

2019 NATIONAL
CURRICULUM TESTS
AT THE END OF KEY STAGE 1

Information for Parents

Change

- New National Curriculum since September 2014
- No Levels, rather Age Related Expectations (ARE) and these have been modified over time.
- Four statutory tests in May 2019, plus an optional spelling, grammar and punctuation test
- Teacher Assessment Framework for 2018-19 (see handout or document page of school website)
- Tests and Teacher Assessment will determine whether a child has met the expected standard
- Our own tests, in addition to statutory tests, work in books and broader teacher evidence over time, can be used to support judgements.
- No separate tests for the more able
- Focus on depth and breadth

Assessment Framework - Reading

- Reading tests (2 tests) – children will sit BOTH - see “Standards and Testing Agency” website. They are designed to provide evidence to support teacher assessment overall & assess the broader curriculum.
- Focus: explain, describe, predict and retrieve key aspects of texts - multiple choice, ordering, matching, labelling, assessment of word meaning
- To be working at the expected standard the pupil must demonstrate attainment of **ALL** of the statements within that standard.
- Reading fluency and application of phonics. Page 4 & 5 of the Assessment Booklet.

National Curriculum

Writing & SPAG

- Writing – teacher assessment is based on a broad range of evidence **across the curriculum** for each pupil
- More flexible approach introduced last year - teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made.
- Revised 'pupil can' statements with a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive.
- Page 6 & 7 of the Assessment Booklet
- Grammar, punctuation & spelling (optional tests can be used to inform teacher assessment) - see "Standards and Testing Agency" website

National Curriculum - Maths

- Mathematics tests (2 papers) – arithmetic and reasoning, children will sit **BOTH**. Question types include multiple choice, mental arithmetic, matching, true/false, problem solving and communicating approach, calculations.
- **NO** apparatus to be made available
- Teachers need to have evidence that a child demonstrates attainment of **ALL** of the statements within that standard.
- Page 8 and 9 of the Interim Assessment Booklet

Science



- Teachers need to have evidence which demonstrates that the pupil meets all of the ‘working scientifically’ statements and all of the ‘science content’ taught in the final year of the key stage.
- Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.
- The ‘science content’ statements will be taught and assessed throughout the key stage i.e. Both in Year 1 and Year 2

Progress so far...

- Staff working hard to prepare the children and gather **essential** evidence to inform assessments
- Interventions include group & 1:1 sessions
- Daily phonic sessions include spelling
- Regular handwriting and encouraging joins
- Importance of online maths homework and spellings
- Teachers base their judgements on a broad range of evidence, which comes from day to day work.
- Teachers need to be confident that pupils have met the standards preceding the one at which they judge a child to be working.

How did we do in 2018?

- KS1 At expected or greater in summer 2018:
- National ARE in Reading 75.5% (school 74.4%)
- National ARE in Writing 70% (school 70.5%)
- National ARE in Maths 76.1% (school 71.8%)
- Teacher Assessment for Science – NO test National ARE 83 % (school 82.1%)
- We had 17 pupils on the SEND register of whom 8 had EHCP's (National 1.4%, school 10%) Two children joined the cohort in the spring term with attendance and learning needs while we lost five others who were more able.
- Yr1 phonics National 82% (school 88%)
- Yr R GLD National 72% (school 74.1%)

What can parents do?

- Daily reading – talk with your child about what they have read, views on text, discuss tricky vocab and meanings, find verbs, nouns and proper nouns
- Reminders about correct terminology for grammar and insisting the children speak clearly, with correct grammar and tenses i.e. not “I done” or “We was”
- Spelling – learn, write spelling patterns, use words in sentences, hear the words AND write them down, when asking children to spell words do this within the context of a sentence
- Weekly reading diary entry – good handwriting, accurate spelling and punctuation, opinions & views
- Complete homework tasks – maths online & Purple Mash
- Catch your child being good, praise accuracy & full attendance!

Keep calm and carry on!



- Tests start two weeks commencing Monday 13 May
- A pupil's raw test score will be translated into a scaled score using a conversion table published in June. This will identify whether a pupil has achieved the expected standard in each test.
- Test & Teacher Assessment inform judgement. **NOT** a “best fit” approach.
- Essex moderation in June
- Phonic test re-sits mid June
- Data submitted to Essex by end of June

Annual Report



- Annual written report to parents anticipated in July
- For reading, writing and maths the report will include whether your child is:
 - Working **towards** the expected standard
 - Working **at** the expected standard
 - Working at **greater depth** within the expected standard
- Science is “working at expected” or not
- Please remember - they are **NOT** qualifications and **DO NOT** affect your child’s future options in school.