



Key Stage 2 SATs

Presentation to Parents
West Park CE Primary

Information and Guidance on the expectations for 2019/20

Key Stage 2 SATs - A summary

- Since 2015/16 children in all years at Key Stage 1 and 2 study the current national curriculum.
- KS1 (Year 2) and KS2 (Year 6) SATs reflect this curriculum.
- The changes to statutory assessment now mean that children are assessed as having MET the standard for the end of Key Stage 2 or NOT having met the standard for Key Stage 2.

Key Stage 2 SATs - A summary

- Last year there was a further change to assessment at Key Stage 2:

Schools are no longer required to make statutory teacher assessment (TA) judgements in English reading and mathematics. This change has been made in order to reduce assessment burdens on schools, as set out in the government response to the 2017 public consultation on [Primary assessment in England](#)³.

- Although the statutory requirement to report teacher assessment for reading and maths is no longer required, we will still be using on-going assessments to track the progress of your child in these areas.

Assessment and Reporting

- From 2016, test scores are reported as ‘scaled scores’.
- This means it is very difficult to compare the assessment of a previous year with the current year.
- Your child is still taught with the highest expectations and covers all required elements of the curriculum, similar to previous years.
- The curriculum is more rigorous and sets high expectations.

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.
- When results are published, each pupil will receive:
 - 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.

Raw Scores- Pass marks

Pupils need to have a raw score of 3 marks to be awarded the minimum scaled score. If a pupil has a raw score of 0 to 2 marks, the scaled score field on return of results will be left blank.

In May 2019 the raw score that converted into 100 for each test (the pass mark) was:

- Reading- 28/50
- Maths- 58/110
- GPS- 36/70

Scaled Score Examples

On publication of the test results in July 2019:

- 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 110 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.

Higher Attaining Pupils

- There are no separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.
- If a child achieves a scaled score of 110+ then they will be deemed to be working at greater depth in that area.

The Tests

- Key Stage 2 SATs will take place nationally in the week commencing 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)
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Sample Questions

English reading

1

Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

1 mark

7

Write down **three** things that you are told about the oak tree on the island.

1. _____

2. _____

3. _____

3 marks

Sample Questions

English reading

11

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

Spelling, Punctuation and Grammar

- A test is given on Punctuation, Vocabulary and Grammar - this test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- A separate Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar out of 70.

Sample Questions

English grammar, punctuation and spelling paper 1: questions

4

Draw a line to match each sentence to the correct **determiner**.
Use each determiner only **once**.

Sentence

At the zoo we saw
_____ owl.

There was also _____
cute baby penguin.

I thought it was _____ best
day ever.

Determiner

a

the

an

1 mark

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.		

1 mark

Sample Questions

English grammar, punctuation and spelling paper 2: spelling

4. The coat was made from a _____ fabric.
5. I am _____ you help with your homework.
6. Eagles have excellent _____.

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.
- 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.
- Marks from each test will be added together to give a total out of 110.

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

Sample Questions

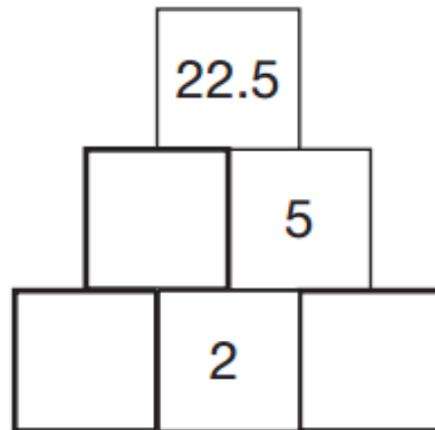
Maths Paper 2 / Paper 3 : Reasoning

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

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

Writing – teacher assessed – Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
- write legibly

Writing – teacher assessed – Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Writing – teacher assessed – Working at greater depth within the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

[There are no additional statements for spelling or handwriting]

What happens next?

- We will have one more set of mock SATs prior to the real tests in May.
- These will be in the week beginning 2nd March 2020.
- The timetable will continue as normal, covering the whole curriculum.
- A little more revision focus in Summer 1 the 3 school weeks prior to SATs in week 4.

How NOT to Help Your Child



"So, for every day that your math grade stays below a B, your father will post a video of himself on YouTube."

How to Help Your Child

- **First and foremost, support and reassure your child with praise and encouragement!**
- Read your parent information handbook and refer to this when you need to.
- Ensure your child has the best possible attendance at school.
- Support your child with all homework tasks.
- Read their new targets each half term and work on these whenever you can
- If your child receives an intervention, support and encourage this – it is to help, not hinder.
- Read their tests they bring home to find out what they need to do.
- 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!



**THANK
YOU**

for

**LISTENING
ANY QUESTIONS?**