

**THE MAST ACADEMY TRUST
SCISSETT MIDDLE SCHOOL**

**KEY STAGE 2
MATHS AND ENGLISH**

NOVEMBER 2024



THE MAST
ACADEMY TRUST

National Curriculum Tests

- National curriculum results are reported using a scaled score. A scaled score of 100 is expected and a scaled score of 110 or more is greater depth
- The Scaled Score Targets and SAT Targets are usually calculated from the Key Stage 1 SATs and reflect the grades that pupils should achieve if they make expected progress between the Key Stage 1 SATs (Year 2) and the Key Stage 2 SATs (Year 6)

Baseline GL tests

- These give us a baseline Standard Age Score for Maths and English
- The SAS is a reliable measure for ensuring that monitoring is accurate and that pupils are making good progress
- Question Level Analysis shows us the gaps for each pupil
- There is a SATs score indicator

The number of questions attempted can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

The **Standard Age Score (SAS)** is the most important piece of information derived from *PTM*. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

No. attempted (/50)	SAS	SAS (with 90% confidence bands)									Overall ST	NPR	GR (/30)	End of KS2 indicator	Progress Category
		60	70	80	90	100	110	120	130	140					
50	105					●					5	62	13	105	Expected

Performance on a test like *PTM* can be influenced by a number of factors and the **confidence band** is an indication of the range within which a student's scores lies. The narrower the band the more reliable the score. This means that 90% confidence bands are a very high level estimate. The dot represents the student's SAS and the horizontal line represents the confidence band. The yellow shaded area shows the average score range.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **end of KS2 indicators** show where future scaled scores and attainment may lie when the student takes the national tests for **Maths**.

Analysis of Curriculum content categories

Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference
Number				
Measurement				
Geometry				
Statistics				

Analysis of Process categories

Process category	Number of questions	Student % correct	National % correct	Student / national difference
Fluency in facts and procedures				
Fluency in conceptual understanding				
Problem solving				
Mathematical reasoning				

The **Standard Age Score (SAS)** is the most important piece of information derived from *PTM*. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

English Skills includes spelling, grammar and punctuation questions. English Skills are reported separately in *PTE7* and above.

The **number of questions attempted** can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

No. attempted (/50)	SAS	SAS (with 90% confidence bands)										Overall ST	NPR	GR (/30)	End of KS2 indicator		English skills ST	Reading comprehension ST	Progress Category	
		60	70	80	90	100	110	120	130	140	SPAG				RC					
50	105												5	62	13	100	103	4	6	Expected

Performance on a test like *PTM* can be influenced by a number of factors and the **confidence band** is an indication of the range within which a student's scores lies. The narrower the band the more reliable the score. This means that 90% confidence bands are a very high level estimate. The dot represents the student's SAS and the horizontal line represents the confidence band. The yellow shaded area shows the average score range.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **end of KS2 indicators** show where future scaled scores and attainment may lie when the student takes the national tests for **Spelling, Punctuation and Grammar and Reading Comprehension**.

The **Reading Comprehension Stanine (ST)** is the score for the second part of *PTE* and is a feature of the tests from *PTE7* and above. In *PTE7* the teacher reads a short story to the students who then answer a range of questions without further support from the teacher. In *PTE8* and above, students read independently two themed texts: a story extracted from a picture book or novel by an established children's author and an information text.

Analysis of Curriculum content categories

Curriculum content category	Number of questions	Student % correct	National % correct	Student / national difference
English Skills: Spelling				
English Skills: Grammar and Punctuation				
Reading Comprehension: Narrative				
Reading Comprehension: Non-Narrative				

Analysis of Reading comprehension categories

Reading comprehension category	Number of questions	Student % correct	National % correct	Student / national difference
Authorial Technique				
Retrieval				
Simple Inference				
Complex Inference				

ASSESSMENT IN ENGLISH

English assessment is based upon the three main foci:

- Reading
- Grammar, Punctuation and Spelling
- Writing

Reading

- The Government assumes that every child can read competently and fluently by the age of 10.
- Therefore, the reading comprehension test is based upon eight further reading foci.

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give or explain the meaning of words in context.</i>	<i>Retrieve and record information or identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text or explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.</i>	<i>Identify and / or explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

Reading

However, the majority of the marks come from only three foci

- Retrieval of information
- Making inference i.e. reading 'between the lines'
- Explaining the meaning of words

Reading and Writing Lessons

Each week, your child will have discrete writing lessons – the final pieces will go towards their writing portfolio.

Each week, your child will have discrete reading lessons – skills will be taught in line with the SATs papers.

Once every two weeks, your child will have a dedicated grammar lesson – these skills will also be woven into reading and writing lessons.

After Christmas: We will also have overlearning sessions three days a week to allow the children to understand the three foci related to reading: retrieval, inference and understanding vocabulary. Your child may be put into a group where they have the highest need.

Grammar, Punctuation and Spelling

The GPS test is based upon seven separate foci. The marks are more evenly spread this time; however, there are different weightings.

G1	G2	G3	G4	G5	G6	G7
Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

Grammar, Punctuation and Spelling

The majority of the marks are available from the top three categories. These are:

- Punctuation
- Grammatical terms/word classes
- Verb forms/consistent tense use

Grammar, Punctuation and Spelling

There are 20 spellings in the SAT test, which are based upon known spelling rules. For example:

- Prefixes/suffixes
- Ible/able endings
- Words with silent letters
- tion/sion/ssion/cian endings

Writing

For a child to achieve the expected standard at Year 6, he/she must 'tick every box'.

Like the driving test, it is a yes/no decision – either they have made the expected standard or they haven't.

This is not a 'best fit' system.

All criteria must be in place for Years 3 & 4 as well as Years 5 & 6 for the standard to be awarded.

Writing

Year 6 writing is teacher assessed, children will work on several assessed pieces of writing throughout the year, across different areas of the curriculum in addition to that produced in English lessons. We have also started a Ready Steady Write programme, which some have done at their first schools.

Regular moderation meetings are held both within the English department and with other schools to ensure consistency and accuracy of assessment.

Writing

Year 5 & 6 have nine criteria. These include:

- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens

Spelling counts.

This can be a deal-breaker – regardless of how creative or technically accurate a child's writing is, if spelling is not at the required standard, then the judgement must be made that the child is not at the required standard.

NB: Pupils can have an area of weakness*

Writing

Handwriting guidelines say children should be:

Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

LITERACY HOMEWORK

Spellings

We have used the KS2 statutory spelling words to create a series of lists of 10 spellings which children will learn and be tested on, weekly.

Each child has been given a booklet of these spellings and a sheet of suggested activities they can use to learn and remember them.

SATs Companion

Your child has been given a login for SATs Companion

This website allows pupils to watch videos and practice areas of literacy that they may struggle with. English teachers will also set a weekly task on this site for homework. Data from these tasks will be used to inform subsequent planning and intervention.

Reading at Home

We encourage children to read at least 2-3 times a week for 10-20 minutes as this can be hugely beneficial for their progress in literacy.

In Summary

In School	At Home
Reading & Writing Lessons	Reading
GPS Lessons	Spellings
Units of Work	SATs Companion

ASSESSMENT IN MATHS

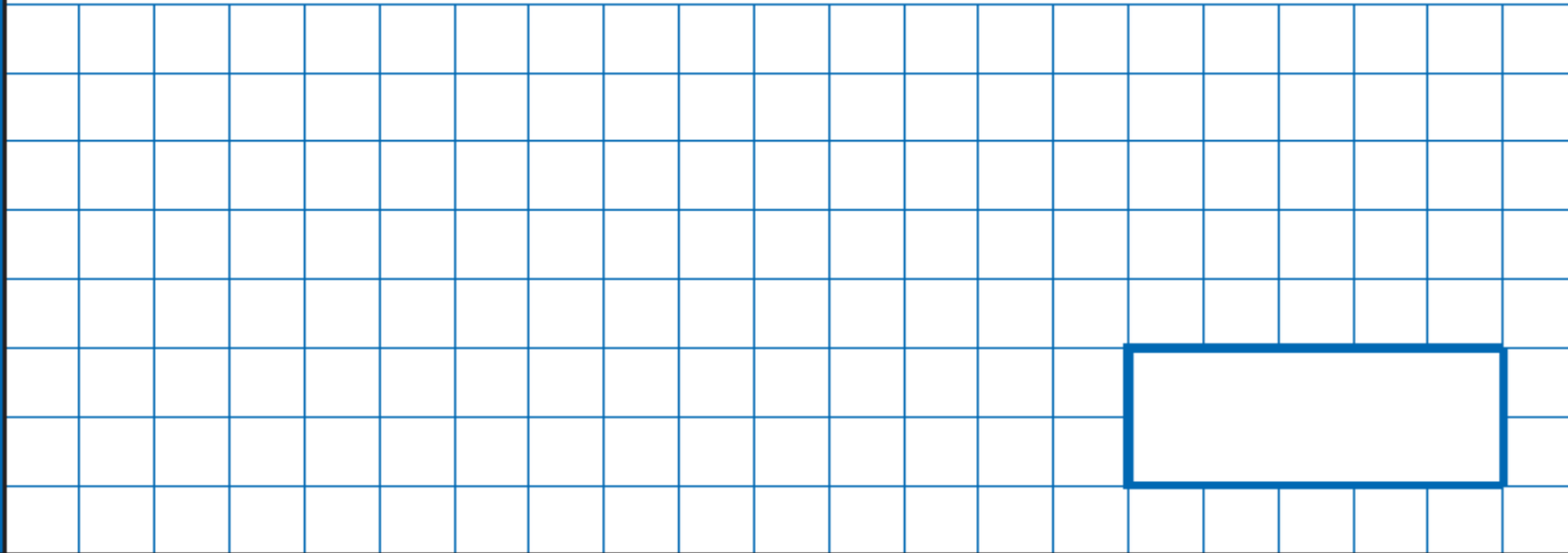
Maths SAT

- . Arithmetic Paper
- . Reasoning Paper
- . Reasoning Paper

Example Arithmetic questions

2

$$1\frac{1}{7} - \frac{3}{7} =$$



1 mark

4

$$\begin{array}{r} 2376 \\ \times \quad 15 \\ \hline \end{array}$$

Show
your
method

2 marks

5

$$28 \overline{) 1652}$$

Show
your
method

2 marks

Reasoning paper

Paper 2 and Paper 3: contextualised and applied questions

6

Write the missing digits to make the addition correct.



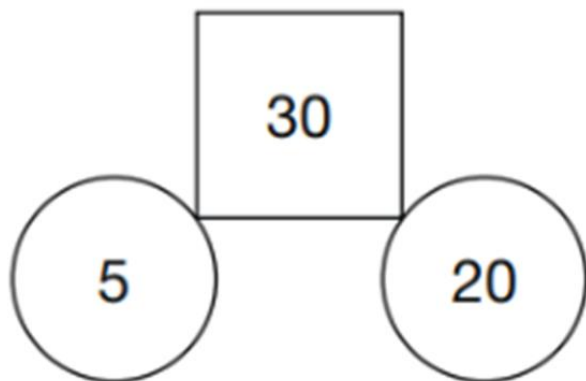
$$\begin{array}{r} \begin{array}{|c|c|c|} \hline 1 & & 1 \\ \hline \end{array} \\ + \begin{array}{|c|c|c|} \hline & 1 & \\ \hline \end{array} \\ \hline \begin{array}{|c|c|c|} \hline 9 & 0 & 0 \\ \hline \end{array} \end{array}$$

1 mark

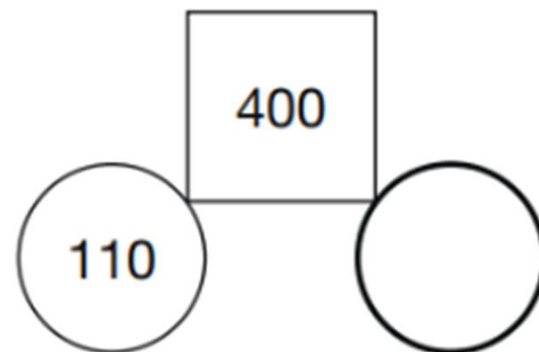
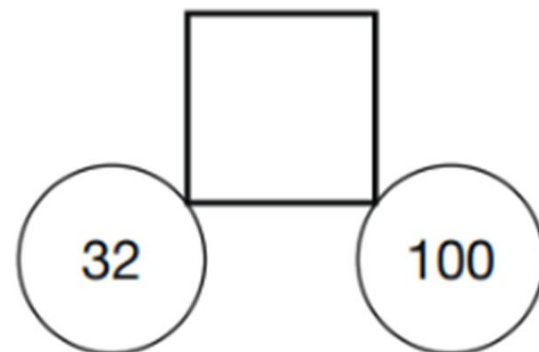
William says the rule for this diagram.

Find the difference between the numbers in the circles.

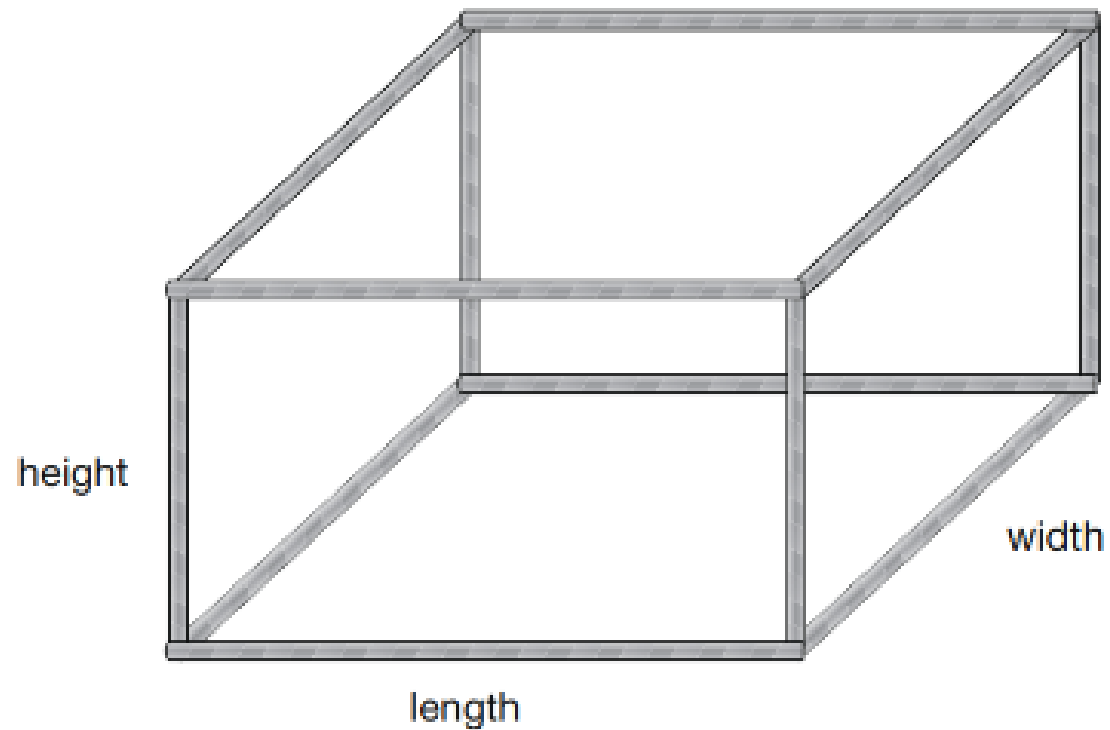
Double this to make the number in the square.



Use the same rule to write the missing numbers below.



Kim makes a cuboid model using straws.



She uses straws that are 7.5 cm long for the height.

She uses straws that are 11 cm long for the length.

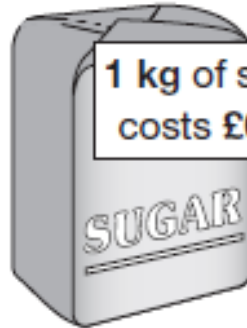
She uses straws that are 8.5 cm long for the width.

What is the **total** length of all the straws in her model?

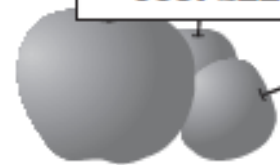
One toffee apple needs:
1 stick,
100g of sugar,
1 apple.



50 sticks
cost £6.25



1 kg of sugar
costs £0.99



100 apples
cost £22.50

Children buy just enough sticks, sugar and apples to make
100 toffee apples.

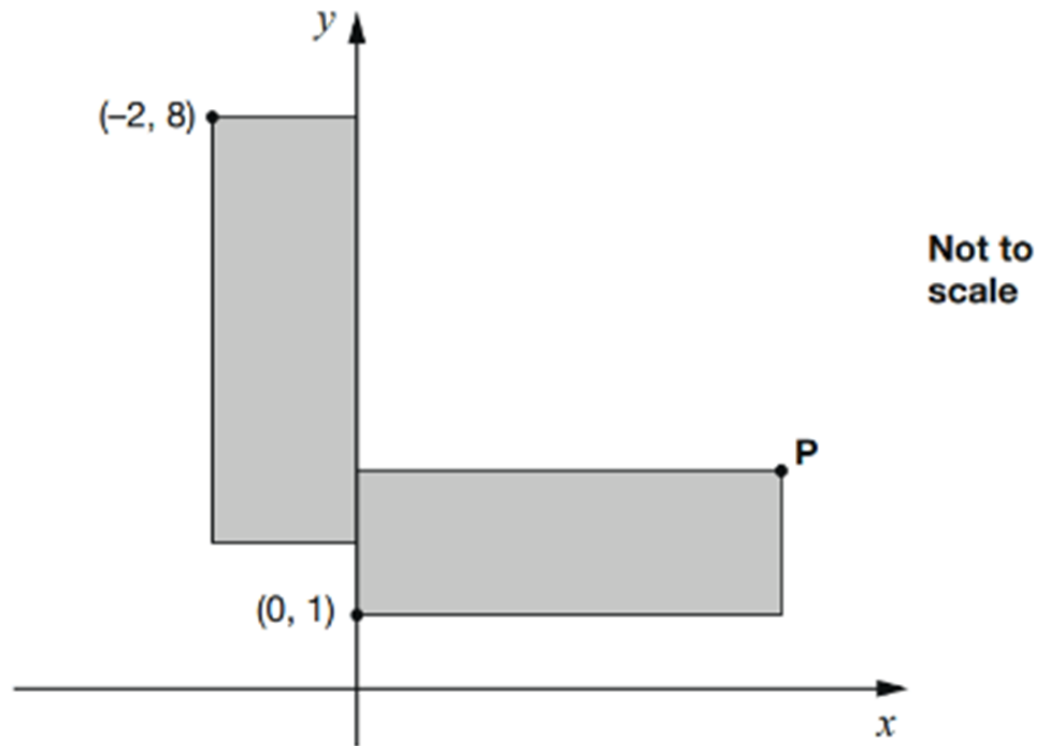
They sell all 100 toffee apples for **£1** each.

The profit goes to charity.

Work out how much money goes to charity.

These two rectangles are identical.

The length of each rectangle is **three times** its width.

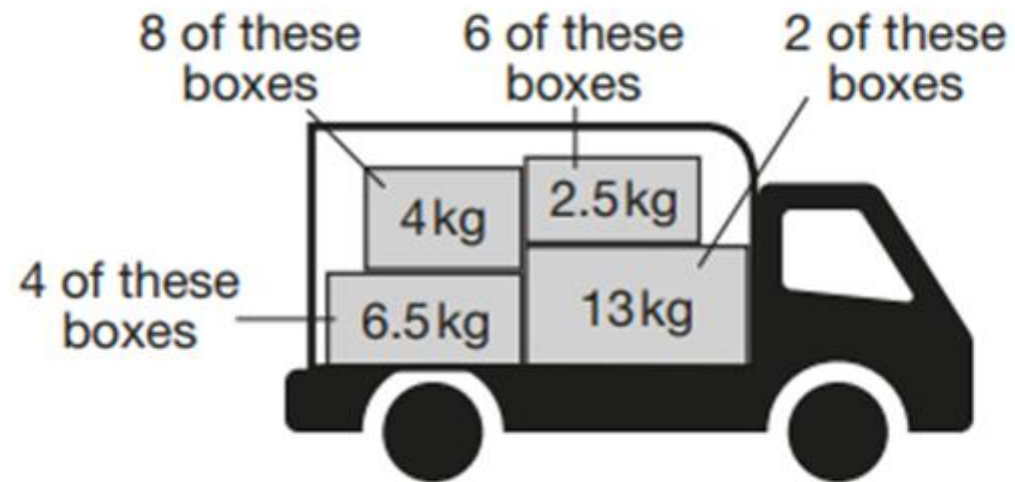


What are the coordinates of point P?

13

There are 20 boxes on a truck.

The boxes are in 4 different sizes.



What is the **total mass** of the 20 boxes on the truck?

Pupils in year 6 need to be
'secondary ready'.

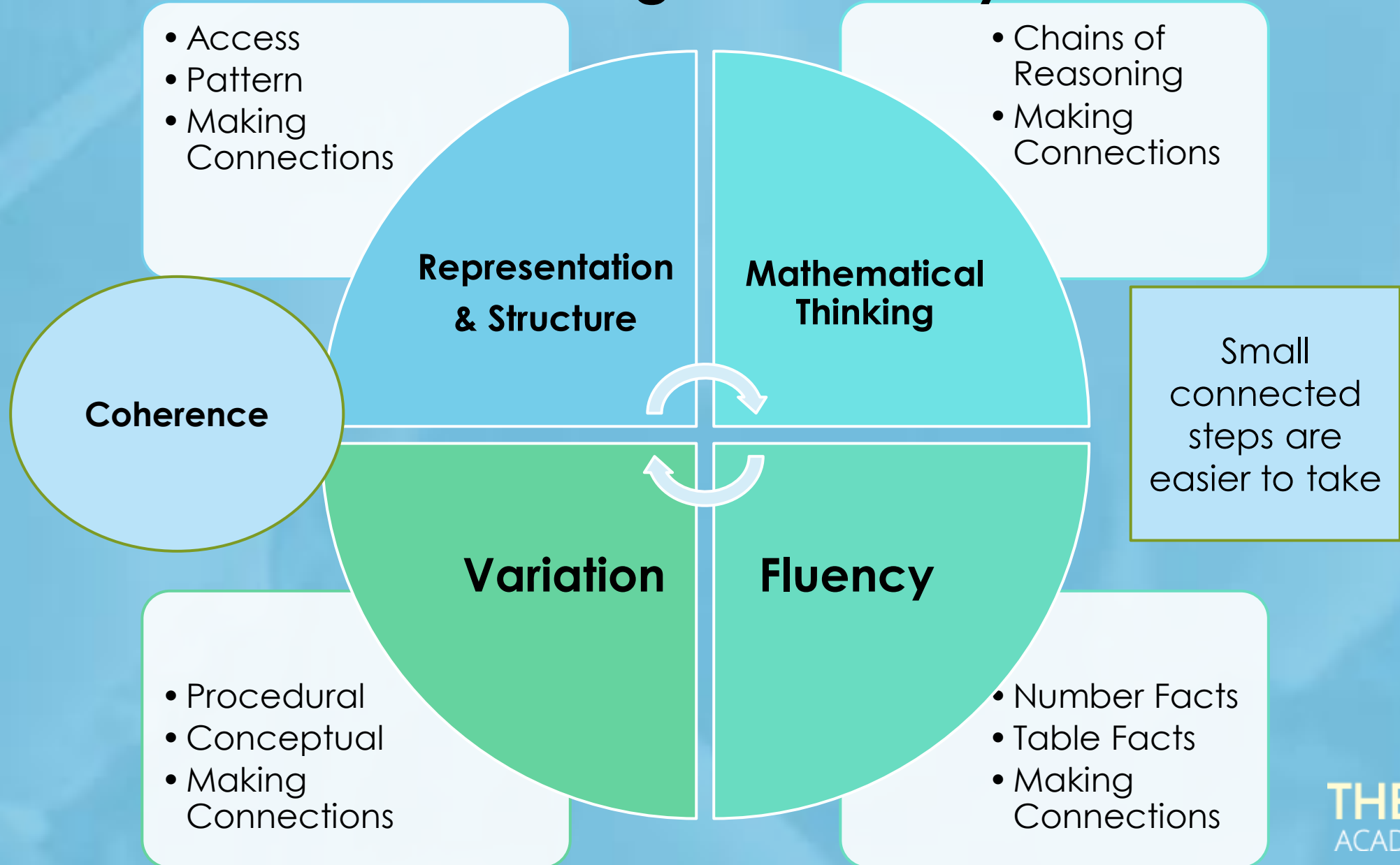
- Fluency
- Reasoning
- Problem solving

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Teaching for Mastery



Procedural variation

Progression through a variety of problems/calculations to form an understanding of a concept, stage by stage

$$18 - \square = 8$$

$$18 - \square = 10$$

$$18 - \square = 12$$

$$18 - \square = 14$$

$$18 - \square = 16$$

$$2 + 3 = \square$$

$$\square - 3 = \square$$

$$3 + 5 = \square$$

$$\square - 5 = \square$$

$$180 \div 2 =$$

$$180 \div 20 =$$

$$270 \div 30 =$$

$$270 \div 90 =$$

Conceptual variation

Experiencing a concept in lots of different contexts

The diagram illustrates the commutative property of multiplication ($3 \times 5 = 15$) through three different contexts:

- Commutative Property:** Shows $5 \times 3 = 15$ and $3 \times 5 = 15$.
- Repeated Addition:** Shows $3 + 3 + 3 + 3 + 3 = 15$.
- Groups of:** Shows three groups of five items (represented by smiley faces).
- An Array:** Shows a 3x5 array of items (represented by colorful beads).

Procedural Variation

$2 \times 3 =$

$6 \times 7 =$

$9 \times 8 =$

$2 \times 30 =$

$6 \times 70 =$

$9 \times 80 =$

$2 \times 300 =$

$6 \times 700 =$

$9 \times 800 =$

$20 \times 3 =$

$60 \times 7 =$

$90 \times 8 =$

$200 \times 3 =$

$600 \times 7 =$

$900 \times 8 =$

The child is carrying out the procedural operation of multiplication, but through connected calculations has the opportunity to think about key concepts involving multiplication and place value

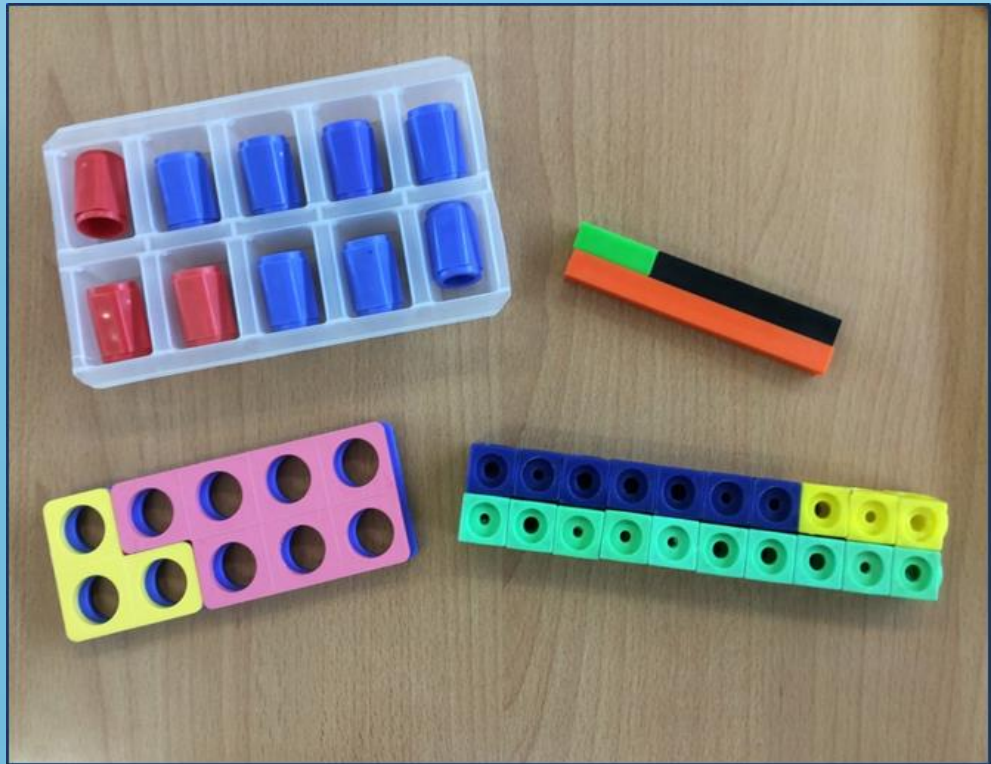
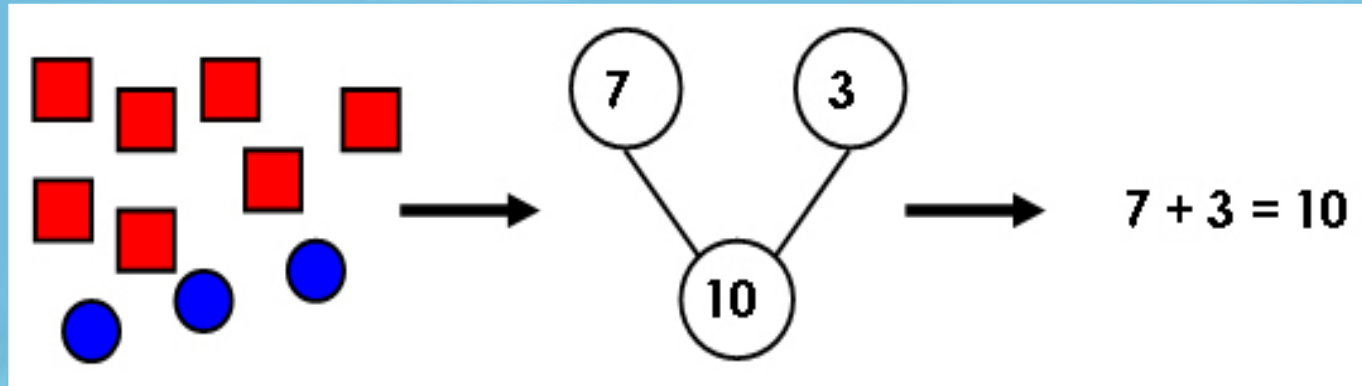
This leads to intelligent practice

What is **changing** (varying)?

What is staying the **same**?

What are the children **learning through this variation**?

What could they do **next**?



CONCRETE **PICTORIAL** **ABSTRACT**

What are we doing in Maths?

- Catching up on any gaps, consolidating Y5 and teaching Y6 work using a Mastery approach
- Regular times tables and arithmetic practice
- Using formative assessment to identify and address any gaps
- Targeted intervention
- Overlearning sessions (next term)

What can your child do at home?

- Complete homework on time
- They can practise times tables and go on websites such as Hit the Button, TT Rockstars, MyMaths or SATs Companion
- Use their knowledge organiser to help them with their homework (this is also on the school website)

The Year 6 Knowledge Organiser is available on the Maths subject page on the school website.

CURRICULUM

Curriculum Overview

Subjects

KS2 SATs

Assessment and Reporting

British Moral Values

Careers

Revision – Year 6

[Past SATs Questions by Topic](#)

[Year 6 Revision Links - SATs Companion](#) The Key Stage 2 curriculum is listed by subject content; there are SATs Companion links for each topic which takes you to a video / questions. You need a login to access this.

[Year 6 Knowledge Organisers](#) Pupils have been given a copy of these knowledge organisers.

Maths teachers are available at lunchtime if extra help is needed on homework tasks

- Maths Computing Club – Tuesday lunchtime with Mrs Robinson
- Maths Games and Homework Club –Thursday lunchtime with Mrs Dacres in room 10

What can you do to support your child do at home?

- Encourage them to complete their homework
- Encourage them to use their knowledge organisers
- Encourage them to try their best even if they find Maths difficult

Pupils will bring the following home to show you each term:

- Progress Booklets with their module test scores and practice SAT scores
- Their practice SAT papers

Websites used for homework:

- MyMaths
- TT RockStars
- SATs Companion

Other Maths homework:

- Worksheets based on current learning
- Arithmetic consolidation

angles

Home

Primary

Secondary

Parents

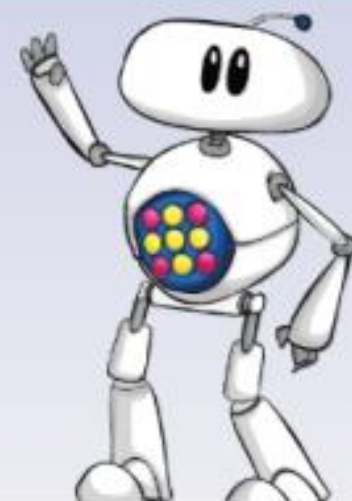
Subscribe

FAQs

News

Welcome to MyMaths

Take a look around to find out more about the site, or book on to one of our [webinars](#)



Updates for Secondary MyMaths users

We've made a number of updates for Secondary MyMaths users to help you navigate straight to the content you



New Key Stage 1 Activities

We just released 10 new lessons and matching homework activities for Primary MyMaths users, 7 of which are specifically



Seeking valuable teacher feedback

Are you a teacher based in London? We wanted to let you know about an opportunity to take part in...



School login scissett angles

Student name	Class	Curriculum	Login	Password
test pupil	Year 6y NR Mrs Robinson	Classic MyMaths	3147	wbf

My portal

3147

...

Log in

?

Classic MyMaths

Library

Number

Algebra

Shape

Data

fSkills

Revision and assessment

Statistics GCSE

Number

Filter: Everything

Add subtract mental

Add subtract written

Counting and place value

Calculators

Decimals

Estimating and accuracy

Fractions

Money and finance

1 Number facts and doubles 1

Knowing pairs that add up to 10. Sums and doubles up to 5.

Lesson



Online homework



3 Number facts and doubles 3

4 Number facts and doubles 4

2 Number facts and doubles 2

1 Number bonds to 20

My Homework

Complete these tasks set by your teacher

5 Rounding and accuracy

Due in 7 days

Rounding numbers up to a million and using rounding to check answers to calculations.

Lesson



Online homework



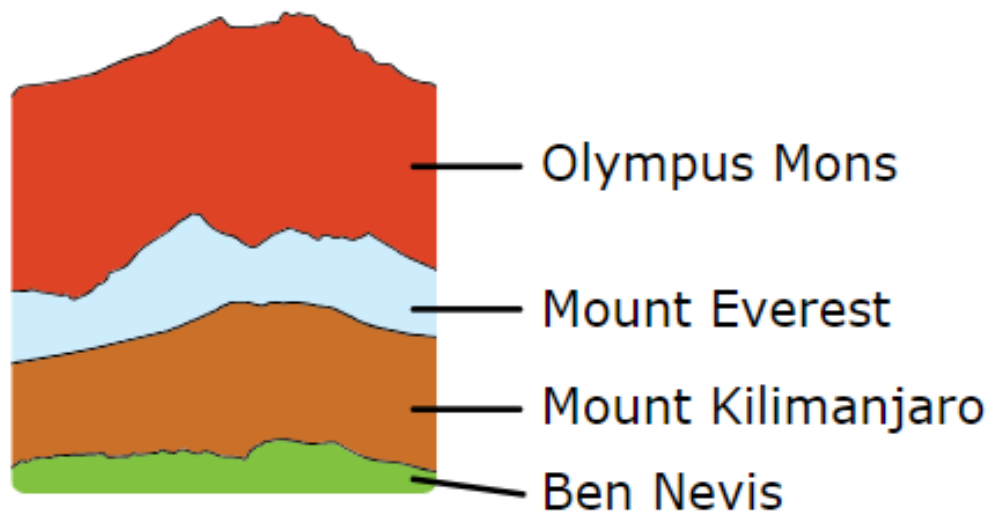
Date set: 23 Sep | Date due: 30 Sep



Q1 Q1 – Mountain heights

Scissett Middle School | test pupil

Round the height of the mountains.



[15]

No calc



Mountain	Height (m)	Rounded to the nearest 10 m	Rounded to the nearest 100 m	Rounded to the nearest 1,000 m	Rounded to the nearest 10,000 m
Ben Nevis	1,345	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Kilimanjaro	5,892	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Everest	8,848	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Olympus Mons	21,229	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Total

0
19

Mark it



Q2 - Estimating totals

Scissett Middle School | test pupil

The tables show the number of page views for four different websites over 4 weeks. Use your estimating and rounding skills to choose the correct total.

14

15



Q2

4

4



Summary

Total

18

19



(Round to nearest

Week	Number of views
1	49,128
2	24,128
3	49,128
4	41,700

1,696

1,640

(Round to nearest

Week	Number of views
1	38,128
2	39,583
3	20,244
4	39,278

142,977

137,977


140,477

950,005

900,005

850,005

Homework complete ✕



Homework marked and saved!

Close homework
See your summary

Week	Number of views
1	49,128
2	24,128
3	49,128
4	41,700

9,128



Week	Number of views
1	38,128
2	39,583
3	20,244
4	39,278

2	201,824
3	204,026
4	266,421

[4]

You have scored 4 out of 4 for this question.

ST
ST

Tasks

Practice

Tests

Awards

Results

Lessons

Shop



Hi sat375

Rewards

 0  0



Total questions answered:

1

My Learning Goals

No data available.

Next Goal

 50
 5



Complete a task 5 days in a row



Maths



English



Science

What would you like to
practise today?

Q fractions|

Use fractions

Recognise & show equivalent fractions

Understand & use mixed number & improper fractions



Recognise & show equivalent fractions

3 10

- Watch the video
- Try the questions

This is a video and practice task. Please watch the video and click 'Start' to view the questions.

Equivalent fractions $\frac{1}{4}$

Recognise and show (using diagrams) families of common equivalent fractions

Remember

Another way to see if two fractions are equivalent is to **divide or multiply** the **numerator and denominator** by a **common factor**.

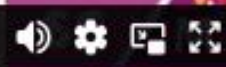
A common factor is a number that can be **divided into at least two numbers** without any remainders.

For example, the common factor in $\frac{2}{4}$ is 2, because 2 is a factor of both 2 and 4.

These fractions are equivalent.



11:53



Revision – Year 6

Past SATs Questions by Topic

[Year 6 Revision Links - SATs Companion](#) The Key Stage 2 curriculum is listed by subject content; there are SATs Companion links for each topic which takes you to a video / questions. You need a login to access this.

[Year 6 Knowledge Organisers](#) Pupils have been given a copy of these knowledge organisers.

This link is on the Maths subject page of the school website. All the Y6 topics have a link to SATs Companion videos and exercises.

Maths Topics Breakdown

Strand	Substrand	Content Domain (Eg. 5N2 is Year 5, Number 2)	Objective - SATs Companion link
Number (N)	Counting (N1)	3N1b	Counting patterns
		4N1	Counting patterns 2
		5N1	Count in steps of powers of 10
	Read, Write, Order and Compare Numbers (N2)	3N2a	Order and compare numbers to a thousand
		3N2b	Find 10 more or 10 less
		4N2a	Order & compare numbers beyond a thousand
		4N2b	Find a thousand more or less
		5N2	Order & compare numbers to a million
		6N2	Order and compare numbers to ten million
	Place value (N3)	3N3	Place value up to hundreds
		4N3a	Place value in numbers up to thousands
		4N3b	Read roman numerals to hundreds
		5N3a	Place value in numbers up to millions
		5N3b	Read roman numerals
		6N3	Place value in numbers up to ten million
	Estimating & Rounding (N4)	4N4a	Identify & estimate numbers
		4N4b	Round to the nearest ten, hundred or thousand
		5N4	Round to the nearest ten thousand or hundred thousand
		6N4	Round any whole number
	Negative Numbers (N5)	4N5	Count backwards to include negative numbers
		5N5	Interpret negative numbers in real life contexts
6N5		Use & calculate negative numbers in real life contexts	
Solving Number Problems (N6)	4N6	Solve number problems with increasingly large numbers	
	5N6	Solve number problems with both positive and negative numbers	
	6N6	Solve complex number problems with both positive and negative numbers	



THE MAST
ACADEMY TRUST