



Holy Trinity C of E Primary School

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Dear Parent

I hope you found the 'Meet the Teacher' meetings at the start of term and our class newsletters outlining the curriculum (posted on our website) helpful. The purpose of my letter today is to provide you with information about this year's national testing programme so you feel able to support your child in their learning before they meet these important assessment points. If you have any questions, do feel free to raise them in Parents' Evening which is coming in October (please refer to our newsletter for dates).

Early Years Foundation Stage (EYFS):

Within the first few weeks of a child starting in Reception, a 'Reception Baseline Assessment' is carried out by teaching staff. This is an activity-based assessment of pupils' starting points in

- language, communication and literacy
- mathematics

Children use practical resources to complete short tasks which provides staff with a series of short, narrative statements that specify how the children performed. This is then used to inform teaching.

At the end of the summer term, the EYFS profile is completed. This is a statutory assessment of children's development at the end of the early years' foundation stage. The main purpose of the profile is to support the successful transition to Key Stage 1 and to inform parents about their child's development. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the Early Learning Goals in the prime areas of learning: Communication and Language, Personal, Social and Emotional Development and Physical Development and the specific areas of mathematics and literacy.

The Early Learning Goals are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Where a child has an outcome of 'emerging' for one or more Early Learning Goals, additional information is passed on to the Year 1 teacher, including information about any barriers to learning that have been identified, along with ideas for successful strategies which will help the child overcome these barriers.

The statutory framework for the early years foundation stage can be found at: [EYFS statutory framework for group and school-based providers](#)

Please refer to the DfE's 'Reception baseline assessment: information for parents' guide: [Reception baseline assessment: information for parents](#)

Year 1 Phonics Screening:

At the end of Year 1, children's knowledge of phonics is tested in the Year 1 Phonics Screening Check. The purpose of the test is to help teachers and support staff understand how a child is progressing in phonics and identify any gaps. The test requires the child to read real and pseudo/alien words which assesses their ability to recall sounds and blend them together. There are 40 words to read. In previous years, to meet the expected standard a child is required to read 32 or more. Any child who is unable to meet this threshold takes the test again in Year 2 which allows staff to determine if specific interventions have worked successfully.

Materials from the 2025 Phonics Screening Check can be accessed online: [Phonics screening check: 2025 materials - GOV.UK](#)

Here you can see the real and pseudo words the children were required to read in last year's check.

Please also refer to the DfE's 'Phonics screening check: information for parents' guide: [Phonics screening check: information for parents](#)

Key Stage One Teacher Assessment (KS1 TA):

At the end of two years in Key Stage 1 (KS1) before moving into Key Stage 2 (KS2) there is a statutory requirement for teacher assessment of all pupils; teachers are required to make judgements about what pupils know and can do in relation to national expectations. Evidence to inform statutory Teacher Assessment (TA) comes from the teaching of core subjects and skills specified in the national curriculum. Pupils who have completed the KS1 programmes of study, as outlined in the national curriculum and are

working at the standard of national curriculum assessments, are teacher assessed in reading, writing, mathematics and science. Some pupils, however, will be at the pre-key stage standard and are assessed in fewer subjects using different assessment criteria.

In assessing a pupil, 'pupil can' statements are used as performance indicators which give a snapshot of a child's attainment at the end of KS1. These statements describe what a pupil working at each standard should be able to do. A pupil might be working 'towards the expected standard', working 'at the expected standard' or working 'at greater depth within the standard'. The TA framework can be accessed online: [Teacher assessment frameworks at the end of key stage 1 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teacher-assessment-frameworks-at-the-end-of-key-stage-1)

Evidence to determine at what level a child is working comes from day-to-day work in the classroom and can be drawn from a variety of sources. A pupil's workbook will often have all the evidence a teacher needs, but evidence might come from additional sources such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments. Four years ago, and in years prior to that, children at the end of Year 2 were given Standard Attainment Tests (SATs) with a focus on reading and mathematics. Results from these tests were used to support TA but they had to be considered as part of a bank of evidence as outlined above. SATs results are not reported nationally and it is not usual to report scores from these assessments to parents as they form only one piece of evidence in a much wider bank of evidence used to determine TA at the end of KS1.

This year, for the fourth year running, KS1 SATs are no longer statutory. Evidence for reporting TA will be gathered from day-to-day work in the classroom. Schools can still use optional end of KS1 tests in reading, grammar, punctuation and spelling and mathematics but are not obliged to. Without statutory testing at the end of Year 2, the Reception Baseline Assessment is now used as the starting point for primary progress measures. That said, we will be using some SAT material but only as part of the bank of evidence to form judgements on what level a child has reached before moving into Year 3.

Please refer to the DfE's 'Optional key stage 1 national curriculum tests: information for parents' guide: [Optional key stage 1 national curriculum tests: information for parents](https://www.gov.uk/guidance/optional-key-stage-1-national-curriculum-tests-information-for-parents)

Year 4 Multiplication Tables Check (MTC):

The multiplication tables check is statutory for all pupils in Year 4. The purpose of the MTC is to determine whether pupils can recall their times tables fluently which is essential for future success in mathematics. It helps schools identify pupils who have not yet mastered their times tables so that additional support can be provided. Results are not reported nationally. The MTC is an on-screen assessment consisting of 25 questions. Pupils have 6 seconds to answer each question with a 3 second pause between each. A useful website designed to support children in their preparation for this test is: [Multiplication Tables Check - 2026 - Timestables.co.uk](https://www.timestables.co.uk)

Please also refer to the DfE's 'Multiplication tables check: information for parents' guide: [Multiplication tables check: information for parents](https://www.gov.uk/guidance/multiplication-tables-check-information-for-parents)

Key Stage Two Standard Assessment Tests (SATs):

Considerable emphasis is placed on KS2 SATs. In May, the children in Year 6 complete six tests according to an exam timetable released by the DfE. This year SATs week begins on Monday 10th May. During the course of KS2 SATs week, children are required to take six tests, which unlike KS1 SATs are strictly timed:

- English grammar, punctuation and spelling Paper 1: questions (45 minutes)
- English grammar, punctuation and spelling Paper 2: spelling (approximately 15 minutes –not strictly timed)
- English: reading (1hour)
- Mathematics: Arithmetic, Paper 1 (30 Minutes)
- Mathematics: Reasoning, Paper 2 (40 minutes)
- Mathematics: Reasoning, Paper 3 (40 minutes)

Once tests have been completed they are marked externally. Raw scores are converted to scaled scores which allows accurate comparisons of performance to be made over time. Pupils achieving a scaled score of at least 100 will have met the expected standard on the test. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may also change. For example, if the overall difficulty of a test decreases compared to previous years, the raw score required to meet the expected standard will increase. Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease. Once tests are marked, results are sent back to schools to be shared with parents before the end of the summer term. Often these results form part of the discussion when staff from primary and secondary schools meet to discuss transition.

Please refer to the DfE's '2027 key stage 2 national curriculum tests information for parents' guide: [2027 key stage 2 national curriculum tests: information for parents](https://www.gov.uk/guidance/2027-key-stage-2-national-curriculum-tests-information-for-parents)

Alongside these statutory tests, schools adopt internal assessment systems. At Holy Trinity we recognise that teaching is more important than testing. Testing is time consuming and has the potential to make children anxious. It also forms only part of the picture when it comes to child development. That said, there is some value in testing so assessment points are built into our curriculum with reading, mathematics, spelling and grammar tests completed at termly intervals. In addition, systems are in place, for instance our Spelling Star Programme and Times Tables & Mathematics Competency Awards, to motivate the children. These go alongside the children completing daily classroom tasks all of which inform planning and ensure staff have the relevant information to best meet the needs of individual learners.

Children's learning is accelerated when a strong partnership exists between home and school. You can support the work in the classroom in a number of ways. Reading to your child or hearing them read on a daily basis is incredibly important. You can support them in completing homework tasks and talking to them about the activities they are doing. You can encourage them to learn Spelling Star words and times table facts. Simple activities like encouraging the right pencil grip, using a pair of scissors,

taking pride in presentation all help them to feel confident about what they are doing and motivated to learn. Please refer to your child's class newsletter and the information discussed in 'Meet the Teacher' meetings to guide you in how best to support your child as they work through the curriculum and towards these assessment points.

During the term there will be other opportunities to hear from your child's class teacher about what is taught and how. Workshops will provide more tips on how best to support your child and Parents' Evenings will give you a chance to talk to staff specifically about your child and the progress they are making.

In the meantime, if you have any further questions, please do not hesitate to ask.

Yours sincerely

Anna Smith