



End of Key Stage
Assessments for Year 2
children

9th March, 2020

Aims of this session



- To explain what assessments happen at end of Year 2.
- To outline importance of parental support.
- To clarify transition arrangements.



Assessment during the year



- Children are continually assessed by teachers.
 - assessment for learning during lessons
 - rockets – these are sheets in their books which have the Y2 skills broken down in to small steps. Teachers tick them off and the children know what they are too.
 - WALTs – ‘We Are Learning To’... This is shared at the beginning of every session so that the children know what they need to achieve.
 - marking and feedback – often done verbally with the children.
- Enables us to plan for their next steps in learning.

Children also know these expectations and their next steps and are encouraged to have ownership over their learning.



At recent Parents' evening



Information given included:

- Targets your child is currently working on, so you can understand what they need to do next. (Children know this already)
- Where your child is expected to be at end of this term.
- An indication of whether they are on track, likely to exceed their targets, or are unlikely to meet them.
- What additional support is being given, if necessary.



May 2020

- Children are assessed as to whether they are
 - WT (working towards the age related expectation)
 - ARE (meeting age related expectations)
 - GD (Greater Depth - exceeding age related expectations)
- End of key stage assessments are based on Teacher's assessments of achievement.
- Teachers use a series of "Quiz books" which are produced nationally by the Standards and Testing Agency (STA) to assess against national expectations.
- We keep the process "low-key".
- The quizzes are designed to reinforce our judgements and provide another strand of evidence alongside the teacher judgements which have been gathered.
- We moderate across classes.
- Evidence is based on work across the curriculum from January to June this year.



Reading



Successful readers are good at:

- Comprehension, inference, prediction and can talk confidently about a **fiction or non-fiction** text.
- Questions reveal level of understanding, such as
 - Why has that happened?
 - How do you know?
 - What do you think that word or phrase means?
 - Why has the author chosen particular words and what effect do they have?

**Remember, it is not just about reading the words on the page
it is about fully understanding what is being read.**



Quiz book

[STA187960e 2018 ks1 English reading Paper1 reading prompt and answer booklet.pdf.pdf](#)

[STA187977e 2018 ks1 English GPS Paper1 spelling.pdf.pdf](#)

Writing



- Speaking for writing is extremely important.
- Correct past tense /grammar usage.
- Punctuation
- Spelling
- Links to reading content.
- Read advanced books to children so they hear vocabulary for their own writing.



[2018 exemplification materials KS1-EXS Kim .pdf](#)



Maths

- Teacher assessment holds greater weight than answers on “quiz” paper.
- At home – mental maths, everyday problem solving , maths language, play number games.
- Encourage jottings to show working out.
- Language can be tricky for them, but their teacher is allowed to read questions.
- Quiz book example
- [STA187964e 2018 ks1 mathematics Paper1 arithmetic.pdf.pdf](#)



How you can help at home



- **Daily reading** –using guidance notes in reading record books for targets & discussion ideas. Encourage your child to *talk about* the story, recalling main points, theme, plot etc. Continue to read to your child.
- **Writing** – lists, notes, stories, letters etc. Practise making up sentences about pictures or alternative endings to stories. Borrow good ideas from reading books to support their writing. *Strong focus on spelling, grammar and handwriting – please practise the spellings and get your child to apply them into sentences too.*
- **Maths** –especially mental maths – we talk about number fluency all the time. Doubles, halves, bonds of all numbers then applying that knowledge. Eg; If I know that $7+3=10$ then I know that $67+3=70$. Multiplication facts for the 2s, 5s and 10s times tables. Talk about the numbers we use in everyday life – money, measure eg; weighing and time
See maths booklet on website for lots of ideas.



Lots of short bursts of practise are much better than one longer session a week.

Transition to Junior School

(Whichever school they go to)

- EOKSA results are passed on.
- Latest report & books are passed on.
- Detailed discussions with Yr. 3 teachers of how the child learns, works & socialises.
- Play time visits plus some transition sessions.

