

Year 6

Parents' SATs Briefing



26th March 2018

Aims of the session

- To share important information about KS2 National Curriculum Tests (commonly known as SATs)
- To answer any questions you may have
- Discuss / share ideas about how you as a parent can help your child at home

What are KS2 SATs?



- National Curriculum Tests
- All children have to be tested before they go to secondary school
- Provide part of the assessment information for secondary schools

Test Results - Scaled Scores

- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale has a lower end point of 80 and an upper end point of 120.
- A scaled score of 100 represents the 'national standard'.
- 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.

What about the Level 6 papers?

- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment.
- There aren't any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths and this will be reflected in their scaled scores.

Teacher Assessment

- Teacher assessment draws together everything the teacher or teachers know about a child, including observations, marked work and school assessments.
- Teacher assessment is not a 'snapshot' like tests and is based on your child's work over time.
- To be assessed as working at a particular standard children will have to meet all the criteria within that standard.
- Due to the different ways of assessing and the different content being assessed, it is possible that there will be a discrepancy between teacher assessment results and test outcomes.
- Teacher assessment of writing (there is no test paper) is moderated by the Local Authority

Teacher Assessment

- You will receive four teacher assessment judgements: reading, writing, maths and science.
- For reading, maths and science your child will be assessed as to whether they are “working at the expected standard”.
- For writing your child will be assessed whether they are “working towards the expected standard”, “working at the expected standard” or “working at greater depth within the expected standard”.

To be assessed as working at a particular standard children will have to meet all the criteria within that standard. Although, for this year, writing has been revised so that a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made.

Teacher Assessment - Reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Teacher Assessment - 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 correctly¹ (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.²

How is SATs week organised?

- A timetable is issued to school, telling us on which days tests must be administered.
- All children must sit the tests at the same time.
- Test papers can only be opened 1 hour before the tests begin for administrative purposes.
- Tests are completed in classrooms/other rooms, with any displays that may help covered over.

SATs Timetable

Year 6 SATs Week 14th to 17th May 2018

| Monday 14th May | Tuesday 15th May | Wednesday 16th May | Thursday 17th May |
|---|-------------------------------|---|------------------------------|
| English - Grammar, Punctuation and Spelling Paper | English - Reading Paper | Maths Paper 1 - Arithmetic Maths Paper 2 - Reasoning | Maths Paper 3 - Reasoning |

How can parents help?

- The best help is taking an interest in what they are learning.

- Supporting revision based homework and encouraging engagement with these tasks.



- Good communication between school and home.

- Getting a good sleep on a school night followed by a good breakfast!

English SATs

English SATs consist of:

- A reading test
- A grammar, punctuation and spelling test





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.



- There are 4 main types of questions on the reading paper:
- Literal - answer is there in the text
- Deductive - look for clues
- Inferential - read between the lines
- Authorial intent - e.g. why does an author use a particular word



Sentence from:



'A Day in the English Countryside

As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane.

1. What three things did the cow do? (Literal)
2. What time of day was it? (Deductive)
3. Where was the cow? (Deductive)
4. What do you think the cow was expecting? (Inferential)
5. What strategies does the writer use to give the reader so much information in a single sentence? (Authorial intent)



How can parents help with reading?



- Ensure your child reads both fiction and non-fiction on a regular basis.
- Talk to your child about their reading and ask them questions about the text. 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.
- Help them with the different skills of reading especially 'skim' reading where they are looking for key words in the text.
- Speed reading



Spelling, Punctuation and Grammar



- This was a new test in 2013 - it replaced the writing tests
- 45 minutes to answer questions on vocabulary, grammar and punctuation
- There are a variety of different questions to be answered in different ways
- The spelling test is untimed and lasts approximately 15 minutes
- The marks from these two tests are added together to give a total for Spelling, Punctuation and Grammar.



Spelling, Punctuation and Grammar



Complete the sentences below using either **I** or **me**.

I wanted my mum to watch _____ in the school play.

After we went cycling, Emma and _____ were very tired.

The teacher asked Tim and _____ to collect the books.

1 mark



Spelling, Punctuation and Grammar



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



Spelling, Punctuation and Grammar



The word **present** has more than one meaning.

Write two sentences to show two **different** meanings.

1) _____

2) _____

_____ **1 mark**



Spelling, Punctuation and Grammar



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



How can parents help with spelling, punctuation and grammar?



- Again, reading a variety of texts - the more children read, the more familiar they become with the ways that authors use punctuation and construct sentences.
- Spellings



Mathematics



- The Mathematics tests underwent the biggest change for the new curriculum.
- Children sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is 'Arithmetic' lasting 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.



Mathematics



- Some questions are worth one mark and therefore accuracy is important.
- The children can write any notes that help them on the paper - just need to make sure the answer goes in the box!
- Other questions are worth two marks (or even three marks) and even if the answer is wrong, a mark may be given for correct working.
- Teachers may read questions in both written papers to any pupils if they ask.



Mathematics

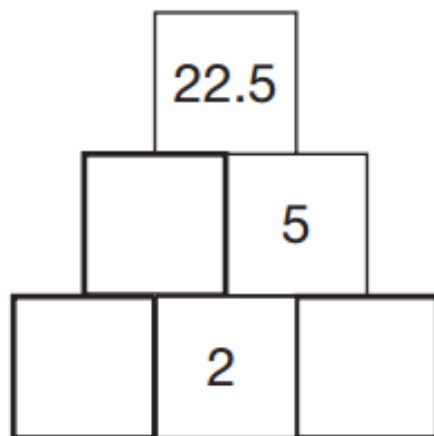


14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

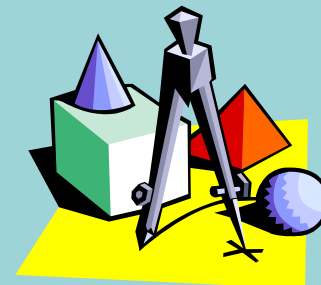
Write the missing numbers.



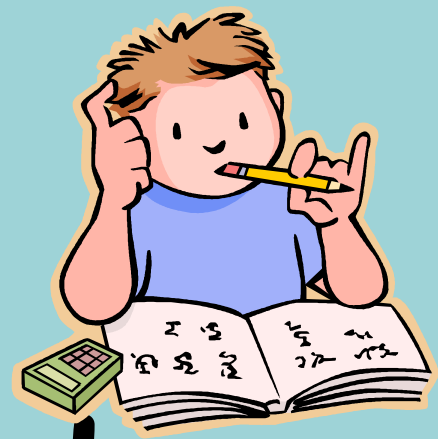
2 marks



How can parents help with Maths?



- Times tables and any other mental maths e.g. timetables, money
- Support with revision tasks - not just helping with the Maths but reading the question can really help.
- Help your child to check their work through - this will help them to spot mistakes that can sometimes be easily fixed.



Why do some children
sit the tests outside
of the main test
room?

Some pupils require and are entitled to:

- additional time / rest breaks
- reading support (except the reading test!)
- a scribe to support writing
- adapted papers - size, colour etc



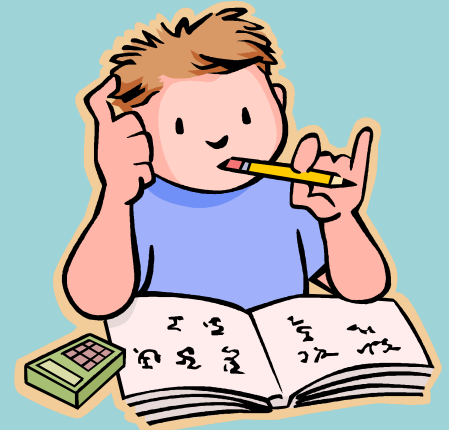
If this is the case, the necessary permissions have been sought and additional paperwork is completed.

Pupils who sit the test outside of the main test room are supervised by a member of staff and have a second adult in the room, who has attended the SATS briefing, to ensure the test is conducted properly.

In the main test room there are always sufficient adults to manage any emergency and still ensure there are at least two adults at all times.

What are we doing?

- Normal teaching including some focussed Year 6 teaching
- Teaching assistant support
- Booster sessions/1:1 tuition
- Revision tasks
- Test preparation and technique
- Reassuring the children





Any
questions?