

# Key Stage 2 SATs

Friday 17<sup>th</sup> January 2020



Information and Guidance on the expectations  
for 2020

SATs stands for  
**S**tatutory  
**A**ssessment **T**ests

# Assessment and Reporting

- **KS1 (Year 2) and KS2 SATs (Year 6) reflect the new curriculum (2014).**
- **Results will be published in July. The school accesses the results online. We will let you know as soon as we hear this.**
- **We always meet with secondary colleagues to share information about our assessments and the 'whole child'. They do receive the SATs results but often use their own assessments on entry to organise classes etc.**

# Assessment and Reporting

- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula.
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- Since 2016, test scores have been reported as 'scaled scores'.

# Scaled Scores

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 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.

# Scaled Score Examples

On publication of the test results in July:

- a child awarded a scaled score of at least 100 is judged to have met the 'national standard' in the area judged by the test. (The highest scaled score possible is 120.)
- a child awarded a scaled score of 110 or more is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age. (Greater depth)
- a child awarded a scaled score of 99 or below is judged to have not yet met the national standard and performed below the expectation for their age.

# Higher-Attaining Pupils

- 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.

# The Tests

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

Statutory tests will be administered in the following subjects:

- **Punctuation, Vocabulary and Grammar (45 minutes)**
- **Spelling (approximately 15 minutes)**
- **Reading (60 minutes)**
- **Mathematics**
  - **Paper 1: Arithmetic (30 minutes)**
  - **Paper 2: Reasoning (40 minutes)**
  - **Paper 3: Reasoning (40 minutes)**
- The biennial science sampling tests will take place in June 2020, but only selected schools will be involved.
- All tests are externally marked.
- As in recent years, writing will be teacher assessed internally.



# Key Stage 2 SATs Timetable 2020

<u>Date</u>	<u>Activity</u>
<b>Monday 11 May</b>	<b>English grammar, punctuation and spelling papers 1 and 2</b>
<b>Tuesday 12 May</b>	<b>English reading</b>
<b>Wednesday 13 May</b>	<b>Mathematics papers 1 and 2</b>
<b>Thursday 14 May</b>	<b>Mathematics paper 3</b>

In certain circumstances, pupils may be entitled to additional 25% time or support. This will be discussed with individual parents in confidence as appropriate.

# 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.

# Sample Questions

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

# 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?

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1 mark

# 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.

# 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.		

# Sample Questions

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I \_\_\_\_\_ able to join you, but it will not be possible.

Tick **one**.

am

was

were


be

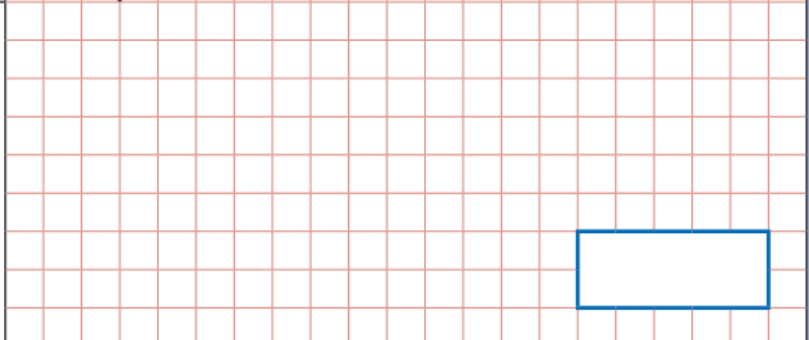
# Mathematics

- 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

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

<b>32</b>	$43 \overline{) 1118}$	<input type="checkbox"/>
	<p>Show your method</p> 	



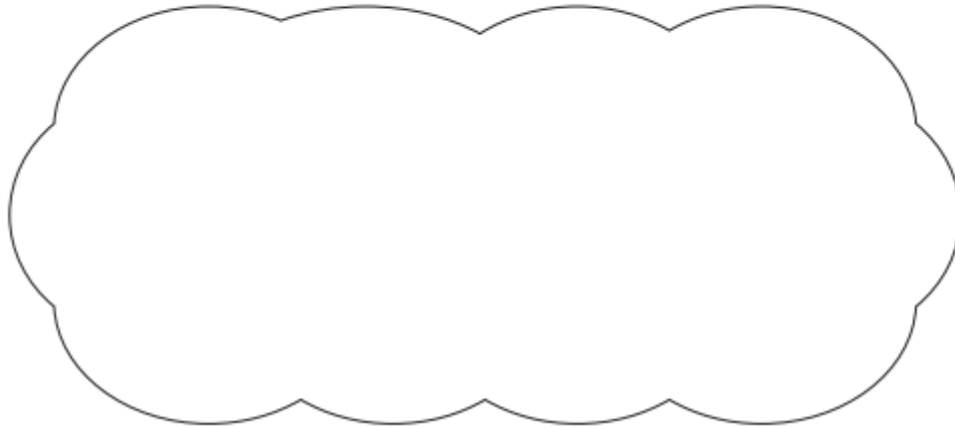
# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

21

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

Explain how you can use this fact to find the answer to  $18 \times 326$



1 mark

# Science

- A selection of schools will be chosen to take part in the science sampling tests in June.
- The tests will be administered in selected schools by external administrators. The tests will only be taken by 5 pupils in each of these schools.
- There are three papers (25 minutes each).
- Science sampling test results will be reported as national data only. No individual school or pupil will be identified within the data that is published and individual results will not be returned to schools or pupils.

# Writing

- This is assessed by teachers.
- We use the whole range of writing from the whole of Y6.
- We use a variety of genres and evaluate it against criteria.
- Our judgements are moderated by working alongside other schools and by WSCC.
- Our writing 'ingredients' prompt sheet helps to explain the criteria.
- Reading widely supports children in using the range of vocabulary required.

# 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!



# How to Help Your Child with Reading

- **Listening to your child read can take many forms.**
- **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. Inference and deduction is important.**
- **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**

# How to Help Your Child with Writing

- Practise and learn weekly spelling patterns.
- 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. Encourage children to see editing as a vital part of writing.
- 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!



# 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 and reading timetables/graphs etc.
- Encourage opportunities for working with money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes – fractions, ratio
- Play games involving numbers or logic, such as card games, darts, draughts and chess.

**Thank you for  
coming**



**Friday 17th January 2020**