

Statutory Assessments at Stratford

Throughout their time at Stratford-sub-Castle Primary School children are assessed in various ways, not only to gauge progress and attainment, but also to help us to focus our planning and be better teachers! We, like all primary schools also have to take part in **statutory assessments**, which involve all children in EYFS, Y1, Y2, Y4 and Y6. We try to keep these low key, especially in EYFS and KS1; making them part of what we normally do. The younger children do not sit in silence, in rows etc! Below is an explanation of all the statutory assessments, which take place in the summer term.

Key Stage 2 SATs (Year 6) – week beginning 11th May 2026

Mrs Wilson held an information session earlier in the year; all the pupils in Y6 are well prepared for SATs week!

These statutory tests take place in May every year and this year they take place during the week commencing Monday 12th May. Our Y6 pupils always conduct themselves extremely well and I am always very proud of their perseverance, concentration and efforts. The tests have changed over the years but they involve the elements listed below.

Children have their writing assessed by the school (this is moderated by the local authority), but all the other papers are sent away for independent marking. The results are returned to us in July. We usually send out the SATs results with Annual Reports at this time.

Year 4 Multiplication tables test – week beginning Tuesday 2nd June 2026

Children will be tested using an on-screen check (on a tablet), where they will have to answer multiplication questions against the clock. This will be the first time that the DfE has used computerised tests in primary schools.

The test will last no longer than 5 minutes and is similar to other tests already used by primary schools. Their answers will be marked instantly.

Children will have 6 seconds to answer each question in a series of 25. Each question will be worth one mark and be presented to the child in this format: number1 x number2 = ____

Questions will be selected from the 121 number facts that make up the multiplication tables from 2 to 12, with a particular focus on the 6, 7, 8, 9 and 12 times tables as they are considered to be the most challenging. Each question will only appear once in any 25-question series, and children won't be asked to answer reversals of a question as part of the check (so if they've already answered 3 x 4 they won't be asked about 4 x 3).

Once the child has inputted their answer on the computer / device they are using, there will be a three-second pause before the next question appears. Children will be given the opportunity to practise answering questions in this format before the official check begins.

The DfE has decided on the six-second time limit per question because it should allow children enough time to demonstrate their recall of times tables without giving them the time to work out the answers to each question.

For much more detail go to: <https://www.theschoolrun.com/year-4-multiplication-tables-check-mtc-explained>

The Multiplication Tables Check (MTC) may be administered in the two-week period starting on Tuesday 2nd June.

Schools are required to report the results to parents or carers. At Stratford-sub-Castle Primary School this will be done as part of the *Annual Reports* in July.

Phonic Screening (Year 1) – week beginning 8th June 2026

The test is a statutory test, meaning all Year 1 pupils, in all schools, must be tested. The test involves the child sitting with a teacher (in our school it will be Miss Smith) and reading 40 words, some of which are real words and some are nonsense. This is a phonics test designed to check a child's ability to 'decode' words. This means how they break words down into the sounds that make them up and say the word. This is why there are nonsense words, so that the children have to decode the words to be able to read them and not simply recognise or remember them. Teachers have strict guidelines on how to complete the test and ensure that undue pressure is not placed on a child. These assessments form part of the *Annual Report to Parents*, which we send to you in July.

EYFS (Reception)

The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.

The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors. Teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment). Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support.

The early learning goals (ELGs) are what is assessed at the end of the reception year and should not be used as a curriculum. The EYFS profile is not intended to be used for ongoing assessment or for entry-level assessment for early years settings or reception classes. Purposes and main uses of the profile The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children.

The EYFS profile is also used 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 ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly, what a child can do in relation to national expectations.

