

When will the KS1 SATs take place?

The new-style KS1 SATs are due to be administered in May.

How will the tests be marked?

Although the tests are set externally, they will be marked by teachers within the school. Instead of the old national curriculum levels, children will be given a standardised score – although this may not be communicated to parents. Teacher assessments will also be used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests. The Department for Education aims for 85 per cent of children to reach the required standard.

Other subjects

Other national curriculum subjects, including English writing, Science and Computing, will be assessed by your child's teacher.



**Warden Hill
Infant School**

Learning Together, Growing Together

Assessment Without Levels

Information for Parents and Carers

Our Assessment System

There was a new National Curriculum introduced September 2014 and the existing system of assessment levels has been removed and not replaced by the Government. This change will affect all children from September 2015. The Government have left it up to schools to design their own assessment framework. This year, children in Year 1 and Year 2 will be assessed using steps which describe their attainment against the National Curriculum statements for each year group (Age Related Expectations).

The old and new curriculum have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum, this means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements new National Curriculum, this means a shift in thinking and in the way we assess our children's outcomes.

The school has welcomed the changes in the National Curriculum and saw it as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents. We were very clear that whatever assessment tool we used, it needed to be robust and track pupils' progress across the school and not just at the end of a Key Stage.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Warden Hill Infant School have the mind-set, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age appropriate progress: 12 months in 12 months.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- A child that has achieved all the objectives set out for Year 2 for Reading (and no further) would be said to be working at the end of Year 2 expectation for Reading and is *expected*
- A child achieving about half of the mathematics objectives for Year 2 would be classed as *emerging* at the Year 2 expectation for maths.
- A child achieving only a few writing objectives for Year 1 would be classed as working at the *working towards emerging* of Year

Our assessment and reporting system includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Teachers use assessment grids to assess reading, writing and maths.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Teachers talk to children about their steps (in an age-appropriate way) so that they know the things they need to get

There are 2 papers, Paper 1: spelling and Paper 2: questions.

Paper 1: (spelling) consists of an answer booklet for pupils to complete and a test text to be read by the teacher. Pupils will have approximately 15 minutes to complete the test but it is not strictly timed, writing the 20 missing words in the answer booklet

Paper 2: (questions) consist of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

Key Stage 1 Mathematics

In mathematics at KS1, an arithmetic test has been introduced. There are two papers, Paper 1: arithmetic and Paper 2: reasoning.

Paper 1: arithmetic assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting. The test consists of a single test paper. It is expected that the test will take approximately 20 minutes to complete but it is not strictly timed.

Some items in the arithmetic test have grids in the answer spaces or working out spaces. The grids are there for questions where the pupils may benefit from using more formal methods for calculations.

Paper 2: reasoning assesses pupils' mathematical fluency, problem solving and reasoning skills. This test consists of a single test paper. It is expected that the reasoning paper will take approximately 35 minutes to complete but it is not strictly timed. The paper includes a practice question and 5 aural questions.

There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children will not be able to use any tools such as calculators or number lines.

Each paper will have a selection of unrelated texts of increasing difficulty. There will be a mixture of text genres.

Paper 1 consists of a combined reading prompt and answer booklet. It is expected that the test will take approximately 30 minutes to complete but it is not strictly timed. 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.

Paper 2 consists of a reading answer booklet and a separate reading booklet. It is expected that the test will take approximately 40 minutes to complete but it is not strictly timed. There are no practice questions on this paper.

The texts in the reading papers will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

There will be a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

Key stage 1 Grammar, Spelling and Punctuation

Children taking Key Stage 1 SATs will sit two separate *papers in grammar, spelling and punctuation*:

The new grammar, punctuation and spelling test has an emphasis on technical aspects of grammar.

- Teachers submit a teacher assessment for each child at the end of each term and children's progress is discussed regularly through the year with school leaders and during Assertive Mentoring.
- Regular pupils' work scrutiny.

All of the above will feed into 'Data snap-shots', these will take place at class, phase and subject level three times a year, towards the end of each term.

Tracking Progress Over Time

We will use objectives from the National Curriculum to track pupils' progress over time, against age-related expectations in each subject area. Stages will be used to describe Year 1 and Year 2 children's attainment. The stages are organised in the same way that the new curriculum is, so that they provide expectations for each step of attainment

At Warden Hill Infant School these are:

- working towards emerging
- emerging
- expected reflecting that age-related objectives have been achieved
- exceeding

The steps within a stage and tracking system are the back-bone to track progress across the school. These will be recorded on Classroom Monitor as red (working towards emerging) , yellow (emerging), green (expected) and blue (exceeding). Tracking Points can be used to examine progress and attainment numerically (as an average).

All year groups move on 3 tracking points in a year, one for each of the steps within a stage. The expectation is that children make 12 months progress in 12 months

More Able Children

Rather than moving onto the next year's curriculum these children will work on exceeding where they are 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

		Year 1 Stage 1	Exceeding mastery
	Emerging 23 points	Expected 24 points	
Working towards emerging 22 points			

		Year 2 Stage 2	Exceeding <u>mastery</u>
	Emerging 26 points	Expected 27 points	
Working towards emerging 25 points			

Reception

Children in Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. Progress will be tracked using Tracking Points.

At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Reporting to Parents

Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms will be based on the assessment system in place for each age group. We will continue to write an annual written report to parents in the Summer Term.

Changes to Testing at the end of Key Stage 1

Children starting Year 2 in September 2015 and beyond will need to be prepared for the new style KS1 SATs in 2016. Here's what you need to know about what the tests involve.

In **the** summer term 2016, **children at the end of Key Stage 1 will sit new test papers**. That means that if your child is in Year 2, they will be among the first pupils to take the new test. Tests have been overhauled in both Key Stage 1 to reflect the changes to the national curriculum, which was introduced from September 2014.

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

- Reading
- English grammar, punctuation and spelling
- Maths

There is no longer a test for English writing.

KS1 English Reading Test

The new reading test has a greater emphasis on the comprehension elements of the new curriculum. There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with the questions in a separate booklet. Both papers must be undertaken by all pupils.