



Welcome

SATs Information and Guidance

SATS and Teacher Assessment

Standard Assessment Tests

- Taken by all year 6 pupils
- Provide a snap shot of pupil's attainment at the end of the key stage

Teacher Assessment

- Teacher Assessment in Writing and Science - based on evidence gathered by the staff over the year.

Why do we have them?

- So that information about the achievement and progress of pupils can be used by parents, secondary schools and the Department For Education

The Tests

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.

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The Tests

Key Stage 2 SATs take place nationally in the week commencing Monday 13th May 2024.

Monday 13th May

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15 minutes)

Tuesday 14th May

- Reading (60 minutes)

Wednesday 15th May

- Mathematics Paper 1: Arithmetic (30 minutes)
- Mathematics Paper 2: Reasoning (40 minutes)

Thursday 16th May

- Mathematics Paper 3: Reasoning (40 minutes)

Spelling, Punctuation and Grammar

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- 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.
- A total of 50 marks are available.
- Correct spelling is required in the test especially in verb forms, contractions, prefixes and suffixes and plurals.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.
- All questions can be read aloud to children (if they put their hand up and ask!)

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

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

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Greater focus on fictional texts with the least demanding text first followed by those of increasing difficulty.
- 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.
- No questions can be read aloud to children.

Mathematics

- In 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.
- 36 questions and 40 marks available.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- 35 marks available for each of these tests.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.
- All questions can be read aloud to children (if they put their hand up and ask!)

Sample Questions

Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

A large grid for showing the method of solving the subtraction problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 columns and 2 rows, intended for the final answer.

1 mark

25

1 3 | 3 0 1 6

Show
your
method

A large grid for showing the method of solving the division problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 5 columns and 2 rows, intended for the final answer.

2 marks

Sample Questions

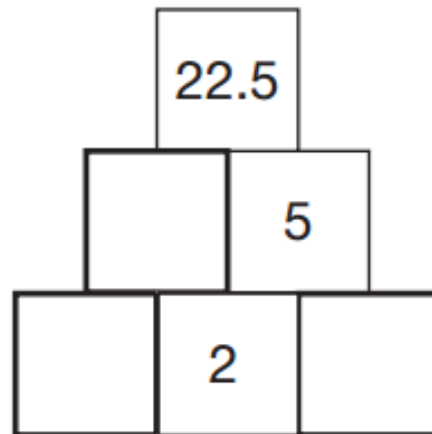
Maths Paper 2 / Paper 3 : Reasoning

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

Teacher Assessment – Writing and Science

- Writing is 'Teacher Assessed' and based on a range of evidence collated over the year.
- Teachers use the Teacher Assessment Framework (TAF) and Exemplification materials to judge if a pupil is working at the expected standards, above the expected standard or working towards it.
- Judgements in Writing may be moderated by external assessors who check that the school's assessment of pupils is accurate.

Writing – 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.

What Happens on the Day of a Test?

- Breakfast Club
- Warm Up
- Papers distributed and the test begins
- Children work independently.
- Staff give regular time checks
- Children can ask for a question to be read to them.
- Some pupils may have 'Special Arrangements' made for them to access the tests. Special Arrangements have to be applied for and approved by the Standards and Testing Agency. Special Arrangements may include having additional time, having a reader (although not for the reading test!) or having a scribe.

What Happens After The Test?

- Papers are collected, sealed and locked away ready for collection.
- Papers are sent to external markers or marked electronically by external markers.
- Results returned to school in July to be collated and shared with parents.
- Papers are not returned but can be accessed on-line by the school.

Test Outcomes - Scaled Scores

What is meant by 'scaled scores'?

- With a scaled score, 100 represents the 'national standard'.
- Each pupil's raw test score is converted into a score on the scale, either at, above or below 100.
- The scale has a lowest point (80) and a highest point above 100 (120).
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- 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.

Teacher Assessment Outcomes

Writing

- The Teacher Assessment judgement – either working at the 'expected standard' or working at 'greater depth' is shared with parents.

Science

- The Teacher Assessment judgement is shared with parents. This will be either be working at the 'expected standard' or not working at the expected standard. There is no 'greater depth' judgement in Science.

Preparing Your Child in School

- High quality teaching and feedback, helps children to identify their strengths and areas for development
- Additional small groups
- Practise answering SATs questions in lessons and practice SATs tests.
- Working under timed conditions.
- Home Learning
- Revision guides
- Doodle Maths added extras
- Support and reassurance of the staff in school.

How to Help Your Child

- 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 home learning tasks including revision packs.
- Reading, spelling and arithmetic (e.g. multiplication 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!

How to Help Your Child with Reading

First and foremost, focus developing an enjoyment and love of reading. Enjoy stories together!

- A hugely important of reading comprehension is the understanding of vocabulary. Look up definitions of words together, have a word of the day, play word games.
- Talk about the text before, during and afterwards – discuss the plot, structure, language, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions. Especially focus on supporting ideas e.g. 'How do you know that?' 'Which word makes you think that?'
- We often focus our 'book talk' around the 5Ps:
Puzzles, Patterns, Predictions, Picture, Point of View
- 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.

How to Help Your Child with Writing

- Read lots!
- Practise and learn spelling lists weekly. These will mainly be based around spelling patterns e.g. rules for adding suffixes. Children will sometimes be given specific words to practise.
- 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.

How to Help Your Child with Maths

- Support learning multiplication, division and associated number fluency facts.
- Encourage your child with the 'little and often' approach to Doodle Maths. It is a fantastic tool for practising mathematical skills and can be tailored to target specific areas of maths.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess, Countdown Numbers challenge.



Any Questions?

Miss Crowson and members of the SLT will be available on-line at 5.30 p.m. on Thursday 22nd February to answer any questions you may have.

Please email Mrs Brown (jbrown@ridge.dudley.sch.uk) by 12 noon on Thursday for the link to the chatroom.

Alternatively, Miss Crowson can answer queries at consultation meetings next week.