The background features a blue-to-purple gradient with faint technical diagrams, including circular gauges with numerical scales (160, 170, 180, 190, 200, 220, 230, 240, 250, 260) and various circular arrows, suggesting a technical or scientific theme.

END OF KEY STAGE ONE TESTING & ASSESSMENTS

INFORMATION FOR PARENTS
TUESDAY 21ST NOVEMBER 2017

AIMS OF THE MEETING

- To explain how children will be assessed at the end of Key Stage One.
- To explain how children will be judged at the end of Key Stage One.
- To explain you can help to prepare at home?

CONTEXT OF CHANGES

- September 2014 – new curriculum introduced.
- Revised National Curriculum assessed for the first time in May 2016 for KS1 and KS2.
- New Curriculum, New Standards, New Tests.

KS1 TESTS: KEY CHANGES

English reading (statutory)

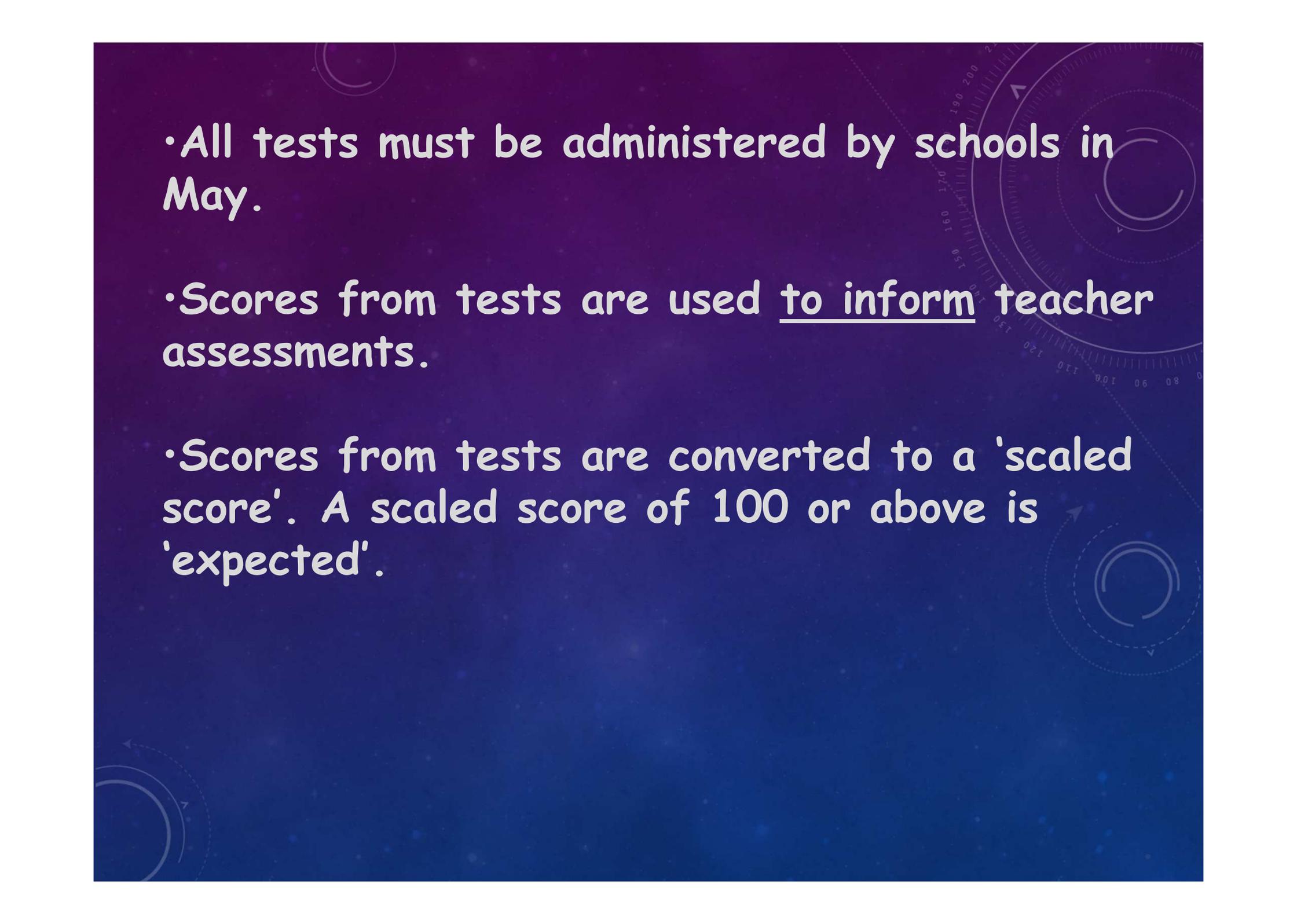
- Two papers:
 - One with text and questions combined
 - One more challenging text with the text and questions in separate.
- All pupils should be given the opportunity to sit both papers.

Grammar, punctuation and spelling (non-statutory)

- Emphasis on technical aspects of grammar
- Separate spelling test
- No English writing test - judgements in writing are made by the teacher based on a range of evidence.

Mathematics (statutory)

- 2 papers
 - 1 Arithmetic paper
 - 1 problem solving and reasoning paper.
- **Science**
 - No test.
 - Only one standard. Children will either be 'working at the expected standard' or has not met the expected standard'.



• All tests must be administered by schools in May.

• Scores from tests are used to inform teacher assessments.

• Scores from tests are converted to a 'scaled score'. A scaled score of 100 or above is 'expected'.

HOW WILL THEY BE JUDGED?

- The National Curriculum 2014 got rid of levels.
- A Teacher Framework has been published for schools.
- In each area of the curriculum teachers will make a judgement based on test scores AND class work as to whether pupils are..
- Working towards the expected standard.
- Working at the expected standard.
- Working at greater depth within the expected standard.

HOW WILL PARENTS FIND OUT RESULTS?

- Results will be sent home in your child's report near the end of the summer term.
- You will be given your child's scaled score from the tests taken and the overall assessment of whether your child is

Working towards the expected standard.

Working at the expected standard.

Working at greater depth within the expected standard.

HOW YOU CAN HELP....

- Reading

- Encourage children to read a variety of texts.
- Children need to work on reading stamina - read bigger sections of text and then ask questions that they have to go back and find the answers.
- Encourage children to skim (look quickly at the whole text) and scan (look for specific answers).
- Encourage children to predict - based on cover, based on story so far, based on similar texts they have read.
- Talk about the structure of different text types - What kind of text is it? - Information, Instructional, Narrative? Do they understand how to use the glossary? Can they explain why there is a contents page and an index? How are they different?
- At the end of a text ask children to summarise - can they remember in the correct order?
- Encourage understanding of difficult vocabulary.

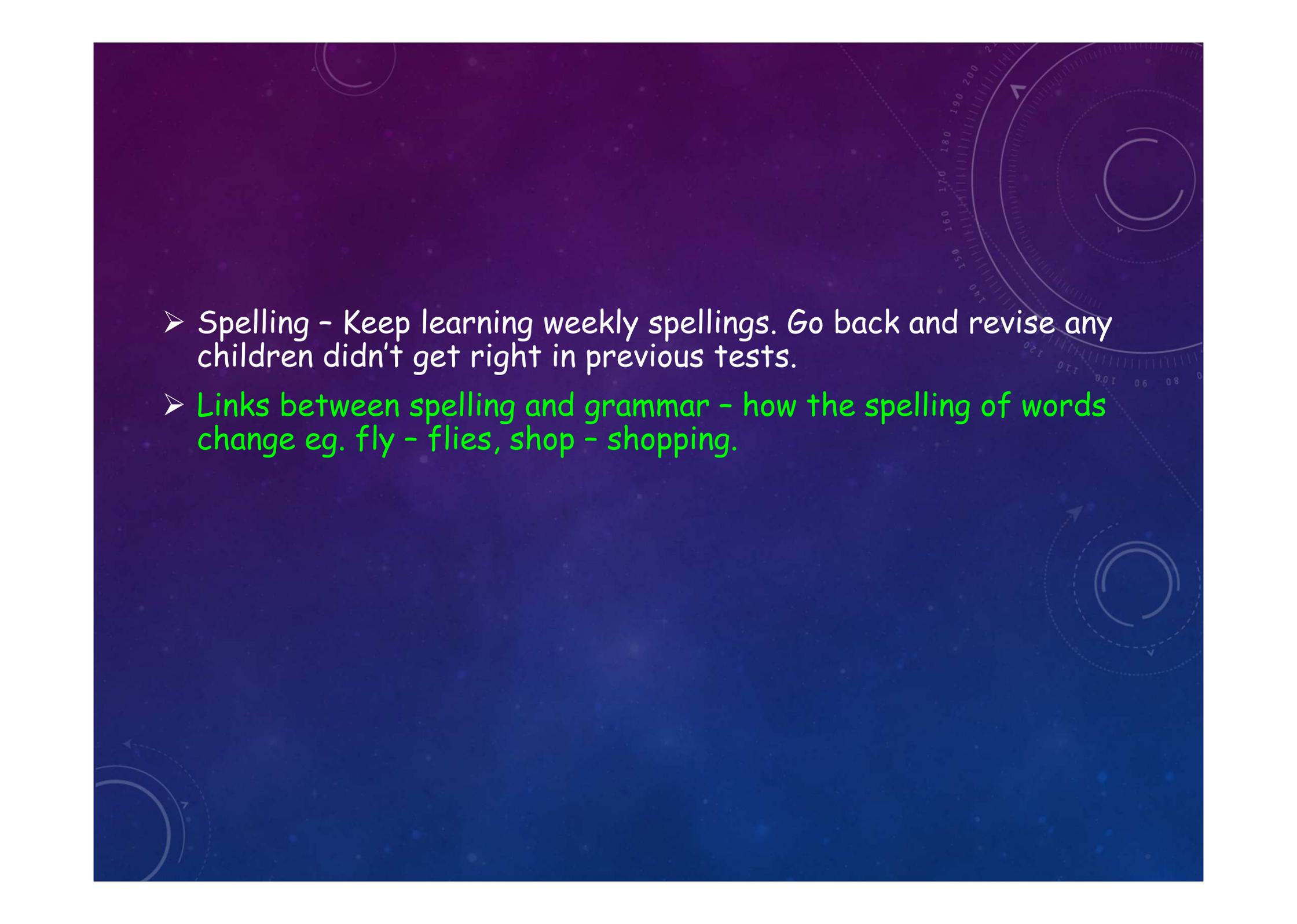
HOW CAN YOU HELP...

Grammar, Punctuation and Spelling.

- Encourage the children to be aware of the punctuation in their reading - 'Why has the author used an exclamation mark there?' 'How do we know which words the character said?'
- Encourage children to speak correctly using correct grammar - was / were , our /are , I went town.
- Word classes - children are expected to recognise a verb, noun, adjective, adverb, joining word (conjunction) within a sentence. They have to know these terms and what they mean.
- Encourage children to think about the job that a word is doing within a sentence.

I can fish in the river

I caught a fish.

- 
- Spelling - Keep learning weekly spellings. Go back and revise any children didn't get right in previous tests.
 - Links between spelling and grammar - how the spelling of words change eg. fly - flies, shop - shopping.

HOW CAN YOU HELP...

Writing

- Encouraging children to apply what they know about grammar and punctuation.
- Big emphasis on handwriting - Children can only achieve 'working at greater depth' with joined handwriting. To achieve the expected standard some of their handwriting must be joined.
- Big emphasis on spelling
 - contracted words e.g. couldn't, can't
 - spelling most exception words
 - adding suffixes to spell most words correctly e.g. -ment, -ness, -ful, -less, -ly.

HOW CAN YOU HELP...

Mathematics.

- 2, 3, 5 and 10 times tables and associated division facts.
- Secure place value e.g. 23 is 2 tens and 3 ones which is the same as 1 ten and 13 ones.
- Add and subtract two digit numbers - show their working out. (can be shown through pictures, number line, informal or formal written method)
- Work out missing number problems.
- Tell the time to the nearest 5 minutes.
- Find fractions of an amount.
- Solve word problems (number, measures, money).
- Understand different ways to make an amount of money.

HOW YOU CAN HELP...

- Try not to worry!
- Try not to discuss 'SATs' with the children - it only leads to anxiety.
- Encourage the children with reading, spelling and homework.
- Avoid taking holidays in school time particularly in May.
- Speak to me about any concerns.