

2017 national curriculum assessments

Key stage 1

Pre-key stage 1: pupils working below the test standard

Interim teacher assessment framework
July 2016



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Interim pre-key stage 1 standard for English reading

Main principles

The interim pre-key stage 1 standard for English reading is called ‘foundations for the expected standard in reading’.

This standard is to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 1 programme of study in English reading.

This additional standard supplements the interim framework for teacher assessment in English reading. It is not intended to be used to track progress throughout the key stage.

In most cases, pupils assessed against this standard will not have taken the key stage 1 English reading test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment in English reading. The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.

If a school decides not to enter a pupil for the tests, or if a teacher does not have evidence that a pupil consistently meets all the statements in the ‘working towards’ standard in the interim framework for teacher assessment in English reading, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales.

As with the interim framework, the interim pre-key stage standard does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. This standard should not guide individual programmes of study, classroom practice or methodology.

Teachers must base their teacher assessment judgement on a broad range of evidence for each pupil. Individual pieces of work should be assessed according to a school’s assessment policy and not against this interim pre-key stage standard.

The standard contains a number of ‘pupil can’ statements. To demonstrate that pupils have met this standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard.

Where pupils have a physical disability or sensory impairment that prevents them from demonstrating attainment in the way described in a statement, their equivalent method of communication or learning is applicable (e.g. visual phonics for a pupil with a hearing impairment). Where pupils have a physical disability that prevents them from accessing a statement altogether, these statements can be excluded from the teacher assessment (e.g. for handwriting if the pupil is physically unable to write). Teachers should use their professional discretion in making such judgements for each statement and each individual pupil. A standard can only be awarded where a pupil has met every statement which they are able to access.

This interim pre-key stage standard is for the 2016 to 2017 academic year only. P scales will continue to be used as the reporting framework for those pupils with SEND working below this standard in 2016 to 2017.

Key stage 1 reading: Foundations for the expected standard

The pupil can:

- respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- blend the sounds for all letters of the alphabet into words¹
- sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)
- answer literal questions about a familiar book that is read to them.

1. CVC, CCVC, CVCC words containing letters of the alphabet (e.g. *cat, frog, dogs*).

Interim pre-key stage 1 standard for English writing

Main principles

The interim pre-key stage 1 standard for English writing is called ‘foundations for the expected standard in writing’.

This standard is to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 1 programme of study in English writing.

This additional standard supplements the interim framework for teacher assessment in English writing. It is not intended to be used to track progress throughout the key stage.

In most cases, pupils assessed against this standard will not have taken the key stage 1 English grammar, punctuation and spelling test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment in English writing. The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.

If a school decides not to enter a pupil for the tests or if a teacher does not have evidence that a pupil consistently meets all the statements in the ‘working towards’ standard in the interim framework for teacher assessment in English writing, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales.

As with the interim framework, the interim pre-key stage standard does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. This standard should not guide individual programmes of study, classroom practice or methodology.

Teachers must base their teacher assessment judgement on a broad range of evidence for each pupil. Individual pieces of work should be assessed according to a school’s assessment policy and not against this interim pre-key stage standard.

The standard contains a number of ‘pupil can’ statements. To demonstrate that pupils have met this standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard.

Some of the statements contain qualifiers (e.g. some, many and most) to indicate that pupils will not always consistently demonstrate the skill required. However, where qualifiers have been used, they have consistent meaning with ‘most’ indicating that the statement is generally met with only occasional errors and ‘some’ indicating that the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Where pupils have a physical disability or sensory impairment that prevents them from demonstrating attainment in the way described in a statement, their equivalent method of communication or learning is applicable (e.g. visual phonics for a pupil with a hearing impairment). Where pupils have a physical disability that prevents them from accessing a statement altogether, these statements can be excluded from the teacher assessment (e.g. for handwriting if the pupil is physically unable to write). Teachers should use their professional discretion in making such judgements for each statement and each individual pupil. A standard can only be awarded where a pupil has met every statement which they are able to access.

This interim pre-key stage standard is for the 2016 to 2017 academic year only. P scales will continue to be used as the reporting framework for those pupils with SEND working below this standard in 2016 to 2017.

Key stage 1 writing: Foundations for the expected standard

The pupil can:

- write the correct letter in response to hearing each sound of the alphabet
- segment spoken words² into sounds and write the letters corresponding to those sounds
- form most lower-case letters in the correct direction, starting and finishing in the right place
- use spacing between words with support from the teacher (e.g. to remind the pupil to do this)
- compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).

Interim pre-key stage 1 standard for mathematics

Main principles

The interim pre-key stage 1 standard for mathematics is called ‘foundations for the expected standard in mathematics’.

This standard is to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 1 programme of study in mathematics.

This additional standard supplements the interim framework for teacher assessment in mathematics. It is not intended to be used to track progress throughout the key stage.

In most cases, pupils assessed against this standard will not have taken the key stage 1 mathematics test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment in mathematics. The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.

If a school decides not to enter a pupil for the tests or if a teacher does not have evidence that a pupil consistently meets all the statements in the ‘working towards’ standard in the interim framework for teacher assessment in mathematics, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales.

As with the interim framework, the interim pre-key stage standard does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. This standard is not intended to guide individual programmes of study, classroom practice or methodology.

Teachers must base their teacher assessment judgement on a broad range of evidence for each pupil. Individual pieces of work should be assessed according to a school’s assessment policy and not against this interim pre-key stage standard.

The standard contains a number of ‘pupil can’ statements. To demonstrate that pupils have met this standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard.

Where pupils have a physical disability or sensory impairment that prevents them from demonstrating attainment in the way described in a statement, their equivalent method of communication or learning is applicable (e.g. visual phonics for a pupil with a hearing impairment). Where pupils have a physical disability that prevents them from accessing a statement altogether, these statements can be excluded from the teacher assessment (e.g. for handwriting if the pupil is physically unable to write). Teachers should use their professional discretion in making such judgements for each statement and each individual pupil. A standard can only be awarded where a pupil has met every statement which they are able to access.

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Key stage 1 mathematics: Foundations for the expected standard

- The pupil can demonstrate an understanding of place value of 10s and 1s in a two digit number, using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).
- The pupil can count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20).
- The pupil can read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to.
- The pupil can use number bonds from 1 to 5 (e.g. partitioning the number 5 as $0+5$, $1+4$, $2+3$, $3+2$, $4+1$, $5+0$; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. $3+2=5$, therefore $2+3=5$ and $5-3=2$ and $5-2=3$).
- The pupil can solve problems involving the addition and subtraction of single digit numbers up to 10.
- The pupil can put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).



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