



Understanding Your School's Data

A guide for Governors, NQTs and Parents

End of Key Stage 1 (Year 2)

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End of Key Stage 1 (Year 2)

In addition to the Phonics rescreening for any children who did not pass the Phonics test in Year 1, Year 2 pupils will also be assessed by their teacher, and will also sit the Year 2 SATs at some point convenient to the school in the month of May. Unlike the Phonics test and the Year 6 SATs, there is no national set week for testing.

Tests

The Year 2 SATs tests consist of the following:

2 tests for English

- Paper 1 takes approximately **30 minutes**.
The reading texts (400-700 words) are integrated with the questions and answers.
- Paper 2 takes approximately **40 minutes**.
The reading texts (800-1100 words) are in a separate reading booklet to the answer booklet.
- The majority of the marks (40%-80%) are designed to test **“identify/ explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information”**.
- 10% - 35% marks available for **“make inferences from the text”**
- The remaining marks (17.5% in 2018) are for the 3 other topics.

2 tests for Mathematics

Arithmetic and Reasoning

- The arithmetic test takes around **20 minutes**.
- The reasoning test takes around **35 minutes**, including 5 aural questions.
- The majority of the marks (all the marks in the first paper, and 65%-74% in the second) are designed to test **number, calculations and fractions**.
- The remaining marks in Paper 2 test **measurement, geometry and statistics**.

There are two additional, optional, tests for Grammar, Punctuation and Spelling

The spelling test consists of 20 words and would take around **15 minutes**.

The grammar, punctuation and vocabulary test takes around **20 minutes**.

These two tests are equally weighted
(50% for spelling, and 50% for paper 2, made up of 25%-38% for **grammar**, 12%-25% for **punctuation**, and 2%-7% for **vocabulary**).

None of the tests are strictly timed.

Does my child have to sit the KS1 SATs?

It is important to note that these tests do not form the basis of pupils' results at the end of Year 2. It is evidence that could support a teacher's assessments, but is not definitive.

Not all pupils have to take the tests. Reasons for not taking them include being considered to be unable to answer the easiest questions in the SATs tests, or are unable to participate, even with access arrangements.

For pupils who are not going to take the KS1 SATs tests, the school should discuss the pupils' circumstances and needs with their parents, carers or guardians.

Who sees my child's results?

Unlike the Key Stage 2 (Year 6) results, tests are marked internally by the school.

Schools are not required to report these results to either their Local Authority or any other school (e.g. a Junior school, if a child leaves an Infant school at the end of Year 2).

They are also not required to automatically report these scores to parents. However, parents must be given their child's results, if they request.

Where can I get more information about these tests?

Additional information about the Key Stage 1 Tests can be found on [the GOV.UK website for Tests and assessments \(Key Stage 1\)](#).

This website includes:

- [previous years' test materials](#),
- mark schemes, which show the variety of acceptable answers, and
- [the "Assessment and Reporting Arrangements"](#), which details the full requirements for schools.

Additionally, official literature (a leaflet and video) aimed at parents about the Key Stage 1 SATs are available on [the gov.uk website](#).

In early June, the DfE will publish on the above gov.uk website a conversion table, showing where the pass mark is for each test. Teachers will use this data to assist with their Teacher Assessments.

What information will parents receive?

At the end of Year 2, parents will receive before the end of the summer term:

- Achievements, general progress and attendance,
- Teacher assessments in English Reading, Writing, Maths and Science,
- School averages, and
- National averages where available.

In addition, parents will receive a statement saying that the results of the tests have been taken into account when considering the Teacher Assessments and, where appropriate, an explanation as to why a child has not taken any specific test. Additionally, if a parent has requested this data, they will receive their children's tests results.

Teacher Assessments

Teachers will make judgements against each pupil by the end of June for English reading, writing, maths and science.

They will use a [series of DfE “pupil can” statements](#), backed by [exemplification examples](#) to assess whether a child is:

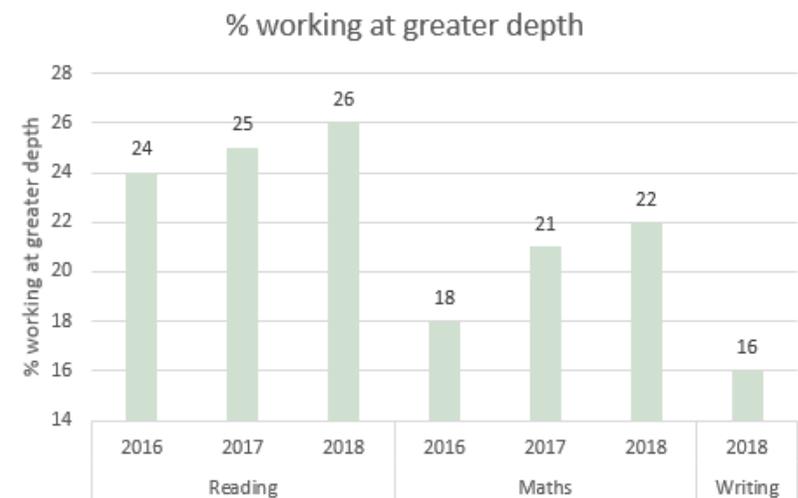
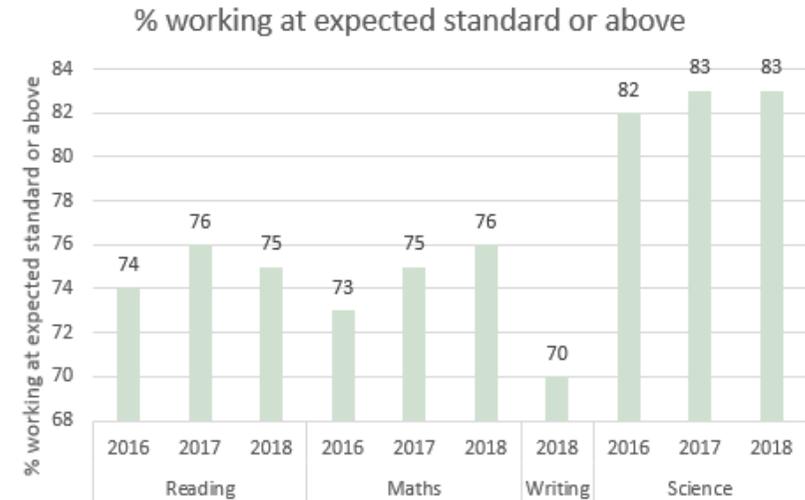
- **Working at the expected standard (EXS).**
 - If so, are they working at a Greater Depth within the expected standard (GDS)? (not for science).
- **Working towards the expected standard (WTS)** in Reading, Writing and Maths, and ‘Has Not Met the Expected Standard’ (HNM) in Science.

In 2018:

- the percentage of pupils working at least at the expected standard (EXS+) was 75% for Reading, 70% for Writing, 76% for Maths, and 83% for Science. Girls are 9% above boys in Reading, 14% above for Writing, but only 2% above Maths.
- the percentage of pupils working at a Greater Depth (GDS) was 26% for Reading and 22% for Maths.

After a big rise (2%-3%) between 2016 and 2017, all of these percentages (except for Writing) are within 1% of the 2017 figures. For technical reasons, writing percentages for 2018 are not directly comparable to the 2017 figures.

Teacher Assessments need to be submitted by schools to their Local Authority near the end of June, although individual LAs may have their own, earlier, deadlines.



Teacher Assessments *continued...*

Any pupils not working towards the expected standard will be assessed against [Pre-Key Stage Standards 1 to 4](#) (except for Science).

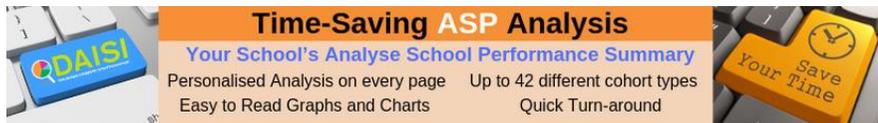
*The pre-key stage standards focus on **certain key aspects of English reading, English writing and mathematics** for the specific purpose of statutory end-of-key stage assessment.*

While the standards are designed to capture attainment in these subjects, individual pupils will demonstrate achievement in different aspects of their education and this should also be reported to parents.

Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom.

Any pupil not meeting Pre-Key Stage Standard 1 will be assessed against [a series of p-scales 1 to 4](#).

[Our ASaP report](#) aims to make the data contained in the ASP service easier to read. With easy-to-read plain English statements and graphs, this report contains three pages per subject, showing the analysis for each pupil cohort type.



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What data is released by the DfE?

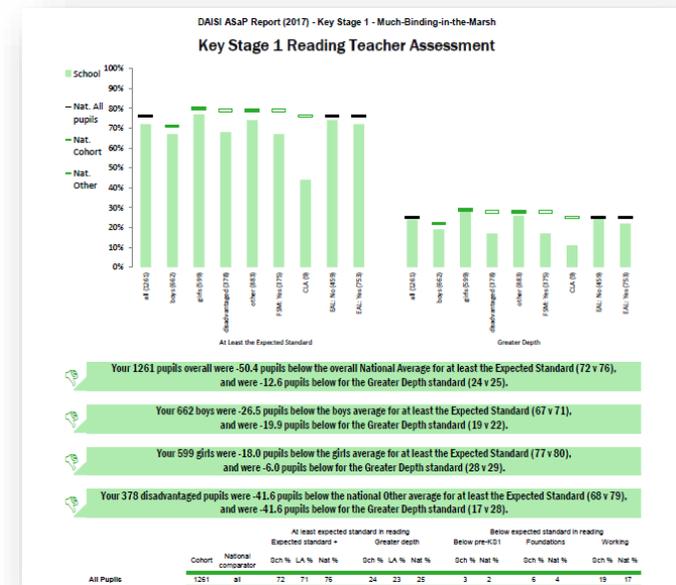
The Key Stage 1 National and LA averages are released by the DfE on the [public.gov.uk website](http://public.gov.uk) in late September.

No school-level data is released to the public.

Additionally, a school's Key Stage 1 data is included in the DfE's Analyse School Performance (ASP) and Ofsted's Inspection Data Summary Report (IDSR).

This is typically in mid-November, with additional data regarding disadvantaged pupils being released in late November or early December. These reports are generally not made public by schools, although schools often publish their figures on their website.

[Our ASaP report](#) aims contains full detailed analysis of the KS1 SATs and Teacher Assessments – including detailed insight by cohort type.



What is the future for KS1 SATs?

In 2017, the DfE issued its [“Primary assessment in England – Government consultation response”](#).

On page 20, the DfE said that it aims to make both the Key Stage 1 tests and the teacher assessments non-statutory as soon as possible after the reception baseline assessment has been fully established and, if possible, from 2022/2023.

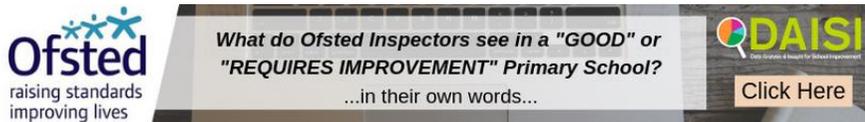


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[Our ASP and IDSR online training](#) explain all the figures used and how Ofsted comes to its conclusions together with an expanded Points to Ponder.



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[Our Ofsted inspection blog](#) includes what ofsted inspectors are looking for in relation to Key Stage 1 amongst other topics.



Points to Ponder

How did the overall percentage of all pupils attaining the expected standard or above compare with the national figure?

- How did the difference vary across subjects?
- How did this compare with percentages attaining greater depth?

Which pupil groups made the most progress and which groups made the least?

- Did this vary between subjects?
- Which groups made statistically above or below average progress?

Did enough pupils attain the expected and high standard/greater depth?

- How did this vary between subjects, by groups, and by starting points/early years development overall and for subjects?

Does the school improvement plan clearly identify areas for improvement?

- Are the targets set for improvement ambitious enough?
- Are they measureable and is the time scale realistic?
- Are milestones in place to show whether pupils are on track to reach their targets?
- How are these priorities evaluated? When and by who?

*This is a selection of our “Points to Ponder” Questions
For more – [click here to view our online ASP/IDSR Training](#)*

Thank you for reading and downloading this pdf booklet.

For more DAISI Data Guides – Click [HERE](#)



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**What do Ofsted see in
a GOOD school?**

We have a look at typical Ofsted
comments for schools which have
been judged "good" overall in 2018.

NEW BLOG from DAISI Education

Useful Links – Key Stage 1

Public gov.uk website

<https://www.gov.uk/education/primary-curriculum-key-stage-1-tests-and-assessments>

Information for Parents

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

Statistics – Key Stage 1

<https://www.gov.uk/government/collections/statistics-key-stage-1>

Government Consultation Response

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644871/Primary_assessment_consultation_response.pdf

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