



Key Stage 1 National Curriculum Assessments

Mrs Tyzack – Assistant Headteacher
26.02.2019

Overview of tests 1

The KS1 tests are designed to assess pupils' knowledge and understanding of the KS1 programmes of study.

Teachers must administer the English reading and mathematics tests to help make a secure judgement for their final TA (teacher assessment) at the end of KS1.

The tests make up one piece of evidence for the overall TA judgement.

Participating pupils should be given the opportunity to attempt each test paper. Teachers can use their discretion to decide if pupils need a rest break during any of the tests or whether, if appropriate, to stop a test early.

Overview of tests 2

The KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

*An optional English grammar, punctuation and spelling test is also available.

English reading test

There are 2 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 to complete, but is not strictly timed.
- Paper 2 consists of an answer booklet and a separate reading booklet. It also contains more challenging texts than Paper 1. The test takes approximately 40 minutes to complete, but is not strictly timed.

Mathematics test 1

There are 2 mathematics papers:

- Paper 1: arithmetic
 - Paper 2: reasoning
-
- Paper 1: arithmetic assesses pupils' fluency in the fundamentals of mathematics, including place value, calculations and fractions.
 - The arithmetic test consists of a single test paper and takes approximately 20 minutes to complete, but is not strictly timed.

Mathematics test 2

Paper 2: reasoning assesses pupils' mathematical fluency by demonstrating their ability to solve problems and reason mathematically.

The reasoning test consists of a single test paper and takes approximately 35 minutes to complete, but is not strictly timed. 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.

Optional English grammar, punctuation and spelling test

There are 2 papers:

- Paper 1: spelling
- Paper 2: questions

Paper 1: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The paper takes approximately 15 minutes to complete, but is not strictly timed.

Paper 2: questions is a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. The paper takes approximately 20 minutes to complete, but is not strictly timed.

Scaled scores

Scaled scores are used to report national curriculum test outcomes.

Scaled scores allow test results to be reported consistently from one year to the next. National curriculum tests are developed each year to the same specification. However, because the questions are different, the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

A pupil's scaled score is based on their **raw score**. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table. A scaled score of 100 will always represent the expected standard on the KS1 tests.

Practice test materials

Practice test materials are available to help teachers prepare for the 2019 tests. These include past versions of KS1 national curriculum tests and sample materials. Provided alongside the test materials are mark schemes and test administration instructions.

Participating pupils

The tests are designed to be used with all pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests. This means that if pupils are considered able to answer the easiest questions, they should be entered for the test(s).

When to administer the tests

Schools must administer the KS1 tests in English reading and mathematics during May 2019.

The tests do not have set days for their administration and they may be administered to groups of pupils on different days.

Pupils must only be allowed to take each test once.

Marking the tests

KS1 tests are marked internally by schools **using mark schemes**.

Tests should be marked by a member of staff familiar with the pupil.

Marking requires professional judgement about which responses are correct.

Using test results

Teachers must use the results of the KS1 tests in English reading and mathematics to support their TA judgement of how a pupil has performed throughout the key stage.

Conversion tables for the 2019 tests will be published in June. Teachers will need to use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the expected standard in the tests.

Overview of teacher assessment

TA judgements in English reading, English writing, mathematics and science are reported at the end of KS1. TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning.

Teachers must use outcomes from the English reading and mathematics tests to help make a secure judgement for their final TA at the end of KS1. The tests make up one piece of evidence for the overall TA judgement.

What teachers must assess

Teachers must make judgements for each eligible pupil against the standards set out in the TA frameworks or the pre-key stage standards. Exemplification materials are available to help teachers make their judgements.

Teachers must use their knowledge of a pupil's work over time, taking into account their:

- written, practical and oral classwork
- results of the statutory KS1 tests in English reading and mathematics

Teacher assessment frameworks

The TA frameworks set out the standards a pupil must be assessed against at the end of the key stage for English reading, English writing, mathematics and science.

The frameworks contain 3 standards:

- ‘working towards the expected standard’
- ‘working at the expected standard’
- ‘working at greater depth within the expected standard’

For KS1 English reading, English writing and mathematics, pupils who are not yet ‘working towards the expected standard’ should be assessed using the pre-key stage standards.

Framework for science

For KS1 science, the framework contains one standard:

- ‘working at the expected standard’

A pupil who has completed the programme of study will be judged as either ‘working at the expected standard’ or ‘has not met the expected standard’.

Teacher assessment frameworks - language

Most – statement generally met with occasional errors

Many – statement is met frequently but not yet consistently

Some – skill/knowledge is starting to be acquired, demonstrated correctly on occasion but not consistent or frequent

Pupils with a physical ability that prevents them writing can have the handwriting statements excluded.

Writing – expected standard

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.

Reading – expected standard

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables • read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

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.

Suggested reading questions 1

- What does that mean?
- What happened at the beginning of the story?
- What did the character do?
- Where did Go?
- Describe the
- Why do ?
- Why is this word in bold/italics?
- Why has the information been presented in this way?

Suggested reading questions 2

- How did the character know? What words tell us?
- Why did ?
- What do you think will happen next? Why?
- What do you think will happen at the end of the story? Why do you think that?
- How is this the same/different from other books you have read by the same author?
- How is this the same/different from other books you have read about the same theme?

Maths – expected standard

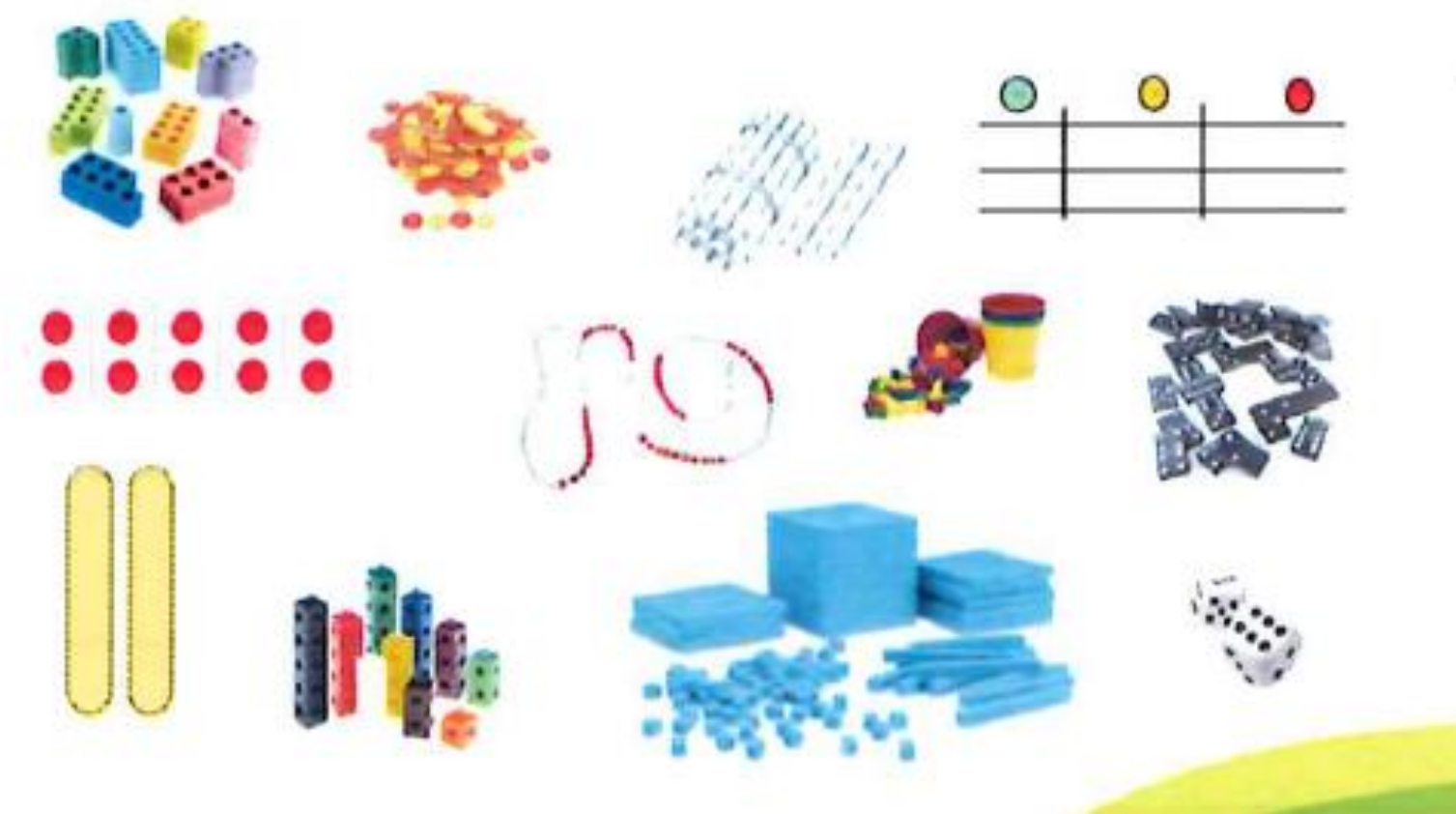
Working at the expected standard

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, faces and lines of symmetry.

Use of practical resources

A range of resources



Questions to support reasoning

- What do you think you should do?
- Why do you think that? How did you do that?
- What was the 1st step?
- What did you do next?
- Why did you do it this way?
- Can you think of a different way to do the problem?
- How can you convince me that this is the right answer?
- Can you be sure that you have the right answer?
- 5 WHYs

Questions?