

Key Stage 1 National Curriculum Assessments



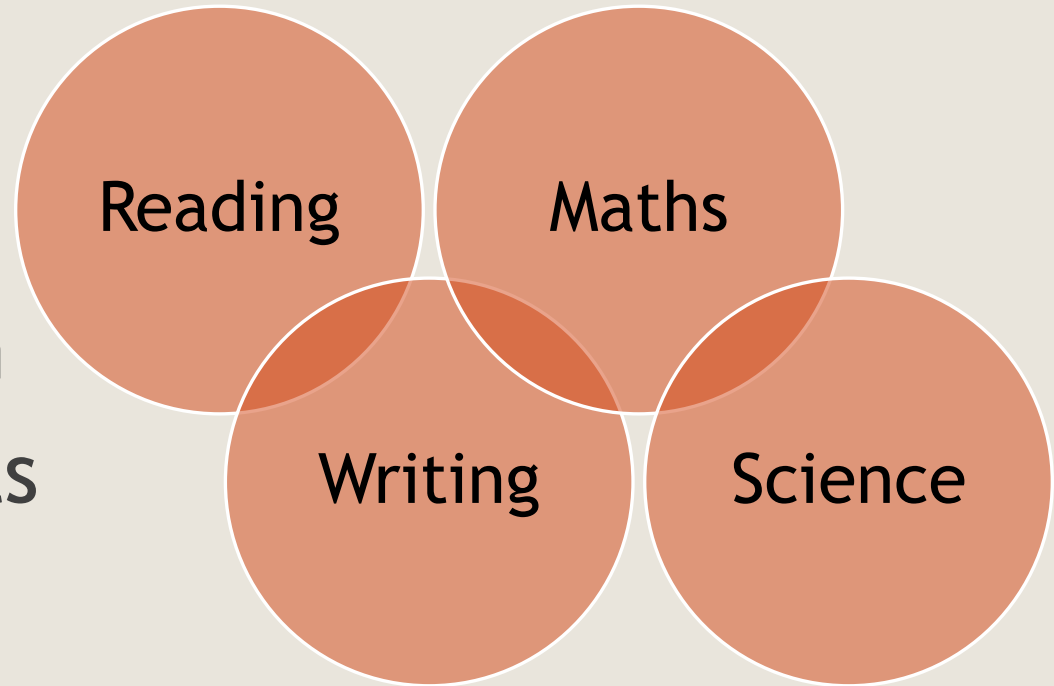
A Guide For Parents
3rd February 2020



How are children assessed at the end of KS1?

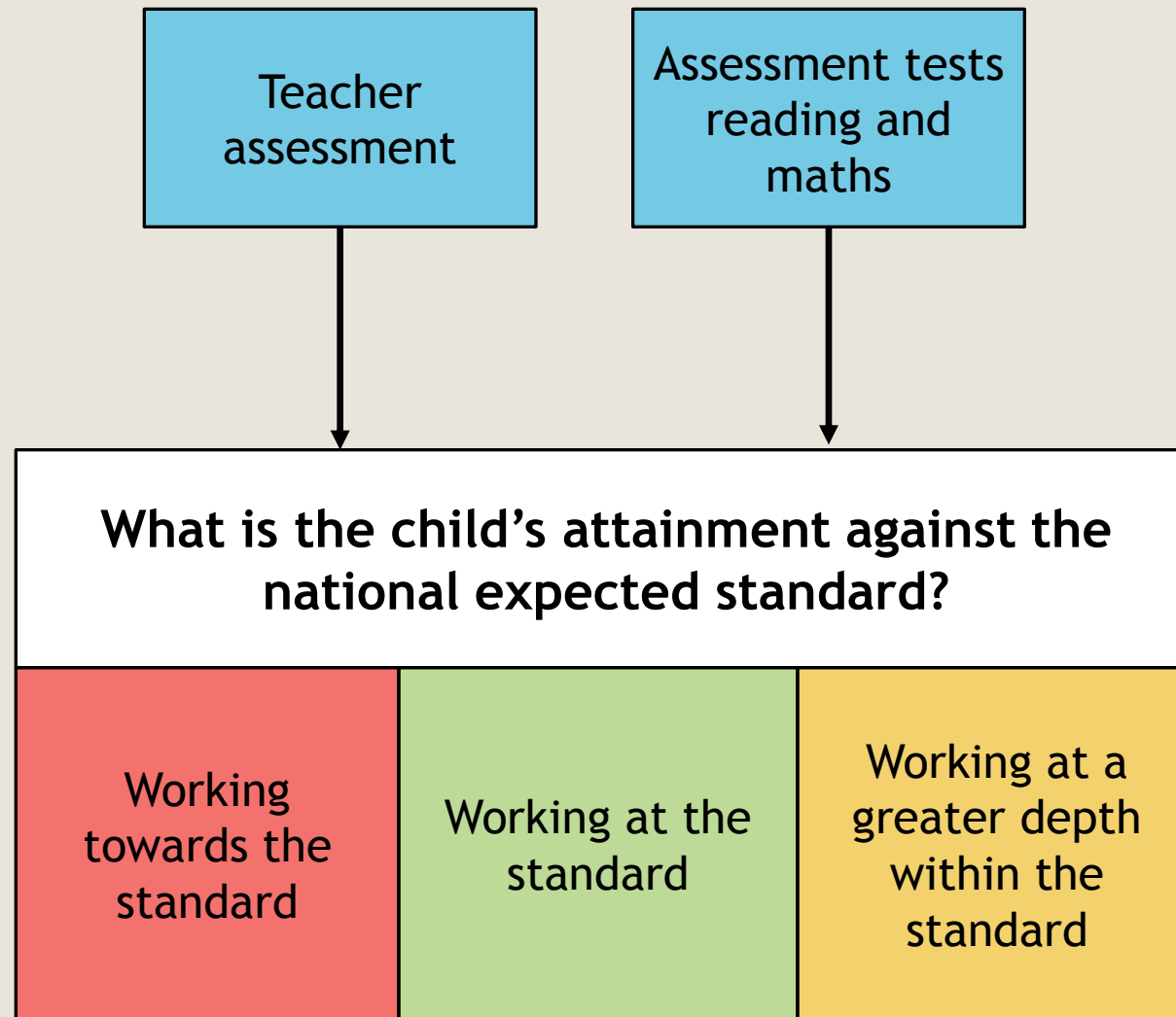
What are KS1 assessments?

- End of KS1 - Year 2
- Assess attainment
- Teacher assessment
- Supported by moderation
- Standard assessment tests



National standard defined by:

- assessment framework
- exemplification documents



Assessment validated by moderation:

- internal
- cluster schools
- formal



Teacher assessments

- All four subjects are teacher assessed
- Finding evidence of attainment in work
 - Teaching covers all this (and more!)
 - Lots of opportunities to use skills
- Assessment Tests support teacher judgement
 - Used in maths and reading



Assessment Tests

- Marked and then given a raw score
- This is converted into a scaled score: 80 - 120
- 100 = sufficient knowledge of areas assessed
- <100 - working towards the standard
- **Score is used to inform teacher assessment**
- It is for internal use





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.



Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} ~~It~~ was really dark in the attic and there were pretty deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took took took} took them all down stairs. & First he opened the silver one which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

Example of
working at
the expected
standard

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.



The Dangerous dog. The Dangerous
dog can run as fast as a cheetah.

The Dangerous dog can run as fast as a
cheetah. His bark is fluffee. Dangerous dog
has the sharp nails. His teeth are sharp
as a knife. His bark is that loud the bark
can move the laws. He digs a big hole
in one second.

Working
towards the
expected
standard

Working at a 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



Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet ^{cat} behaviour.

First of all I ^{am} ~~am~~ ^{so} sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and ~~be~~ treated much better, because I am more respectful. I ^{will} also try not to ~~scath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Working at a
greater depth
within the
expected
standard



Science

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- 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:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways

Science content

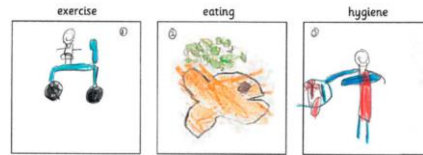
The pupil can:

- name and locate parts of the human body, including those related to the senses (year 1), and describe the importance of exercise, a balanced diet and hygiene for humans (year 2)
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults (year 2)
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants (year 2)
- identify whether things are alive, dead or have never lived (year 2)
- describe and compare the observable features of animals from a range of groups (year 1)
- group animals according to what they eat (year 1), describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships (year 2)
- describe seasonal changes (year 1)
- name different plants and animals and describe how they are suited to different habitats (year 2)
- distinguish objects from materials, describe their properties, identify and group everyday materials (year 1) and compare their suitability for different uses (year 2)

Science

- Working at or working towards
- No greater depth
- Curriculum coverage throughout KS1
- Knowledge (science content)
- Skills (working scientifically)

Draw some pictures that would help someone live a healthy lifestyle.



bike riding eat washing hands

Describe the importance of exercise, eating the right foods and hygiene for humans.

1. bike riding make your leg muscles strong and better.
2. eat helps your brain to help your body.
3. was when you wash your hands the germs go away.



Evidence from different sources



Standard Assessment Tests



Super Sticker Quiz!

Reading

- **Paper 1** - consists of a combined reading prompt and answer booklet. 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. The test takes approximately 30 minutes to complete but is not strictly timed.
- **Paper 2** - consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete but is not strictly timed.
- Covers a range of poetry, fiction and non-fiction



1

When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

Multiple choice questions

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

Ranking and ordering questions

4

What job did Tony Ross want to do before he became a writer and illustrator?



Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Short answers

Matching

6 At the end of the story, Bella was happy. Why?



16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



Open ended

Find and copy

Mathematics

- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require 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



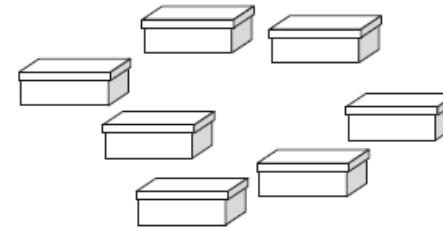
15	$3 \times 3 =$	☐
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16	$12 \div 2 =$	☐
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Paper 1 - Arithmetic

Paper 2 - Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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

Paper 2 - Reasoning



How to Help Your Child at Home

How to help your child

- Praise and encourage!
- Best possible attendance at school
- Support with homework tasks
- Practise reading, spelling and arithmetic
- Talk about learning and books
- Good sleep and healthy breakfast



Reading takes many forms

- Enjoy sharing books that you read
- Read a little and often
- Talk about the story before, during and afterwards
- Look up definitions of words together
- All reading is valuable - it doesn't have to be just stories
- Visit the local library - it's free!



Write everything down

- Good readers become better writers
- Writing opportunities: notes, letters, labels, lists
- Write together
- Check spellings in a dictionary
- Use a word processor for editing



Maths is everywhere

- Count everything - forwards and backwards
 - 1s, 2s, 3s, 5s, 10s
- Times tables games - TTRS!
- Opportunities for time and money
- Examples of 2D and 3D shapes
- Cooking - weighing and measuring
- Play games involving numbers and logic



May 2020
Assessment tests

June 2020
End of Key Stage
assessment



They can
because they
think they
can.

VIRGIL

