



# KS1 Assessment – A Summary

- At the end of Key Stage 1 there is an ‘expected standard’ set ***A child must meet all the criteria consistently to get the ‘expected standard’ judgement.***
- Schools are advised to decide how best to assess their pupils in a way that best suits their needs.
- Schools are expected to select an assessment approach which:
  - ❖ aligns well with their curriculum
  - ❖ sets out what pupils are expected to know, understand and do, and when
  - ❖ explains pupils’ progress and attainment to parents
  - ❖ can be used to set aspirational targets and wherever possible supports pupils to reach the expected standards.

# KS1 Assessment

- National Assessment Tests – or SATs- at the end of KS1 are currently a statutory requirement!
- From September 2023, KS1 SATs will be made non-statutory as per the government announcement in 2017.
- This means that schools will be able to decide whether or not they administer them, but until this date pupils will continue to sit SATs in Year 2.
- For this year as in previous years, **the test results are just one piece of evidence to support teacher judgements!**

**Parents and teachers working together for the benefit of the children.**

# KS1 Assessment in 2023

## Statutory assessment

- KS1 **national curriculum tests** with outcomes in the form of **scaled scores**.
- Teacher assessment
- Phonics screening check for Y2 in the summer term for those who did not reach a pass mark of 32 at the end of Year 1.

## Formative classroom assessment

- Determined by schools in line with their curriculum.

**The test results are just one piece of evidence to support teacher judgements!**

**Parents and teachers working together for the benefit of the children.**

# Tests in 2023

Schools can access sample tests and they make use of frameworks which provide information about what is to be assessed.

## Key Stage 1

English reading

Mathematics

English grammar, punctuation and spelling (*optional*)

The DfE gives a description of pupil performance at the 'national standard'.

Test results and exemplification materials are used to set the raw scores that link to a KS1 child's scaled score of 100.

# What will be assessed by tests?

*KS1 tests are not strictly timed and teachers can use their discretion to decide if pupils need a rest break during any of the tests or they can stop a test early, if appropriate.*

## Reading

**TEST 1 – combined reading prompt and answer booklet**

**TEST 2 – more challenging separate reading booklet and reading answer booklet**

**All Children sit BOTH tests**

## Maths

**TEST 1 - Arithmetic**

**TEST 2 - Reasoning**

## GaPS

**TEST 1 - Spelling**

**TEST 2 – English, Punctuation, Spelling & Grammar**

**There is no requirement to administer these tests and we have chosen not to do so at St Joseph's**

*The tests will be marked internally by teachers.*

# What will be teacher assessed?

## Teacher assessment

### Reading

Teacher assessment  
using  
The Teacher  
Assessment  
Framework

### Writing

Teacher assessment  
using  
The Teacher  
Assessment  
Framework

### Maths

Teacher assessment  
using  
The Teacher  
Assessment  
Framework

Teacher assessment  
using  
The Teacher Assessment Framework

### Science

*In some schools the judgements reached by teachers will be moderated by the Local Authority.*

# Frameworks

To help with teacher assessment the DfE has produced '**Frameworks**'. These set out the standards a pupil will be assessed against in **reading, writing, maths and science**.

The Frameworks are only used as **as an assessment tool**, as they do not include full coverage of the content of the National Curriculum.

**All of the criteria must be met** for a child to attain the 'Expected Standard'.

# Teacher assessment frameworks

The TA frameworks must be used to assess pupils who have completed the KS1 programmes of study in English reading, English writing, mathematics and science, and are working at the standard of the national curriculum assessments.

**The frameworks contain ‘pupil can’ statements.**

Teachers should follow the specific guidance for each subject in the frameworks when making their judgements.

**The frameworks contain 3 standards:**

- working towards the expected standard
- working at the expected standard
- working at greater depth

# READING

## 2019 Reading Booklet

2019 national curriculum tests

### Key stage 1

#### English reading

#### Paper 1: reading prompt and answer booklet

First name	
Middle name	
Last name	

#### Contents

My Big Brother JJ	Pages 5–10
What Is A Cowboy?	Pages 13–21

### My Big Brother JJ

I was happy. My brother JJ was happy.  
It was nearly half term.

Then Mum rushed into the room.  
"JJ! Jasmine! I need to talk to you about  
next week. I know it is holiday time, but  
I have to go to work," she said.



"I need to know that you can be a good girl for JJ. He will be in charge of the garden."

#### Practice questions

a Why was JJ looking after Jasmine?

Mum was going to work.

Mum was going on holiday.

Jasmine was ill.

Jasmine was going on holiday.

Tick **one**.

b Who is telling the story?

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Liam the  
Park Keeper



Dora the Storer

## Reading Booklet

2019 key stage 1 English reading booklet



# Reading skills assessed

The most crucial aspects of reading at the end of Key Stage 1 are:-

- ❖ Accuracy (decoding familiar and unfamiliar words correctly)
- ❖ Fluency (speed and confidence)
  - In a book that they can already read fluently, the pupil can:
    - check it makes sense to them, correcting any inaccurate reading
    - answer questions and make some inferences
    - explain what has happened so far in what they have read
- ❖ Comprehension (drawing meaning from text)

## **There will be 2 English reading papers.**

Both papers contain a selection of texts that are designed to increase in difficulty. They include a mixture of text types.

**Paper 1** consists of a combined reading prompt and answer booklet.

The test takes **approximately 30 minutes**.

**Paper 2** consists of an answer booklet and a separate reading booklet. It contains more challenging texts than Paper 1.

The test takes **approximately 40 minutes**.

# SAMPLE READING TEST QUESTIONS

In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



Reading Test 1 has combined text, questions and answers.

3 Why did the boat hit the rocks?

---

---



1 mark

4 The boat hit the rocks with a *great crunch*.

This means that it made...

Tick **one**.

a huge squeak.

a big splash.

a long creak.

a loud crash.



1 mark

Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

# Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK. You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

## Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.



Hello! My name is Horrid Henry

Reading Test 2 will have a more challenging separate reading booklet and reading answer booklet.

(page 4)

3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		

Teachers should follow the guidance for using this reading framework set out in the complete [teacher assessment frameworks](#).<sup>3</sup>

### Working towards the expected standard

The pupil can:

- read accurately by blending phonemes\*
- read accurately some correspondences (CVC)
- read many common words

In a book closely matched to their reading level

- read aloud many words
  - sound out many words
- In a familiar book that has been read to them
- answer questions about the text

## Exemplification: working at the expected standard

### Pupil E

#### Video example and context

Pupil E reads and discusses 'The Shopping Basket' by the teacher. She has read the start of this book before, in this video.

The video can be found on [GOV.UK](#).<sup>7</sup>

Pupil E achieved a scaled score above 100 in the KS1 English reading test.

#### Additional evidence

- Reading of a selection of common exception words
- Reading of words with common suffixes
- Reading of words with 2 or more syllables
- Teacher's records

#### Commentary

Pupil E is working at the expected standard in

#### Word reading

Pupil E reads accurately many words with 2 or more syllables (some of which contain...)

Teachers use the DfE's exemplification materials to help them make their assessments.

## Exemplification: working at greater depth within the expected standard

### Pupil F

#### Example

Pupil F reads 'George's Marvellous Medicine' by Roald Dahl. This book was chosen by the pupil and he begins reading from page 7 in chapter 1. He is familiar with the book. He also reads from Dahl's 'Esio Trot', chosen by the teacher.

The video can be found on [GOV.UK](#).<sup>4</sup>

Pupil F achieved a scaled score above 100 in the KS1 English reading test.

#### Additional evidence

None.

#### Commentary

Pupil F is working at greater depth within the expected standard.

#### Word reading

Pupil F reads quickly and accurately, rarely hesitating on any word he meets, including 'wizardry' and 'electrified', an important verb that he discusses later.

# Maths

9  $45 + 30 = \underline{\quad}$

10  $35 \div 5 = \underline{\quad}$

11  $\underline{\quad} = 5 + 6 + 3$

21  $57 = \underline{\quad} + 27$

22  $65 = \underline{\quad}$

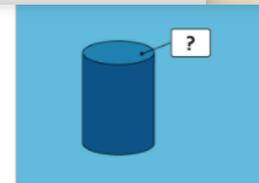
- $6 + 5$
- $30 + 35$
- $50 + 6$
- $60 + 35$

Answers Required: 1

A cylinder has 2 faces that are \_\_\_\_\_.

- squares
- cylinders
- circles
- rectangles

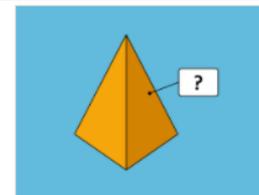
Answers Required: 1



A square-based pyramid has 4 faces that are \_\_\_\_\_ and 1 face that is a square.

- triangles
- squares
- pyramids
- rectangles

Answers Required: 1



The mathematics test comprises 2 components, which are presented to pupils as 2 test papers:

**Paper 1: arithmetic** consists of a single test paper and takes **approximately 20 minutes**.

**Paper 2: reasoning** consists of a single test paper and takes **approximately 35 minutes**.

The paper includes a practice question and 5 aural questions. After the aural questions, the time allowed for the remainder of the paper should be around 30 minutes.

# Sample maths test questions - arithmetic

5

$15 + 3 + 3 = \boxed{\phantom{00}}$

14

$2 \times 0 = \boxed{\phantom{00}}$

11

$87 - 40 = \boxed{\phantom{00}}$

12

$50 - \boxed{\phantom{00}} = 20$

21

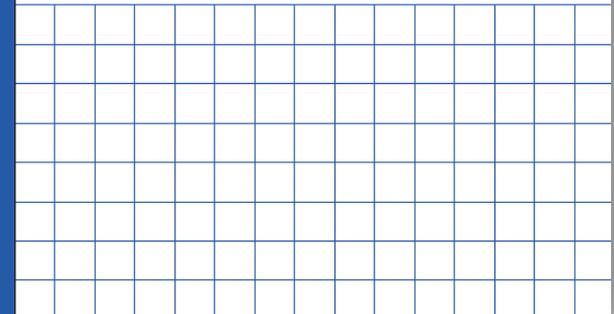
$\frac{1}{2} \text{ of } 30 = \boxed{\phantom{00}}$

20

$86 - 21 = \boxed{\phantom{00}}$

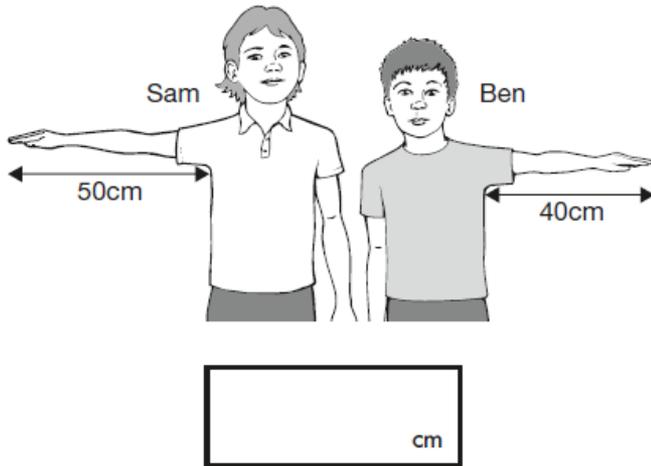
16

$12 \div 2 = \boxed{\phantom{00}}$



# Sample maths test questions - reasoning

5



**Some questions are read by the teacher.**

Look at the picture of Sam and Ben in question 5.

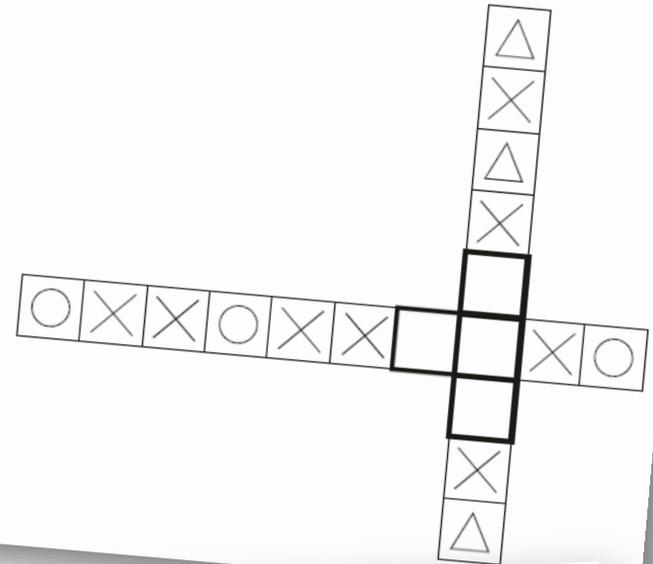
**Sam's arm is fifty centimetres long.  
Ben's arm is forty centimetres long.  
How much longer is Sam's arm than Ben's arm?**

Write your answer in the box.

9

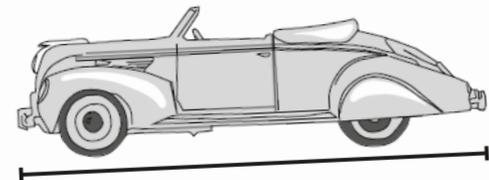
Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.



11

Use a ruler to measure the length of the toy car.



### Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges and lines of symmetry.

### Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

### Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

# Writing

## The Flower!

Penny lived in a big city. Every day Penny walked to school work. She worked at a library and saw unhappy, grey faces. When she got to the library the manager said work in the do not read section but don't read them! Penny was so sad that she couldn't read them, **BUT** she saw a <sup>dusty</sup> book and she couldn't hold it to read it. So she smuggled the book. The book had a picture on the front it had a flower. It was beautiful. When Penny got home she read the book straight away. Penny looked every where for a flower he was heading to a rainy place. Penny's heart was broken, empty, she was so sad. Penny sees a drink shop. Penny saw a flower it was a picture of a flower. Penny bought the picture. The shop man said water it don't let anyone see them! Penny said ok I will.

the others were fighting and distracted Ava took charge. She and the terrified crabs, dug up the gull of treasure and ran back to the exhausted they saw Ava return they were relieved. As possible they ran back to the ship. "DON'T AND THERE GET THAT BOAT!" screamed but his crew couldn't run fast enough. "HEY!" Patch again. It was too late they started "Sorry Captain!" moaned Captain Patch's crew.

# What is the 'Expected Standard' in writing?

## Pupil A - Piece A: a letter

Context: as part of a class topic on Florence Nightingale, pupils were asked to write an letter from Florence to her parents, telling them about the work she had done at the hospital in Scutari.

Secretary Hospital  
Turkey  
16<sup>th</sup> May 1854

Dear Mother and Father,

My journey to the Crimea was ~~was~~ 7 whole days!  
I travelled by boat <sup>and</sup> it was extremely long!  
It was really bumpy. I felt seasick it wasn't  
very nice.

When I arrived there <sup>were</sup> soldiers laying on  
the floor covered in blood ~~with~~ maggots and  
loads of rats. I took 38 nurses  
with me. I didn't let them rest  
until everything was cleaned every  
corner, every room in the hospital.  
The ~~the~~ hospital ~~was~~ had cracked  
walls and the soldiers were lying on

## What was her childhood like?

Nightingale was born in  
in 1820. Florence's dad was  
a doctor. He spent his  
around Europe. Florence  
named after the city called  
Her smaller sister  
herope but for short  
her Pop.

was her training like?  
read books and  
Her father didn't know.

The DfE have issued some guidance for schools.

Teachers use the exemplification materials to help them assess children's writing.

Children are expected to be able to write using a range of different genres.

## 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.

# Science

For Science pupils will be grouped into 2 categories.

Working at the expected standard,

or a category for those pupils who do not meet the standard.

**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].

# How are we preparing?

- Teaching the challenging learning objectives set out in the National Curriculum 2014
- Continuous Assessment
- Focused Maths Lessons
- Focused Spelling/ Phonics Lessons
- Grammar is taught in context
- Guided and Independent Reading
- Independent writing carried out regularly
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary (e.g. 'insert')
- Target setting
- Mentoring and support
- Keeping up to date with information provided by the DfE

When are the tests?

All KS1 assessment  
tests

Will be held in  
May 2023

# Special educational needs & disabilities

Some support can be given to children who have an Educational Health Care Plan, or who have specific learning difficulties.

Teachers will use their knowledge of their children to ensure the children's individual needs are met.

Children who are unable to sit and work for a long period because of a special educational need, or disability, or because of behavioural, emotional or social difficulties may receive some support.

Children with English as an additional language and who have limited fluency in English may receive some support.

# Pre Key Stage

For children who are accessing the curriculum but who are not yet working at KS1, assessments will be based on the Pre Key Stage Standards.

Children working at this standard will not normally take the assessment tests.

Parents will be fully informed if this is the case.

**Remember – all children are different!**

# The 'Engagement Model'

The Engagement Model is a new statutory teacher assessment tool for *pupils working below the standard of the national curriculum and not engaged in subject-specific study*.

It will be used to assess pupils' learning regularly throughout the year, enabling these pupils' achievements and progress to be measured over time.

# Nationally expected standard

*Children develop at different times and in individual ways, but at the end of Year 2 the DfE guidelines for English, maths and science are as follows:-*

**WORKING ABOVE (GDS) the 'Nationally Expected Standard'** for a pupil at the end of Year 2

**WORKING AT (EXS) the 'Nationally Expected Standard'** for a pupil at the end of Year 2

**WORKING TOWARDS (WTS) the Nationally Expected Standard** for a pupil at the end of Year 2

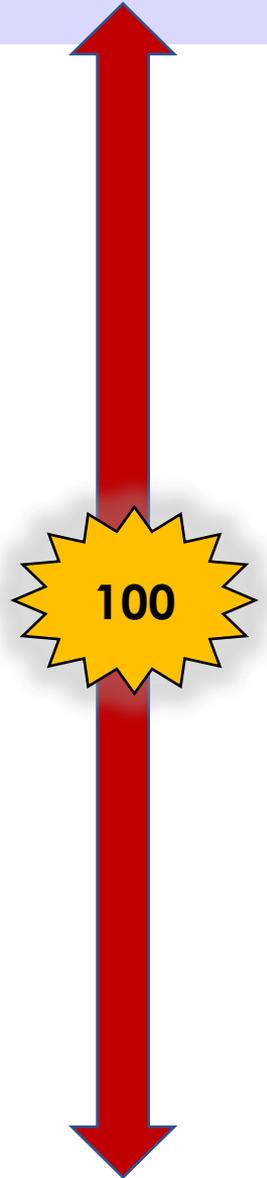
**Remember – all children are different!**

# Reporting results

- In 2023, children's progress, as well as their achievement, will be measured and used for KS1 teacher assessment. The DfE does not publish school-level results for KS1 TA and the results **will not** be reported in any published data.
- Teacher assessments will be passed on to Year 3 so the results can be used in planning for KS2 teaching.
- **The test results are just one piece of evidence to support teacher judgements!**
- Test results are available mid-end of July and can be requested.
- Written reports are given at the end of the summer term along with your child's teacher assessment data and Phonics Screening Check results.

# Scaled scores

- Tests at the end of KS1 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw **scores** in the test will be converted to scaled scores.
- For 2023 KS1 tests, conversion tables will be published in early June 2023. Teachers will use these to calculate the scaled score for Year 2 pupils.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



# Helping at home

- ❖ Try not to put pressure on your child.
- ❖ Support with homework and targets that have been discussed at Parents Evening.
- ❖ Read regularly and discuss a variety of texts – not just ‘listening’ to your child read.
- ❖ Short bursts of mental maths, times tables and problem solving etc.
- ❖ **Please don't download and use the previous test papers at home as they are used in school as assessment and practise for the children.** Using the same papers at home makes it difficult to prepare the children adequately.

# **We recommend:-**

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND  
ENCOURAGEMENT!**

**Any questions?**

