

Key Stage 2 SATs Meeting for Parents



Information and Guidance on the Expectations at the end of KS2

Today we will look at..

Assessment and
Reporting

Scaled Scores

Scaled Score
Examples

Higher-Attaining
Pupils

The Tests

English

Maths

How to Help Your
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What are SATs?

- Statutory Assessment Tasks and Tests (also includes Teacher Assessment).
- Usually taken at the end of Key Stage 1 (at age 7) and at the end of Key Stage 2 (at age 11).
- They provide a snapshot of the children's attainment at the end of each key stage.
- Results are published so judgments can be made about the school and its provision.
- It is expected that all children in Year 6 will be working towards the same objectives – set out in the National Curriculum – and will therefore all be expected to sit the SATs tests. Exceptions will be made for those children with specific SEND and therefore working below the expectations for each year group.

Assessment and Reporting

- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- KS1 (Year 2) and KS2 SATs (Year 6) have been changed to reflect the new curriculum.
- As of 2014, the old national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- Since 2016, test scores have been reported as 'scaled scores'.
- The language has also changed to working at the expected level, working towards the expected level and working at a higher standard/greater depth.

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Scaled Scores

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Each pupil receives:
 - a raw score (number of raw marks awarded);
 - a scaled score in each tested subject;
 - confirmation of whether or not they attained the national standard.

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English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	82
5	83
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	92
14	93
15	94
16	95

English reading	
Raw score	Scaled score
17	96
18	97
19	98
20	99
21	100
22	100
23	101
24	102
25	103
26	104
27	104
28	105
29	106
30	107
31	108
32	109
33	109

English reading	
Raw score	Scaled score
34	110
35	111
36	112
37	113
38	114
39	115
40	116
41	117
42	118
43	119
44	120
45	120
46	120
47	120
48	120
49	120
50	120

Scaled Score Examples

On publication of the test results in July - Tuesday 7th July 2020

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- a child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age;
- a child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below the expectation for their age.
- You will also be given your child's raw score and confirmation of whether they have achieved the national standard in the test.

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Higher-Attaining Pupils

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most-able children.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to.
- Last year a scaled score of 110 or more indicated that a pupil was working at higher level;

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Supporting Pupils

- All children who can access the tests and are working within the Year 6 Curriculum are expected to sit the tests. We can offer some support to individual children who may need it. This can be discussed before the time.
- Children with a SEN Statement will be given up to an additional 25% extra time.
- For all other children, we would have to apply for the additional time if we feel it is appropriate - it may not be given.
- Children can be given readers if they have access to a reader as part of normal classroom practice. This would be on a one-to-one basis.
- Children can be given rest breaks if they have difficulties with concentration or working for prolonged periods as long as the test time does not exceed the total time allowed for the test - the clock is stopped. This would be on a one-to-one basis.
- Children can have access to a camera to ensure their answers are clear and legible - the meaning and phrasing cannot be changed. This would be on a one-to-one basis.
- The class can be split into smaller groups as long as everyone is taking the same test at the same time.

Criteria for extra time

Can the pupil respond appropriately to a simple request or instruction given in English, without being prompted or aided by an interpreter or translator?

Does the pupil have a hearing impairment that prevents them from being able to respond appropriately to a simple question or instruction given in English, without being prompted or aided by a communicator or sign language interpreter or having to lip read?

Does the pupil need braille or enlarged print in order to read and understand text?

Can the pupil focus on a task, which requires them to work independently and without interruption, for at least 15 minutes without being prompted to stay on task?

Is the pupil prevented from being able to write independently at a speed of more than 10 words per minute by a physical, motor skill or learning disability?

Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)?

Does the pupil have difficulty processing information, which prevents them from being able to answer questions on practice key stage 2 tests, even when they are allowed to refer back to the questions?

All questions require a yes or no answer. An answer is immediate and given after all questions are answered.

What will be assessed?

ASSESSED BY TESTS *(marked externally)*

MATHS

PAPER 1
PAPER 2
PAPER 3

READING

ONE PAPER

SPaG

SPELLING

GRAMMAR &
PUNCTUATION

CONTINUOUS ASSESSMENT

CONTINUOUS ASSESSMENT

WRITING

SPEAKING &
LISTENING

The Tests

Key Stage 2 SATs take place nationally in the week commencing 11th May 2020

Statutory tests will be administered in the following subjects:

- Reading (60 minutes)
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- There are no tests to be administered in science this year.
 - All tests are externally marked.
 - As in recent years, writing will be teacher assessed internally.

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How is SATs week organised?

- A timetable is issued to school, telling us which days tests must be administered.
- We can determine at what time tests begin.
- All children must sit the tests at the same time.
- Test papers can only be opened 1 hour before the tests begin.
- Tests are completed in classrooms, with any displays that may help covered over.
- The LA monitor 10% of schools per year.
- Children are divided into groups for test administration to ensure they are properly supported and feel secure.



SATs Week – W / B 11th M ay 2020

M onday 11th M ay 2020

Key Stage 2 English gram m ar, punctuation and spelling test, Paper 1, short answ er questions.
Key Stage 2 English gram m ar, punctuation and spelling test, Paper 2, spelling .

Tuesday 12th M ay 2020

Key Stage 2 English reading test, reading booklet and associated answ er booklet.

W ednesday 13th M ay
2020

Key Stage 2 m athem atics, Paper 1 arithm etic test.
Key Stage 2 m athem atics, Paper 2 reasoning .

Thursday 14th M ay 2020

Key Stage 2 m athem atics, Paper 3, reasoning .

Reading

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

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Reading

- The questions are :
- shorter, closed response items (such as multiple choice and matching questions);
- shorter, open response items
- longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.
- Questions are worth 1, 2 or 3 marks.
- Question types are linked to our reading hats.

Sample Questions

Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

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Sample Questions

Reading Paper

27 Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

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Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

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Spelling, Punctuation and Grammar

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Sample Questions

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

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Mathematics

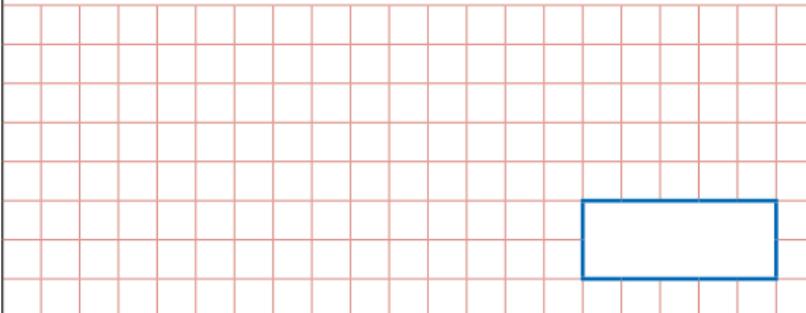
- The mathematics tests have undergone the biggest change in recent years.
- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

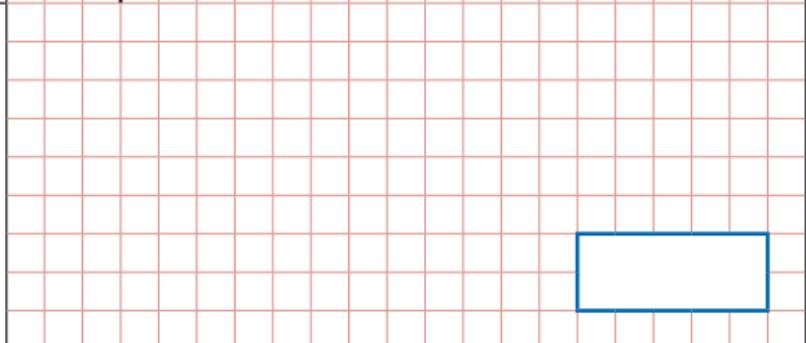
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Sample Questions

Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	<input type="checkbox"/>
		

32	$43 \overline{) 1118}$	<input type="checkbox"/>
		

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Sample Questions

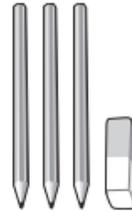
Maths Paper 2 / Paper 3 :Reasoning

9

6 pencils cost £1.68

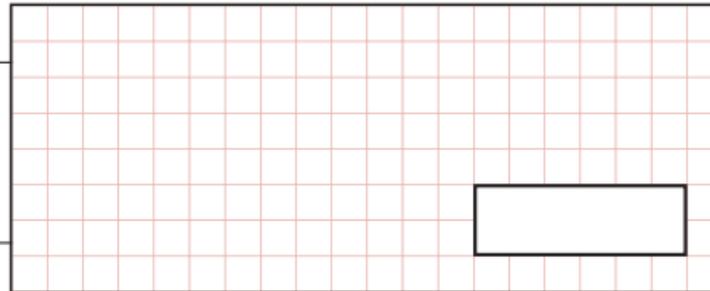


3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method



2 marks

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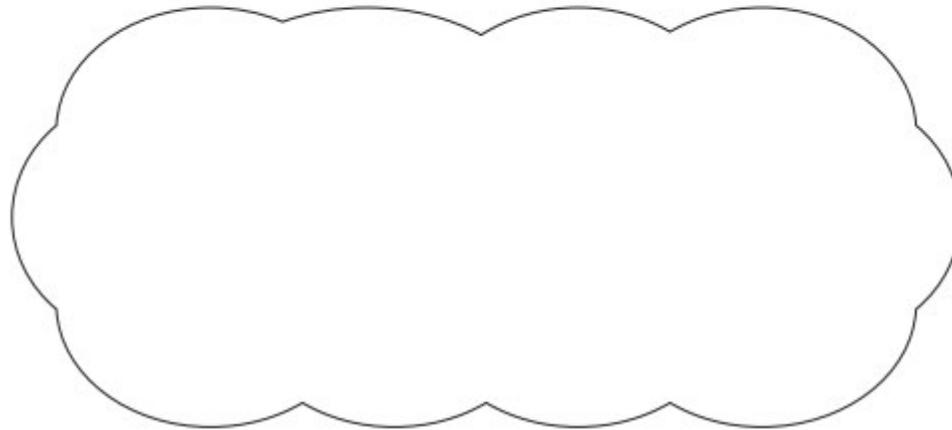
Sample Questions

Maths Paper 2 / Paper 3 :Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

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What does teacher assessment involve and is it different from testing?

- Teacher assessment draws together everything the teacher or teachers know about a child, including observations, marked work and school assessments.
- Teacher assessment is not a 'snapshot' like tests and is therefore more reliable.
- Writing is teacher assessed only – using work from throughout the year (mainly Term 4 and 5) to make judgment.
- The current framework for writing uses a secure fit rather than a best fit model. This means to achieve a certain level, every statement must be ticked off.

Working Towards the Expected Level

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working At the Expected Level

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

Working At Greater Depth

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

How are we preparing?

- Practising sections/questions of previous SATS papers
- Booster Classes – several times a week the class is split several ways.
- Focused Arithmetic sessions
- Focused Spelling sessions
- Focused SPaG sessions
- Focussed Reading sessions
- Opportunities to write in different genres
- Rest of the curriculum remains the same

What if my child is ill?

- Please make try to ensure your child is present and on time during SATS week.
- If your child is ill, every effort should be made for them to come to school to complete the paper as if they miss one or more paper in a subject they will NOT be awarded a test level for that subject. They have to complete all components to receive an overall level.
- If your child is too ill to attend school, please contact as soon as possible so we can make additional arrangements.
- In case of unforeseen injuries or circumstances please let us know as soon as possible so we can make arrangements for your child to complete the papers.

Helping at home

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts – not just 'listening' to your child read.
- Short bursts of mental maths, times tables and problem solving etc.
- Use the previous test papers only if advised by school they are used in school as assessment and practise for the children. Using the same papers at home makes it difficult for us to prepare the children adequately.

How can parents help?

- The best help is interest taken in learning and progress.
- Attending meetings and parents evenings.
- Supporting home learning.
- Not putting children under too much pressure
Ensuring children arrive for tests:
 - in good time
 - having had breakfast
 - having gone to bed at a reasonable time

We recommend:-

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

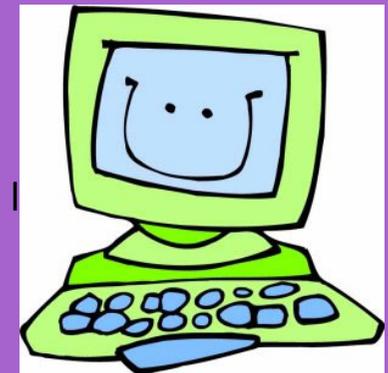
LOTS OF PRAISE AND
ENCOURAGEMENT!

Any questions?



USEFUL WEBSITES

- <http://www.bbc.co.uk/schools/revision/>
- This is an excellent site, providing revision help for KS2, KS3, KS4 and KS5. This covers all subjects through activities and tests.
- http://www.icteachers.co.uk/children/children_sats.htm
- A wide range of KS2 SATs questions, from both past papers and their own team of teachers.
- <http://www.woodlands-junior.kent.sch.uk/revision/index.html>
- Revision pages at Woodlands Junior School. These revision pages support the work they do at Woodlands Junior School. They have been put together for their students to help them with their revision. Included are some sample questions taken from past Key Stage 2 SATs papers, as well as a whole host of interactive tests/quizzes.
- <http://www.compare4kids.co.uk/maths.php>
- This links to lots of other websites which have games and activities on specific subjects
- <http://www.emaths.co.uk/index.php/4-students/past-papers/ks2-sat-papers>
- Over 10 years of past SAT papers for you to use
- (Please do not use papers after 2007 as these will be used in school during revision)
- <http://www.parkfieldict.co.uk/sats/>
- English and Maths revision activities and games.



How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



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How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus on developing an enjoyment and love of reading.
- Enjoy stories together - reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together - you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable - it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

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How to Help Your Child with Writing

- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without bits of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

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