

Key Stage 2 SATs

Bowsland Green 2018/2019

Please find your parent pack on the back table, with your child's name, then take a seat 😊

This evening, we will share information about...

The Statutory
Assessment Tests
System

Science

Reporting - Scaled
Scores

Maths

Higher-Attaining
Pupils

Access
Arrangements

English

How We Will Help
Your Child

How You Can Help
Your Child

next
page

Assessment and Reporting

- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.

chapter
menu

next
page

Scaled Scores

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 have a lower end point somewhere below 100 and an upper end point above 100.
- 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 receives:
 - 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.

chapter
menu

next
page

Scaled Score Examples

On publication of the test results in July:

- 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 the expectation for their age.

chapter
menu

next
page

Access Arrangements

- If your child has a diagnosed barrier to learning (SEND), Mr Clemo and the team will be applying for Access Arrangements for them.
- This is an online application by the school which gives an immediate response from 7 yes or no questions. As a school, we have to evidence that these access arrangements improve a child's score and we have already been using them in school.
- Often the outcome states that we can choose from a range of options. These can include, but are not limited to:
 - Reading a paper to a child
 - Scribing answers for a child
 - 25% extra time.
 - Prompting
 - Using a translation device
- Mr Clemo will be touch with you after February half term if we are applying for access arrangements for your child.

Higher-Attaining Pupils

- In the past, Key Stage 2 tests were aimed at children achieving levels 3 -5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to.
- For the previous two years, a scaled score of 110 has equated to 'greater depth'.

chapter
menu

next
page

The Tests

Key Stage 2 SATs take place nationally in the week commencing 13th May 2019

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)
- Science sampling tests are not taking place this year.
- All tests are externally marked.
- As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

chapter
menu

next
page

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.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

chapter
menu

next
page

Sample Questions

Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

chapter
menu

next
page

Sample Questions

Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

chapter
menu

next
page

Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- 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 grammar, punctuation and spelling.

chapter
menu

next
page

Sample Questions

Grammar, Punctuation and Spelling Paper 1

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.		

chapter
menu

next
page

Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be

chapter
menu

next
page

Writing

- There is NO writing SAT paper
- Writing is teacher assessed and then moderated, both in school and across schools.
- Pupils will be graded as either
 - **Working Towards the Expected Standard**
 - **Working at the Expected Standard** or
 - **At Greater Depth of the Expected Standard** .
- The date for submitting this data is at the end of June.
- Writing will continue to be a strong focus until this time.

chapter
menu

next
page

Mathematics

- The mathematics tests have undergone the biggest change in recent years.
- 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.
- 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.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

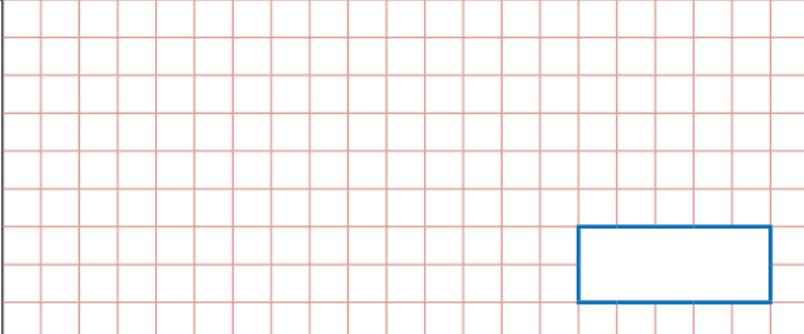
chapter
menu

next
page

Sample Questions

Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	<input type="checkbox"/>
		

32	$43 \overline{) 1118}$	<input type="checkbox"/>
		

chapter
menu

next
page

Sample Questions

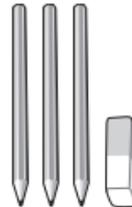
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost **£1.68**

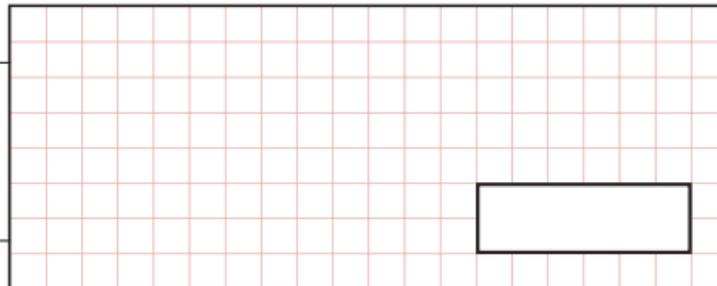


3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

Show
your
method



2 marks

chapter
menu

next
page

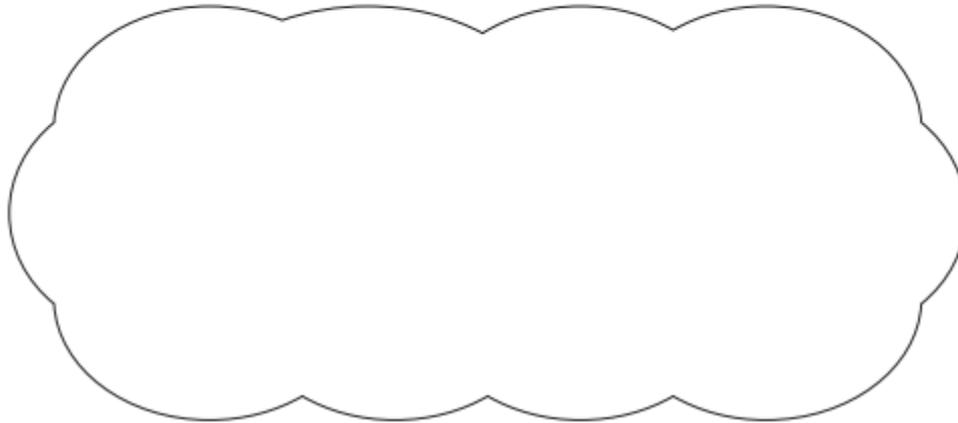
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

chapter
menu

next
page

SATS Week at Bowsland

- Our aim at Bowsland is to make this week as calm and with as little pressure as possible. Pupils sit answer questions in a timed, quiet environment every assessment period, so they are used to this. We wish for pupils to feel comfortable in school to achieve their best.
- Pupils may come to school at **Breakfast Club** time free of charge, and spend time with their friends in the UKS2 Area. If they wish to purchase breakfast and bring it to the area, they can.
- Pupils can bring **slippers** to school wear that week, to feel comfortable.
- We start the day with a Year 6 ‘ **pow wow** ’ with the class teachers, reassuring pupils and encouraging them to do their best. We have a square of **chocolate** and a **banana** to get our brains working.
- All pupils will be working in **small groups**, so that we are able to help as quickly and efficiently as possible. Each child will have their set space for the week with the **same familiar adult** .
- Afternoons will continue a **usual routine** , with **calm activities** .

SATs Preparation at Bowsland

- We feel it is important for pupils to be prepared for these assessments, so that they know exactly what to expect and can do their best. The aim is for pupils to achieve their potential so they are in the best position moving forward. Secondary schools build on the knowledge that these assessments, meaning that if pupils are working at the expected standard, they have the foundations for their future learning.
- At Bowsland we will be:
 - Having a **Mock SATS week** – so pupils are prepared and know exactly what to expect.
 - Exposing pupils to SATS style questions, through class work and home learning.
 - Encouraging pupil independence, by **sharing the objectives** , allowing **pupils to track their targets and their progress** .
 - Running **Booster Groups** – if we feel your child isn't yet showing their true potential and, if challenged and supported, is capable of achieving the expected standard/ greater depth.

These will run before, during and after school.

If we feel these are appropriate for your child, you will receive a letter about this.

Revision Guides

- As you know, the school have purchased 4 of the Collins Practice Sats Question Books, for Reading, Punctuation Grammar and Spelling, Arithmetic and Maths Reasoning for each child.
- We will continue to set pages from these books as home learning on a Monday, Wednesday and Friday. The answers are in the back, so pupils can self mark their work, however they will continue to have the opportunity to ask about any questions they are unsure of and been shown methods/explanations in school. This is instead of usual home learning and is part of the preparation for Secondary school, where homework will be more regular.
- There are also other guides available to purchase for additional practice at home should you wish.
- The **Rising Stars Achieve 100 Practice Questions** book has a good selection of questions that match those in the tests. They are organised by subject and are available in bookshops/on Amazon.
- Revision Guides – explain methods
- Practice Books – questions SATs style
- They also have range of **Achieve 100 + Practice Questions** books, if we have discussed with you that your child is working towards greater depth.

How to Help Your Child with Reading

- 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!
- 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.
- 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: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

chapter
menu

next
page

How to Help Your Child with Writing

- 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 and 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.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

chapter
menu

next
page

How to Help Your Child with Maths

- Play times tables games.
- 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.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

chapter
menu

next
page

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 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!



chapter
menu

next
page

Most importantly, your children are fantastic and work hard in school everyday. You should be very proud of them.

We thank you for your continued support.

The UKS2 Team are available for your questions.

Parents Consultations will take place on **4th and 6th March** to discuss predictions and your child's progress towards the expected standard.