

National curriculum assessments

# Key stage 1

## Teacher assessment frameworks at the end of key stage 1

For use in the 2017 to 2018  
academic year



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## **Changes for 2017 to 2018**

The 'Primary assessment in England' public consultation, which closed in June 2017, heard strong support for the proposal to move to a more flexible approach to the assessment of English writing, and to do this quickly. The Standards and Testing Agency (STA) also conducted an evaluation of the interim teacher assessment frameworks during spring 2017, working with teachers and other educational experts. In response, we have made changes to the frameworks for use in 2017 to 2018.

### **English writing**

For 2017 to 2018, we have introduced revised teacher assessment frameworks in English writing only, which include:

- A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.
- Revised 'pupil can' statements – a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive. All changes are in line with the attainment targets for the key stage 1 programme of study.

### **Guidance**

We have also updated the guidance within the frameworks to clarify the level of evidence required to support teachers' judgements, including to make clear that:

- A pupil's work in the subject being assessed alone may provide sufficient evidence to support that judgement, although evidence should ideally include work in other curriculum subjects.
- Teachers may consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- A pupil's work which demonstrates that they meet a standard is sufficient to show that they are working above preceding standards.
- When assessing science, there is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage.
- A school's own tests, in addition to statutory tests, can be used as evidence to support a judgement. Furthermore, a pupil's answers to specific questions in any tests are acceptable forms of evidence to meet certain statements.

### **Frameworks for English reading, mathematics and science**

The 'pupil can' statements within the frameworks for English reading, mathematics and science are unchanged. These formed part of the evaluation, but to avoid schools having to also adjust to changes in these frameworks this year, revised versions will be published for use from the 2018 to 2019 academic year.

## Guidance for teachers

### Main principles

- These frameworks should be used only to make a statutory teacher assessment judgement at the end of the key stage following completion of the key stage 1 curriculum. They should not be used to track progress throughout the key stage.
- The frameworks focus on certain key aspects of the core subjects for the specific purpose of statutory end-of-key stage assessment. They do not cover all of the content of the national curriculum. Pupils meeting the different standards within the frameworks will have a broader range of knowledge and skills than those being assessed, and these should be reported to parents.
- The frameworks are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own assessment policy and not against the frameworks. At the end of the key stage, teachers should make a judgement against the frameworks based on their own assessments of pupils' work.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.
- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates that they meet a standard is sufficient to show that they are working above preceding standards.
- Each subject framework has either one or three standards of attainment containing 'pupil can' statements upon which teachers will base their judgements. Teachers should follow the specific guidance for each subject.

### Qualifiers and examples

Some of the statements within this framework contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Further guidance about making consistent judgements is available in STA's exemplification material. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met. Teachers should refer to the national curriculum to exemplify the statements, and can use STA's exemplification materials.

## **Assessment of pupils with disabilities**

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions).

If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting). Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment should not be compromised and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil.

If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, for handwriting if the pupil is physically restricted when writing, or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil, and be able to justify these during moderation.

## **Moderation**

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable.

Schools should ensure that their teacher assessment judgements are moderated internally and, where possible, with other schools. This will quality-assure their judgements and provide a valuable opportunity for professional development.

Every year, 25 per cent of schools are also subject to statutory external moderation by local authorities of a sample of their outcomes in English reading, English writing and mathematics. This validates judgements to ensure that they are consistent with national standards. It is a collaborative process between schools and local authority moderators. STA's teacher assessment guidance includes further information on moderation.

## English reading

### Using the English reading framework

- The three standards in this framework contain a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher’s judgement must include the statutory end-of-key stage 1 English reading test, which does not focus solely on the key aspects in this framework, but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil’s answers to specific questions in the test, or any other test, may also provide evidence that they have met certain statements.

#### Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words.\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

#### Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able read as well as spell.

### **Working at greater depth within the expected standard**

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

## English writing

### Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements, including the optional end-of-key stage 1 English grammar, punctuation and spelling test. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

#### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.



### **Working at the expected standard**

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

### **Working at greater depth**

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly<sup>^</sup>
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

## Mathematics

### Using the mathematics framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in mathematics, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 mathematics test, which does not focus solely on the key aspects in this framework but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that pupils have met certain statements.

#### Working towards the expected standard

The pupil can:

- demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as  $35 < 53$  and  $42 > 36$ )
- count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives)
- read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly)
- use number bonds and related subtraction facts within 20 (e.g.  $18 = 9 + ?$ ;  $15 = 6 + ?$ )
- add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g.  $23 + 5$ ;  $46 + 20$ ), they can demonstrate their method using concrete apparatus or pictorial representations
- recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9)
- recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

#### Working at the expected standard

The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ )

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- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ )
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins)
- identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

### Working at greater depth

The pupil can:

- reason about addition (e.g. that the sum of 3 odd numbers will always be odd)
- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that  $18 \times 5$  cannot be 92, as it is not a multiple of 5)
- work out mental calculations where regrouping is required (e.g.  $52 - 27$ ;  $91 - 73$ )
- solve more complex missing number problems (e.g.  $14 + \square - 3 = 17$ ;  $14 + \Delta = 15 + 27$ )
- determine remainders given known facts (e.g. given  $15 \div 5 = 3$  and has a remainder of 0, pupil recognises that  $16 \div 5$  will have a remainder of 1; knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- solve 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?")
- recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ )
- find and compare fractions of amounts (e.g.  $\frac{1}{4}$  of £20 = £5 and  $\frac{1}{2}$  of £8 = £4, so  $\frac{1}{4}$  of £20 is greater than  $\frac{1}{2}$  of £8)
- read the time on the clock to the nearest 5 minutes
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

## Science

### Using the science framework

- The standard in this framework contains a number of 'pupil can' statements. To judge that a pupil is working at this standard in science, teachers need to have evidence which demonstrates that the pupil meets **all** of the 'working scientifically' statements and **all** of the 'science content' taught in the final year of the key stage.
- There is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.
- The 'working scientifically' statements must be taught through, and clearly related to, the teaching of substantive science content in the programme of study. The 'science content' statements will be taught and assessed throughout the key stage.

### Working at the expected standard

#### Working scientifically

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
  - observing changes over time
  - noticing similarities, differences and patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

#### Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

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