Supporting KS1 Maths Moderation –

SAT Questions Matched to TAF Statements

To support KS1 moderation we have attempted to match questions from the 2023 SATs papers to the statements in the TAF. This has been done to support teachers to supplement the evidence they have already collected and support the professional discussion during an external moderation visit.

In using this document teachers and moderators will need to consider the following:

1. A pupil getting a question wrong is not necessarily evidence that they have not understood a skill or concept they may have just misread the question – further discussion and evidence would need to be considered.
2. Some of the statements in the TAF refer to pupils being able to:
   o recall facts
   o use an efficient method
   o count in…

Whilst some of the test questions, and the way pupils answer them, will provide evidence for the TAF statements further evidence would need to be considered if there is no evidence of, for example an efficient method on the SAT paper.

3. A question may not provide evidence for an entire TAF statement e.g. questions relating to scales may only involve scales of ones and twos and further evidence would need to be found for fives and tens.
4. As in previous years there is a limited amount of evidence for the greater depth TAF statements in the SAT papers.

* Potential evidence to support teacher assessment of partial or whole maths TAF statements from 2023 SATs *			

		The pupil can:	Evidence:	Met:
Working Towards the Expected Standard	1	read and write numbers in numerals up to 100	P2 Q6	
	2	partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources (for example, base 10 apparatus) to support them	P2 Q11 (understanding of place value)	
	3	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)	P1 Q3, P1 Q6, P1 Q9, P1 Q17, P2 Q4, P2 Q13	
	4	recall at least four of the six number bonds for 10 (key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5) and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 − 6 = 4)		
	5	count in twos, fives and tens from 0 and use this to solve problems		
	6	know the value of different coins	P2 Q3	
	7	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)	P2 Q9	
		The pupil can:	Evidence:	Met:
Working At the Expected Standard	1	read scales (the scale can be in the form of a number line, a practical situation or a graph axis) in divisions of ones, twos, fives and tens	P2 Q7, P2 Q12	
	2	partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus		

		The pupil can:	Evidence:	Met:
	3	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)	P1 Q18, P1 Q23, P1 Q24, P1 Q25	
	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 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)		
	5	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	P1 Q4, P1 Q7, P1 Q11, P1 Q12, P1 Q13, P2 Q5, P2 Q16, P2 Q25	
	6	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	P1 Q15, P1 Q21, P1 Q22, P2 Q22	
	7	use different coins to make the same amount		
	8	read the time on a clock to the nearest 15 minutes		
	9	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry		
		The pupil can:	*Evidence:*	*Met:*
Working At Greater Depth within the Expected Standard	1	read scales (the scale can be in the form of a number line, a practical situation or a graph axis) where not all numbers on the scale are given and estimate points in between		
	2	recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts		
	3	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.)		
	4	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?')	P2 Q23, P2 Q26, P2 Q27, P2 Q29	
	5	read the time on a clock to the nearest 5 minutes		
	6	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)		