

Thursday 12th November

6-7pm

KS1 SATs Meeting



b Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

3 Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

↑

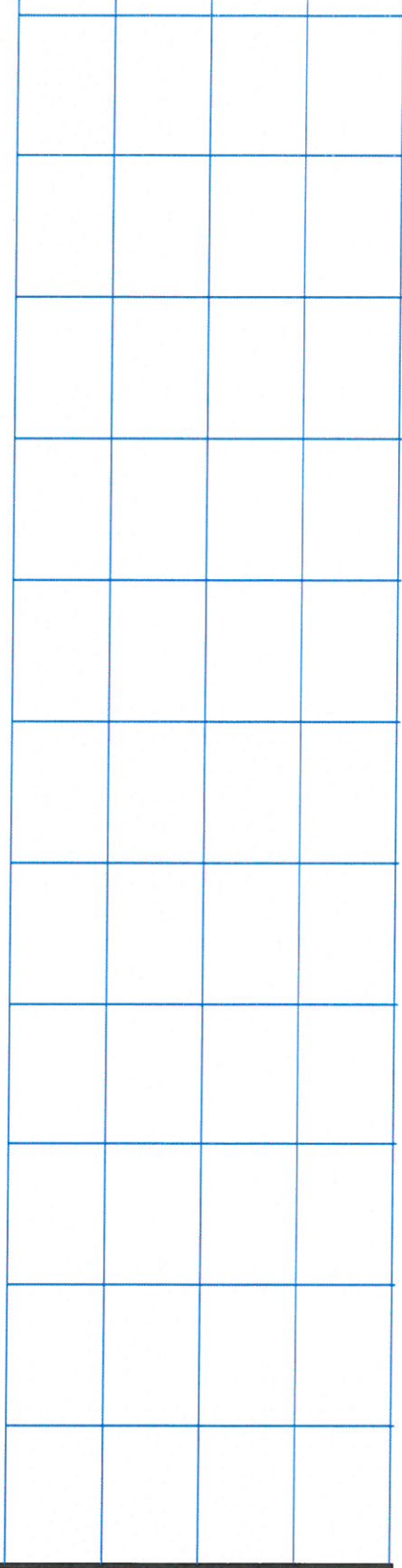
↑

↑

↑

23

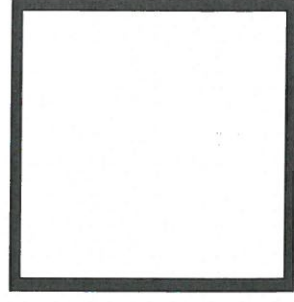
$$65 + \boxed{} = 93$$




31

Complete the number sentence below.

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





Outline

- What are SATs?
- An outline of the tests
- Teacher assessment against the 'National Expected Standard'
- The results
- What you can do to help

Individual children will not be discussed.



What are SATs?

- A new national curriculum was introduced in 2014 for Y1 and in 2015 for Y2.

As a result, the Standards and Testing Agency (STA) is changing SATs tests so that they assess the new curriculum. Pupils will take the new tests for the first time in May 2016.

- Children are tested in;
Reading (2 papers)
Spelling, Punctuation and Grammar (PAG paper and Spelling Paper)
Mathematics (Arithmetic and Reasoning Papers).



The Tests Reading

The new reading test for Year 2 pupils will involve two separate papers:

Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed

Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed.





The Tests

SPAG

Children taking Key Stage 1 SATs will sit two separate papers in grammar, spelling and punctuation:

Paper 1: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

Paper 2 a 20-word spelling test taking approximately 15 minutes and worth 20 marks.



The Tests Maths

The new Key Stage 1 maths test will comprise two papers:


Paper 1: arithmetic, worth 25 marks and taking around 20 minutes.

Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children will not be able to use any tools such as calculators or number lines.

Teacher Assessment



- In KS1 the emphasis is on teacher assessment, the tests support this judgement. Teacher assessments will be made for Reading, Writing, Maths and Science and these judgements will be made against the new national expected standards.
 - If children do not perform to best ability in the test, teacher assessment will be used.
 - Children will not know that they are taking SATs, done as subtly as possible.
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National Expected Standard

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.



National Expected Standard

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*
- 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.

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.



National Expected Standard

Interim teacher assessment framework at the end of key stage 1 - mathematics

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 count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- 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 use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + 9$; $15 = 6 + 9$).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations.
- 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).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

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 add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- 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 recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can 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 (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.

- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).



National Expected Standard

Interim teacher assessment framework at the end of key stage 1 - science

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- 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 including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.



The Results

- Results are reported to the LA and DfE and this year our scores will be moderated by the LA.
- We are changing the way the tests are reported. From 2016, we will use scaled scores to report national curriculum test outcomes. **We won't need to change the way we prepare for, or administer, the tests because of the introduction of scaled scores.** Within key stages, we will continue to assess what pupils understand and can do in a way that best suits our school.
- **We will report the pupil's scaled score and whether or not your child met the national standard in our annual assessment report to parents and you will be able to discuss scores at summer term parents' evenings.**

What can you do to help?

- Read together every day and ask questions about the story
- Practise cursive handwriting and weekly spellings.
- Practise writing different types of sentences.
- Use our schools calculation policy to practise the four operations in maths.
- Get to grips with grammar.

What can you do to help?

Explicit revision is not necessary [teacher assessment].

Children already familiar with question format through subtle teaching.

Please don't buy old SATs papers from news agents or use these sample ones!



Thank you for your time



