

# SATs Parents' Evening 2024

Wednesday 27<sup>th</sup> March 2024

5pm

Miss Randall, Miss Shiels, Mr Bower and Miss Hilliard

# What are the SATs?

- Standard Assessment Tests (SATs) are taken at the end of Year 2 (now optional) and Year 6.
- They see how well schools are performing and to see how well children individually have learnt.
- The results get passed on to secondary school, where they may be used initially to help group the children into their form groups, before their own assessments are then conducted. They then are used as a progress measure throughout their secondary education just as the Year 2 assessments have been up to now.

# When are the SATs?

## KS2 Year 6 SATs Dates - May 2024

Date	Test
Monday 13th May 2024	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 14th May 2024	English Reading Test - 60 minutes
Wednesday 15th May 2024	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 16th May 2024	Mathematics Reasoning (Paper 3) - 40 minutes

# Grammar, Punctuation and Spelling

- Paper 1 (45 minutes):
  - a variety of question styles based on an understanding of sentence structure, grammar, meaning of words, punctuation and spelling.
  - In this test, children will be required to circle, underline, tick boxes or write words or sentences to answer a variety of questions on grammar, punctuation and spelling.
- Paper 2: A 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).

# Grammar, Punctuation and Spelling

- Paper 2 (approx 15 minutes):
- spelling test involving different rules and word lists (some of these words will focus on statutory words for Years 3, 4, 5 and 6).
- Spelling is assessed through a spelling test of 20 words, read in context.
- This assessment is separate to the teacher's assessment of their writing. Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar (out of 70).

# Paper 1: example questions

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

☐

Immediately after dinner we did, the washing up.

☐

Immediately after dinner, we did the washing up.

☐

Immediately, after dinner we did the washing up.

☐

What is the use of an **exclamation mark** at the end of a sentence most likely to show?

Tick **one**.

a detailed description of a setting

☐

something surprising or exciting

☐

the end of an opening paragraph

☐

the continuation of an idea

☐

# Paper 2 – Spelling layout:

## Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.
4. Playing in the snow made my fingers \_\_\_\_\_.
5. We learned how to do \_\_\_\_\_ in mathematics.

# Reading

The children are given 1 hour to read and answer the questions based on the reading booklet, which is made up of 3 separate texts. There is no theme to the booklet. The children will be asked to answer questions based on what they have read which will get progressively harder.

- **Short answers:**

Some questions are followed by a short line or box. This shows they only need to write a word or phrase.

- **Several line answers:**

Some questions are followed by a few lines. This gives them space to write more words or a sentence or two.

- **Longer answers:**

Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain their opinion.

- **Other answers:**

For some questions they do not need to do any writing at all. They should tick, draw lines to, or put a ring around their answer.

Marks -The number in the margin tells them the maximum number of marks for each question.



# Example reading questions:

1

What is Ajay doing when the post arrives?

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1 mark

6

Look at the paragraph beginning: *'You boys best get to school...'* to the end of page 4.

*'But what about...?' Joe started to say.*

Which words would best complete Joe's question?

Tick **one**.

your breakfast

☐

our games

☐

your job

☐

our homework

☐

1 mark

19

In what way is *buzz pollination* more useful than other forms of pollination?

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1 mark

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. 

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2. 

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3 marks

# Maths papers

- **Paper 1**: arithmetic paper lasting 30 minutes (a mark a minute or less). This will focus on their ability to use mental strategies as well as formal written methods.
- **Paper 2 and Paper 3** (40 minutes per paper): focus on reasoning and application of taught skills.
- 70% of the curriculum is now focused on number (including fractions, decimals and percentages) which is reflected in the tests.

# Maths Paper 1 – Arithmetic questions:

$$24 \times 3 =$$



1 mark

$$630 \div 9 =$$



1 mark

$$20\% \text{ of } 1,500 =$$



1 mark

$$\frac{1}{9} + \frac{4}{9} =$$



1 mark

# Paper 2 and Paper 3 - Reasoning questions:

4

Write these masses in order, starting with the **lightest**.

1.25 kg

0.99 kg

1.025 kg

0.009 kg

kg

kg

kg

kg

lightest

1 mark

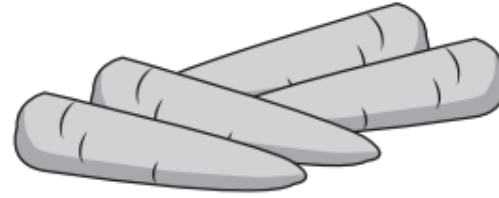
Round 3,576,219 to the **nearest million**.

1 mark

16



potatoes  
£1.50 per kg



carrots  
£1.80 per kg

Jack buys  $1\frac{1}{2}$  kg of potatoes and  $\frac{1}{2}$  kg of carrots.

How much **change** does he get from £5?

Show your method

£

2 marks

# Writing Assessment

- No official SATs paper for writing.
- –Based on teacher assessment.
- –Assessment is based on a selection of work gathered throughout Y6 and assessed against the National Y6 writing assessment document.
- –Assessment is based on unaided work, end of unit work and extended writing pieces.
- –External moderators work with schools to check judgements.
- –Can continue to collect evidence and assess progress in writing until 30<sup>th</sup> June.



## 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.<sup>1</sup>

## 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<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Science Assessment

We will use teacher assessment tools to provide information to you on your child's Science achievement.

This will include all areas of science studied throughout the Junior school including:

- Earth and Space
- Sound
- Light
- Electricity
- Forces
- Materials
- Plants
- Animals
- Variation and evolution

# Access Arrangements

Some children require different arrangements to be made in order to access the tests. This might include:

- Extra time
- Rest breaks
- Readers (for Maths and GP&S only) 1:1
- Enlarged print versions

As a school, we submit an application directly to the Standards and Testing Agency who then decide if specific arrangements are applicable.

If access arrangements have been arranged for your child, you will be informed.

Even if children do not have a particular access arrangement, **any child can still ask for a question to be read to them**(apart from the reading paper).

# How SATs are marked

- Reading, GP&S and maths are marked externally according to a set marking scheme
- Papers get scanned in, so the children's answers need to be clear-this is regularly being emphasised in class!
- Writing is teacher assessed, as previously mentioned.

# Raw score/scaled score

Raw score: the actual number of marks a child achieves

Scaled Score: a score that allows you to compare between different tests of the same type over time.

99 and below: Children have not met the expected standard.

100+: Children have met the required standard.

110+: Children have exceeded the required standard

# 2023 – Raw to scaled score example

## English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120



# Reporting on results

Results are released to schools on Tuesday 11<sup>th</sup> July.

As a School, we require time to process the results.

Results will be shared with the children on the **week commencing 15<sup>th</sup> July.**

Letters will be sent to parents to inform them of their child's results during the week commencing 15<sup>th</sup> July.

# What SATs week will look like...

- From 8.30am-arrive at school as usual. Important that children are on time.
  - 8.40am -register taken and warm up task carried out. Squash and fruit given out and chance to go to the toilet.
  - 9.15am–test starts (sitting 1)
  - 10.45-test starts (sitting 2)
  - Timings will vary depending on the which test is being administered.
- \* Children will have had a 'mock run through' before testing week

# How can I help my child during SATs week?

- Make sure your children have a good breakfast.
- Ensure they have a good night's sleep.
- Make sure your children are in school on time.
- (in the event of serious illness, please call the office straight away -access arrangements will be made).
- Be aware that all resources that will be needed for the assessment week, will be provided by the school.

# What happens after SATs?

- Normal lessons and Year 6 curriculum will resume to ensure that a structured routine continues – writing is a key focus.
- Transition lessons will be taught to prepare the children for secondary school.
- Preparation for the Year 6 Production will start with performances in the diary for July.

# How to help at home

- Support with home learning
- Early nights and a good breakfast each day
- Make sure that the children have plain water bottle to bring to school
- Try to encourage your child not to worry about the tests, but if they are, encourage them to talk about it –this is also being emphasised in school by ourselves.
- Support your child and encourage them to try their best.

# How you can help at home continued

- Easter revision packs will be sent home with children for reading, grammar and maths.
- Reading: hearing your children read and asking questions to check understanding.
- Maths: continue to support with the Home Learning.
- Grammar: choose one sentence in their reading book-identify the word class of each word or replace words with words of a similar/different meaning

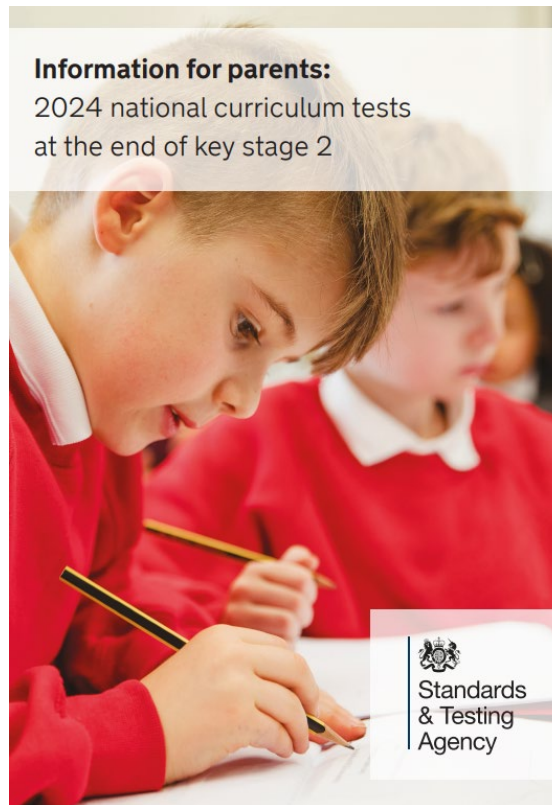
# Useful websites

- <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials> (All of the past SAT's papers – free to download)
- <https://ttrockstars.com/>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/zv48q6f> (English and Grammar)
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/z826n39> (Maths)
- Hit the button (Maths) - <https://www.topmarks.co.uk/maths-games/hit-the-button>
- CGP Books – Revision SATs Busters (Amazon)



# Parent Guidance and Information

- [https://assets.publishing.service.gov.uk/media/65eafa583649a255a7ed6355/2024\\_Information\\_for\\_parents\\_tests\\_at\\_the\\_end\\_of\\_key\\_stage\\_2.pdf](https://assets.publishing.service.gov.uk/media/65eafa583649a255a7ed6355/2024_Information_for_parents_tests_at_the_end_of_key_stage_2.pdf)





Any questions?