

Key Stage 2 S.A.T.s

Parents' Information Evening 2019

Thursday 10th January 2019



The
Coombes
CE Primary School

What will happen?

At the end of each Key Stage each child is assessed on whether they have or have not met the expected standard for the end of Key Stage 2.

Now the children are nearly at the end of Key Stage 2, they will be sitting tests to gain a mark that reflects their attainment with regards to age related expectations within the National Curriculum in English and Mathematics.

The children will be working classrooms to complete their test papers.



When are the tests?

The children will do all their tests in the week beginning Monday 13th May 2018.

Last test will be on Thursday 16th May.



What tests will the children do?

During the week all the children will sit the six tests that cover English and Maths (three English and three Maths).

We are given a time table, which is nationally set and the same for every School, stipulating when the children must do their tests and how long they can have.

For the rest of the time the children will follow a normal working week timetable.

Timetable

Monday, 13th May -

**English Grammar, Punctuation
and Spelling Paper 1: short answer question,
English Grammar, Punctuation, Spelling Paper 2: Spellings**

Tuesday, 14th May -

English Reading: English reading and associated booklet

Wednesday, 15th May -

**Mathematics Paper 1: Arithmetic
Mathematics Paper 2: Reasoning**

Thursday, 16th May -

Maths Paper 3: Reasoning

The children will not complete writing assessments during SATs week.

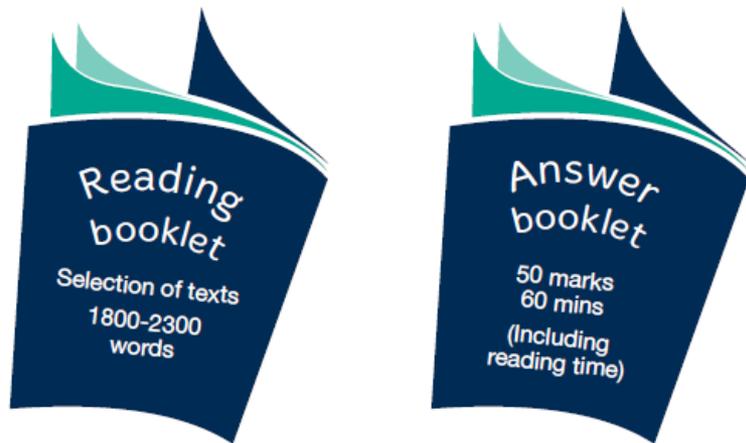
Instead, we have been assessing the children's writing over a number of pieces written work throughout Year 6.

These will be assessed and then moderated to ensure accurate assessments are made.

This is not a new change.

English Tests - Reading Test

- ▶ 60 minutes to read and answer
- ▶ Total out of 50 marks
- ▶ The 3 or 4 texts will not be linked by a theme and will increase in difficulty in the booklet



Assessing:

- Range of texts
- Themes and conventions
- Making inferences
- Comprehension
- Language for effect

English Tests - Grammar, punctuation and spelling test

Paper 1:

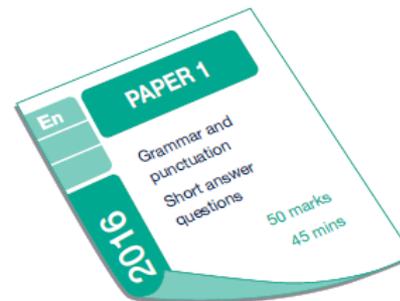
- ▶ short answer questions
- ▶ 45 minutes
- ▶ Total out of 50 marks

Paper 2:

- ▶ Spelling
- ▶ 15 minutes
- ▶ Total out of 20 marks

Assessing:

- Grammatical terms/ word classes
- Functions of sentences
- Words, phrases and clauses
- Features of Standard English
- Formal/informal
- Punctuation
- Language strategies



Maths Tests



Paper 1: arithmetic

- ▶ Replaces ‘mental maths test’
- ▶ 30 minutes, 40 marks
- ▶ Pupils answer written questions at their own speed

Papers 2 & 3: reasoning

- ▶ Both 40 minutes, 35 marks
- ▶ Variety of problems to solve

Assessing:

- Number and place value, approximation and estimation/rounding
- Four rules (calculations)
- Fractions, decimals and percentages
- Ratio and proportion
- Algebra
- Measurement
- Geometry: properties of shape
- Geometry: position and direction
- Statistics

Sample Science Tests

- ▶ 5 pupils from a selected 1900 schools are required to sit the Science sampling tests
- ▶ We will be informed on Monday, 22nd April if we have been selected and which pupils have been selected

Scaled Scores

- ▶ Each test has a raw score. For example: total number of marks on the Reading paper is 50 marks. A pupil scores 30 marks so their raw score is 30.
- ▶ Each raw score is converted to a scaled score out of 100
- ▶ The results will indicate if the pupil has met the required standard. A scaled score of 100 equates to meeting the expected standard.

Teacher Assessment

In addition to the tests, we assess the children (teacher assessment) from the work they complete in class.

In a new change this year, the teaching assessment framework only applies to writing and science.

This teacher assessment, together with the test results, are reported to you and sent to the secondary schools.



The figurative language here captures the temptation Ewan feels in an entertaining way for the reader.

[C]

I lay **under the covers**, staring at the ceiling, my stomach empty. Slowly I got out of bed and crept towards my door.

Careful use of the third person and well-chosen preposition phrases provide additional detail, enabling the reader to picture the scene and the action within it.

[GP]

The handle shimmered in the darkness, urging me to turn it. My hand **quivered** as

the brass handle turned and made a 'click'. I jumped. Shadows crept across the landing while I nibbled at my nail.

Precise use of verbs (*shimmered*, *urging*, *quivered*, *nibbled*) shows the writer's strong vocabulary, enabling the communication of subtle nuances in vocabulary choice.

[GP]

Controlled multi-clause sentence, incorporating co-ordination and subordination, including a relative clause (*that makes an ear-splitting thud*), conveys the drama of the situation, as well as cleverly echoing the language used in the previous first-person account.

[GP]

My parent's room's door creaked and I bolted down the stairs – including the seventh one that makes an earsplitting thud when you step on it. I stared at the **human-eating fridge** and my legs turned to jelly as I tiptoed towards it. I reached out...

Human-eating fridge - further example of figurative language being used for humour and effect.

[C]

An appropriate range of punctuation is used correctly, including a hyphen to avoid ambiguity (*human-eating fridge*), commas to clarify meaning, punctuation of direct speech, and a semi-colon to mark the boundary between 2 independent clauses.

[GP]

Spelling is mostly correct.

[T]

Joined handwriting is legible.

[T]

Sneaking Downstairs

I lay under the covers, staring at the ceiling, my stomach empty. Slowly I got out of bed and crept towards my door. The handle shimmered in the darkness, urging me to turn it. My hand quivered as the brass handle turned and made a 'click'. I jumped. Shadows crept across the landing while I nibbled at my nail. My parents' room's door creaked and I bolted down the stairs—including the seventh one that makes an ear-splitting thud when you step on it. I stared at the human-eating fridge and my legs turned to jelly as I tiptoed towards it.

I reached out and...

The Tests

For each of the tests, the children will have instructions read to them in full. There is a script from which the instructions will be read , and any further discussion or prompting is not permitted.

The children will work on their own in silence during the test time to ensure they are able to concentrate on their own writing, reading or maths.

SATs Week: Do the children need to bring anything?

The children will not need anything different to a normal working school day.



The school will provide all equipment for the tests (and also water!)

What happens if my child is ill?

If your child is ill on any of the days during the SATs week - please ring school at the earliest possible time, as you would usually.

In some circumstances tests can be taken later, but the school must be informed and the integrity of the test must be strictly upheld through no contact with other children or the internet. (Best to send them in if at all possible)



SATs Week: What can we do to help?

There are a few important things that you can do to help your child during the week:

1. Ensure they have early nights
2. Give them a good breakfast in the morning
3. Encourage them to drink plenty of water
4. Talk to them and remind them that there is life after the tests! Don't let them get worked up.



Above all else

- ▶ Please ensure your child arrives on time (i.e. by 8.45 a.m.) so that they have a calm and orderly start to each day!



The school's priorities

“Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.”

Pupil Outcomes - Ofsted Inspection handbook

- ▶ Introducing an additional teacher to support learning in the mornings.
 - ▶ To highlight the provision for pupils at an individual level.
 - ▶ Tilting the curriculum towards the needs of the cohort.
- ▶ Introducing booster groups to embed key skills across the core curriculum
 - ▶ Providing additional challenge to enable pupils to access curriculum content at a greater depth.
 - ▶ Diminishing the difference between the expectations of Key Stage 2 and Key Stage 3.

Preparation: What can we do to help?

To help your child be as prepared as possible to take the tests you can support their learning of concepts and skills by ensuring they:

- 1. Complete the set Y6 homework**
- 2. Use the handouts to revise**
- 3. Use websites such as Times tables Rock Stars, Abacus, BBC Bitesize, etc. to practise skills**

Thank you for coming today and
we hope you've found it useful.

Any questions?

