



# Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

## Key Stage 1 National Curriculum Assessments



# Key Stage 1 National Curriculum Assessments

- An Overview
- Timescales
- Test Conditions
- Teacher Assessment vs Tests
- How test scores are used
- The Tests
- Time to look at the papers, speak to teachers and ask questions



# Key Stage 1 Assessment Overview

- Teacher Assessment, supported by some end of Key Stage tests (also known as SATs)
- At the end of the year teachers assess:
  - Reading (supported by a test score)
  - Maths (supported by a test score)
  - Writing (continuous assessment - no test). Handwriting and spelling taken into account.
  - Spelling, Punctuation and Grammar is assessed as part of writing with an “optional test” which we will use to support our judgements



# The SAT Assessments

- At the end of Year 2, children will take assessments in:
  - Reading
  - Maths
  - Grammar, punctuation and spelling
- All assessment are due to take place in May this year.
- One test per day



# Test Conditions

- Undertaken as part of the normal school day
- Small groups
- Different rooms – group room, library, spare classrooms
- Lots of practise so it will not be new
- Drinks and snacks
- No time limits
- breaks



# Teacher Assessment vs Test Assessment

- Assessments made according to the Year 2 curriculum expectations
- Children are assessed as
  - working towards
  - working at
  - working at greater depth
- As well as the tests the children's work from the whole year is taken into account
  - observations in class
  - other test assessments
- Off days do happen!



## Scaled Scores

- 100 is the 'national standard' or the expected score for Year 2
- Each pupil's raw test score will be converted into a score on the scale, either at, above or below 100.
- A child who achieves the 'national standard' will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Scaled scores are not reported to parents but are used to support and inform teacher assessment



# Reading

Two separate papers:

- Paper 1
  - combined reading prompt and answer booklet
  - practice questions
  - approximately 30 mins (not strictly timed)
- Paper 2
  - answer booklet and a separate reading booklet
  - Longer and more complex
  - approximately 40 mins (not strictly timed, teacher discretion)
- Questions are designed to assess the comprehension and understanding of a child's reading.





# Reading: Sample Questions

There are a variety of question types:

Multiple Choice:

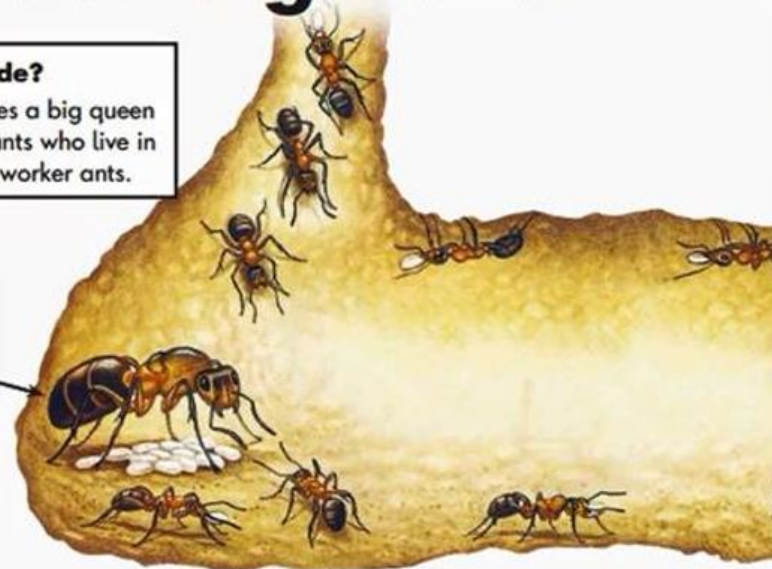
## Ants underground

### 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



# Reading: Sample Questions

## Ranking/Ordering

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

# Reading: Sample Questions

## Matching/Labelling

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.

Africa has deserts, forests and mountain areas.

Traditional African clothes are made from local materials.

Some African people play 'talking drums'.

**Introduction**

**Clothes**

**Music and Dance**

**Story Time**



# Reading: Sample Questions

## Short-Answer Questions

4

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

---



1 mark



# Reading: Sample Questions

## Find and Copy Questions

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*.

---



1 mark



# Reading: Sample Questions

## Open-Ended Questions

6

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

---

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1 mark



# Spelling, Punctuation and Grammar (SPaG)

- Optional
- Helps inform teacher-assessed writing judgements
- Two separate papers:
  - Spelling: Approx. 15 mins (not strictly timed)
  - Grammar, Punctuation and Vocabulary: Approx 20 minutes (not strictly timed).

# Spelling, Punctuation and Grammar: Sample Questions

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

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1 mark

8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark



# Spelling, Punctuation and Grammar: Sample Questions

- 19 Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark



# Spelling, Punctuation and Grammar: Sample Questions

1. I need to \_\_\_\_\_ my holiday suitcase.

2. The \_\_\_\_\_ is dark at night.

3. The snail hid inside its \_\_\_\_\_.

4. My friend has a new \_\_\_\_\_ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.



# Mathematics

- Paper 1: Arithmetic
  - approx 20 mins (but this is not strictly timed)
  - It covers calculation methods for all operations
- Paper 2: Reasoning
  - approximately 35 minutes
  - 5 aural questions
  - varied questions: 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.



# Maths: Sample Questions

## Maths Paper 1: Arithmetic

15  $3 \times 3 =$



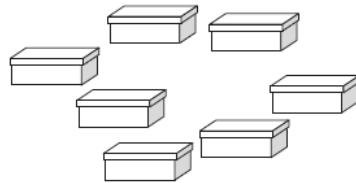
16  $12 \div 2 =$



# Maths: Sample Questions

## Maths Paper 2: Reasoning

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: Sample Questions

## Maths Paper 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



# Access Arrangements

- Some pupils with specific needs may require additional arrangements to take part.
- Based on normal classroom practice and may include:
  - Additional time
  - Modified texts
  - Rest breaks
  - Scribes
  - Transcripts



# How to Help Your Child

- Praise and encourage! First and foremost, support and reassure your child that they should always just try their best.
- Don't talk about tests! Talk about learning, reading, mathematics, writing...
- Ensure your child has the best possible attendance at school.
- Support your child with any home learning tasks including reading, spelling and arithmetic (e.g. times tables)
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!





# How to Help Your Child with Reading

- First and foremost, focus on 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.
- Read a little at a time but often, rather than rarely but for long periods of time!
- 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 the local library - it's free!



# 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.
- 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).
- Show your appreciation: praise and encourage, even for small successes!



# 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.



# Any Questions

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