

Key Stage 2 SATs

A School Presentation to Parents

27.3.18

Information and Guidance on the Expectations for 2017 /18

Key Stage 2 SATs - Changes in 2015/16

- **In 2014 /15 a new national curriculum framework was introduced by the government for Years 1, 3, 4 and 5**
- **KS1 (Year 2) and KS2 SATs (Year 6) reflected the new curriculum for the first time in 2016.**
- **If your child is in Year 6 this year, they will be the third cohort of pupils to receive the new tests and the new style of reporting results.**

Assessment and Reporting

- **'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.**
- **From 2016, test scores are reported as 'scaled scores'.**
- **The new curriculum is more rigorous and sets higher expectations which all schools have had to work hard to meet since the beginning of 2014.**

Scaled Scores

- What is meant by 'scaled scores'?
- 100 will always represent the 'national standard'.
- Each pupil's raw test score will be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point (80) below 100 and an upper end point (120).
- 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.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/534106/2016_KS2_scaled_scores.pdf

- In July, following external marking, each pupil will receive:
 - 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.

Scaled Score Examples

On publication of the test results in July:

- A child awarded a scaled score of 100 is **judged to have met the 'expected standard'** in the area judged by the test.
- A child awarded a scaled score of **more than** 109 is **judged to have met the expected standard at a higher level** 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 expected standard** and performed below expectation for their age.

Higher Attaining Pupils

- Previous Key Stage 2 tests were aimed at children achieving Levels 3-5 (with a national expectation to reach at least Level 4)
- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment, above Level 5.
- From 2016, there are no separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.

The Tests

- Key Stage 2 SATs take place nationally in the week commencing 14th May 2018.
- 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)
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally and moderated by the LA as in recent years.

Assessment Frameworks

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647107/2017 to 2018 teacher assessment frameworks at the end of key stage 2 PDFA.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647107/2017_to_2018_teacher_assessment_frameworks_at_the_end_of_key_stage_2_PDFA.pdf)

- **Working towards the expected standard**
 - **Working at the expected standard**
- **Working at greater depth within the expected standard**

Pre KS2 Standards

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/655621/2017 to 2018 interim pre-key stage 2 standards PDFA.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/655621/2017_to_2018_interim_pre-key_stage_2_standards_PDFA.pdf)

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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Reading

14 How does the information on page 6 make it sound easy to be a star spotter?

Give **two** ways.

1. _____

2. _____

2 marks

Reading

29 The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

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 if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Mathematics

- The Mathematics tests have undergone the biggest change this year.
- 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.

Sample Questions

Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

☐

1 mark

25

1 3 | 3 0 1 6

Show
your
method

☐

2 marks

Sample Questions

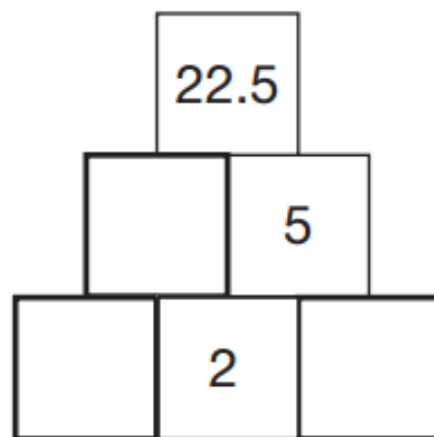
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

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!
- 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 book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

How to Help Your Child with Reading

- First and foremost, focus 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.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

How to Help Your Child with Writing

- Practise and learn spelling lists – make it fun
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or 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.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

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.
- 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 or chess.

Monday 14 May	- English grammar, punctuation and spelling Paper 1: questions - English grammar, punctuation and spelling Paper 2: spelling
Tuesday 15 May	English reading
Wednesday 16 May	- Mathematics Paper 1: arithmetic - Mathematics Paper 2: reasoning
Thursday 17 May	Mathematics Paper 3: reasoning



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Assessment at St Peter's

Overview

At St Peter's teachers use assessments to gain an overview of what each child already understands in each subject area and to identify their next steps in order to progress further; this information will inform teachers' planning for each subject area.

Teachers' assessment takes a variety of forms including:

- Observation (listening to / watching pupils undertaking independent activities)
- Direct Questioning
- Marking / Feedback from daily tasks completed in lessons
- Small group work
- One to One work with pupils
- Pre and post learning tasks
- Formal Assessments at the end of each unit of work