

KS1 Assessment Parent Workshop

Helping your child succeed!

Thursday 2nd February 2023

Assessment and Reporting

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- ‘Old’ national curriculum levels (e.g. Level 1, 2, 3) were abolished in 2016, as set out in the government guidelines.
- From 2016, test scores in Year 2 and Year 6 will be reported as ‘scaled scores’.
- Your child’s report in the summer term will state whether your child received ‘working towards national expectation (WTS), working at national expectation (EXS) or working at greater depth within the national expectation (GDS).
- This will be created as a combination of the test result and the assessments that teachers make throughout the year.
- Your child will be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The curriculum at Highlands is rigorous and sets high expectations for all. Staff work continually to identify any gaps in children’s knowledge and learning from previous learning and these gaps will be addressed throughout the course of Year 2.

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Scaled Scores

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What is meant by ‘scaled scores’?

- It is planned that 100 will always represent the ‘national standard’.
- Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

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Scaled Scores

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On publication of the test results in July 2023:

- A child awarded a scaled score of 100 is judged to have met the ‘national standard’ in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil’s raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.

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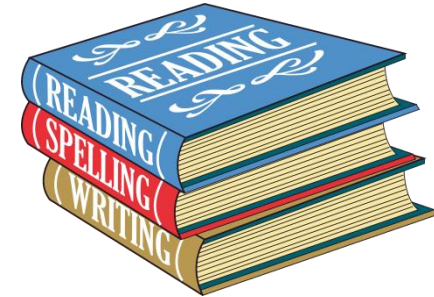
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The Tests

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

- Reading
- Maths
- Writing (Teacher Assessed throughout the year)



The tests are due to take place in May of each year.



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Reading- assessing it at school

The Reading Test consists of two separate papers:

- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

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Reading- Sample questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

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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

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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.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Short-Answer Questions

4

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



1 mark

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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

Open-Ended Questions

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



1 mark

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Reciprocal Reading in school

Looking



i

Clue



Thinking



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How to Help Your Child with Reading

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Listening to your child read can take many forms:

- 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. Discuss whether the story reminds you of anything else you have read or anything similar that may have happened in the child's own life.
- 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!

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Spelling, Punctuation and Grammar

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Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	



verb
adverb
noun
pronoun
adjective
vowel
consonant

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Writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words
- forming lower-case letters in the correct direction, starting and finishing in the right place forming lower-case letters of the correct size relative to one another in some of the writing using spacing between words.



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Writing

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

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Writing



Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

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How to Help Your Child with Writing

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- 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, diary writing, stories or poems.
- Use stimuluses to encourage writing for pleasure and creativity: Fruit, favourite toys, inspiring people etc.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- 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!

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Mathematics

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Children will sit two tests: Paper 1 and Paper 2:

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- Pupils will still require calculation skills and questions will be varied including 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.

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Sample Questions

Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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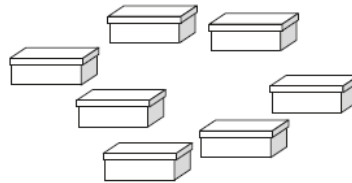
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Sample Questions

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	

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How to Help Your Child with Maths

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- Play times tables games. Remember to practise related division facts as well.
- 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.

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How to Help Your Child with Maths Reasoning

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Remember
to use



when calculating
mathematical problems

- Encourage children to read the question twice or even three times.
- Make it pictorial – draw pictures to help!
- Encourage making jottings and showing working out.

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How to Help Your Child with Math Strategies - Addition

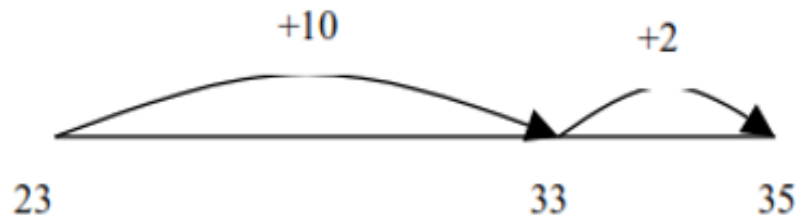
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Counting on in tens and ones

E.g.

$$\begin{aligned} 23 + 12 &= 23 + 10 + 2 \\ &= 33 + 2 \\ &= 35 \end{aligned}$$

Then modelling this on a number line



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How to Help Your Child with Math Strategies - Addition

$216 + 352$

200 10 6 300 50 2

$200 + 300 = 500$

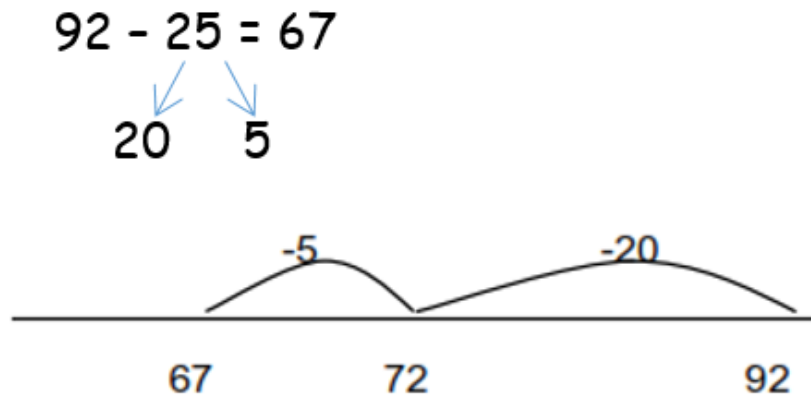
$10 + 50 = 60$

$6 + 2 = 8$

$500 + 60 + 8 = 568$

How to Help Your Child with Math Strategies - Subtraction

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(Children should partition the number and then take away the tens and then the units)

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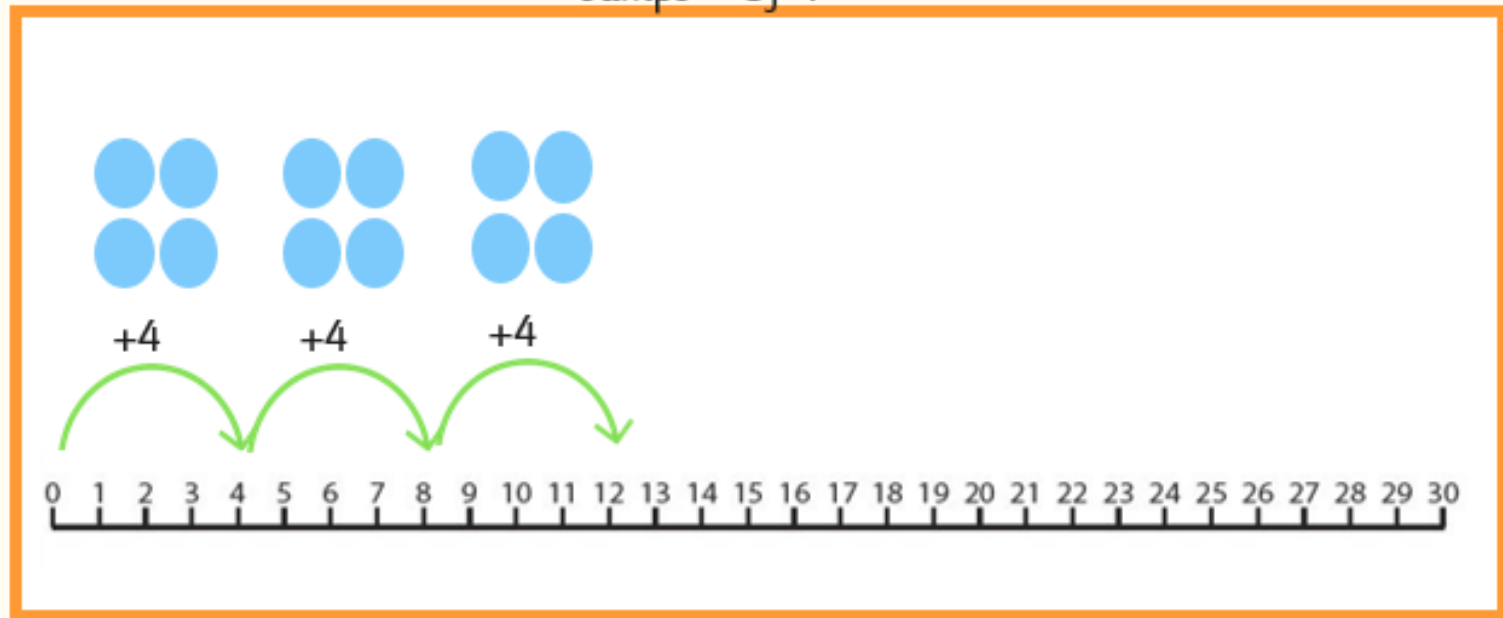
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How to Help Your Child with Math Strategies - Multiplication

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$$\textcircled{3} \times \textcircled{4} = ?$$

Jumps Of 4



The answer is 12.

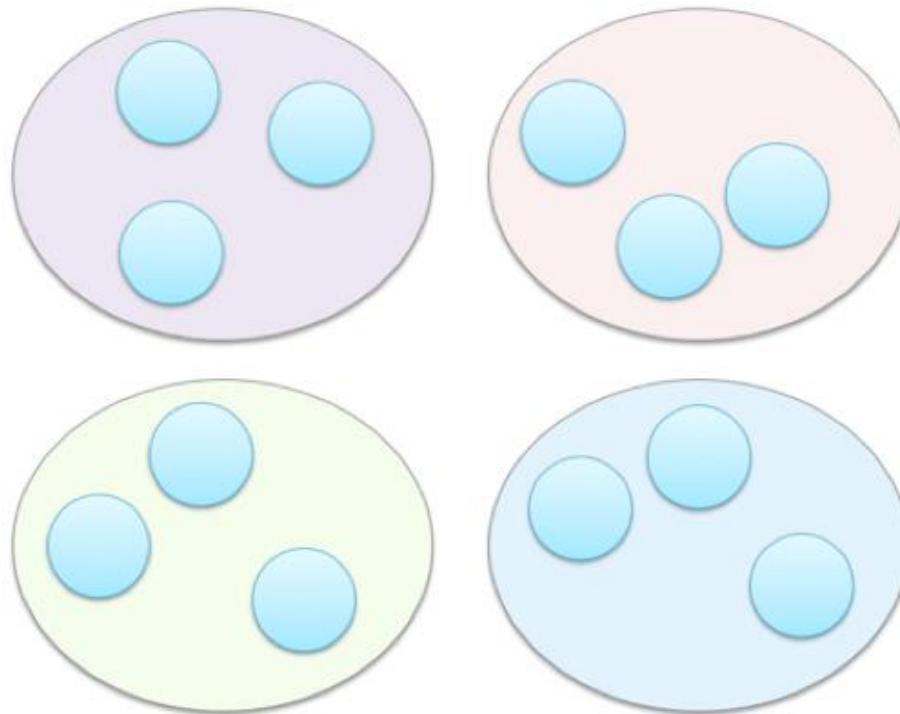
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How to Help Your Child with Math Strategies - Division

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$$12 \div 4 = 3$$



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How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any home learning tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion). You can find weekly information about our learning in the Newsletter every Friday.
- Make sure your child has a good sleep every night and healthy breakfast every morning!

Useful websites and resources

- Use of **BugClub**: <https://www.activelearnprimary.co.uk/login?c=0>
- MyMaths: <https://login.mymaths.co.uk/login>
- **Top Marks**: <https://www.topmarks.co.uk/maths-games/5-7-years/counting>
- **Bitesize**: <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>
- **LGFL website**:
<https://idp3.lgfl.org.uk/idp/profile/SAML2/Redirect/SSO?execution=e1s2>
- **Weekly homework**