

KS1 SATS Information Meeting 2023



Aims:

- Introduce assessment and reporting of the KS1 SATs.
- Show how test results are calculated.
- Give you an understanding of the format of the tests.
- Explain how tests results affect judgements on children's attainments.
- Explain the moderation process and levels.
- Recommend how you can help your child at home.



Assessment and Reporting

- ▶ As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- ▶ The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- ▶ Since 2016, test scores have been reported as 'scaled scores'.



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.
- ▶ Each pupil receives:
 - ▶ a raw score (number of raw marks awarded);
 - ▶ a scaled score in each tested subject;
 - ▶ confirmation of whether or not they attained the national standard.



Scaled Score Examples

On publication of the test results in July:

- 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 110 or more 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 the expectation for their age.



The Tests

Key Stage 1 SATs take place nationally in the month of May.

- There are no tests administered in science.
- Children will go out in small groups to complete the tests.
- All tests are internally marked.
- As in recent years, writing will be teacher assessed internally and moderated in the year group



Test Overview

- ▶ **Reading Paper 1** - consists of a combined reading prompt and answer booklet. The test takes approximately 30 minutes.
- ▶ **Reading Paper 2** - consists of an answer booklet and a separate reading booklet. It contains more challenging texts than Paper 1. The test takes approximately 40 minutes.
- ▶ **Maths Paper 1** - arithmetic consists of a single test paper and takes approximately 20 minutes.
- ▶ **Maths Paper 2** - reasoning consists of a single test paper and takes approximately 35 minutes. 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.



Reading Tests

- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions pertaining to vocabulary and sequencing.
- Some questions are multiple choice or selected response and others require short answers.
- A total of 40 marks are available over both papers.
- The scores from both tests are included in the raw and scaled scores.



Reading Paper 1

- Reading Paper 1 consists of a single test paper with two sometimes three unrelated reading texts. Children are given 30 minutes in total, which includes reading the texts and answering the questions.
- A total of 20 marks are available.



Sample Questions

I'm holding on to giant's ears

As we stride along the street

Shouting down at people,

"Hey! Mind my giant's feet!"

We're ducking down through doorways.

We're walking over walls.

I'm safe as houses way up here.

My giant never falls.

11

As we stride along the street

Which word means the same as *stride*?

Tick **one**.

crawl

march

dance

climb

Some questions will test the children on their understanding of vocabulary.



Sample Questions

On Wednesday, Molly was building a monster when her mother said, “Molly, tidy up!” But Molly was too busy having fun. Then Molly went for tea, and she still hadn’t tidied up.

When Molly came back, the living room was tidy.

“Who’s tidying up? I’d like to meet them. Maybe it’s an octopus...” she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn’t find Octopus anywhere. Then she had an idea...

6 Where did Molly look for the octopus?

Write down **one** place.



1 mark

Some questions will ask the children to find literal answers from the texts to test their retrieval skills.



Sample Questions

On Thursday, when her mother said, “Molly, tidy up!”, Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she’d left a huge mess.

But she had a surprise... there wasn’t an octopus: it was her mother!

So on Friday, when her mother said, “Molly, tidy up!”, she did.

8

Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.

She wanted to tidy her room.

She wanted to see the octopus.

She wanted to carry on dancing.

Others will require the children to deduce answers using their inference skills.



Reading Paper 2

- Reading Paper consists of a single test paper and a separate booklet containing two unrelated reading texts. Children are given 40 minutes in total, which includes reading the texts and answering the questions.
- A total of 20 marks are available.



Sample Text

Sea Spray Swimming Pool FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

The lessons will run from 1st – 14th August.

To join, all you have to do is come to Sea Spray Pool for your first lesson on Monday, 1st August at 10:00am and bring:

- a swimming kit
- a towel
- a packed lunch.

You must bring an adult with you, so speak to your parents or carers about this wonderful offer. Your swimming ability will be checked and you will be put into one of three groups:



- **Tadpole**
- **Goldfish**
- **Dolphin.**

During your lessons, we ask you to keep to these 'golden' rules:

1. Listen to the trainers and follow their instructions at all times.
2. Help to keep changing rooms clean and tidy.
3. Do not shout or dive into the pool.

Sea Spray Pool will provide all of your equipment and the swimming instructors.

At the end of the course, there will be a gala with races and a party.



Sample Questions

Questions 1–6 are about
Sea Spray Swimming Pool (pages 4–5)

(page 4)

1 Who might be interested in reading this poster?

(page 4)

2 When are the swimming lessons?

(page 4)

3 Give **two** things that the instructors at Sea Spray Pool are trained to teach.

1.

2.



Sample Questions

6

Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
The lessons are only for good swimmers.		
A six-year-old could take part in the lessons.		
Children can sign up on their own.		
There is a party at the end of the course.		



Sample Questions

- 15** Number the following events from 1 to 5 to show the order that they happened in the story.

The first one has been done for you.

Heron Feather picked up Fox.

Fox pretended to be dead.

Fox ate the fish.

Fox saw Heron Feather.

Fox wanted Heron Feather's fish.



Mathematics

- Children will sit two tests: paper 1 and paper 2.
- Questions gradually increase in difficulty across both papers.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.



Maths – Paper 1

- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions.
- There are a possible 25 marks available.



Sample Questions

6

$$20 + 30 + 50 =$$

21

$$52 + 29 =$$



Sample Questions

19

$85 - 21 =$

25

$91 - 48 =$



Sample Questions

7

$6 \times 2 =$

16

$8 \times 3 =$



Sample Questions

22

$$80 \div 10 =$$

24

$$\frac{1}{3} \text{ of } 12 =$$



Maths – Paper 2

- Papers 2 cover problem solving and reasoning, lasting for 40 minutes.
- The first 5 questions are aural and the children will listen to the problem and answer the question in their answer booklet.
- There are a possible 35 marks available.



Sample Questions

Question 1

Ajay has four friends: Ben, Kemi, Sam and Sita.

He gives ten pence to each friend.

How much money does he give altogether?

Write your answer in the box.

1

Ben



Kemi



Sam



Sita



P



Sample

13 Look at these numbers.

0	14	50	61
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Write each number **once** to make these correct.

<input type="text"/>	>	<input type="text"/>
----------------------	---	----------------------

<input type="text"/>	>	<input type="text"/>
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Sample Questions

9

Circle the **two** numbers that are even.

73

58

64

45



Sample Questions

30 There are **76** cars in the car park.

18 more cars go into the car park.

Then **35** cars go out.

How many cars are in the car park **now**?



Show
your
working

cars



Moderation

It's not all about the tests!

Readin

Reading will be judged against the following criteria set by the DfE:

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.



Reading

Reading will be judged against the following criteria set by the DfE:

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.



Reading

Reading will be judged against the following criteria set by the DfE:

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.



Writin

Writing will be judged against the following criteria set by the DfE:

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.



Writing

Writing will be judged against the following criteria set by the DfE:

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.



Writing

Writing will be judged against the following criteria set by the DfE:

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.



One ^{shiny} sunny day there lived a young ^{nice} boy
named Billy. Billy was a worrier. Billy worried
about lots of many things. He worried about
black hats, fluffy white clouds, downy, giant birds
and black ^{shiny} shoes. One day Billy's dad said nothing
will get you and Billy's mum said I'll
lot nothing get you. The next day Billy went
to his grandma's house. Billy couldn't sleep
because he was too worried. Billy told
grandma and grandma ^{quietly} gave Billy worry
dolls. Grandma said tell your worry to
the worry dolls so he did. Billy slept
like a ^{old} long. Billy one day made worry dolls
for the worry dolls and made some for
everyone. Now everyone sleep like a
long and forget all of there ~~✓~~ worries.

It was 10 o'clock. This was the time for Mrs Twit's medicine. Mr Twit walked into the living room. There she was. In her armchair. "Feed it to me now croaked the old, ugly hag. Mr Twit was smiling on the inside but not on the outside. How exciting it was! Would she go flying through the roof with a pig's tail? Would she run like a cheetah all the way to Spain and back? Well whatever happened it would be worth watching. "Where is my medicine?!" "I need it now!" so Mr Twit dipped the tea spoon into the bottle of magic medicine and shoved it into her mouth. Suddenly she started to shrink in her chair. As she was shrinking her skin started to turn green. Mrs Twit's eyes were starting to climb on top of her head her arms were growing until they were the same length as her legs. Soon she was no longer an old woman but a frog! She tried to scream but instead of that it turned out to be a croak! She hopped out of her armchair onto the soft, fluffy carpet. Then there was a big croak! again. It looked as if fire was burning on her bottom! Then she took off like a rocket onto the moon! What next? thought Mr Twit. There was a loud bang! followed by a croak! as Mrs Twit the frog landed on her armchair once more.

Maths

Maths will be judged against the following criteria set by the DfE:

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).



Maths

Maths will be judged against the following criteria set by the DfE:

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.



Maths

Maths will be judged against the following criteria set by the

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).



How to Help Your Child with

Reading

- Focus on developing an enjoyment and love of reading. Enjoy stories together – reading stories to your child at KS1 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: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.



How to Help Your Child with Writing

- Encourage your child to think about spelling when writing at home, particularly with technology as this often auto-corrects for them.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing. Practise handwriting with clear ascenders/descenders.
- Remember that good readers become good writers. Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).



How to Help Your Child with

Maths

- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time – this is an important life skill.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Encourage your child to convert between different units.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.
- Use online resources which are on the website to support with rapid recall of facts.



Questions

Thank you, as always, for your help and support.

If you have any questions about the SATs or the assessment process then please feel free to come and ask.

