

# Year 2 Tests and Teacher Assessment

## February 2020



# Aims of the Meeting

- Help parents understand the difference between teacher assessment and the end of year 2 tests, and the role each has to play
- Give information about the arrangements for preparing children for the assessment process
- Give parents an insight into the content of the English and Maths papers
- Give parents an opportunity to view past papers
- Offer parents advice on how to support their children
- Explain the standards

# What are the SATs?

- SATs stands for Standard Assessment Tests.
- These are tests which are taken by pupils all over the country.
- They are taken in Year 2 (KS1) and in Year 6 (KS2) .
- The KS1 tests are designed to assess pupils who are working at the year 2 expected standard in the national curriculum.

# Teacher Assessment and Testing

- The snapshot and the video!
- Testing can happen throughout May and class teachers choose when to carry out the tests within this time scale
- Teacher assessment is on going until almost the end of June.
- Teacher assessment of Reading, Writing, Maths and Science
- Tests for Reading and Maths and there is an optional Grammar, Punctuation and Spelling test

# What does the 'expected standard' mean?

- An average year 2 child is expected to achieve at the expected standard in each area. A child with additional needs or at the early stages of learning English may be awarded a p-scale level or one of the standards below the expected standard.
- A child may also attain at 'greater depth' in teacher assessment showing that their work meets some further higher standards.

# Writing at the expected standard

- The pupil can write a narrative about their own and others' experiences (real and fictional)
- demarcating most sentences with capital letters and full stops and some question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently

- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and spelling many correctly
- spelling many common exception words and some words with contracted forms
- adding suffixes e.g. *-ment*, *-ness*, *-ful*, *-less*, *-ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

# Test Preparation

- High quality teaching and learning
- Children **do not** do, and do not **need** to do, practice papers

# How are the tests carried out?

- We **never** say to the children that they are doing a test. This helps children to remain relaxed and positive.
- We aim at all times to carry out tests and tasks as part of normal classroom practice.
- Some children may work in a small group with another teacher or a learning support assistant if they need a more supportive environment.

# Reading

- Children complete 1 or 2 tests to assess their reading level.
- The teacher decides whether the child completes the second test based on how well they do in the first test
- Generally children who are working at or above average complete both tests. The tests are not timed so children can work at their own pace.

# Mathematics

- Children complete an arithmetic and a reasoning Maths test. These are not timed so children work at their own pace. They may have help with reading any or all of the questions.

# Science

- Science is not tested. Teachers use on going teacher assessment to evidence which standard to allocate to each child.

# What happens to the results?

- The results of all tests are used to support teacher assessments.
- The final teacher assessment levels are reported to the local authority in June. The authority then collects this data together and returns an individual record sheet for each child.
- Wherever possible we try to include these with the end of year report but we are reliant on the authority returning the record sheets to us in time.

# How does the school use the results?

- The school uses the results to inform future planning.
- Results are used to inform teachers in year three about the attainment of the children in their class so that appropriate challenge can be built in for all children.
- The results from year 2 set an expectation for progress and attainment in years 3 to 6.

# What can parents do to help?

- A partnership of school and home is vital and powerful. Keep reading and talking with your child at home.
- **Do not talk about testing or tests with your child.** It is our aim to complete the process in a stress free way for all pupils.
- Parents can ensure a child's attendance is consistent. 'Every lesson counts'. We do not have time to repeat lessons if someone is away.
- Make sure your child is ready to learn. Tired children cannot learn effectively.