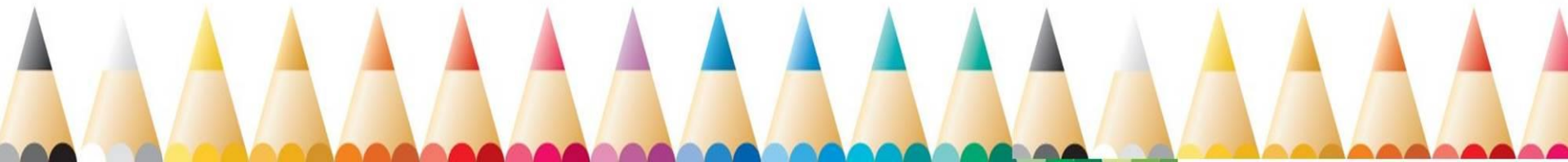




Welcome to the Key Stage 2 Assessments briefing for parents

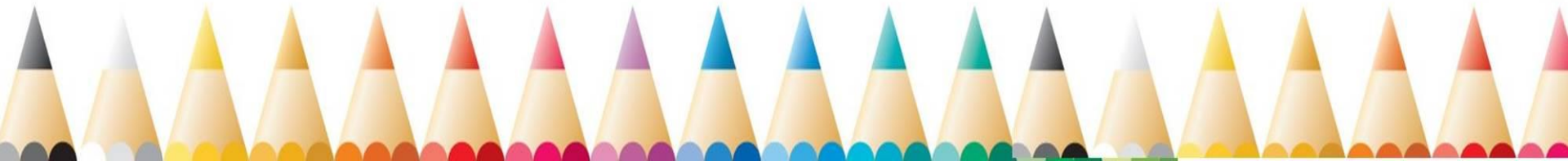
27.3.23 (6:30pm) and 30.3.23 (9:15am)





What are SATs?

- These are Standardised Assessment Tests that are given to children at the end of KS2.
- They take place over 4 days in school hours
- They are sat under exam conditions
- After they are completed, the papers are sent away and marked externally
- The results are sent to the school in July

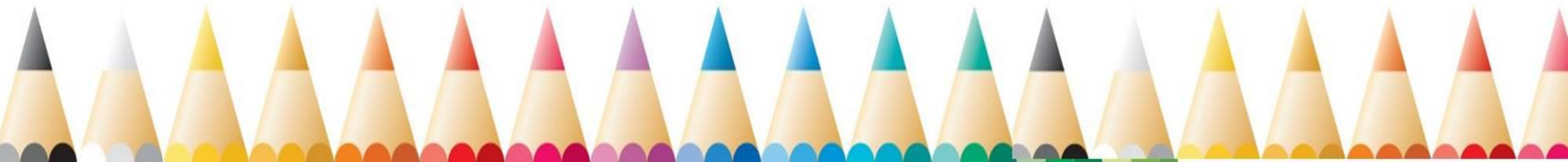




When and how are they completed?

Date	Test
Tuesday 9 May	English grammar, punctuation and spelling <ul style="list-style-type: none">• Paper 1: questions• Paper 2: spelling
Wednesday 10 May	English reading
Thursday 11 May	Mathematics <ul style="list-style-type: none">• Paper 1: arithmetic• Paper 2: reasoning
Friday 12 May	Mathematics Paper 3: reasoning

Writing is assessed using evidence collected throughout year 6.





Results

- Results are given in July
- The children get:
 - a raw score (total number of marks on the paper)
 - A scaled score
 - A judgement whether the National Standard has been met





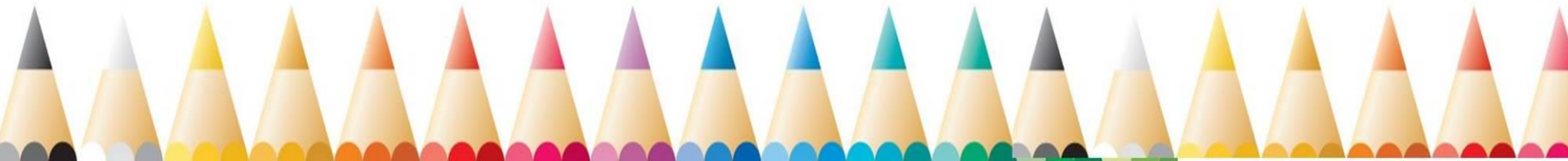
Results - Scaled Scores

- After marking, the raw score is converted to a scaled score
- Scaled scores range from 80-120.
- A scaled score of 100+ shows the pupil is meeting the National Standard.

The minimum raw score is determined each year.

A raw score of 29 out of 50 in the 2022 Reading paper converted to a scaled score of 100.

A raw score of 58 out of 110 in the 2022 Maths papers converted to a scaled score of 100

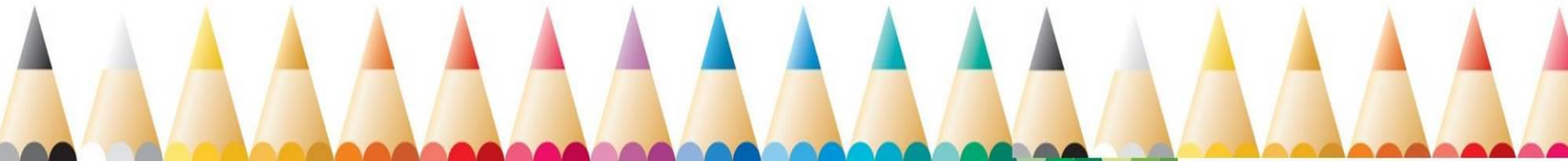




Tuesday 9th May - Grammar, Punctuation and Spelling

Spelling, punctuation and grammar consists of 2 papers

- Paper 1 focuses on all three with questions and lasts for 45 minutes.
- Paper 2 is a spelling test only and takes approximately 20 minutes.





Example questions:

4

Which sentence must end with a **question mark**?

Tick one.

Shall we go round the fitness trail in the park

We could go tomorrow if you like

What I really like is the rope bridge

Let me know what you would like to do

1 mark

37

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, While

_____ it rained all afternoon, the picnic was a success.

1 mark

32

The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.
Remember to punctuate your answer correctly.

e.g. Switch off the lights! Please turn off the lights

1 mark



Spelling 12: The word is **illusion**.

The magician performed an **illusion**.

The word is **illusion**.

Spelling 13: The word is **re-enter**.

Jane had to **re-enter** the cloakroom to get her gloves.

The word is **re-enter**.

Spelling 14: The word is **parachute**.

The skydiver released her **parachute**.

The word is **parachute**.

Spelling 15: The word is **abundance**.

There is an **abundance** of blackberries at the end of the summer.

The word is **abundance**.

Spelling 16: The word is **unavoidably**.

Ali was **unavoidably** late for school.

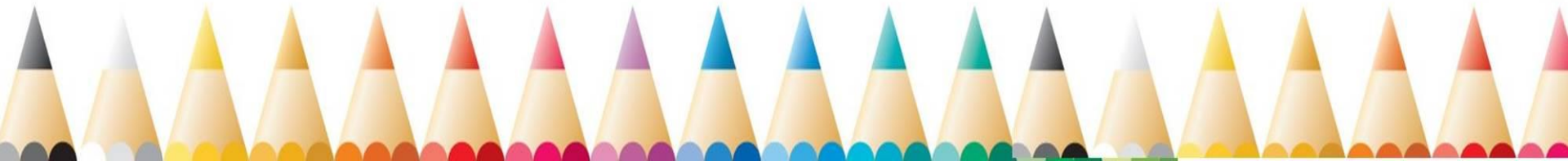
The word is **unavoidably**.





Wednesday 10th May - Reading paper

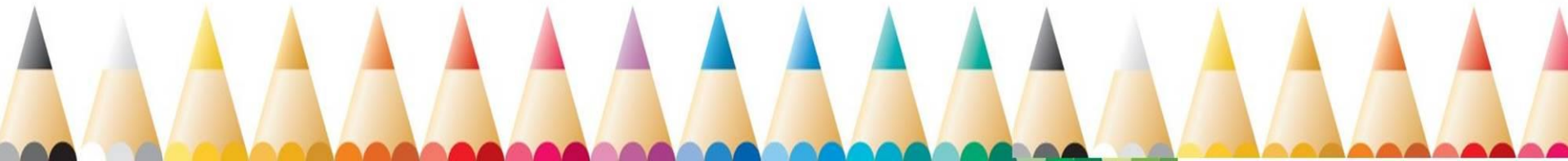
- There is one reading paper that lasts for 60 minutes
- Children can approach the test in a way which suits them
- It is designed to measure the children's comprehension of age-appropriate reading material
- There are 3 different texts which could be a combination of non-fiction, fiction and/or poetry





Reading Test

- Children may refer back to the reading booklet at any time and are encouraged to do so.
- They are encouraged to move on to the next question if they are struggling to answer and re-visit questions at the end if necessary.
- There are a range of open and closed question types some of which require short answers. Children are advised to look at the number of marks a question is worth and think carefully about the level of detail needed in their answer.

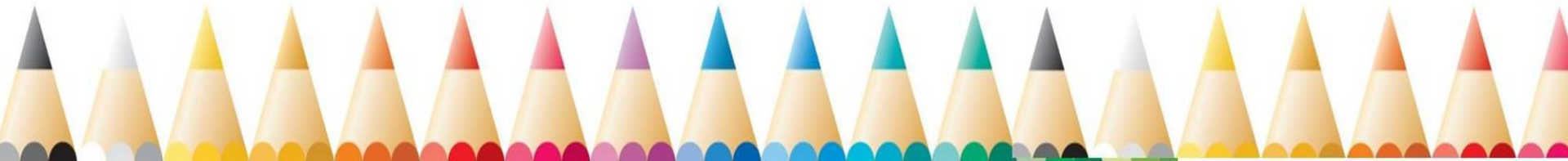




Reading Test

The test covers the following areas:

- give/explain the meaning of words in context
- Retrieve and record information/identify key details
- Summarise main ideas
- Make inferences and/or justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- identify/explain how information/content is related to the meaning as a whole
- identify/explain how meaning is enhanced through choice of words/phrases
- Make comparisons within the text





Reading Test

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____

2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"

Ground: Lornton FC, Low Road, Lornton

Capacity: 500

Plays in: The Nettle Honeyball Women's League

Sponsor: Sweet Peas Garden Centre, Mowborough

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the two names?</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g.</p> <ul style="list-style-type: none">• <i>The Parsnips</i>• <i>Parsnips</i>• <i>Parrs under 11s</i>• <i>Parrs</i>.	1m



Reading Test

Example questions:

Based on text 2: My Circus Life

17 Look at page 9.

Vladik is always changing his *Draflon* performance.

Give **two** ways that these changes to his performance happen.

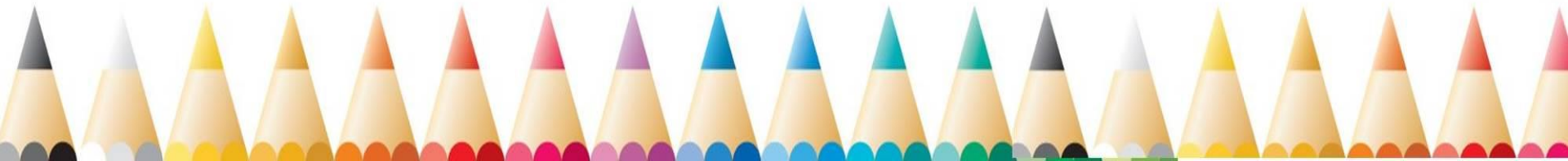
1. _____
2. _____

2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Draflon</i> performance.</p> <p>Give two ways that these changes to his performance happen.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none">• <i>changes happen naturally</i>• <i>he just does the changes and he doesn't even realise.</i>2. Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none">• <i>he modifies them on purpose</i>• <i>they happen deliberately.</i>3. Vladik adding a trick, e.g.<ul style="list-style-type: none">• <i>putting in a new trick.</i>	Up to 2m





Reading Test

Reading

Example questions: Based on the whole text

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

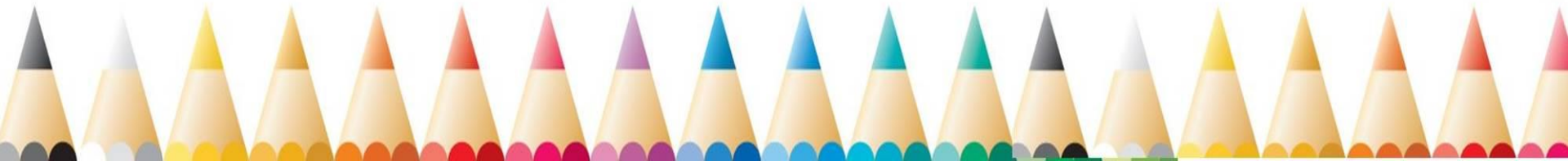
Give **two** impressions, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none">1. curious2. imaginative3. confused4. unafraid5. solitary / content with her own company6. observant <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]2. <i>That she is good at noticing things that go on.</i> [AP6]• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]2. <i>She was a person who definitely kept herself to herself.</i> [AP5]• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none">• 1. <i>She likes to find out about other people.</i> [AP1]	Up to 3m





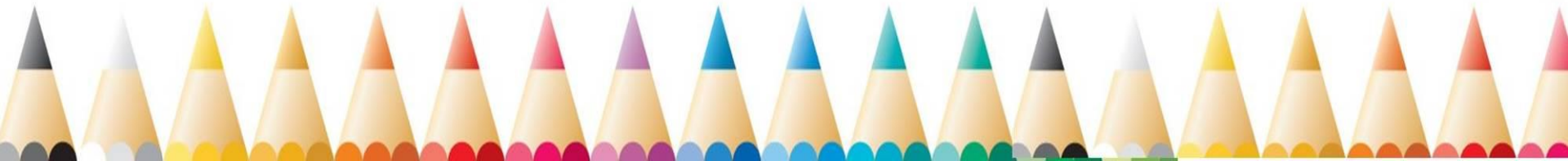
Reading Test

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2022 Reading SATs paper,

- 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 44% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

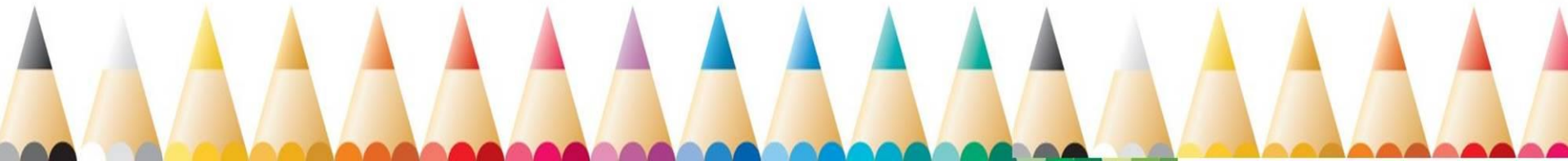




Reading Test

Some examples of questions you could ask at home:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to...?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?

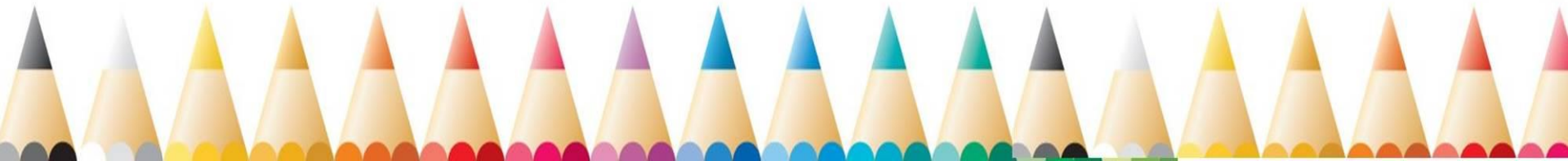




Thursday 11th and Friday 12th - Maths

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Thursday 11th May
- Paper 2: Reasoning (40 minutes) – Thursday 11th May
- Paper 3: Reasoning (40 minutes) – Friday 12th May





Maths Tests

Paper 1: Arithmetic

- A total of 40 marks
- Covers the 4 main operations, percentages of amounts and calculating with decimals and fractions.

32	$2\frac{1}{2} - \frac{2}{3} =$	<input type="text"/>	<input type="checkbox"/> 1 mark

33	$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method		



Maths Tests

Maths Paper 1 (Arithmetic)

Example 1 mark questions:

6 $6.48 + 8.6 =$

6.48	
+ 8.6	
<hr/>	
15.08	
1	

1 mark

15 = 596×7

596	
$\times 7$	
<hr/>	
4172	
64	

1 mark

27 15% of 3,200 =

10% of 3,200 = 320	
5% of 3,200 = 160	
15% of 3,200 = 480	

1 mark

35 $6 + 4 \div 2 =$

$4 \div 2 = 2$	
$6 + 2 = 8$	

1 mark





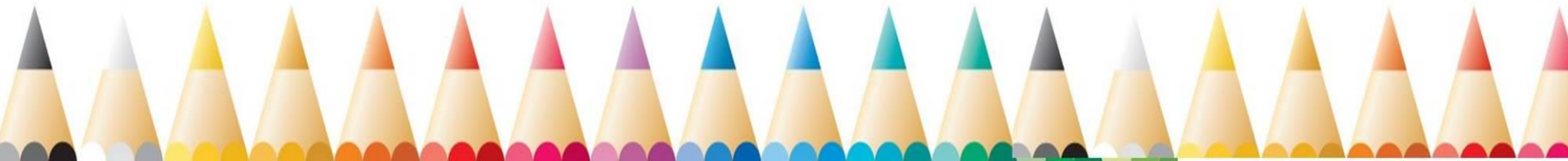
Maths Tests

Paper 2 and 3 - Reasoning:

- These tests have a total of **35 marks** each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.





Maths Tests

Maths Papers 2 (Reasoning)

Example questions:

6 Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7 In a race, Ali completes a swim, a run and a bicycle ride.

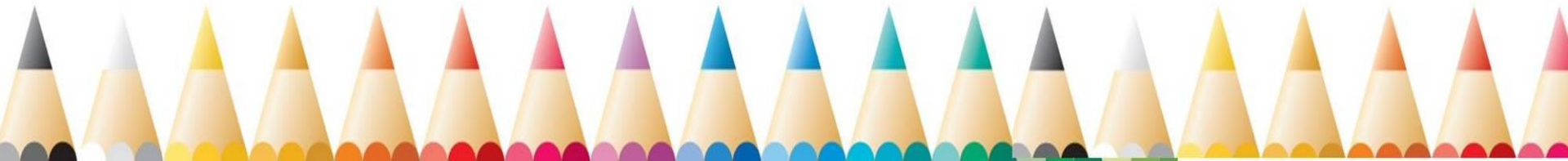
The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the bicycle ride?

$\frac{6}{10}$

1 mark



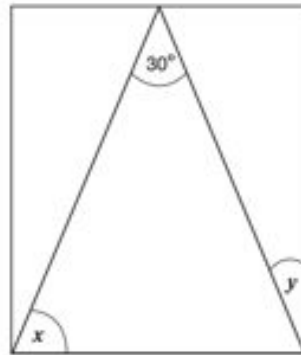


Maths Tests

Maths Papers 2 (Reasoning)

Example question:

24 Here is an isosceles triangle inside a rectangle.



Not to scale

Calculate the sizes of angles x and y .

Show your method

$x =$ $^{\circ}$

$y =$ $^{\circ}$

2 marks

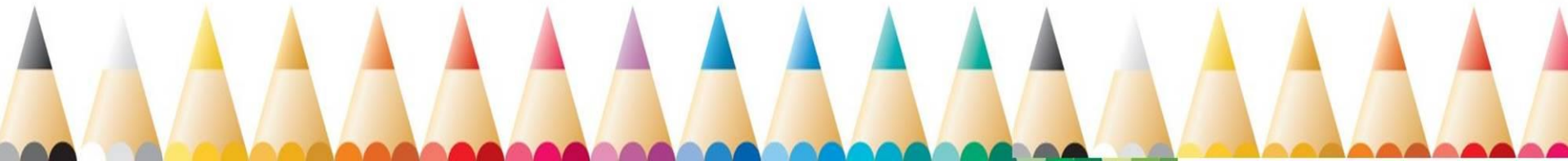




Writing

- There is no written test for writing.
- It is assessed using evidence collected throughout year 6
- This can be writing across the curriculum
- We moderate as a school and with other schools

- Children have to meet certain 'I can...' statements for the different judgements





Writing Assessment

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





Writing Assessment

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



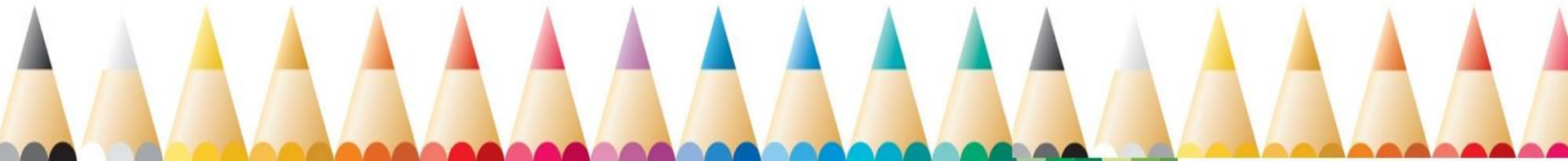
Writing Assessment

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]

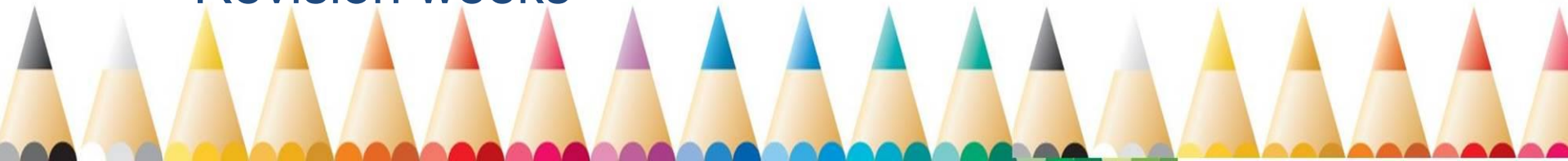




Supporting your children

At school:

- We have been teaching the curriculum but identifying and addressing gaps
- Children have had (and will continue to have) opportunities to apply their skills in a range of different contexts.
- Children have seen example test questions and papers.
- Exam techniques have been taught to help the pupils cope well in the test conditions and achieve their full potential in the tests.
- Revision weeks





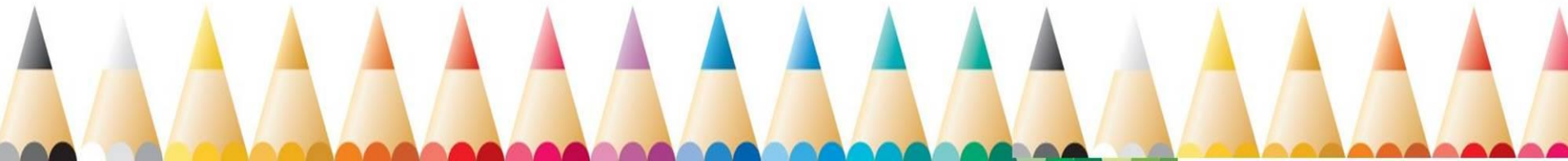
- After the Easter holidays, your children will need to have a clear pencil case.
- Make sure they have a 30cm ruler which has cm and mm on it. Inches are not allowed.
- Label their equipment.
- Home learning for the Easter holidays and after will be different





Breakfast will be offered the week of the SATs

- 8:15 come in via the school office
- Free toast, cereal, drinks
- Let us know of any dietary requirements
- No need to 'sign up'





Supporting your children

At home

- A positive attitude goes a long way
- Talk to your child's class teacher if you have any concerns
- Encourage your child to speak to a trusted adult at school if they need help or have anxieties
- Ensure children are attending school and punctual
- Allow your child to have a quiet place to learn at home
- Ensure your child is eating, drinking and sleeping well
- Give your child time to go outside and reduce screen time
- Plan something fun for the weekend before and after SATs.





Supporting your children

SATs focus on what children know about Maths and English.

- They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

- Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of a whole Primary School career.

- In reality, there's one or two papers each day that last 30 to 60 minutes.

