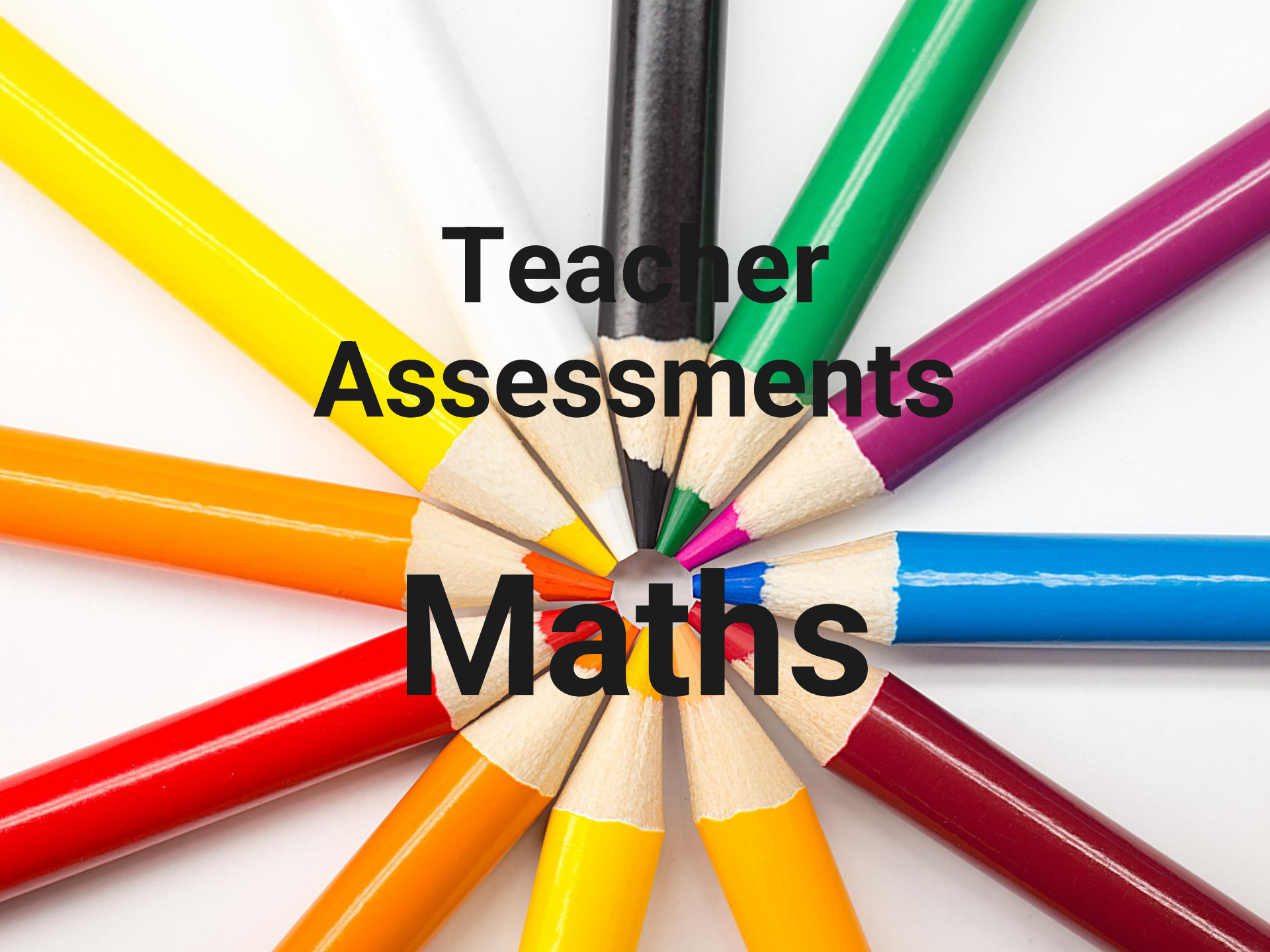
End of Key Stage One Assessments 2023
MATHS

What are end of key stage one assessments?

What you might know as SATs or Standard Attainment Tests, are national curriculum tests that are usually taken by children at the end of key stage one.
These are just part of the picture.

- All children are assessed during the last term of year 2 to judge what they have learned over the course of key stage one (years 1 and 2).
- Teachers judge whether each child in their class has achieved the expected standards for the end of key stage one.
- Teachers will use a range of evidence to support their judgements, including the children's results in their national curriculum tests, as well as independent work in class.
- Teachers will judge what a child is able to do independently and align this with the national expectations for a child at the end of key stage one.


Teacher
Assessments
Maths

Standards in Maths

Pre Key Stage

- Not yet working at Key Stage 1 standards

Working Towards Expected Standards

- Working within Key Stage 1 standards but not yet reaching the expected standards

Working at Expected Standards

- Working at the expected standard for children at the end of Key Stage 1

Working at Greater Depth within the expected Standards

- Working at a deeper level (with more understanding) within standards expected for Key Stage 1

Standards in Maths

How evidence is collected

- Watching children complete tasks
- Making notes and annotations
- Completing maths tasks (practical)
- Maths books (written work)

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	WTS Working towards the expected standard	EXS Working at the expected standard	GDS Working at greater depth
Distinguish between 'one' and 'lots' when shown an example of a single object and group of objects.	Distinguish between 'one' and 'lots' when shown an example of a single object and group of objects.					
	Sort objects according to a stated characteristic (e.g. group all the small balls together; sort the shapes into triangles and circles).					
	Say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher).		Read and write numbers in numerals from 0-9.	Read and write numbers in numerals up to 100.		
Demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another during a role-play activity). Demonstrate an understanding of the concept of one-to-one correspondence (e.g. giving one cup to each pupil).	Demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects.	Identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10.	Count to 20, demonstrating that the next number in the count is one more and the previous number is one less.	Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them.	Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.	
			Demonstrate an understanding of the mathematical symbols of add, subtract and equal to.	Add and subtract two-digit numbers and ones where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 23+5, 18-5) Add and subtract two-digit numbers and tens where no regrouping is required, explaining their method verbally, in pictures or using apparatus. (e.g. 46+20, 68-30)	Add and subtract any 2, two-digit number using an efficient strategy, explaining their method verbally, in pictures or using apparatus. (e.g. 46+35, 72-17)	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 26+17 = 15+4+4+; 'together, Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?'
		Demonstrate an understanding that the last number counted represents the total number of the count.	Demonstrate an understanding that the number of objects remains the same when they are rearranged, provided nothing has been added or taken away.			
			Demonstrate an understanding that the total number of objects changes when objects are added or taken away.			Solve unfamiliar word problems that involve more than one step (e.g. 'Which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
		Use real-life manipulatives (e.g. apples or crayons) to add and subtract 1 from a group of object and indicate how many are now present.	Solve number problems involving the addition and subtraction of single-digit numbers up to 10.			
	Copy and continue simple patterns using real-life manipulatives (e.g. apple, orange, apple, orange, etc.)	Copy and continue more advanced patterns using real-life manipulatives (e.g. apple, apple, orange, apple, apple orange, etc.)	Demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5. (e.g. 2+2=4 and 3+1=4).	Recall at least four of the six number bonds for 10 and reason about associated facts (e.g.6+4=10 and therefore, 4+6=10 and 10-6=4)	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated addition relationships. (e.g. if 7+3=10, then 17+3=20; if 7-3=4 then 17-3=14; leading to if 14+3=17, then 3+14=17, 17-14=3 and 17-3=14)	
			Demonstrate an understanding of the commutative law (e.g.3+2=5 and therefore, 2+3=5).			
			Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3+2=5, then 5-2=3).			
				Count in twos, fives and tens from 0 and use this to solve problems.	Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.	Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
					Identify ½, ⅓, ¼, 2/4, ¾ of a number or shape, and know that all parts must be equal parts of the whole.	
				Know the value of different coins.	Use different coins to make the same amount.	
			Recognise some common 2-D shapes.	Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that 2 different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).
					Read the time on a clock to the nearest 15 minutes.	Read the time on the clock to the nearest 5 minutes.
					Read scales in divisions of ones, twos, fives and tens.	Read scales where not all numbers on the scale are given and estimate points in between.

Standards in Maths

Pre Key Stage 1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109303/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard.pdf

Standards in Maths

Working Towards the Expected Standard
Working at the Expected Standard
Working at Greater Depth Within the Expected Standard

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763056/2018_key_stage_1_teacher_assessment_exemplification_mathematics.pdf

Key Stage 1 Assessments

“SATs Tests”

- **What are children tested on?**

Maths	**Paper 1 - Arithmetic (approximately 20 minutes)** Addition, subtraction, multiplication and division, including finding fractions. **Paper 2 - Reasoning (approximately 35 minutes)** Solving problems and reasoning. 5 questions are read aloud and children have **approximately** 30 minutes to answer the rest of the questions independently.
English Reading	Both reading papers contain a variety of texts which increase in difficulty. Paper 2 is more challenging that paper 1. **Paper 1 (approximately 30 minutes)** Short sections of text for the children to read with questions underneath for them to answer. **Paper 2 (approximately 40 minutes)** A reading booklet with texts and a question booklet to record answers in.

When and how do the tests happen?

The national window for administering these tests is the month of May.
We will administer assessments over the weeks of: 15 May 2022 and 22 May 2023.

- We will not tell the children they are being tested or call them tests.
- The children will work on the assessments in their own classroom in smaller groups to allow them to space out. Some children may not take part in the assessment at that time.
- The assessments will be timetabled across the weeks to prevent the children feeling overwhelmed. To them, it will be like a usual English or maths lesson.
- There is no writing test. The teachers will make a judgement using the children's writing over the course of year 2.

What happens with the results?

- Test results are not routinely shared with parents or published; they inform overall teacher assessments.
- Unlike year 6 test results, year 2 results are not a definitive judgement. Teacher assessment can include all the work a child has done in key stage one and the test result merely supports this judgement.
- The school will report all the teacher assessments to the local authority by the end of June 2023; we do not need to report individual test scores.
- Teacher assessments of pupil attainment will be shared with parents in the end of year reports, published in July 2023.

Mathematics

Children will sit two tests: **Paper 1 and Paper 2:**

- **Paper 1: Arithmetic** – lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.

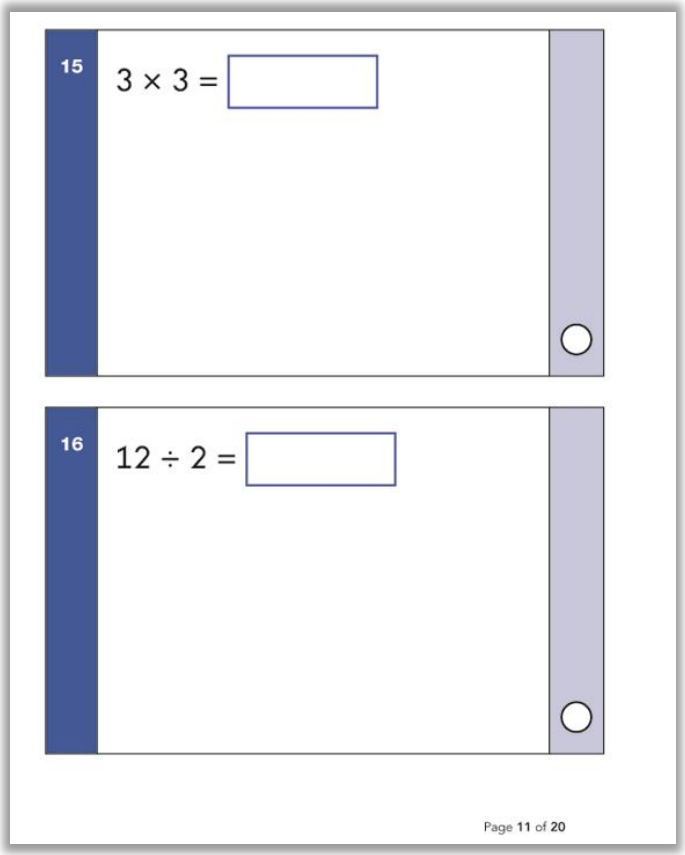
- **Paper 2: Reasoning** – lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

chapter menu

next page

Maths: Sample Questions

Maths Paper 1: Arithmetic



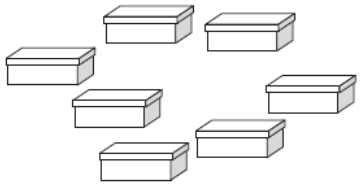
chapter menu

next page

Maths: Sample Questions

Maths Paper 2: Reasoning

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

Page 07 of 28

chapter menu

next page

Maths: Sample Questions

Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.

How many raisins does Sita have left?

Show your working

raisins

2 marks

chapter menu

next page

How to Help Your Child with Maths

click to see all text

- Play times tables games (timestables.co.uk)
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Use online activities like BBC Bitesize, Komodo, Doodle Maths (and lots of other free app) to practise skills at home.
- Download practice SATs papers free from https://www.sats-papers.co.uk/

chapter menu

next page