

Key Stage 2 National Curriculum Assessments



Presentation to Parents
Monday 24th February

KS2 National Curriculum Assessment



SATs stands for Standard Assessment Tests, which are national exams taken by primary school children in England. The tests measure children's progress in English and math.

Purpose:

- To check how children are doing in their education
- To ensure schools are accountable for children's progress
- To check teaching standards in England
- To assess children against age-related expectations

Scaled Scores



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.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.

Scaled Scores



A scaled score of 100 represents the expected standard on the test. Pupils scoring at least 100 will have met the expected standard on the test.

However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may change.

For example, if the overall difficulty of a test decreases compared to previous years, the raw score required to meet the expected standard will increase.

Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease.

Scaled Scores



80 is the lowest scaled score that can be awarded and 120 is the highest scaled score.

Pupils scoring at least a scaled score of 100 will have met the expected standard of the test.

A pupil awarded a scaled score of 99 or below has not met the expected standard in the test.

Scaled Scores



- There are not any separate ‘higher-level’ tests.
- 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.
- A scaled score of 110 or more means that a child is exceeding the expected standard. We call this greater depth.

The tests



Nationally, statutory tests will be administered in the following subjects:

- English reading
- English grammar, punctuation and spelling
 - Paper 1: short answer questions
 - Paper 2: spelling
- Mathematics
 - Paper 1: arithmetic
 - Paper 2: reasoning
 - Paper 3: reasoning

Reading



- A single paper.
- Reading booklet and associated answer booklet.
- 3 unrelated texts (a mixture of text genres).
- 60 minutes in total (to read the booklet and answer the questions).
- Total of 50 marks.

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. Others require short answers and some require an extended response or explanation.

Reading – sample question



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

Reading – sample question



27

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

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

1 mark

Spelling, Punctuation and Grammar



Paper 1: short answer questions

- 45 minutes.
- Short answer questions, including some multiple choice.
- 50 marks in total.

Spelling, Punctuation and Grammar



Paper 2: spelling

- Expected to take approximately 15 minutes, but is not strictly timed.
- Test transcript (to be read by the test administrator) and an answer booklet.
- Pupils complete 20 missing words.
- 20 marks in total.

Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Spelling, Punctuation and Grammar

Grammar, Punctuation and Spelling Paper 1

Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was / were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

1 mark

Spelling, Punctuation and Grammar

Grammar, Punctuation and Spelling Paper 1

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

☐

adverb

☐

verb

☐

determiner

☐

Spelling, Punctuation and Grammar

Grammar, Punctuation and Spelling Paper 1

Tick one box to show the correct place for a **colon** in the sentence below.

Tom needed to think carefully about his homework it


☐
☐
☐

looked very difficult.


☐



- Three papers (Paper 1, Paper 2 and Paper 3).
- **Paper 1: 'Arithmetic'**
 - 30 minutes
 - Calculation methods, including use of fractions, percentages and decimals.
 - Questions gradually increase in difficulty.
 - Straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each.
 - Long division and long multiplication worth 2 marks each.

Mathematics

Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

1 mark

25

1 3 | 3 0 1 6

Show
your
method

2 marks



- **Papers 2 and 3**

- assess mathematical fluency, solving mathematical problems and mathematical reasoning.
- 40 minutes each.

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.

Mathematics

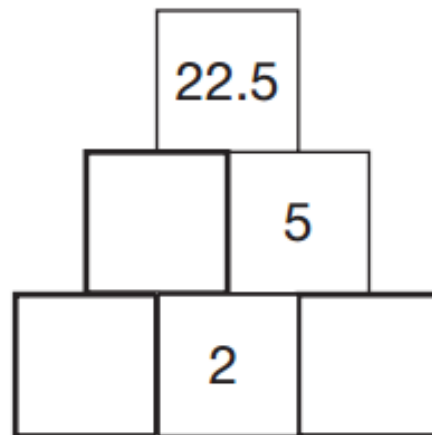
Maths Paper 2 / Paper 3 : Reasoning

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

Mathematics

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

A large grid for showing the method, with a small box for the answer.

£

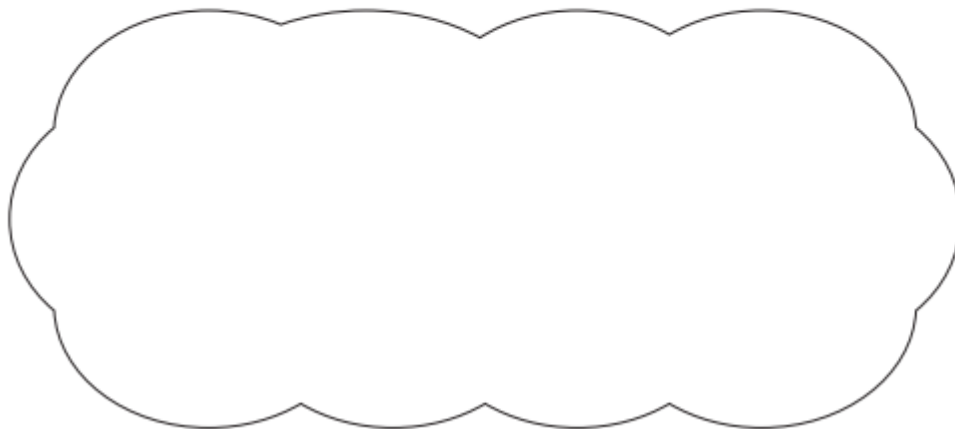
2 marks

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

The tests



- All tests are externally marked.
- As in recent years, writing will be teacher assessed. We use the statutory writing framework to assess. It is not a 'tick box' style of marking. We create a portfolio of 6 pieces of writing for each child and moderate as a team.
- The reason we moderate over 6 pieces is because a child needs to show that they can write for a variety of genres, having a focus on the audience and purpose.



Year 6 Writing Assessment



Narrative with dialogue

Draft

Hot Task

A pupil working towards the expected standard can:

Write for a range of purposes

Use paragraphs to organise ideas

In narratives, describe settings and characters

using expanded noun phrases

using adverbs

using preposition phrases

using figurative language

In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

Use mostly correctly:

capital letters

full stops

question marks

commas for lists

apostrophes for contraction

Spell most words correctly (years 3 and 4)

Spell some words correctly (years 5 and 6)

Write legibly

Writing



A pupil working at the expected standard can:				
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader				
In narratives, describe settings, characters and atmosphere	using short sentences			
	using ellipsis moments			
	using rhetorical questions			
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, for example:	using contracted forms in dialogues			
	using passive verbs			
	using modal verbs			
Use a range of devices to build cohesion within and across paragraphs, for example:	conjunctions			
	adverbials of time and place			
	pronouns			
	synonyms			
	ellipsis			
Use verb tenses consistently and correctly throughout their writing				
Use relative clauses				
Use a range of punctuation taught at key stage 2 mostly correctly:	. ? ! " ' , () - ; : - ...			
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 by using the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined				

Writing



A pupil working at greater depth within the expected standard 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 and choose the appropriate register					
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this:					
Informal writing	<i>using contractions</i>				
	<i>using question tags</i>				
	<i>using informal/conversational language</i>				
	<i>referring directly to the reader</i>				
Formal writing	<i>using idioms, colloquialisms, clichés, slang or dialect</i>				
	<i>selecting technical and precise vocabulary</i>				
	<i>using passive construction</i>				
	<i>using the subjunctive form</i>				
Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity:	<i>using modal verbs</i>				
	. ? ! " " ' , () - ; : - ...				

EXS



Piece B: Recount

Viking Day

When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~pleasant~~ welcoming, of ^{course} ~~course~~, but had a lot of weapons and servants surrounding him. The first words he said were G'D AR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, sur, runes and by the fact that it was Viking Day.

EXS



Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really funny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, obviously, because we were wearing head scarves, tunics^{and} ropes.

After break the man told us more about the Vikings and their lands and society. He also told us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities.

GDS

Hotel Parister

Nestled in the heart of Paris lies Hotel Parister- a 5* iconic retreat which welcomes guests with exceptional service. The hustle and bustle of the city streets blends harmoniously with the peace and tranquility found at Hotel Parister.

Guest suites enjoy panoramic views of renowned landmarks such as the Eiffel Tower and the Arch De Triumph. Sip one of our signature cocktails or enjoy freshly-baked croissants whilst absorbing the sights from your balcony.

Each suite has been carefully crafted to ensure unparalleled comfort. Duck-feather duvets are provided as standard, as is a pillow menu, allowing you to select according to your preference in order to guarantee a restful night's sleep.

Our full-service spa is here to help you rehydrate and rejuvenate after a busy day of city life; hit the designer shops on Paris's famous highstreets or marvel as you take in the views of the landmarks in this city steeped in history. Steam away your stresses and worries in the relaxing hamman and slip further into relaxation with a heavenly massage from one of our highly-skilled masseuses.

In the morning, head to our exquisite breakfast buffet and sample the finest pastries prepared by our in-house Michelin starred chef. In the evening, stop by our signature restaurant, Les Passerelles, to experience the pinnacle of fine dining.

Hotel Parister is situated in prime location for sampling the delights of local cafés where French delicacies such as arrays of different kinds of cheeses and freshly-baked macaroons are waiting to tickle your taste buds.

GDS

THE ESCAPES

The darkness of night enveloped London as Ash Silverthorne, son of a ~~pratigious~~ prodigious inventor and an equally prodigious explorer, piloted his mother's airship over the M25 when a sharp burst of gunfire sounded in the sky. Thinking quickly, Ash steered the zep into a steep dive, attempting to throw off his assailant. But shaking them off proved to be as difficult as shaking off a particularly resilient wart. Before he had a chance to think, the gondola had been pierced by multiple harpoon hooks, slowly reeling it in; Ash put the airship on full thrust to no avail. Desperate to survive, he slipped on a parachute, wrenched open the escape hatch and jumped. The hail hacked at Ash's cheeks like knives and the wind lashed him with punches, making him regret his hasty bid for freedom.

GDS

Careering earthwards, he pulled his parachute open and floated down to earth with a thump. ~~and~~ Once he regained his senses, it dawned on him that he had landed in the middle of a beautifully manicured garden.

"Are you alright, dearie?" inquired a voice that was smooth and warm like a glass of hot chocolate. When he searched for the source of the words, his eyes came to rest on an elderly lady of about 70 years, clad in a silk dressing gown.

"I think so. Where am I?" replied Ash "Are we in London?"

"I'm afraid not, darling. We are in Surrey, just south of London" answered the old dear "Come in, come in! You look freezing! I'll make you a steaming mug of tea."

GDS

With that, Ash followed her into the stately manor's living room, where the elderly lady shuffled off to the kitchen to prepare the tea. She returned a few minutes later carrying a dainty little tray with on it a porcelain mug and teapot and set it on the coffee table.

"Here you go, my darling Ash," uttered the lady
"Thank you- wait, how do you know my name?" demanded Ash as the lady prodded a button on the wall, ~~causing~~ leading to steel shutters clanging over the windows and doors, blocking all exits.

Cackling with glee, the lady pulled a pistol from her thigh holster, and pointed it at his face, finger on the trigger. Ash's heart started beating harder and faster against his ribs. His breath grew shallow and sweat was pouring out of his skin. Then, as if on automatic, he made a prompt dash for the tray and slammed it over her head.

"My sincerest apologies," he muttered over her limp body and ^{ripped} took the pistol from her grasp. Shaking, he stepped over to the

GDS



button and pressed it. "Imagine that," he thought, "Two attempts in one night to kill me!"

As Walking through the doorway, he picked the Maserati keys he saw on keyholder and ~~was~~ crunched across the gravel driveway to the car. Once comfortably sat in the car, Ash recalled his mother's driving lessons, switched ~~on~~ the ignition key and put the car into gear, preparing for the journey back to his father, safe at last - or so he thought..

When will the tests happen?



Monday 12 May: KS2 English grammar, punctuation and spelling, papers 1 and 2

Tuesday 13 May: KS2 reading paper

Wednesday 14 May: KS2 mathematics papers 1 and 2

Thursday 15 May: KS2 mathematics paper 3

Attendance is crucial this week.

Supporting Your Child



- Support and reassure your child that there is nothing to worry about and they should always just try their best.
- Ensure your child has the best possible attendance at school.
- Practise reading, spelling and arithmetic (e.g. times tables).
- 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.
- Support your child with any home learning activities.

Supporting Your Child - Reading



- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Talk about the story before, during and afterwards.
- Look up definitions of words together.
- All reading is valuable – it doesn't have to be just stories.
- You could visit the local library.

Supporting Your Child - Writing



- Practise and learn weekly spelling lists.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together.
- Allow your child to use a computer for word processing.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

Supporting Your Child - 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.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.

A chance to explore the tests



On each table, you will find some copies of example papers. Please take some time to look through them and I will answer any questions you have.

