



End of KS1 Assessment
Year Two Parents Meeting

SATS tests

In Year Two, children are required to undertake formal tests called SATS during May 2017.

New-style KS1 SATs were introduced in 2016 for all Year 2 children in England.

This was in light of changes that were made to the National Curriculum which was introduced from September 2014.

SATS tests

There will be four tests. Most tests will be taken in the classroom with their teacher. Some pupils will work in smaller groups outside of the classroom if the teacher believes this may be helpful for the child.

Maths tests

Test 1: Arithmetic (25 Questions)

- No practical resources
- Takes around 30 minutes

(children are not be strictly timed, as the tests are not intended to assess children's ability to work at speed)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439520/Sample_k_s1_mathematics_paper1_arithmetic.pdf

Maths tests

Test 2: Reasoning

- No practical resources
- Takes around 30 minutes to one hour

(children are not be strictly timed, as the tests are not intended to assess children's ability to work at speed)

- Children use their maths to solve problems

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439522/Sample_k_s1_mathematics_paper2_reasoning.pdf

Reading tests

Test 1:

- Questions and text in one booklet

Test 2:

- Questions and text in separate booklets

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439482/Sample_k_s1_Englishreading_paper1_promptanswerbooket.pdf

Test Outcomes

- Pupils do not receive a grade.
- The results are a numerical figure called a scaled score.
- These outcomes are not reported to parents, but teachers will use them to help with their **Teacher Assessment**.

Teacher Assessment

- Teachers assess whether pupils have met the expected standard.
- Teachers use all of their assessments from throughout the year, alongside the results from the SATS tests to inform their judgements.
- Pupils will be assessed in Reading, Writing, Maths and Science.

Stars

- Teachers use our 'star' system to assess pupils throughout the year and plan next steps.

Place Value and Number		Addition and Subtraction		Multiplication and Division, Fractions		Measures	Money	Time
 Count in steps of 2 from 0 forward and backward	 Count in steps of 5 from 0 forward and backward	 Solve problems involving +/- using concrete objects and pictorial representations	 Solve problems involving +/- and apply increasing knowledge of mental / written methods	 I can calculate mathematical statements for multiplication and division and record them using \times + and = signs	 Recall and use multiplication facts for 10 x table	 I can compare and order lengths, mass volume and capacity and record using $>$ $<$ =	 I can find totals and solve simple problems in a practical context involving addition and subtraction of money, including giving change	 I can tell the time to quarter of an hour and draw the hands on a clock to show these times
 Count in tens from any number forward and backward	 Compare / order numbers to 100 using $<$ $>$ = signs	 I can +/- numbers using objects, pictures and mentally including: A two-digit number and ones	 I can +/- numbers using objects, pictures and mentally including: Two two-digit numbers	 Recall and use multiplication facts for the 5 x table	 Recall and use multiplication facts for the 2 x table, including recognising odd and even numbers and doubles	 I can choose and se appropriate standard units to measure mass / weight / capacity <i>Kg/g and V/ml</i>	 I can combine amounts to make a particular value	 I can tell the time to five minutes and draw the hands on a clock to show these times
 Recognise the place value of each digit in a two digit number.	 Use knowledge of place value and number to solve problems.	 I can +/- numbers using objects, pictures and mentally including: Three one-digit numbers	 I can mentally add and subtract numbers within 20	 I can solve problems involving \times and \div using objects, pictures and arrays	 I can solve problems involving \times and \div using mental methods and number facts	 I can choose and se appropriate standard units to measure length / height <i>cm / m</i> <i>Using a ruler</i>	 I can find different combinations of coins that equal the same amount of money	 I can compare and sequence intervals of time
 Count in steps of 3, from 0 forward and backward	 Read and write numbers to at least 100 in numerals and in words	 I can mentally add and subtract numbers within 20 and can use this to help me +/- within 100.	 Show that addition can be done in any order whilst subtraction cannot (commutative). Use the inverse to check.	 Show that multiplication can be done in any order whilst division cannot (commutative). Know corresponding facts	 I can recognise, find, name and write as fractions $1/3$ $3/4$ $2/4$ and $3/4$ of a length, shape, set of objects or quantity	 I can choose and se appropriate standard units to measure temperature $^{\circ}\text{C}$ <i>Using a thermometer</i>	 I can recognise and use symbols for pounds £ and pence p	 I know the number of minutes in an hour and hours in a day

Teacher Assessment - Maths, Reading, Writing

- Your child is assessed against a set of statements.
- They must meet all of the statements to have met **the expected standard**.
- Your child could be assessed as:

Foundations for the expected standard

Working towards the expected standard

Met the expected standard

Working at greater depth within the expected standard.

Teacher Assessment - Science

- Your child could be assessed as:

Not met the expected standard

Met the expected standard

Maths - the expected standard

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus
- add 2 two-digit numbers within 100 and can demonstrate their method using apparatus or pictorial representations.
- use estimation to check that their answers to a calculation are reasonable
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required
- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
- 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.
- use different coins to make the same amount
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
- read the time on the clock to the nearest 15 minutes.
- describe properties of 2-D and 3-D shapes

Writing - the expected standard

The pupil can write narratives 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* e.g. *can't won't didn't wasn't I'm*
- 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.

Reading - the expected standard

- <https://www.youtube.com/watch?v=-v3XOsTF33Y&feature=youtu.be>
- They should also

- | |
|--|
| <ul style="list-style-type: none">● check it makes sense to them |
| <ul style="list-style-type: none">● answer questions and make some inferences on the basis of what is being said and done. |

What happens with these assessments?

These assessments give parents a clear idea of how well their child is doing at this point in their education. You will receive your child's Teacher Assessments in their end of year report.

The assessments are passed on to the junior school, who then know exactly what they need to teach each child to ensure they make best progress as they move into Key Stage 2.

The government uses the overall school levels as an indicator of how well the school is doing.

Any Questions

Speak to us: Miss Chedzey, Mrs McDaid

Speak to your child's class teacher

There is also lots of information in your child's report about the specifics of what your child has achieved this year and what their next steps may be.