

# **KS1 Statutory Assessment Tests 2022**

# KS1 Statutory Assessment Tests (SATs) 2022

- \* All existing statutory Key Stage 1 assessments will return in 2022, following their usual timetable.
- \* This includes the end of KS1 assessments which were cancelled in May 2020 and May 2021

# KS1 Statutory Assessment Tests (SATs) 2022

## Aims

- \* To understand the term '**Age Related Expectations**'
- \* To have an overview of the **end of KS1 assessment** procedures and reporting arrangements
- \* To consider examples of test questions
- \* To understand the procedures for the **Year 2 Phonic Screening Retake**
- \* To suggest ways parents can support their child at home

# Age Related Expectations

- \* From 2016 following the introduction of the new National Curriculum in 2014, scaled scores have been used to report the outcomes of the new tests. Teacher assessment will continue to take place, and the scaled scores must be used to inform teacher assessment judgements.
- \* On the Government's scale, **a score of 100 will always represent the 'National Standard'**. Two pupils achieving the same scaled score in different years will have demonstrated the same attainment.
- \* The raw score on each test (the total number of correct answers) will be converted to a scaled score which equates to 100. For example in reading, a child might need to score a total of 25 out of 40 marks or above to achieve the scaled score of 100.

# Age Related Expectations

The expectation at the end of Year 2 is that the average pupil will achieve **Age Related Expectations**.

- \* The level achieved by each child in reading, writing and maths will be reported to parents as follows:-

<p><b>Below the standard of the tests</b></p> <p>The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum. It is used for pupils with severe or profound and multiple learning difficulties.</p>	<p><b>PKF</b> <b>Pre-Key Stage Foundations</b></p> <p>Pupils working below the NC assessment standard Reported as Standards 1 - 4</p>	<p><b>WTS</b> <b>Working towards ARE</b></p> <p>Pupils working within the NC who have not met the expected standard.</p>	<p><b>EXS</b> <b>Working at ARE</b></p> <p>Scaled score of at least 100 achieved in the tests.</p>	<p><b>GDS</b> <b>Working at a deeper level</b></p> <p>Pupils achieving a scaled score significantly above 100.</p>
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# Age Related Expectations

- \* A child who achieves the national standard (a scaled score of 100 or above) will be judged to have demonstrated sufficient knowledge in the areas assessed by the English and Maths tests and will have met age related expectations (EXS) for the end of Key Stage 1.
- \* The Science teacher assessment will be reported as either EXS for a child who has met the National Standard or HNM for a child who has not met the National standard.
- \* Full information about what the scaled score will be this year is not available until June 1<sup>st</sup> as the tests need to be taken and marked before the National Standard can be set.
- \* Results and assessments must be submitted to the Local Authority by 28<sup>th</sup> June 2022.

# Age Related Expectations

Through appropriate curricular provision, we respect the fact that children:-

- \* Have different educational and behavioural needs
- \* Require different strategies for learning
- \* Learn and process information at different rates
- \* Need a range of different teaching approaches and experiences.

Not all children will achieve age related expectations, equally some children will be working at a deeper level within age related expectations but all children are expected to have made sufficient or better progress from their starting points in Reception.

# Tests and Teacher Assessment

- \* Tests will be administered from 3<sup>rd</sup> **May to 27<sup>th</sup> May 2022** during the first half of the Summer term and before the half term holiday.
- \* Tests are administered in the classroom with class teacher.
- \* Tests will be used to inform overall teacher assessment.
- \* Evidence collected by class teacher will contribute to the final assessment.
- \* Teacher assessment (not test result) is reported to parents at the end of the summer term together with school report and passed on to Junior School.
- \* Reading, writing, maths and science levels will be reported to parents.
- \* If it is not appropriate for a child to take a test it is at the Head teacher's discretion. Sample tests will be considered and pupils who are working below the National Curriculum assessment standard will not take them. A discussion with the parent will be held. All other children will be given the opportunity to sit each test, they can stop the test if they are finding it too difficult.

# Tests and Teacher Assessment

Tests include:-

## Reading

- \* Paper 1: reading prompt and answer booklet (combined). The test takes approximately 30 minutes but is not strictly timed. The paper includes a lists of useful words and some practice questions for teachers to introduce the context and question types.
- \* Paper 2: reading booklet and reading answer booklet (separate). There are no practice questions on this paper. Teachers may use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete but is not strictly timed.

The texts will cover a range of poetry, fiction and non-fiction.

# Reading: Question Types

Draw **four** lines to match these games to what the text says you need to win each one.

Oonch Neech	energy
Pilolo	speed
Statues	luck
Pass the Parcel	balance

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

Sentence	True	False
In Pilolo, players try to find hidden items.		
In Statues, one child shouts, 'freeze'.		
In Oonch Neech, players must stand very still.		
Kangaroo Skippyroo is a game all about luck.		

There will be a number of different types of question to answer including: writing an answer on a line

- putting a tick in a box next to the answer they think is correct
- putting ticks in a table to show if an answer is true or false
- drawing a line to match boxes
- filling in information in a table
- filling in a missing word in a sentence / finishing a sentence.

(b) What did the children learn about **this** Monday morning when they went outside?

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What other creatures lived by the pond?

Write **two** answers.

1. \_\_\_\_\_
2. \_\_\_\_\_

One day, huge, rumbling, grumbling machines crawled towards the pond.

What does this sentence tell you about the machines?

Tick **one**.

- They moved quickly.
- They were noisy.
- They were small.
- They were silent.

Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

- Machines destroyed the pond.
- The ducks lived happily in the pond.  1
- The ducks were set free on a lake.
- The ducks were rescued by a helper.
- The ducks hid in some thick reeds.

# Tests and Teacher Assessment

## English Grammar, Punctuation and Spelling Test (optional)

- \* Paper 1: Spelling – Pupils spell a total of 20 missing words. The test is expected to take 15 minutes but is not strictly timed.
- \* Paper 2: Questions – a combined question and answer booklet focussing on pupil’s knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test, but it is not strictly timed.

# EGPS test

Circle the **two** words that need a capital letter in the sentence below.

last week i visited the zoo with my brother.

Tick the **two** nouns in the sentence below.

We played with our cat in the garden.

Add **two** letters to the word happy to make a word that means not happy.

We went to a football game. Our team lost and I was very \_\_\_\_happy.

Circle the **adverb** in the sentence below.

We all sang loudly in assembly.

Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London	<input type="checkbox"/>	<input type="checkbox"/>
When should I start cooking the dinner	<input type="checkbox"/>	<input type="checkbox"/>
When the bell rings, it will be lunchtime	<input type="checkbox"/>	<input type="checkbox"/>

Write the words could not as one word, using an **apostrophe**.

The king could not decide which present he liked best.

Write a **command** a teacher could say at the end of playtime.

Remember to use correct punctuation.

Tick the correct option to complete the sentence below.

\_\_\_\_\_ going to Jasvir's party.

Tick **one**.

Were'

W'ere

Wer'e

We're

Which option is punctuated correctly?

Tick **one**.

My sister loves netball she plays every Saturday

my sister loves netball She plays every Saturday.

My sister loves netball. She plays every Saturday.

my sister loves netball. she plays every Saturday

## Spelling

**Spelling 1:** The word is **sea**.

Sharks live in the **sea**.

The word is **sea**.

**Spelling 2:** The word is **cave**.

Amy explored the **cave** with a torch.

The word is **cave**.

**Spelling 3:** The word is **bird**.

The **bird** made a nest.

The word is **bird**.

**Spelling 4:** The word is **funny**.

That joke was really **funny**.

The word is **funny**.

**Spelling 5:** The word is **skin**.

Protect your **skin** from the sun.

The word is **skin**.

**Spelling 6:** The word is **fall**.

The leaves **fall** from the trees.

The word is **fall**.

**Spelling 7:** The word is **longest**.

We learnt about the **longest** river in the country.

The word is **longest**.

**Spelling 8:** The word is **closed**.

The shop was **closed**.

The word is **closed**.

**Spelling 9:** The word is **right**.

Turn **right** when you got to the park.

The word is **right**.

**Spelling 10:** The word is **warm**.

My slippers are soft and **warm**.

The word is **warm**.

**Spelling 11:** The word is **dice**.

I threw the **dice** and moved my counter.

The word is **dice**.

**Spelling 12:** The word is **swan**.

The **swan** glided slowly across the pond.

The word is **swan**.

**Spelling 13:** The word is **spy**.

The **spy** was on a secret mission.

The word is **spy**.

**Spelling 14:** The word is **above**.

The owl flew **above** the rooftops.

The word is **above**.

**Spelling 15:** The word is **grapes**.

We put **grapes** in the fruit salad.

The word is **grapes**.

**Spelling 16:** The word is **wheel**.

The **wheel** came off my toy car.

The word is **wheel**.

**Spelling 17:** The word is **local**.

Our **local** shop sells vegetables.

The word is **local**.

**Spelling 18:** The word is **useless**.

The umbrella is **useless** because it is broken.

The word is **useless**.

**Spelling 19:** The word is **easier**.

A sharp pencil makes it **easier** to draw.

The word is **easier**.

**Spelling 20:** The word is **station**.

The train left the **station**.

The word is **station**.

- You should now read all 20 sentences again.
- Give the pupils the opportunity to make any changes they wish to their answers.
- At the end of the test say:

*This is the end of the test. Please put down your pen or pencil.*

# Tests and Teacher Assessment

## Writing

There is no longer a formal writing test but writing will be assessed by the class teacher using the school's current assessment procedures and assessment frameworks.

- \* Assessment across narratives (e.g. recounts, instructions, stories, letters etc.) including real events. A range of evidence is required to support teacher assessment.
- \* Assessment made against unsupported work. Writing must be produced independently by the pupil. However, pupils have access to word banks and dictionaries to support their independent writing.
- \* Teachers will assess each pupil's ability to write effectively and coherently for different purposes. They will also assess the correct use of past and present tense, the correct use of punctuation (capital letters, full stops, question marks, exclamation marks, commas and the use of apostrophes) spelling and handwriting.

# Tests and Teacher Assessment

## Maths

Paper 1: arithmetic

Paper 2: reasoning

- \* There is no formal testing for science but teachers are required to make an assessment judgement at the end of KS1.



# Examples of test questions

**Practice materials can be downloaded from a number of sources.**

**Just search for KS1 SATs papers**

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

<http://www.satspapers.org.uk>

<https://www.sats-papers.co.uk/sats-papers-ks1>

# Year 2 Phonic Screening

- \* Those pupils who did not meet the threshold level of the Year 1 Phonic screening test will have to retake the test in Year 2.
- \* Testing will take place w/c 6<sup>th</sup> June and will be administered by a class teacher.
- \* Only those pupils who did not meet the pass threshold will retake the test.
- \* The result will be reported to parents with SATs results and the end of year report.

# Helping at home

\* Please refer to your hand out

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

**This guidance is scheduled to be updated in April 2022 for the 2021/22 academic year.**

<https://www.oxfordowl.co.uk/for-home/school-year/assessment-at-primary-school/KS1-SATs/>