



The 'New' National Curriculum – Fact Sheet 3

December 2015

Changes to the National End of Key Stage Assessments (commonly known as 'SATS')

Following the introduction of the new National Curriculum, in 2016 there are also some significant changes to the way children will be statutorily assessed at the end of KS1 (Y2) and the end of KS2 (Y6). These changes not only reflect the changes in content and expectations of the new curriculum – there will also be changes in the way the results of these tests are used and expressed to parents now that 'levels' have been abolished.

Key Stage 1

From 2016, Y2 children will be given national tests in reading; grammar, punctuation and spelling ('GAPs'); and maths. These tests will be internally marked by teachers and may be delivered within the classroom environment in groups. They are not strictly timed, although an approximate time is provided to teachers as a guide. Teachers may use their discretion to decide if pupils need a break within a test, or to stop the test early for a pupil. Unlike in previous years, KS1 tests must be delivered only during May and all pupils are expected to sit the same tests - there is no alternative reading 'task', for example, as there was in the past. Nor are there additional tests for those working at a deeper level of understanding. Below is an outline of the test papers that pupils will be required to sit:

English

- Reading paper 1 – reading and answer booklet combined (approx. 30mins)
- Reading paper 2 – a reading booklet with a separate answer booklet (approx. 40mins)
- GAPS paper 1 – spelling (approx. 15mins)
- GAPS paper 2 – Short answer questions with a focus on grammar, punctuation and vocabulary (approx. 20mins)

Maths

- Paper 1 – Arithmetic – short questions focussing on number, place value and counting.
- Paper 2 – Reasoning – includes 5 aural questions and then a series of questions in a context/problem solving (approx. 35mins).

The raw scores for each subject will be combined and turned into a 'scaled score' – a scaled score of 100 will represent 'the expected standard'.

In school, we will do our best to prepare children for the new style tests by covering the requirements of the new curriculum, building the new question styles in to our usual classroom practice, and by occasionally providing short 'quizzes'(!) in the test style to familiarise them with the format. We know from past experience that children who do not realise that they are taking tests tend to take them in their stride and just do their best as they would on any other piece of work; we therefore just present the tests as if they are part of their usual class work. We would ask parents to support us with this, too, as children will pick up on parents' anxiety and this can put unnecessary pressure on young children. Teachers will not be sending out test timetables as they have the flexibility to carry out the tests over the month of May and can therefore plan the best way to deliver them for their class, staggering them as much as possible.

As well as the tests, Y2 teachers are also required to make a statutory teacher assessment of pupils in reading, writing, maths and science. An interim teacher assessment framework* has been provided with descriptors for 'working towards the expected standard', 'working within the expected standard' and 'working at greater depth within the expected standard' (in science there is only one descriptor – working within the expected standard). There will also be some children who are 'not yet working towards the expected standard'. Teachers must use a range of evidence, including the child's tests and a range of work over time, to decide which standard they have met. Unlike in the old system, a child must demonstrate they meet *all* the statements within the standard, plus those from the previous standard, in order to have met it – it is not a 'best-fit' system. Key Stage 1 assessment information for year 2 pupils will be sent out at the end of the year with our reports.

Key Stage 2

As in previous years, in Y6 there will be a test week in May in which all the statutory tests are administered. These are administered within the Y6 classrooms and common room under strict test conditions, including precise timings. As before, tests will be sent off for external marking, with the results published in July. As with the KS1 changes, there is now only one set of tests which all pupils are expected to sit (there are no 'level 6' papers or equivalent for more able pupils). Below is an outline of the test papers that pupils will be required to take:

English

- Reading – a reading booklet with a separate answer booklet (1 hour)
- Grammar, Punctuation and Spelling Paper 1 – short answer questions (45mins)
- Grammar, Punctuation and Spelling Paper 2 – spelling test (approx. 15mins)

Maths

- Paper 1 – arithmetic (30mins). This replaces the mental maths test and will contain 36 calculations for pupils to complete in the time.
- Paper 2 – reasoning (40mins).
- Paper 3 – reasoning (40mins). The two reasoning papers are similar to the maths papers from previous years, containing calculations presented within a context (written problems).

As with KS1, the raw scores in each subject will be combined and turned into a 'scaled score' with a score of 100 representing the expected standard.

Y6 pupils and parents will be provided with a timetable for the test week and pupils will also carry out a 'mock' SATs week early in the spring term to help prepare them for the expectations of the test week; this also helps teachers to assess pupils' strengths and areas for development. Pupils have already been introduced to the styles of questions as these are built into their usual lessons, and they have also begun carrying out short, timed arithmetic activities to help familiarise them with the format of these new tests and to develop their confidence and speed. In Y6, there is a fine balance between providing adequate preparation so that pupils feel confident to do their best in the tests, whilst ensuring that they are not put under undue pressure. Parents can support with this by encouraging pupils to do their best, but avoiding placing too much emphasis on the outcomes of the tests. For example, in the past some parents have offered their children a reward based on how many Level 4s or 5s they got in the tests – this type of incentive is often counter-productive and we would instead suggest that parents recognise and praise the hard work and effort their child puts in, regardless of the results.

Y6 teachers are also required to make a statutory teacher assessment of pupils in reading, writing, maths and science. The interim teacher assessment framework* provides descriptors for 'working towards the expected standard', 'working within the expected standard' and 'working above the expected standard' in writing. In the other subject areas, there is just one descriptor for 'working within the expected standard'. As with KS1, children must meet *all* the statements to be within a standard, and teachers will use evidence from across the year and in a range of contexts to make their assessments. Teacher assessments, along with the outcomes of the tests, will be shared with pupils and parents in July.

Please note that at both KS1 and KS2, some pupils may be eligible to be dis-applied from the tests if they are working below the National Curriculum in all aspects of a subject. We will discuss this individually with parents should we feel that this is appropriate.

Should you have any questions regarding the end of key stage tests, please contact your child's class teacher.

**NB – the teacher assessment frameworks are currently 'interim' as the government hasn't decided whether they will be used beyond the 2015-16 academic year. We have put a link to these frameworks on our school website for parents to access: www.whiteleyprimary.co.uk Curriculum/End of Key Stage statutory assessment.*