

# **Information for Year 2 Parents on the Key Stage 1 Assessment Arrangements**

**Thursday 23rd January 2020**



## Aims of this session:

- Give an overview of the assessment arrangements and timetables for 2019/20
- Explain the format and content of the tests (SATs) for individual subjects
- Explain how results will be reported to you
- Provide an opportunity for questions



# Teacher Assessment

- This carries most weighting so results are not based solely on performance in the tests
- In the rare instance of a significant difference between test and teacher assessment we will be able to show a body of evidence from work across the year to support our teacher assessment

# Tests (referred to officially as SATS)

- During the month of May, internally marked statutory tests take place for Year 2 children in reading and mathematics
- These tests are not strictly timed, take place in the classroom or the library which are both familiar spaces for the children, and may be carried out in small groups or on a one to one basis as required
- A pupil's writing result is a teacher assessed judgement of their work across Year 2: there is no test

# The tests consist of:

- English Reading Paper 1
- English Reading Paper 2
- Mathematics Paper 1: Arithmetic
- Mathematic Paper 2: Reasoning

# Reading

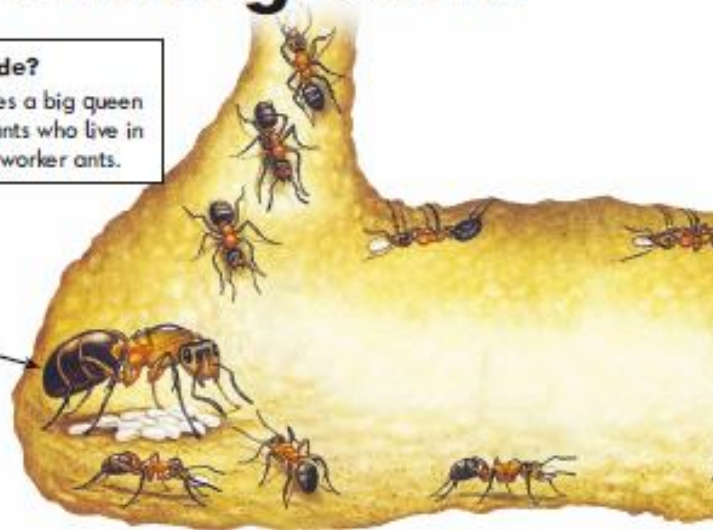
## Ants underground

### Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

### Queen ant

The queen ant spends all her time laying eggs.



**1** Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

☐

noisy

☐

busy

☐

fast

☐☐

**2** What does the queen ant do?

Tick **one**.

keeps the nest clean

☐

lays eggs

☐

moves eggs

☐

finds food

☐☐

# Reading - Supporting your child

In school:

- Weekly guided reading sessions
- Reading linked to topic work
- Focused lessons on comprehension skills

At home:

- Encourage your child to read daily from a range of books
- Ask your child questions about what they read and encourage them to talk about what they have read, characters, setting etc.

The wider the range of your child's reading, the more effective a writer they will be



# Teacher Assessment - Writing

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.

## 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.





# Teacher Assessment - Writing

## 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 - Writing

## 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.



# Maths 1

## Arithmetic

3

$$89 + 10 = \boxed{\phantom{000}}$$

4

$$17 - 6 = \boxed{\phantom{000}}$$

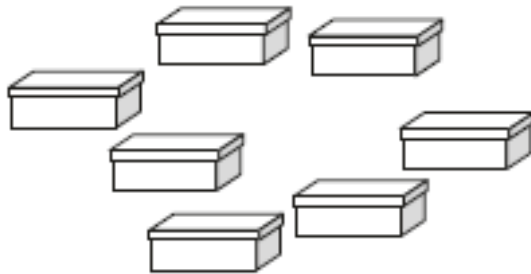
23

$$65 + \boxed{\phantom{00}} = 93$$

24

$$\frac{1}{3} \text{ of } 21 = \boxed{\phantom{000}}$$

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

 shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

# Maths 2 Reasoning

**27** Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show  
your  
working

raisins



2 marks

# Maths - Supporting your child

## In School:

- Daily differentiated maths lessons in school

## At Home:

- Encourage your child to practise basic skills e.g. number bonds, calculations, tables etc.

MyMaths will help with this

- Ask them to explain how they completed their work - the answer is just the beginning!
- Remind them to 'use what they know'

# How will I know how my child has performed?

- You will be advised of the test and teacher assessment outcomes in July 2020
- Your child will be given one of the following grades for reading, writing and maths:
  - Working at greater depth **GDS**
  - Working at the expected standard **EXS**
  - Working towards the expected standard **WTS**
- Your child's report will contain much more detail about progress





# FAQs

- My child might be anxious about taking a test. How will you help them? We have a policy with the Year 2 SATs in school that we never refer to them as 'tests' or use the term 'SATs'. You may hear your child talking about having a go at a 'booklet' or 'quiz' instead. We try to keep the tests as calm and relaxed as possible for the children by taking them in small groups and giving them rest breaks where necessary. Usually the children are completely unaware that the process is even happening, and many of them actually enjoy completing the 'booklets'! However, if you are worried about anything at all please do come and speak to us



# FAQs

- What will happen if my child does not meet the expected standard? Nationally, around 25% of children do not meet the expected standard. If this is your child please do not worry. You can rest assured that they will continue to be supported throughout Key Stage 2 to make good progress and achieve their best
- How are the results used and shared? We submit the data to the national database and from that, information about the class as a whole is published. This does not identify any individual pupils. This information may be used by external bodies such as Ofsted to monitor school effectiveness. Internally, we use the information to tailor teaching and learning to maximise progress for each child



# FAQs

- What happens if my child is ill during the testing period? A poorly child will probably not perform to the best of their ability during a test, so if your child is unwell during May please follow the usual routines and keep them at home until they are better. We do not have to follow a strict timetable for testing and will arrange for your child to catch up when they have returned to school
- Practice Papers. Previous SATs papers can be found online, but PLEASE do not use these with your child! We will be using them as practice papers with the children to both prepare them for the tests and to assess any areas for development so it is much better if they have never seen them before. We also think that the children have enough home learning already and should be spending the rest of their spare time having fun!



Questions?