



KS1 Assessments (SATs)

Parents' Guide

Key Stage 1 SATs are a combination of teacher assessment, tasks and tests to assess the level of attainment of all 7 year old children (Year 2) in England. These tests take place nationally in May every year. The tests are taken in school and are marked by the classteacher. They provide a snapshot of how each child is progressing at school and what they need to do next to improve.

We welcome and encourage support from home and hope that the information in this booklet will be of help in understanding how your child is assessed.

September 2014

A Parent's Guide to KS1 Assessments

KS1 assessments are a combination of tests, tasks and teacher assessments. The teacher assessment takes precedent over the results of the tasks and the tests although the tasks and tests will still be carried out to support the teacher's judgement. Teacher assessment is carried out throughout the year as part of normal curriculum.

The tasks and tests can be used at any time during Year 2 to assess the child's level of attainment, to support the teacher's assessment. Most of the tests will be carried out in May and June and the children are prepared for them in February, March and April. The tasks and tests cover the following areas:

- Reading
- Comprehension
- Writing
- Spelling
- Mathematics

Each child is expected to achieve Level 2 in all subject areas. If your child achieves a Level W (working towards Level 1) or a Level 1, then they are performing below the expected standard (as set by the government). If your child achieves a Level 3 in any subject area then they are performing above the expected standard.

The tasks, which assess reading, writing and Level 1 mathematics, are carried out in April and May each year.

The tests, which assess comprehension (Levels 2 and 3), spelling (which forms part of the writing assessment) and mathematics (Levels 2 and 3), are likely to be carried out in the second and third week of May.

Reading

This assessment will only be carried out for those children assessed at Level 1. A book, chosen by the child from a small range of books is read together with the teacher. The child is then asked questions about the story.

Writing

The children are given opportunities to write two unaided pieces of writing – a longer one and a shorter one. The writing is assessed for the following:

- Communication and organisation
- Ideas and events
- Vocabulary choices
- Sentence structure
- Punctuation
- Spelling
- Handwriting

A separate spelling assessment – 20 questions with 1 mark for each correct answer – also contributes to the overall writing assessment.

Mathematics

The Level 1 task consists of a series of practical tasks which are undertaken as part of a small group. Each child is then questioned about what they have done.

For Level 2, there is a formal test paper with questions covering, number, shape, measures and data handling. Questions can be read out to children who have difficulty with reading. Level 2 is awarded depending on the number of correct answers.

There is a separate test paper for Level 3, which assesses the child's ability to apply their knowledge of mathematics.

Comprehension

Children assessed at Level 1 do not take the comprehension test. There are separate tests for Level 2 and Level 3.

The Level 2 test paper consists of two parts – fiction and non-fiction – and has a mixture of multi-choice and questions where an answer can be found in the text and has to be written by the child.

The Level 3 paper, which is taken by all children who scored highly on the Level 2 paper, and/or who have been assessed as Level 3 readers, has fewer multi-choice questions and more questions requiring inference.

Teacher Assessment

Teachers are regularly assessing children's progress and this is done in a variety of ways:

- **Using objectives for whole class monitoring**
The planned teaching objectives for the whole class can often be used to review the achievements of most of the children in the class
- **Group assessments**
Group task focus is a manageable method of assessment to gain knowledge about children's skills and understanding and systematic coverage is assured by focusing on a different group of children each week.
- **Reviewing targets and self-assessment**
The setting of targets for individuals and groups and the regular review of these targets provide another potential source of evidence of attainment.
- **Marking and feedback**
The process of marking and feedback, carried out as part of normal classroom practice, provides another opportunity to add to the overall view of attainment.
- **Support from colleagues**
Teaching assistants will be able to provide an insight from their work with individuals or groups.

If a child performs unusually poorly in a task or test, that result will be discounted and the teacher's assessment will be recorded instead.

How to help your child with SATs

In school, each Year 2 child will be given practice examples of the tests so that they are familiar with the layout.

Although we would like every child to perform at their very best, we do try to support them rather than put additional pressure on them.

However, you can support your child by reading with them at home, especially in relation to their reading target and helping them to learn their spellings.

There are a number of publications, practice tests and support materials that are available from bookshops e.g. W.H. Smiths, Waterstones that you may find helpful.

The BBC Bitesize website has lots of useful games and activities.

www.bbc.co.uk/schools/ks1bitesize/