



Key Stage 2 SATs

A School Presentation to Parents

Information and Guidance on the Changes and Expectations for 2017/18

Key Stage 2 SATs Changes

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- 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 last year.
- . This years SATs will be testing based on the new curriculum only.

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Assessment and Reporting

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- '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 will be reported as 'scaled scores' and reported as simply 'met the expected standard' or not.
- This means it is very difficult to compare the assessment in previous years with the current year.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum.
- The new curriculum is much more rigorous and sets higher expectations, which all schools have had to work hard to meet since it was enforced.

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Scaled Scores

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- What is meant by 'scaled scores'?
- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will range from 80 to 120.
- A child who achieves the 'national standard' / expected standard (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- As of July 2016 test results will be published as follow for each child:
 - A raw score (the amount of marks actually received on the test).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained/met the national standard.

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Scaled Score Examples

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On publication of the test results:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard 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 national standard and performed below expectation for their age.

| English reading | |
|-----------------|---------------------|
| Raw score | Scaled score |
| 0 | No scaled score (N) |
| 1 | |
| 2 | |
| 3 | 80 |
| 4 | 82 |
| 5 | 83 |
| 6 | 85 |
| 7 | 86 |
| 8 | 87 |
| 9 | 88 |
| 10 | 89 |
| 11 | 90 |
| 12 | 91 |
| 13 | 92 |
| 14 | 93 |
| 15 | 94 |
| 16 | 95 |

| English reading | |
|-----------------|--------------|
| Raw score | Scaled score |
| 17 | 96 |
| 18 | 97 |
| 19 | 98 |
| 20 | 99 |
| 21 | 100 |
| 22 | 100 |
| 23 | 101 |
| 24 | 102 |
| 25 | 103 |
| 26 | 104 |
| 27 | 104 |
| 28 | 105 |
| 29 | 106 |
| 30 | 107 |
| 31 | 108 |
| 32 | 109 |
| 33 | 109 |

| English reading | |
|-----------------|--------------|
| Raw score | Scaled score |
| 34 | 110 |
| 35 | 111 |
| 36 | 112 |
| 37 | 113 |
| 38 | 114 |
| 39 | 115 |
| 40 | 116 |
| 41 | 117 |
| 42 | 118 |
| 43 | 119 |
| 44 | 120 |
| 45 | 120 |
| 46 | 120 |
| 47 | 120 |
| 48 | 120 |
| 49 | 120 |
| 50 | 120 |

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Pass Benchmark

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text

- It is not yet known what will be considered as the raw score needed to meet expected standard in each of the tests this year.
- However, based on last year we can make some assumptions.

Last Year

- SPAG = 36 / 70 across the SPAG and spelling papers.
- Maths = 57 / 110 across the arithmetic and two reasoning papers.
- Reading = 26 / 50
- It is reasonable to expect that the pass rates could be changed and made higher by the Government this year, although this gives us some idea of the benchmark of what is required to meet national expectations.
- Irrespective of what the pass benchmark may be, we will be encouraging and working hard with all children to ensure they achieve the highest raw score they can.

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Higher Attaining Pupils

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- 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 last year, there won't be any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.

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The Tests

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- 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, as in recent years.

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Administering Tests

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- We aim to ensure that the tests are administered in as relaxed and calm manner as possible
- Tests will be conducted in classrooms
- Children who require further support will receive as much help as we are allowed to provide
- As usual, a breakfast club will operate especially for Y6 children; it will offer bacon and sausage sandwiches as well as toast /jam etc. This allows your children to begin the day in a relaxed and sociable setting, therefore we encourage all Y6 children to attend that week. This also ensures a prompt start for tests beginning at approximately 9am.

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Reading

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- 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.

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Spelling, Punctuation and Grammar

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- A Spelling test is administered containing 20 words, lasting approximately 15 minutes, although this is not strictly timed.
- 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 (SPAG).
- The two papers will be out of 70 marks. 20 on the spelling and 50 on the SPAG paper. This highlights the importance of children practising their spellings as it is weighted quite heavily and is also relevant within the SPAG paper where some questions require answers to be spelt correctly.

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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

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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

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Mathematics

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- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, with around 35 questions, 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 each, with around 20 questions each.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution, the answers will often require a number of steps not just one.
- The total number of marks available are 110 (40/35/35)

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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

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Sample Questions

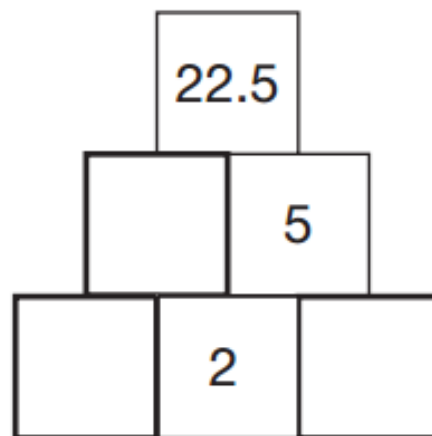
Maths Paper 2 / Paper 3 : Reasoning

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

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

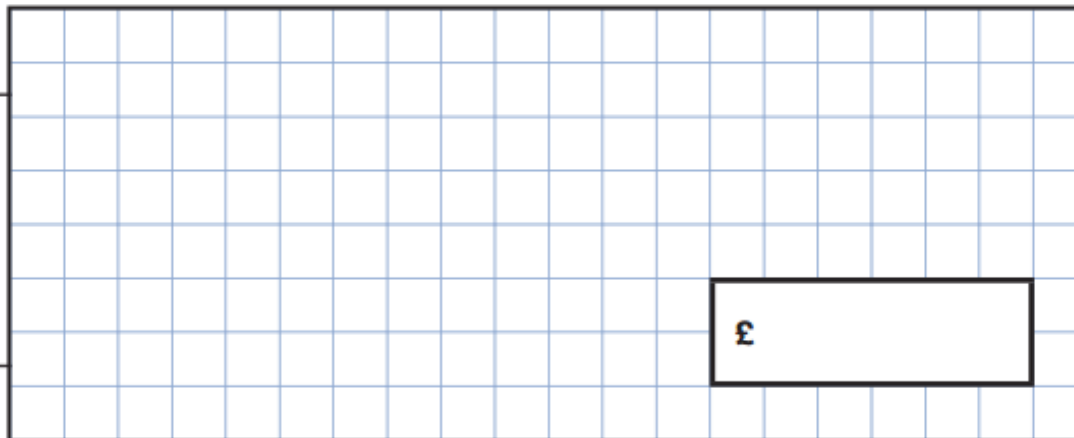
Small pizzas cost £6.75 each.

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

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How to Help Your Child

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- 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!
- It is not necessarily always about getting the right answer but also about completing as much of the paper as possible. Therefore practising fluency as well as accuracy is important.

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How to Help Your Child with Reading

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- 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! School policy requires a minimum of three times a week, which could be 30 minutes out of a full week.
- 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. Also question why an author has made specific word choices or layout choices etc.
- Ask your child to highlight any words they do not understand, discuss what they could mean using the context or 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 from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides and reading plus.

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How to Help Your Child with Writing

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- Practise and learn weekly 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).
- Show your appreciation: praise and encourage, even for small successes!
- The national expectation is that all Year 6 children will use joined handwriting, therefore it is important to encourage your child to always join rather than print. We have set up handwriting clubs in school to support children.
- We can also send resources home for children, who may find it difficult to join fluently.

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How to Help Your Child with Maths

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- Play times tables games a lot to improve rapid recall and speed.
- Play mental maths games including counting in different amounts, forwards and backwards
- Encourage opportunities for telling the time as most children find this difficult and there are always questions related to time in the tests.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping
- Look for examples of 2D and 3D shapes around the home and identify their names and properties.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes and encourage children to convert between units of measure e.g $1.5 \text{ kg} = 1500\text{g}$
- Play games involving numbers or logic, ask children lots of what if questions.

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