

Information Sessions for Parents

March 2017

End of KS1 Assessment and Testing



In this session we will share information on:

- *what* we are assessing the children on
- *how* the children will be assessed
- what happens to the results
- how we are preparing the children at school
- ways in which you can support at home

Why are children assessed in Year 2?

It is statutory for teachers to summarise their judgements on each child, taking into account his/her progress and performance throughout KS1. This is the second year of the new tests, based upon the content of the 2015 National Curriculum.

Several changes were introduced last year, both in what we are assessing and how these assessments are carried out.

We are assessing the following:

- **Reading**
- **Writing**
- **Grammar, Punctuation and Spelling**
- **Mathematics**
- **Science**

(Speaking and Listening is no longer assessed under the new assessment arrangements, but does underpin how a child shows their understanding in all subjects)

New National Curriculum Assessment Criteria

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

For Reading, Writing and Maths assessments are made against these 3 criteria.

For Science only one criteria is used - the 'expected' standard.

How are the children assessed?

- **TEACHER ASSESSMENT** is the main assessment tool at KS1. This is the on-going assessment that is part of our daily teaching.
- A series of tests, taken during the month of May, are used to **inform** the teacher assessment. There are tests in Reading, Mathematics and Spelling, Punctuation and Grammar. These will either be taken in large groups in the classrooms, or in small groups in another workspace.
- Science and Writing are assessed purely by teacher assessment.

Reading Comprehension Tests

- The new reading test has a greater emphasis on the comprehension elements of the new curriculum. There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with the questions in a separate booklet. Both papers must be administered to all pupils.
- There are a mixture of multiple choice questions, matching questions, true or false questions and longer written answers.
- Paper 1 consists of a combined reading prompt and answer booklet. It is expected that the test will take approximately 30 minutes to complete but it is not strictly timed. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils.
- Paper 2 consists of a reading answer booklet and a separate reading booklet. It is expected that the test will take approximately 40 minutes to complete but it is not strictly timed. There are no practice questions on this paper.

Marking and assessment

- The tests are marked by the teachers.
- The raw score from both papers combined will be converted to a *scaled score*.
- A scaled score of 100 will represent the 'expected standard'. There is no defined score for representing the 'working at greater depth' standard. This is teacher judgement.
- Teacher assessment of reading is based upon the 'Interim Framework'. This is a set of criteria that was introduced year. We will take into account how your child reads across a range of situations; guided reading, reading to the class, 1-1 reading, reading at home.
- The final assessment outcome is teacher assessment, with the test results used to inform this.

Government guidance on scaled scores

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. We design national curriculum tests to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year.

Interim Framework for Reading

Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s).

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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

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 books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict 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.

Grammar, Punctuation and Spelling

- The new grammar, punctuation and spelling test has an emphasis on technical aspects of grammar. There are 2 papers, Paper 1: spelling and Paper 2: questions.
- Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the teacher. Pupils will have approximately 15 minutes to complete the test but it is not strictly timed, writing the 20 missing words in the answer booklet.
- Paper 2: questions consist of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper but it is not strictly timed.
- If needed, children can have assistance to read the questions for paper 2.
- Please see the sample tests on the table.
- It is marked by the teachers and given a scaled score.
- A scaled score of 100 will represent the 'expected' standard.
- This is used to inform the teacher assessment of writing.

Writing

- There won't be any specific writing tasks set for end of KS1 assessment, as there have been in previous years.
- The interim framework materials will be used for teacher assessment, looking at a spread of a child's work over time and covering different genres.

Each of the three standards within the interim framework contains a number of 'pupil can' statements. **To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s).**

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words* *From the Year 1 and 2 programme of study word lists*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Some of the statements contain qualifiers ('some', 'many' and 'most') to indicate that pupils will not always consistently demonstrate the skill required. Where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing
e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Mathematics Tests

- In mathematics at KS1, an arithmetic test has been introduced. There are two papers, Paper 1: arithmetic and Paper 2: reasoning.
- Paper 1: arithmetic assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting. The test consists of a single test paper. It is expected that the test will take approximately 20 minutes to complete but it is not strictly timed.
- Paper 2: reasoning assesses pupils' mathematical fluency, problem solving and reasoning skills. This test consists of a single test paper. It is expected that the reasoning paper will take approximately 35 minutes to complete but it is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the paper should be approximately 30 minutes.
- Children may have help to read the questions if needed.
- They are not allowed any equipment (numicon, cubes, numberlines, 100 squares) in the test, so children need to use mental or written methods.

Marking and assessment

- The tests are marked by the teachers.
- The raw score from both papers combined will be converted to a *scaled score*.
- A scaled score of 100 will represent the 'expected standard'. There is no defined score for representing the 'working at greater depth' standard. This is teacher judgement.
- Teacher assessment of reading is based upon the 'Interim Framework'. This is a set of criteria that teachers must use this year. We will take into account the understanding your child shows through their day to day work in class.
- The final assessment outcome is teacher assessment, with the test results used to inform this.

Interim Framework for Mathematics

Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s).

Extracts

Working towards the expected standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them
(e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$).
- The pupil can read and write numbers correctly in numerals up to 100
(e.g. can write the numbers 14 and 41 correctly).
- The pupil can recall doubles and halves to 20
(e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- The pupil can identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and knows that all parts must be equal parts of the whole.

Working at greater depth within the expected standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts
- The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).
- The pupil can solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
- The pupil can find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8).

How do I find out how my child has done?

- In the end of year report you will receive the teacher assessment. For reading, writing and maths this will inform you if your child is:
 - **working towards** the expected standard
 - **working at** the expected standard
 - **working at greater depth** within the expected standard
- For science there is only one statement - if your child is or is not working at the expected standard.
- You will also receive your child's scaled score for the reading test; grammar, spelling and punctuation test and the maths test.

- The teacher assessment results are sent to the Local Authority, who use the data as a whole to compare Valley pupils with other schools in Bromley and nationally.
- Teacher assessments will be used as part of the handover to the Year 3 teachers. They will use these as one of the factors when deciding groups for next year's teaching, but the main class your child is in does not change as a result of the end of KS1 assessments.

How might the tests feel different for the children?

- The timetable will have changes on certain days, but they are used to this.
- They have to work by themselves and cannot get help with working out answers.
- They will work in silence and concentrate for a sustained period of time.
- The seating arrangements may change.



How are we preparing the children?

- Including test style questions within lessons, discussing methods and strategies.
- Looking at test materials in a small group, such as guided reading.
- Giving 'practise' tests, helping the children get used to working independently and silently. Going over these afterwards.
- There will be no sense that the actual tests the children will sit in May will be any different from what we have done so far - just another test!
- We will spread them out over a few weeks and plan for some children to sit the tests in small group.



What can you do at home?

- Continue with reading and asking questions about the book. Discuss what they liked or disliked about the book and why.

Who? What? When? Why? How? What if...?

- Encourage children to independently read an unseen text as well as sharing familiar books together.
- Continue to work on the spelling and grammar home learning.
- Some children may receive a handwriting challenge pack so they can have a bit of extra practise at home.



What can you do at home?



- *Talk* about maths as part of every day life - with money, time, measures and shape. Many of the questions ask children to apply their knowledge to a context.
- Take opportunities for fun mental maths games with addition, subtraction, multiplication and division to consolidate known facts.
- We are going to send home some holiday maths challenge packs to give an extra boost with those areas of maths that relate well to every day situations.



Thank you for your time.

Questions

Time to look at the sample
test materials.

Watch this video if you want to know more.

[Michael Tidd](#)

https://www.youtube.com/watch?annotation_id=annotation_3477324577&feature=iv&src_vid=M8MjPFWRQs0&v=dVlrdqh_J6Y