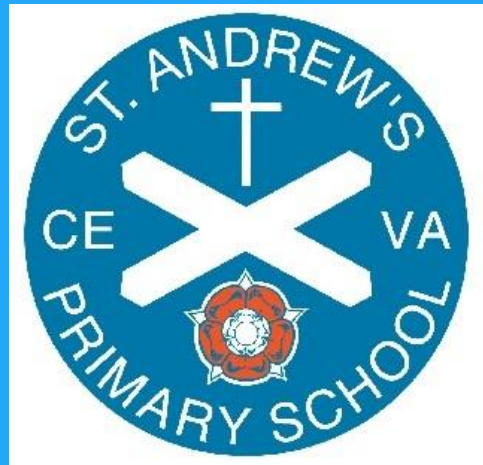


# Key Stage 1 SATs



Information and Guidance on the Changes and Expectations for 2019

# Key Stage 1 SATs Changes

- This year children in all years at Key Stage 1 have studied the new national curriculum brought in in 2014.
- End of KS1 (Year 2) assessments will reflect the new curriculum for the
- As a result of this there are ‘interim’ judgements. This is the third year of these ‘interim standards’ and they are due to be phased out by 2023, due to the value of these tests being called into question. They will be replaced by new assessments at the end of Foundation Stage and at the end of Year 6.
- Children are assessed at ‘*working towards expected standard*’, ‘*working at expected standard*’, ‘*working at great depth within the expected standard*’. Children can also be assessed as ‘*not yet working towards expected standard*’
- The final assessments level reported are **teacher assessments**. The SATs papers are only to support teacher’s own assessments. Therefore, if your child under performs (compared to their usual level of work) in the tests, it does not mean they will be levelled ‘*working towards the expected standard*’ by their performance in a SATs paper.

# Assessment and Reporting

- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet the new curriculum.
- The test scores will be reported as ‘scaled scores’.
- It is planned that 100 will always represent the ‘national standard’. Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- Scaling is being done in April using a range of schools across the country. This means we don’t know yet what children’s scores will actually mean until this is published at the end of May.
- Teachers will use the scaled scores to inform their teacher assessment judgements.

# The papers

At the end of Year 2, children will take SATs in:

- Reading;
- Maths.

The tests are due to take place in May but there is no specific set day.

# Reading

The Reading Test consists of two separate papers:

- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- 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.

# Mathematics

Children will sit two tests: Paper 1 and Paper 2:

- Paper 1 is for arithmetic. It covers calculation methods for all 4 operations as well as fractions of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$
- Paper 2 covers problem solving, reasoning and mathematical fluency.
- Pupils will require good calculation skills and 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.
- Additional guidance has made clear that resources and equipment are not allowed to be used during the test.

# Sample Questions

## Maths Paper 1: Arithmetic

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

$35 \div 5 = \boxed{\phantom{000}}$

$50 - \boxed{\phantom{000}} = 20$

$\frac{3}{4} \text{ of } 40 = \boxed{\phantom{000}}$

$8 \times 10 = \boxed{\phantom{000}}$

# Sample Questions

## Maths Paper 2: Geometry, Position and Direction

d) Circle the shape that goes next in the pattern.



## Maths Paper 2: Money

**19** Amy buys an ice-cream for 90p.



(a) Tick (✓) **three** coins to show how Amy can make **90p**.













# Sample Questions

## Maths Paper 2: Reasoning

f) Fill in the gaps in the tally chart about class 3.

Pet	Tally	Number
		
		9
		
		3
		

Write 2 different questions you could ask someone about this tally chart information.



5 marks



1 mark



1 mark

# How to Help Your Child

- **Don't make it a big event!** The children are used to doing a variety of tasks in school and there are times when they need to, 'do it on their own', so it is not a significantly different activity.
- Encourage them to do their best as you would normally want them to do in school.
- If you are concerned about how your child might get on in a particular area of the assessments, please speak to the class teacher.

## Important!

Please ensure your children arrives in school on time in the mornings. This part of the day is not just for the children to mill around and put their things away, there are always 'Morning Jobs' which will reflect the key objectives the children are working on, reinforcing aspects of the curriculum that they are studying this week. This is valuable learning time and the children need to make sure they don't miss it.

# How to Help Your Child with Reading

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- 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.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit your local library!

# How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Talk about what you are writing so that your child sees the process of oral rehearsal and then writing.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

# How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.