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SCISSETT MIDDLE SCHOOL

KEY STAGE 2
MATHS AND ENGLISH

OCTOBER 2023

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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). This year, we don't have the KS1 results due to Covid.

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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 SAT score indicator

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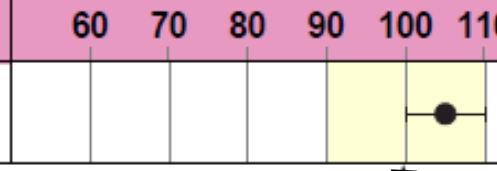
The **number of questions attempted** can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.

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) 60 70 80 90 100 110 120 130 140	Overall ST	NPR	GR (/30)	End of KS2 indicator	Progress Category
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 **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.

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

No. attempted (/50)	SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140	Overall ST	NPR	GR (/30)	End of KS2 indicator		English skills ST	Reading comprehension ST	Progress Category
						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.

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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

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English assessment is based upon the three main foci:

- Reading
- Grammar, Punctuation and Spelling
- Writing

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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.

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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

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Reading and Writing Lessons

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

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

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

We 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 will be put into a group where they have the highest need.

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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.

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.

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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 many 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.

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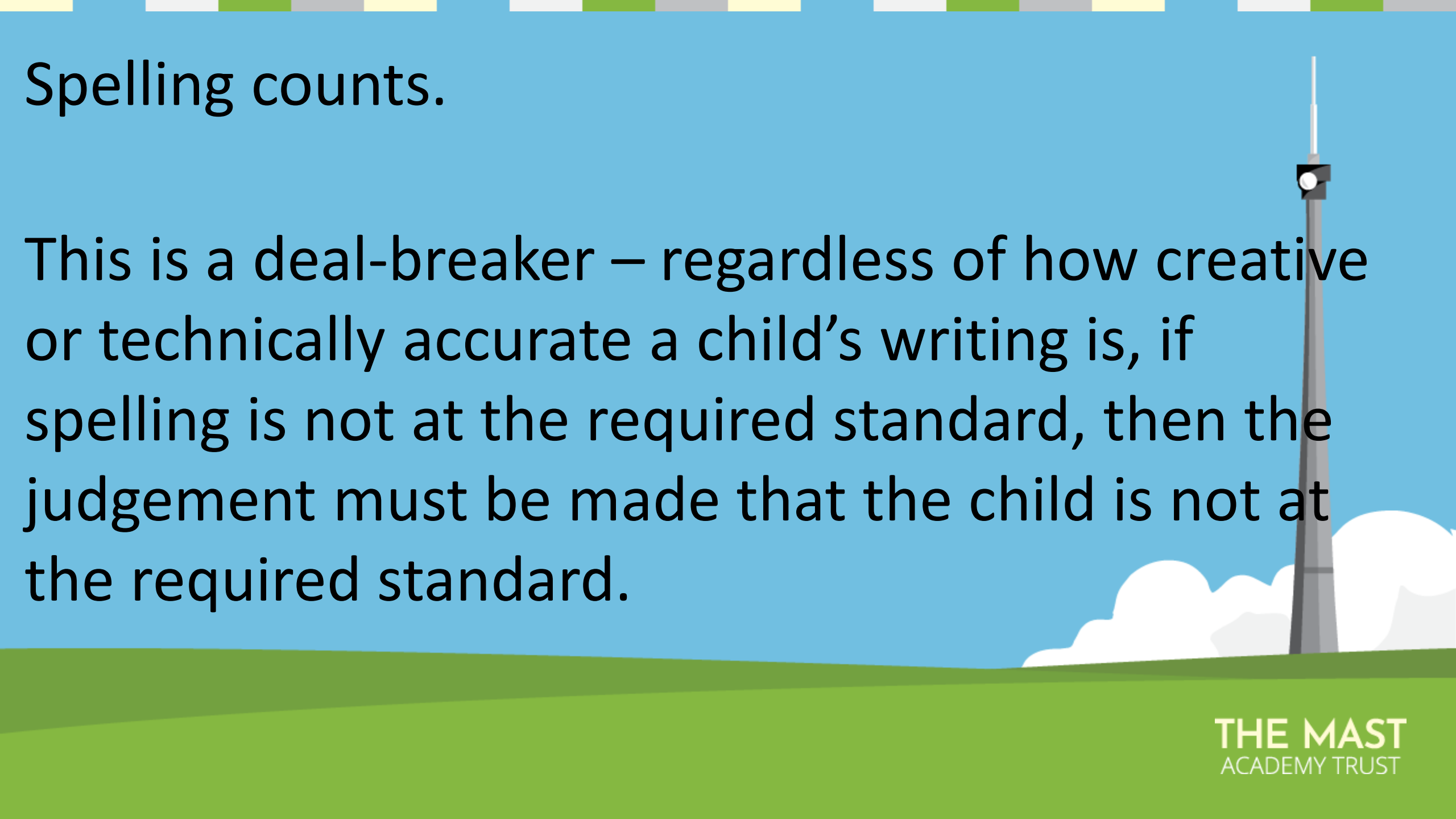
Writing

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 is 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.



Writing

Handwriting guidelines say children should be:

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

This is the only point upon which a teacher may argue leniency.

LITERACY HOMEWORK

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Spelling Shed

Your child has been given a login for Spelling Shed

This website allows your child to play interactive games to practise their weekly spellings

This also accompanies the weekly homework booklet that your child has to bring home.

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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.

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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.

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In Summary

In School	At Home
Three lessons writing, three lessons reading	Reading
GPS Lessons	Spelling Shed
Units of Work	SATs Companion

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ASSESSMENT IN MATHS

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Maths SAT

- Arithmetic Paper
- Reasoning Paper
- Reasoning Paper

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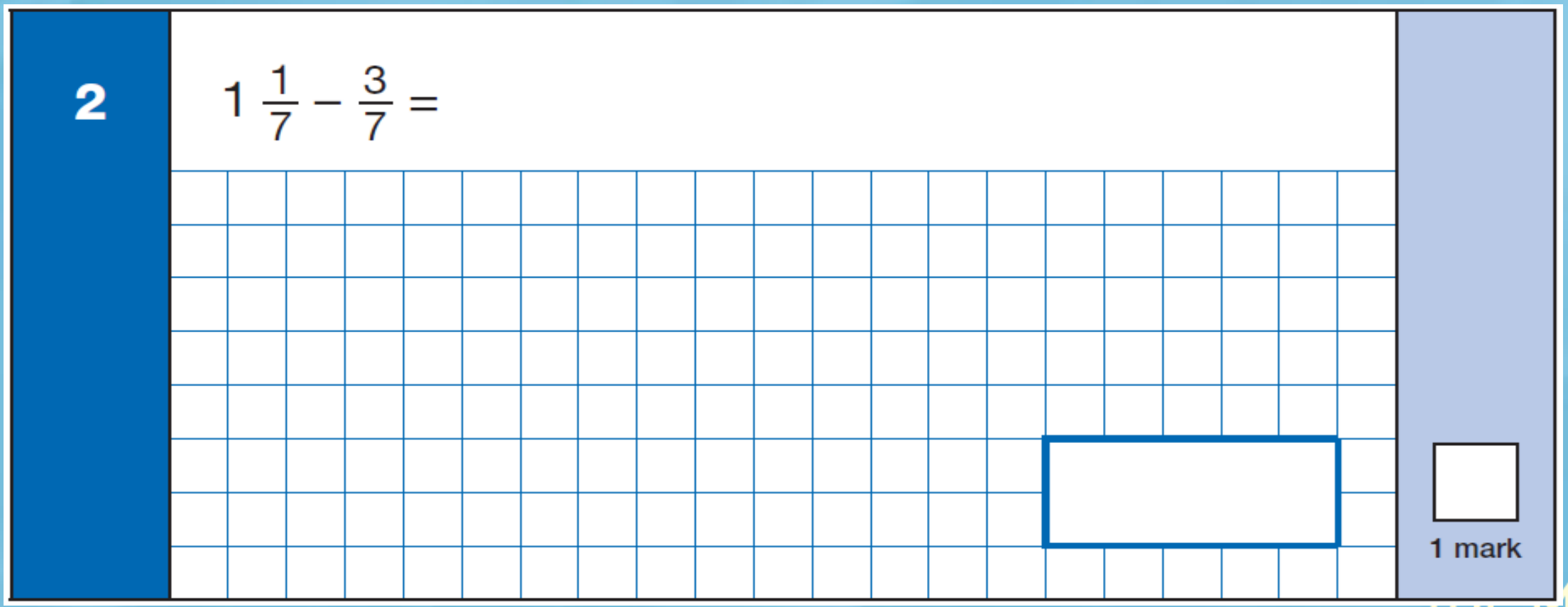
Example Arithmetic questions

2 $1\frac{1}{7} - \frac{3}{7} =$



1 mark

4

		2	3	7	6
×			1	5	

Show your method

2 marks

5

$$28 \overline{)1652}$$

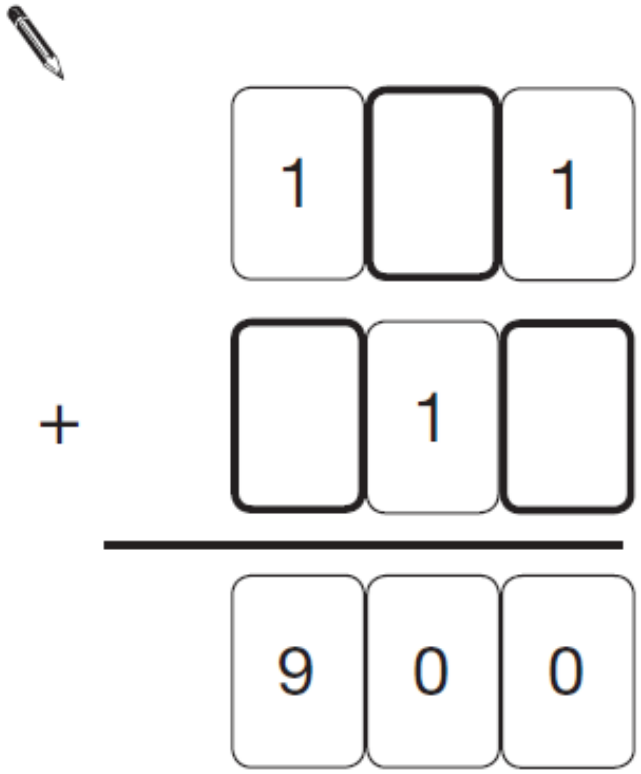
Show your method

2 marks

Reasoning paper

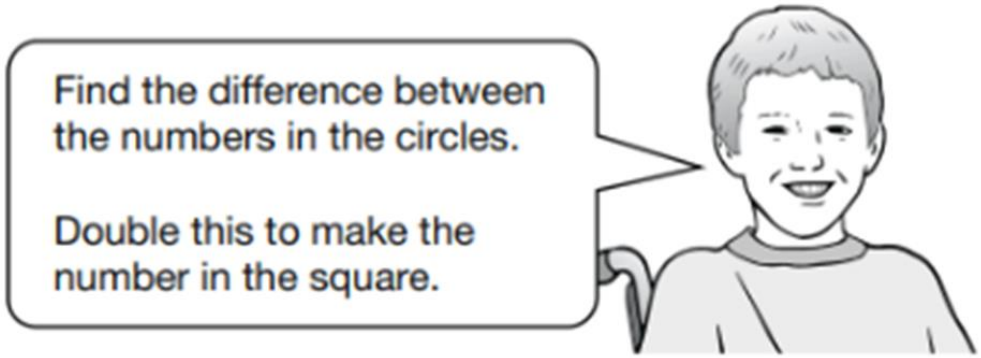
Paper 2 and Paper 3: contextualised and applied questions

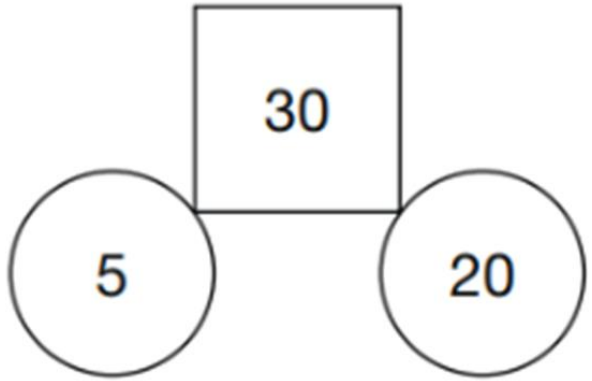
6 Write the missing digits to make the addition correct.



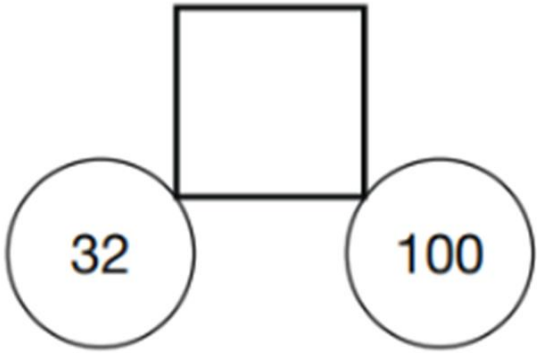
1 mark

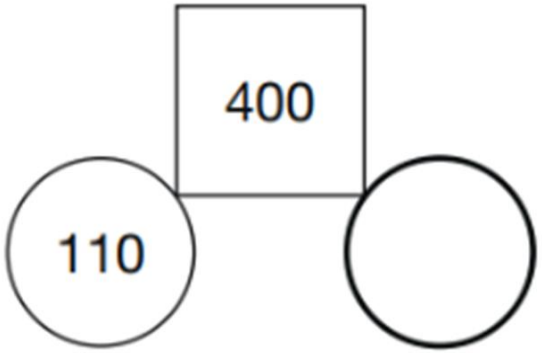
William says the rule for this diagram.





Use the same rule to write the missing numbers below.





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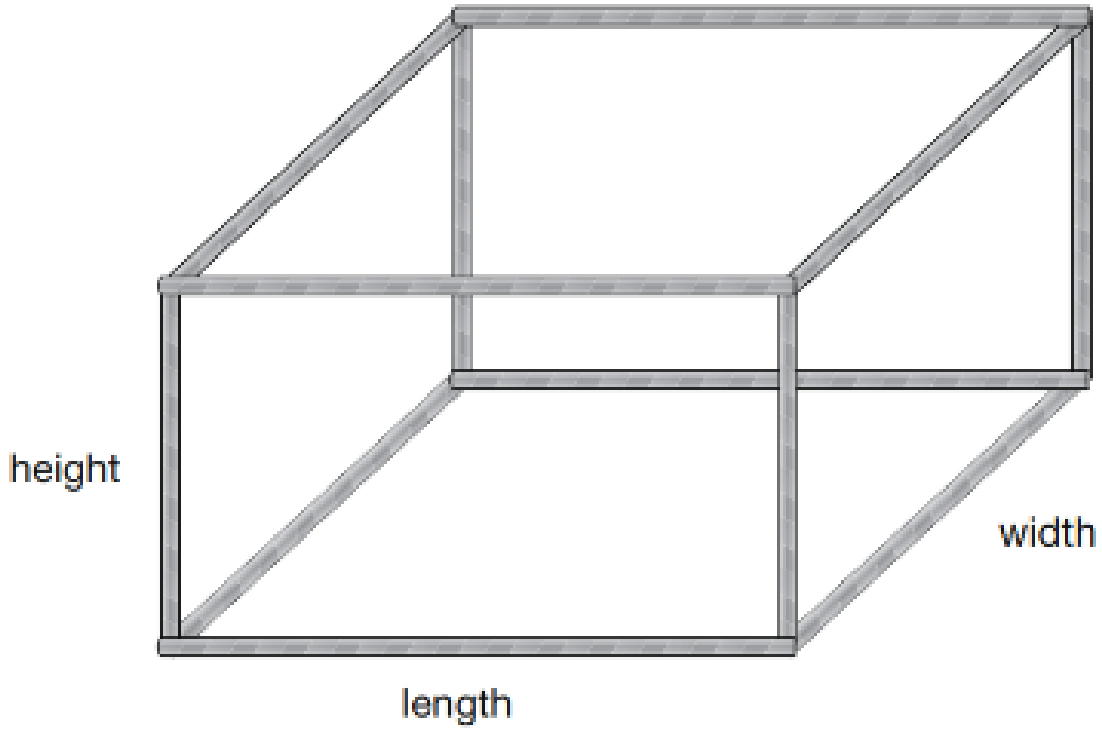
Kim makes a cuboid model using straws.



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

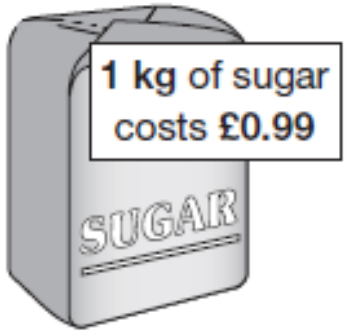
She uses straws that are 11 cm long for the length.

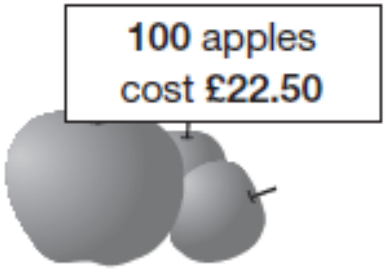
She uses straws that are 8.5 cm long for the width.

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

8

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





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

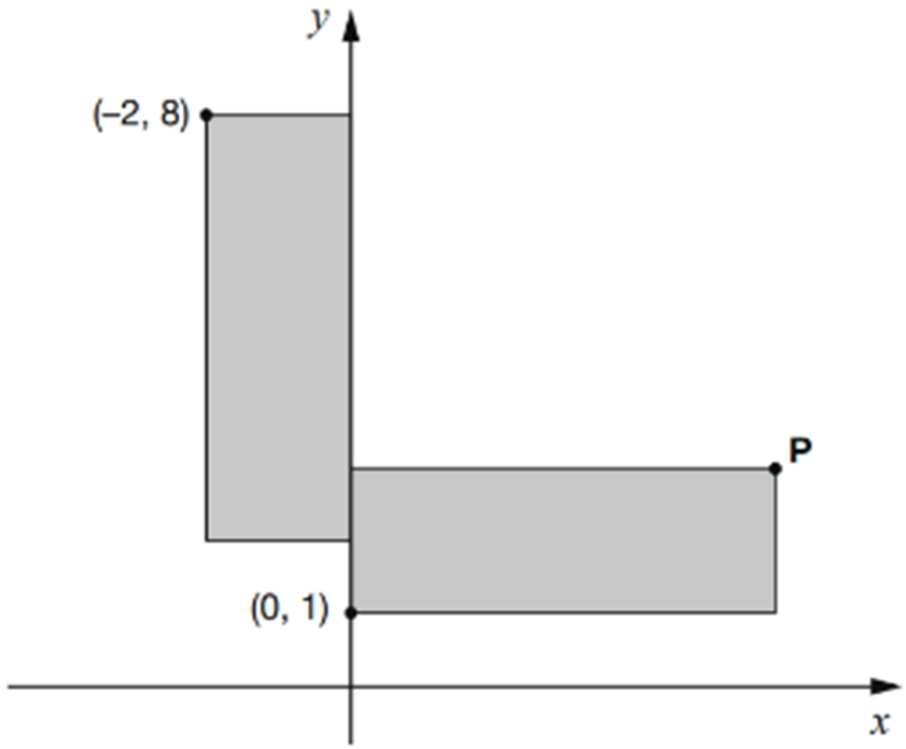
They sell all 100 toffee apples for **£1 each**.

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.



Not to scale

What are the coordinates of point **P**?

(,)

Pupils in year 6 need to be ‘secondary ready’.

- Fluency
- Reasoning
- Problem solving

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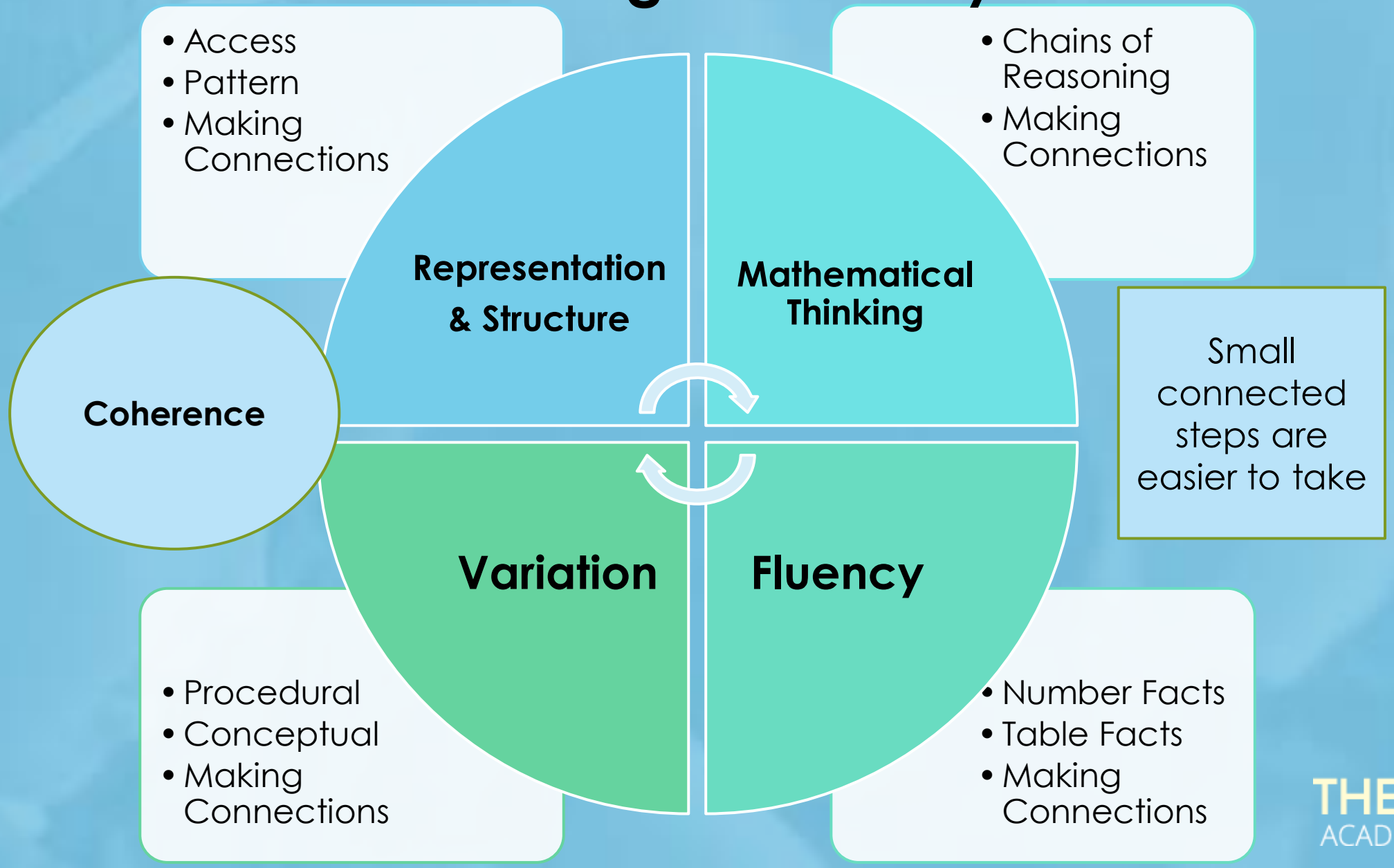
Aims

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



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Procedural variation

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

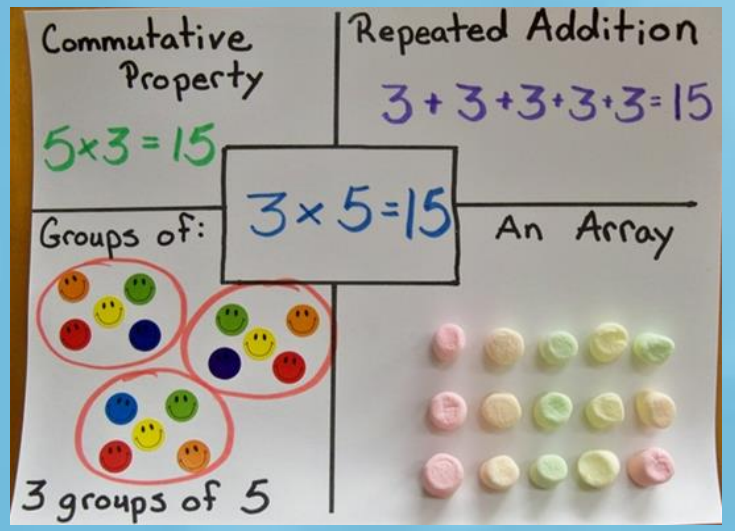
18 − □ = 8
18 − □ = 10
18 − □ = 12
18 − □ = 14
18 − □ = 16

2 + 3 = ■
■ − 3 = ■
3 + 5 = ■
■ − 5 = ■

180 ÷ 2 =
180 ÷ 20 =
270 ÷ 30 =
270 ÷ 90 =

Conceptual variation

Experiencing a concept in lots of different contexts



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Procedural Variation

$2 \times 3 =$	$6 \times 7 =$	$9 \times 8 =$
$2 \times 30 =$	$6 \times 70 =$	$9 \times 80 =$
$2 \times 300 =$	$6 \times 700 =$	$9 \times 800 =$
$20 \times 3 =$	$60 \times 7 =$	$90 \times 8 =$
$200 \times 3 =$	$600 \times 7 =$	$900 \times 8 =$

What is **changing** (varying)?

What is staying the **same**?

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

What could they do **next**?

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

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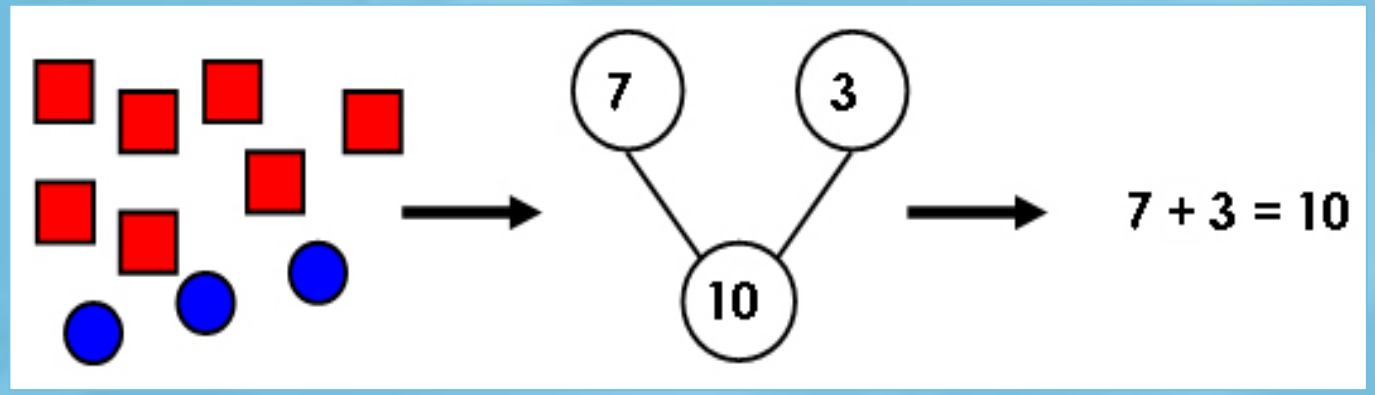

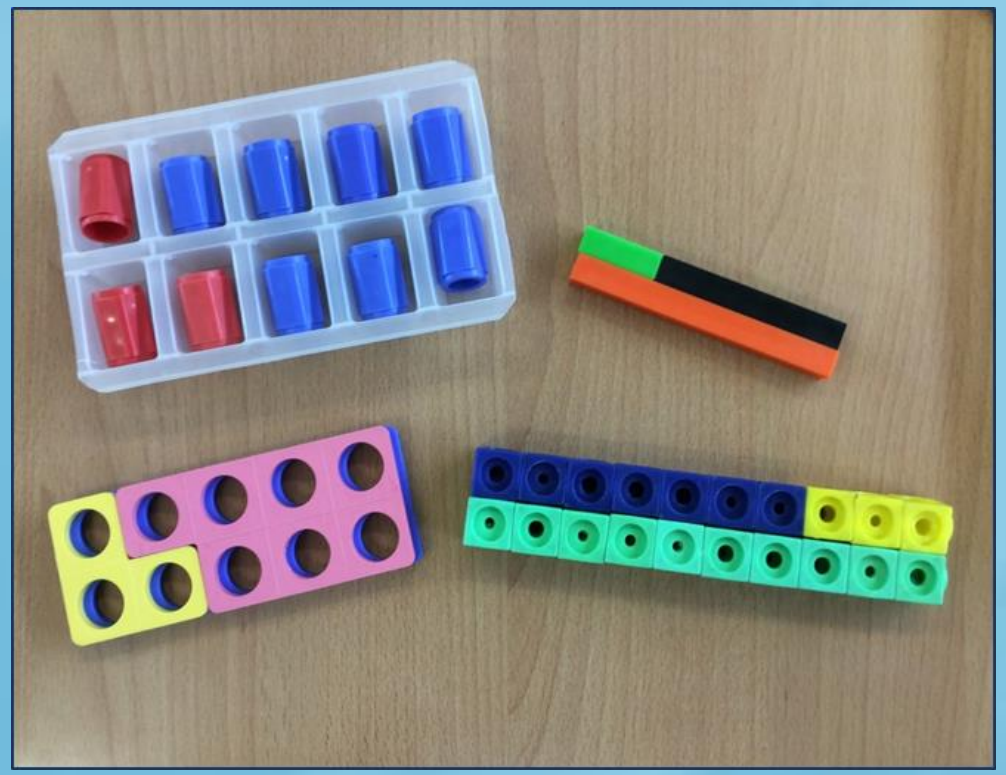

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What are we doing in Maths?

- 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 is being planned for after half-term
- Overlearning sessions in the afternoon

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

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

Your child has been given a folder to keep Maths work in which can go home. The following things will be in the folder:

- Homework
- Progress Booklet (including knowledge organisers)
- Latest SAT paper
- Pinpoint Learning personalised booklet

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Websites used for homework:

- MyMaths
- TT RockStars
- SATs Companion

Other Maths homework:

- Worksheets based on current learning
- Arithmetic consolidation

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MyMaths.co.uk
Bringing maths alive

scissett ····· Log in

angles

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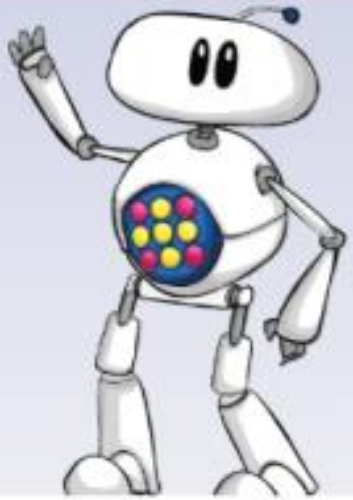


Welcome to MyMaths

Take a look around to find out more about the site, or book on to one of our webinars

Updates for Secondary MyMaths users

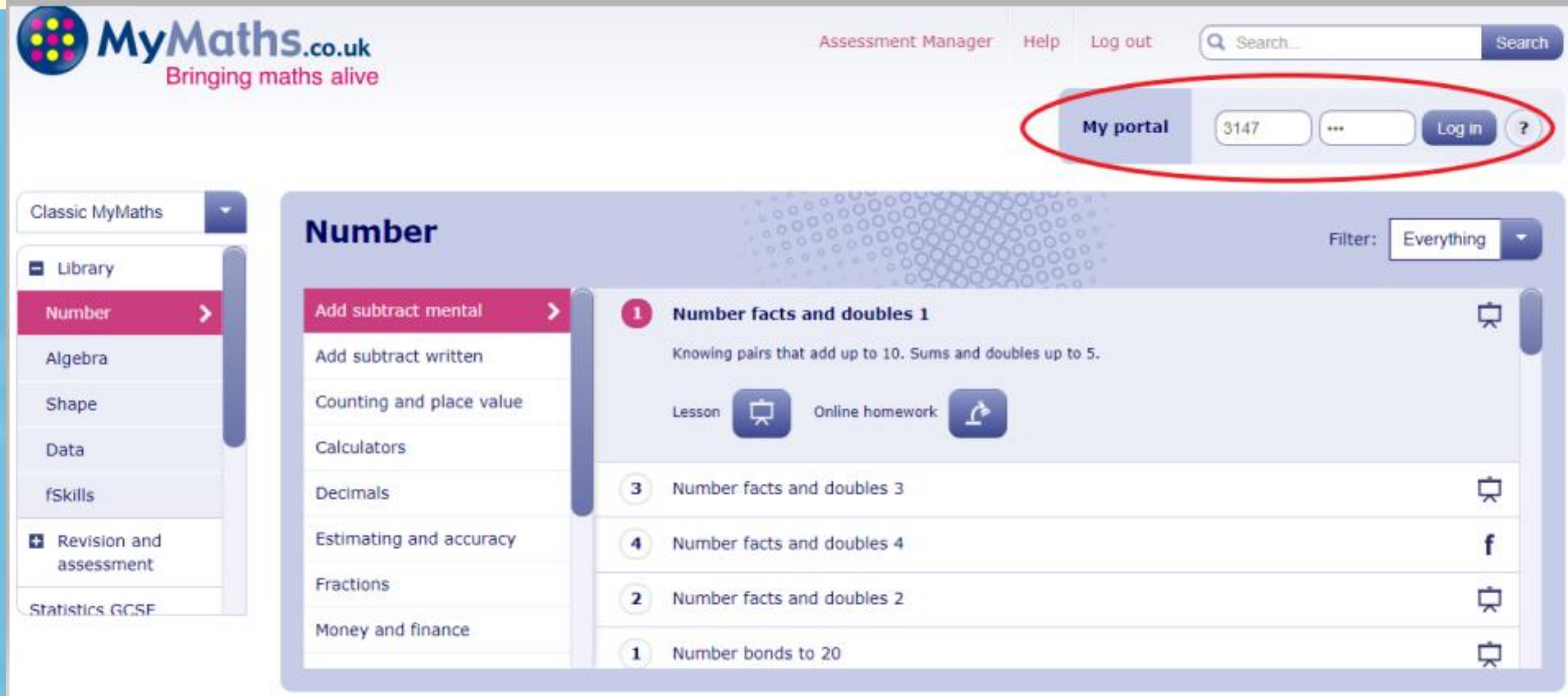
We've made a number of updates for Secondary MyMaths users to help you navigate straight to the content you

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...



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Hello **test pupil** | Log out

My Homework

Complete these tasks set by your teacher

Due in 7 days

5 **Rounding and accuracy**

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

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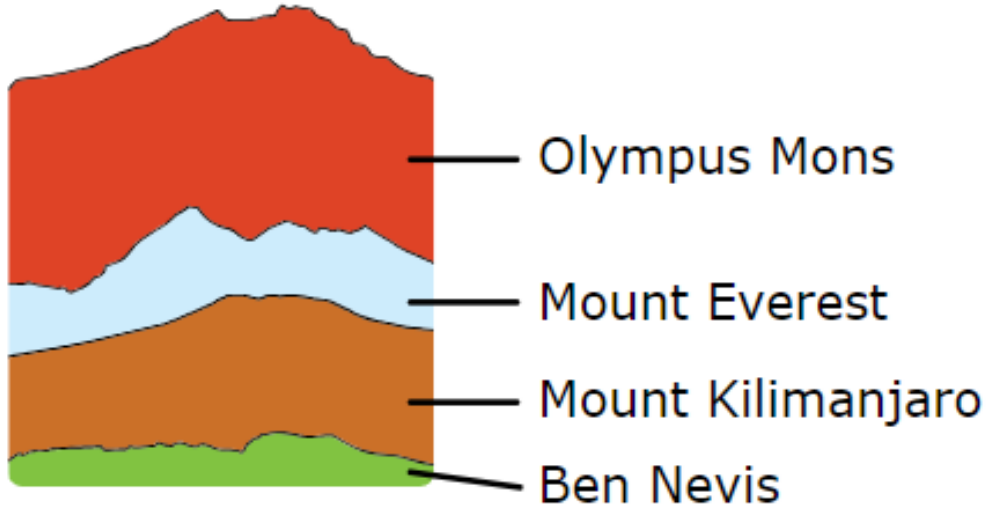
Q1

0
15

Q1 – Mountain heights

Scissett Middle School | test pupil

Round the height of the mountains.



[15]

Q2

0
4

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				
Kilimanjaro	5,892				
Everest	8,848				
Olympus Mons	21,229				

Total

0
19

Mark it

Q1
14
15
Q2
4
4
Summary
Total
18
19

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.

(Round to nearest

Week	Nu	r of views
1	491	
2	241	
3	497	
4	417	

1,696 | 1,64 | 9,128 ✓

(Round to nearest)00)

Week	Nu	r of views
1	38,	4
2	39,583	201,824
3	20,244	204,026
4	39,278	266,421

142,977 | 137,977 | 140,477 ✓ | 950,005 | 900,005 | 850,005 ✓ [4]

You have scored 4 out of 4 for this question.

Homework complete

Homework marked and saved!

Close homework | See your summary

SATs Companion

1

Tasks Practice Tests Awards Results Lessons Shop

Hi sat375

Rewards

0 0

Total questions answered:

1

My Learning Goals

No data avaliable.

Next Goal

50

5

Complete a task 5 days in a row

Tasks | **Practice** | Tests | Awards | Results | Lessons | Shop

Maths

English

Science

What would you like to practise today?

fractions

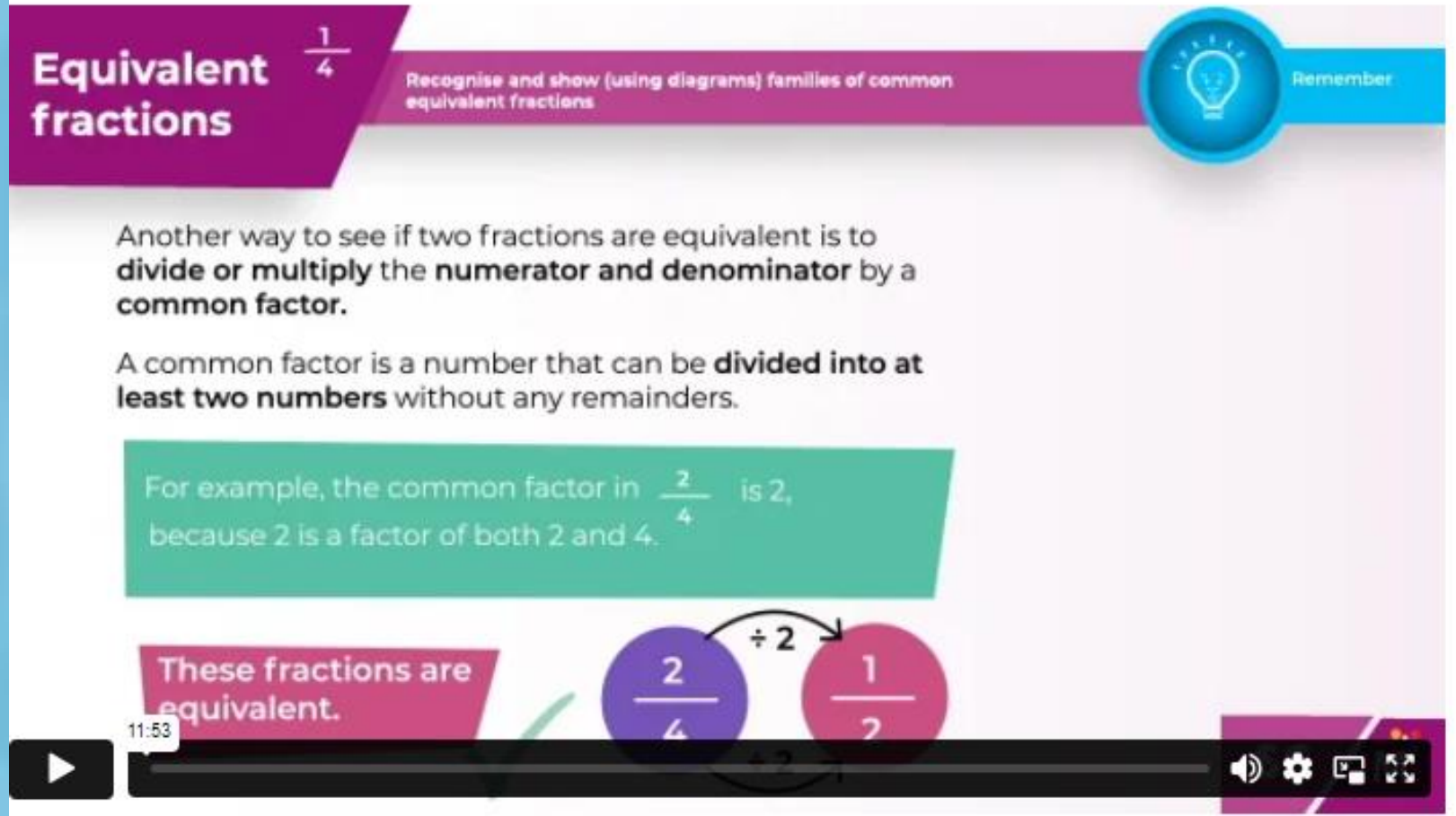
- Use fractions
- Recognise & show equivalent fractions
- Understand & use mixed number & improper fractions

- Watch the video
- Try the questions

Recognise & show equivalent fractions

3 S 10 S

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

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