 SATs material/TAFs







Thank you for coming.

I hope you have found it useful!