Supporting Statutory Teacher Assessment – End of KS1 – the place of the statutory tests.

Using and interpreting test outcomes

You should use evidence from the English reading and mathematics tests to inform your teacher assessment judgement for each pupil. You can also use the optional KS1 English grammar, punctuation and spelling test to inform your teacher assessment judgement in English writing.

The tests can provide evidence that a pupil has met certain 'pupil can' statements, as well as evidence to support the judgement overall. Tests and teacher assessment are different forms of assessment, so it is not necessary for the outcomes to be the same.

The national curriculum tests are compensatory – as pupils can score marks from any parts of the tests, pupils with the same total score may achieve their marks in different ways. The teacher assessment frameworks are different and ask teachers to assess pupils against certain aspects of the national curriculum, based on a range of evidence from the classroom.

It is possible for a pupil to have met the expected standard in the test, but not for teacher assessment, because of gaps in their knowledge or understanding. It is also possible for pupils to have demonstrated their attainment of the 'pupil can' statements through their classwork, but not to have achieved the mark for a related question on the test. If a pupil gets a question wrong in the test on an area of the curriculum that they have demonstrated in their classwork, the teacher will want to take this into consideration when making their teacher assessment judgement.

Together, the tests and teacher assessment provide a broader picture of pupil attainment.

Understanding scaled scores at key stage 1 - GOV.UK (www.gov.uk)

Based on the 2023 KS1 arithmetic and reasoning tests – which became widely available on 3rd June 2023, the following gives some suggestions of pupil's responses to test questions that might add to the evidence base for teachers and to support moderation:

Standard – "Working towards expected" (WTS)	Arithmetic paper	Reasoning paper
read and write numbers in numerals up to 100		2, 6
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 (*For example, base 10 apparatus.)		2, 17
add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)	2, 6, 8, 9, 17	17
recall at least four of the six number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4)		
count in twos, fives and tens from 0 and use this to solve problems		
know the value of different coins		3, 23
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).		8, 9

Standard – "Working at expected" (EXS)	Arithmetic paper	Reasoning paper
read scales* in divisions of ones, twos, fives and tens		12
partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus		
add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)	3, 6, 8, 9, 10, 14, 16, 17, 18, 20, 23, 24, 25	4, 13, 18, 23, 27, 29
recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive 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)	1, 19	1, 14, 19, 25, 26, 31
recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	4, 7, 11, 12, 13,	5, 16, 19, 25, 26, 27

	Arithmetic paper	Reasoning paper
identify —1/4 , 1/3 , 1/2 , 2/4 , 3/4 , of a number or shape, and know that all parts must be equal parts of the whole	15, 21, 22	22, 24
use different coins to make the same amount		
read the time on a clock to the nearest 15 minutes		
name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.		8, 9

Standard – "Greater depth" (GDS)	Arithmetic paper	Reasoning paper
read scales* where not all numbers on the scale are given and estimate points in between (*The scale can be in the form of a number line or a practical measuring situation.)		
recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	4, 7, 11, 12, 13	
use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ¨ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)		25, 30, 32
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?')		23, 26, 27, 29
read the time on a clock to the nearest 5 minutes		
describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two 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)		