

SATS 2017

Parents' Meeting

Aim of the session

- To share important information about KS2 SATs
- To answer any questions about KS2 SATs
- Discuss / share ideas about how you as a parent can help your child at home

What is the purpose of the SATS?

To measure pupil progress and attainment

- Measured against age related expectations as set out in the National Curriculum.
- Results form the basis of further teaching and learning.
- Results can be used by secondary schools as a 'baseline' assessment.

To measure school performance

To identify regional and national trends

What does teacher assessment involve, and is it different from testing?

- 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 therefore more reliable.
- There can be a difference between teacher assessment results and test levels.

SATS

In the summer term of 2016, children in Year 2 and Year 6 were the first to take the new [SATs](#) papers. These tests in English and maths reflect the new national curriculum, and were intended to be more rigorous. The expectations of the children have significantly increased and the papers are harder.

At the end of Year 6, children will sit tests in:

- Reading
- Maths
- Spelling, punctuation and grammar

These tests will be both set and marked externally, and the results will be used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

Reading

- The reading test will be a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**
- There will be a selection of question types, including:
- **Ranking/ordering**, e.g. ‘Number the events below to show the order in which they happen in the story’
- **Labelling**, e.g. ‘Label the text to show the title of the story’
- **Find and copy**, e.g. ‘Find and copy one word that suggests what the weather is like in the story’
- **Short constructed response**, e.g. ‘What does the bear eat?’
- **Open-ended response**, e.g. ‘Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’

How can I help at home?

- Ensure your child reads every night!
- Encourage them to read fiction and non-fiction.
- Try to ask them questions about the text.
- Help them with the different skills of reading especially ‘skim’ reading where they are looking for key words in the text.
- Speed reading
- Discuss vocabulary

Grammar, Punctuation and Spelling

The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Part 2 (Spelling Test)

- Part 2 is essentially unchanged from previous years and involves your child's teacher reading 20 sentences from a script. Your child then fills in a blank on their answer sheet by correctly spelling the missing word.

How can I help at home?

- Again, reading a variety of texts – the more children read, the more familiar they become with different text types
- Spelling homework
- Encouraging your child to complete all homework and discussing their work with them.
- Sentences punctuated correctly
- Spelling is accurate

Maths

Children will sit three papers in maths:

- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **reasoning**, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

Paper 2 and Paper 3 are now known as "**Reasoning**" papers and each paper contains 35 marks of problem-solving based Maths questions. Children will need to apply their *fundamental* KS2 Maths skills (as used in Paper 1) to a variety of topics including:

- Geometry (including angles, coordinates, rotation, reflection, symmetry etc).
- Ratios (and how to interpret them from fractions, percentages etc).
- Charts and tables.
- Units and measures (including time, temperature, money, weight, volume etc).
- Shapes and their properties (including triangles, hexagons and their angles).
- Roman numerals.
- Mean, median and mode.

How can I help at home?

- Support with homework – not just helping with the Maths but reading the question can really help.

•TIMES TABLES!

- Help your child to check their work through – this will help them to spot mistakes that can sometimes be easily fixed.

Science

Science sampling is not currently scheduled to take place.

Writing

There are no writing exams. Writing is assessed through teacher assessment.

Working towards the expected level

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected level

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at a greater depth within the expected level

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.
- [No additional requirements for spelling or handwriting.]

What are we doing?

- Cross-curricular teaching
- Additional maths & Literacy support
- Teaching assistant support
- Homework
- Test preparation
- Encouragement and openness

What can I do?

- The best help is interest taken in learning and progress.
- Supporting homework.
- Good communication between the school and home.
- Getting a good sleep on a school night!
- Ensuring attendance at school from now until SATS

When will the SATs happen?

- The Year 6 KS2 SATs will be administered in the week commencing 8 May 2017.

Monday 8 May 2017	English reading English grammar, punctuation and spelling
Tuesday 9 May 2017	Paper 1: questions English grammar, punctuation and spelling Paper 2: spelling
Wednesday 10 May 2017	Mathematics Paper 1: arithmetic Mathematics Paper 2: reasoning
Thursday 11 May 2017	Mathematics Paper 3: reasoning

How will they be scored?

- Scaled scores will be used to report national curriculum test outcomes.
- Essentially, we will not know what this scale will look like until after the test have been taken. But we can take a good guess at the number of marks needed based on last years papers.

'A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.'

Scaled Scores

From May 2016, with the **new curriculum** and **new KS2 SATs assessments**, things are a little different. Instead of a mark or level, your child will now receive a **scaled score**. These scores will be shared with parents and your child's secondary school.

The interpretation of these scores is as follows:

- Below 100: Those that score below 100 will have not reached the nationally set "expected standard" and will need further support and development before and indeed at secondary school.
- Within close proximity of 100: Those that get 100 will have reached the national standard that's expected of them. In other words: *"Bravo, you're ready for secondary school little Jimmy!"*
- Above 100: Those that score significantly higher than 100 will have exceeded the standard that's expected of them. *Here's where our high achievers can really shine!*

What information will I receive about my child's outcome?

- You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the expected standard set by the Department for Education ('NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved).
- The range of scaled scores available for each KS2 test is:
 - 80 (the lowest scaled score that can be awarded)
 - 120 (the highest scaled score)
- The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.

Level 6?

Instead of a separate level 6 paper, the DfE and STA are developing the 2017 KS2 SATs papers to include questions for higher attaining pupils to show their strengths.

So instead of a bright, talented child striving to pass their level 6 tests, the task before them is to simply **achieve as high a scaled score as they can**. With the way that scaled scores are calculated and interpreted – **the higher the score, the better!**

What scaled score should my child be aiming for?

There's no trick here, the more marks your child achieves in their KS2 SATs, the higher their scaled score will be. Work hard and aim high!

The questions will be arranged in order of difficulty. Pupils will still be able to use access arrangements, eg readers or additional time, where appropriate.

How is SATs week organised?

- A timetable is issued to school, telling us on which days/sessions 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.
- Tests are completed in the hall