



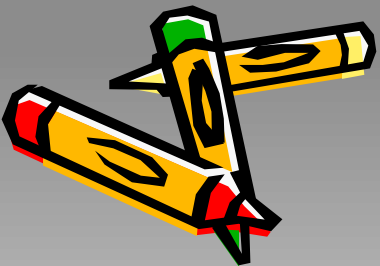
End of Key Stage
Assessments for Year 2
children

22nd March 2022

Aims of this session



- To explain the assessment model for children as they complete Year 2
- Provide examples and exemplification materials
- To outline importance of parental support
- To clarify transition arrangements



Assessment Model

Your child's class teacher is responsible for judging the standard your child has reached in the subjects of Reading, Writing, Mathematics and Science. Statutory KS1 tests comprise of

English reading Paper 1 - combined reading prompt and answer booklet

English reading Paper 2 - reading booklet and reading answer booklet

Mathematics Paper 1 - arithmetic

Mathematics Paper 2 - reasoning

There is an optional English test referred to as SPaG (Spelling, Punctuation and Grammar) consisting of :

SPaG Paper 1 - spelling test

SPaG Paper 2 - punctuation and grammar multi choice



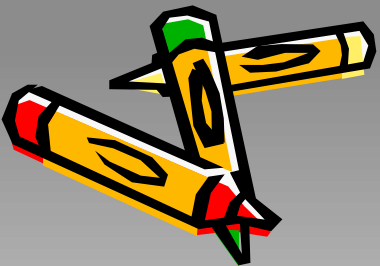
As a school we have always chosen to administer these to assist us in finalising our judgement of your child's writing.





- **Writing Assessment** – there is no specific test paper for written English. Over the course of the year the children undertake **independent** writing tasks and these are assessed against the Government Standards and Testing Agency - Teacher Assessment Framework. This framework is also used for reading, maths and science assessments alongside the SAT results, culminating in the teacher's overall judgement.
- **Science Assessment** – there is no specific test paper for science, the above mentioned framework is used to assess your child.
- **Reading and Maths Assessments** – these are made using a combination of SAT results and teacher judgement using the Teacher Assessment Framework.

The framework statements are shared with you on the parents' evening forms and your child's end of year school report. They are also available on our website under the Curriculum tab – Yr2 – National Expectations at the End of Yr2.



Assessments



Every child will be given one of the following assessments for each of the four subjects - Reading, Writing, Maths & Science (N.B. *There is no Greater Depth standard for science*).

Pre-Key Stage working below the Year 1 curriculum (PKS 1-4)

Working towards the expected are related standard (WT)

Working at the age related expectation (ARE)

Working above the age related expected (GD)



Example - Your child may receive ARE for Reading and Science and WT for Maths and Writing depending on where their strengths lie.

PLEASE NOTE:



*The government has **not** made any changes to the formal Statutory Assessment Tests or the Teacher Assessment Framework for this year, in other words there are no allowances or exemptions to be made on account of missed schooling due to COVID.*

Please do not be alarmed by this - the tests are a tool to help teachers measure your child's performance and they also help to identify needs as they progress into Key Stage 2. They also inform you and us of how your child is performing against national expected standards.



May 2022



In summary:

- 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” - we do not want children to feel anxious.
- The quizzes (SATs) are designed to assist with our decision making alongside the teacher judgements which have been gathered using the Teacher Assessment Framework.
- Year 2 teachers attend Hampshire assessment modules to ensure standardisation when making judgements and we also moderate across classes – meaning we compare our judgements with one another to ensure we have consistency.
- The evidence is based on work across the curriculum from January to June this year.



What do SATs questions look like?

Reading



Reading Paper 1

2019 national curriculum tests

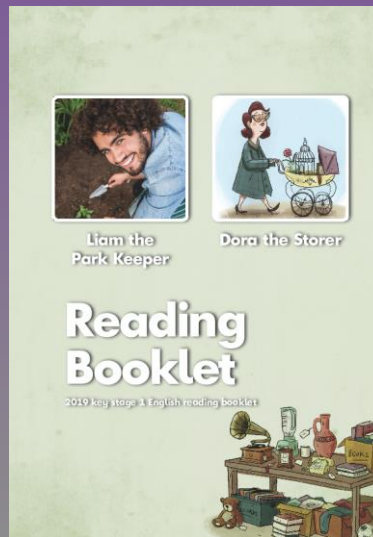
Key stage 1

English reading
Paper 1: reading prompt and answer booklet

First name	
Middle name	
Last name	

Total marks

Reading Booklet



Reading Paper 2

2019 national curriculum tests

Key stage 1

English reading
Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks



Please double click on the images to open and view the papers.

What do SATs questions look like?

Maths



Paper 1

2019 national curriculum tests

Key stage 1

Mathematics
Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

Paper 2

2019 national curriculum tests

Key stage 1

Mathematics
Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks



Please double click on the images to open and view the papers.

What do SATs questions look like?

SPaG



Paper 1 - Spelling

2019 national curriculum tests

Key stage 1

English grammar,
punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

Total marks

Paper 2 - Questions

2019 national curriculum tests

Key stage 1

English grammar,
punctuation and spelling

Paper 2: questions

First name	
Middle name	
Last name	

Total marks

Please double click on this image to open and view the paper.



Available from:

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

Writing:

This child is
judged as
working towards
the expected
standard (WT)

Standing on the tall cliff neyer
the see and the air was a seemaster.
I called the boys over and told
them my friendishly, clever plan.

Fuerst I will need sever bothboms.
To make a sever bothbom
you need severs from a
part. I slid and then I sor
the seedrigo and then the boys
said drop the bothboms.
His tung felt tingly and ticky.

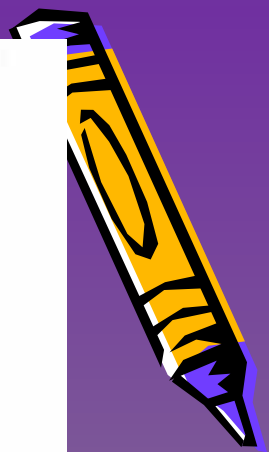
He had swmd awye and we
said awer plan wuct.



Writing:

This child is judged as working at the expected standard (ARE)

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were ^{very} deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver ^{one} which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.



Writing:

This child is judged as working beyond the expected standard (GD)

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickedy, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{get} some money?"

"Sure," replied Poppy and set off in the dusty allaway.

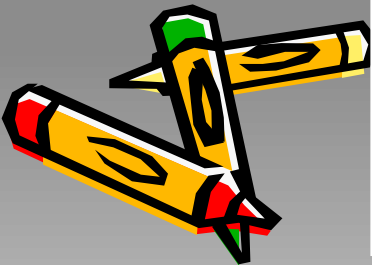
On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furious and she was so skubbant with Poppy. She throw the beans out of the glass delicate window as fast as a cheetah.



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. Model correct speech and do not be afraid to correct incorrect grammar ‘He runned across the road.’ and/or incorrect pronunciation ‘wiv’, ‘hafta’, ‘ennen’, ‘esided’. If words are pronounced incorrectly it is highly likely they will be spelt incorrectly! *The curriculum has a strong focus on spelling, grammar and handwriting – please practise the weekly spellings and encourage your child to apply them in sentences too.*
- **Maths** – especially mental maths – we talk about number fluency all the time. Doubles, halves, bonds of all numbers then applying that knowledge, e.g. if I know that $7+3=10$ then I know that $27+3=30$. Multiplication facts for the 2s, 5s and 10s times tables. Talk about the numbers we use in everyday life e.g. money, measure, 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 and each child's latest report are passed on.
- Detailed discussions are held between your child's new Yr3 teacher and their existing Yr2 teacher to explain how the child learns, works & socialises. Information regarding gaps in learning are also discussed.
- Play time visits (Covid dependent), buddy visits and some transition sessions are also organised.



Thank you

Any questions?

