



# Key Stage 1 & 2 National Curriculum Assessments (SATs)

## St. Mary's CE Primary School Presentation to Parents

Information and Guidance on the Changes and Expectations since 2015/16

## Key Stage 1 & 2 National Curriculum Assessment Changes

- In 2015/16 children in all years at Key Stage 1 and 2 began to study the **new** national curriculum.
- KS1 (Year 2) and KS2 SATs (Year 6) reflected the new curriculum for the last two years.
- The new curriculum and therefore the SAT's are much more demanding than previous SAT's in both year groups.
- For those pupils in Year 2 there are more changes on the horizon with **current Year 2 pupils being the first cohort to sit statutory Multiplication Tables Check when they are in Year 4.**

# Assessment and Reporting

- ‘Old’ national curriculum levels (e.g. Level 1, 2, 3, 4, 5) have now been abolished, by the Government.
- Since 2016, test scores are reported as ‘scaled scores’.
- Your child will still be taught to the highest expectation and cover all required elements of the curriculum.

2016-2017 KS 2 School Data	Working towards the Expected Standard		Working at the Expected Standard		Working in Greater Depth within the Standard	
	School	National	School	National	School	National
Reading	10%	29%	<b>90%</b>	<b>71%</b>	<b>37%</b>	<b>25%</b>
Maths	10%	30%	<b>90%</b>	<b>75%</b>	<b>33%</b>	<b>23%</b>
Writing	7%	26%	<b>93%</b>	<b>76%</b>	<b>17%</b>	<b>18%</b>
Spag	3%	28%	<b>97%</b>	<b>77%</b>	<b>43%</b>	<b>31%</b>

# Assessment and Reporting

2016 -2017

- **Reading, writing and mathematics combined attainment: number of pupils who attained the expected standard is 77% (National 61%)**
- **Reading, writing and mathematics attainment: number of pupils who attained the greater depth standard is 13% (National 9%)**

# 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.
- A child who achieves the 'National Standard' (a score of 100) will be judged to have demonstrated 'expected knowledge' in the areas assessed by the tests.
- In July 2018 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'.

(For KS1 tests, Teachers will use conversion tables issued by the DFE to translate pupil's raw scores into scaled scores to see whether each pupil has met the National Standard. Teachers will use the scaled scores to inform their teacher assessment judgements.)

# Scaled Score Examples

## On publication of the test results in July 2018:

- A child awarded a scaled score of 100 will be judged to have **met** the 'National Standard' in the area judged by the test.
- A child awarded a scaled score of less than 100 will be judged to have **not yet met** the 'National Standard' and performed below expectation (**emerging**) for their age.

# Higher Attaining Pupils

- There are NO separate tests for the more able children.
- Each test has scope for higher attaining pupils to show their strengths, however equally this means there will be harder questions some children will find challenging.
- The Government for the last two years have released a scaled score threshold of 110 to indicate Greater Depth at KS 2. We await confirmation this will remain the same.
- Please note this confirmation has not been issued until September for the last two years and so it is unlikely the greater depth will be confirmed on school reports.
- **Please note there is no greater depth scaled score issued for Key Stage 1 on the SATs papers, this can only be attained from the teacher assessment.**

# The Results and what next ...

- Secondary Schools receive the Raw scores directly from the DFE
- Secondary schools also receive all Teacher Assessment data
- So what do Secondary Schools do with all this information and what does it mean for your child .....?

# The Year 2 Tests

At the end of Year 2, children will take assessments in:

- Reading;
- Maths.
- English Grammar, Punctuation and Spelling – Schools are able to decide if they wish to administer this test in school.
- With the Governing Body, St Mary's School has taken the decision to administer this test so that we can track and monitor progress through Key Stage 2 where this paper is compulsory at the end of Year 6.
- Writing – children's writing will be assessed by the teacher. The children's WRITING pieces will form the basis of this judgement alongside writing in other subjects. All writing assessed must be independent pieces of writing.

# Year 2 Reading

The Reading Test will consist of two separate papers:

- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete.
- The texts will cover a range of poetry, fiction and non-fiction.
- 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.

# Year 2 Reading

## Greenland

### The Land of Ice

Greenland is a huge island in the far, far north of the world. The weather there is very harsh and cold. Even the 'hottest' summer day on Greenland is like a cool winter's day here in England.

In the summer months, the sun never sets; it is light all through the night.



A map showing Greenland

- 1** The weather there is very harsh and cold.

In this sentence, *harsh* means:

Tick **one**.

wet

tough

rocky

easy

- 2** When does the sun never set?

\_\_\_\_\_

# Year 2 Spelling, Punctuation and Grammar

The test consists of two separate papers:

- Paper 1: spelling (20 marks).
- Paper 2: questions (20 marks).

# Year 2 Sample Questions

## Grammar, Punctuation and Vocabulary Paper

Year 2 English Grammar and Punctuation Test 1

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2

4. Tick the correct word to complete the sentence below.

I really don't like washing my face \_\_\_\_\_ I have to do it.

Tick **one**.

or

and

but

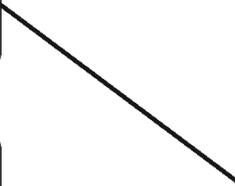
1 mark

# Year 2 Sample Questions

## Grammar, Punctuation and Spelling Paper

9. **Draw lines** to match the groups of words that have the same meaning.  
One has been done for you

I will	it's
you have	I'll
it is	didn't
did not	you've



1 mark

# Year 2 Mathematics

Children will sit two tests: Paper 1 and Paper 2:

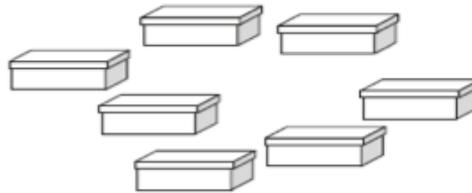
- Paper 1 is for arithmetic, lasting approximately 20 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.



# Year 2 Sample Questions

## Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

 shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

# The Year 6 Tests

• **Statutory tests will be administered in the following subjects:**

- Reading (60 minutes)
- Spelling (approximately 15 minutes)
- Punctuation, Vocabulary and Grammar (45 minutes)
- Mathematics
  - Paper 1: Arithmetic (30 minutes)
  - Paper 2: Reasoning (40 minutes)
  - Paper 3: Reasoning (40 minutes)

All tests are externally marked

Writing – children’s writing will be assessed by the teacher. The children’s WRITING pieces will form the basis of this judgement alongside writing in other subjects.

# Year 6 Reading

- The Reading Test consists of a single test paper with three unrelated reading texts which get progressively more complex.
- 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.



# Year 6 Reading



## Why go to the National Parks?

There are plenty of activities to do in all of the National Parks in England. Visitors can walk or cycle, following marked routes, and many of the parks put on activities for families.

In the Norfolk Broads there are boat trips on the environmentally friendly boat, *The Electric Eel*, and in Dartmoor and the Yorkshire Dales families can go 'geocaching', which is a sort of electronic treasure hunt using maps and satellite navigation devices. In the Lake District, there are 'treetop treks', where children from the age of 5 (and adults!) can clamber across rope bridges, cross wobbly logs and zoom down zip wires.

People who are interested in history can walk along sections of Hadrian's Wall in Northumberland National Park. In some places, people do not even have to go walking: the North Yorkshire Moors Railway has a steam train that takes tourists through all the moorland scenery towards the seaside at Whitby.

## Are there any problems in the National Parks?

There are about 110 million visitors to the parks every year, bringing many benefits to the areas but creating problems too. National Park authorities have to encourage this tourism so that they can afford to conserve the parks and improve them. However, while conservation is made possible and some businesses flourish from the extra customers, many popular towns, villages and beauty spots can be swamped by

visitors. This results in overcrowded car parks and roads choked with traffic. Life can be difficult for people who live there, as gift shops and cafes take over from everyday shops; in popular areas, house prices can become too expensive for local people making it hard for them to stay in the area.

In the rural parts of the parks, too many people walking, cycling or horse riding on the same tracks can result in erosion. Paths can be strengthened, but then they look less natural. Sometimes walkers try to avoid the main paths to lessen the damage, but that can create more of a problem if they trample down grass which provides winter food for animals, or if they climb over fences and dry stone walls and break them down. This also disturbs wildlife and farm animals, especially when sheep are about to have lambs or birds are nesting.

Another major problem, which is not confined to the National Parks, is litter. In the parks it is a particular danger to animals. Broken glass can also cause fires by focusing the rays of the sun. When these start in wild places, they are much harder to control and can damage large areas very quickly, posing a threat to wildlife, people and small villages.

## How can people help?

All National Parks in England promote the Countryside Code, which tells people how to take care of their environment. In America they run a similar scheme: Leave No Trace. If these rules are followed, the National Parks will be preserved and continue to give pleasure to many people for a very long time.

# Year 6 Reading

2

Draw a line to match each place to the date it became an English National Park.

**Place**

New Forest

Lake District

South Downs

Norfolk Broads

Yorkshire Dales

**Date**

2010

1989

1951

2005

1954



1 mark

# Year 6 Reading

- Precision of answers are key to success in the new reading assessment.
- Pupils must be concise and clear in their answers.

- Re Mark:

Pupil: “ Because know one knew what they actually looked like”

Mark Scheme: **They didn't actually know what it looked like.**

- Response : ***The mark scheme has been applied correctly. The response is not sufficiently precise to meet the acceptable point and is not creditworthy.***

# Year 6 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 which has significantly increased in difficulty.
- 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 Spelling, Punctuation and Grammar.

# Year 6 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

# Year 6 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

# Year 6 Mathematics

- The Mathematics tests have undergone the biggest change this year.
- 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.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills for the reasoning papers but will need to answer questions in context and decide what is required to find a solution.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.

# Year 6 Sample Questions

## Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

A large grid for working out the subtraction problem. The grid is 20 columns wide and 15 rows high. A rectangular box is drawn at the bottom right of the grid, spanning 6 columns and 3 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 for dividing 133016 by 3. The grid is 20 columns wide and 15 rows high. A rectangular box is drawn at the bottom right of the grid, spanning 6 columns and 3 rows, intended for the final answer.

2 marks

# Year 6 Sample Questions

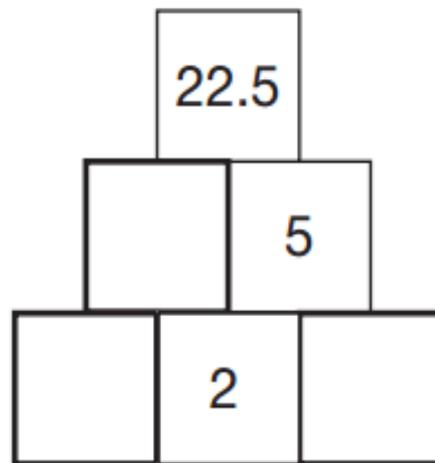
## Maths Paper 2 / Paper 3 : Reasoning

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

# Year 6 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

# Science

**Science assessments are completed bi annually and are completed as a sample of pupils from a sample of schools.**

**In 2018 there will be science sampling between the 4<sup>th</sup> and the 15<sup>th</sup> June**

**School will be notified by the 23<sup>rd</sup> April**

**Tests consist of 3 x 25 min papers**

**Tests are administered by external administrators who inform the school which pupils have been selected for the sample**

**All pupils will also have a Teacher Assessment for Science**

# Example Papers

- Please take 5 mins to look at the sample papers on each table
- There will be an opportunity to ask questions at the end of the evening
- **PLEASE DO NOT** use these papers at home with your children until we have administered them in school.

# Administration and Timing of Tests

## Year 2

- Reading, Maths and SPaG are administered in the final weeks of May. The Writing is ongoing but will be finalised during by mid June.
- The resit for Phonics screening will take place w/c 11<sup>th</sup> June for some pupils.
- Tests are marked by the teacher and may be audited externally by LA moderators.
- Results will be reported to Parents in July.

## Year 6

- Tests administered during the week Monday 14<sup>th</sup> May – Thursday 17<sup>th</sup> May.
- Tests are marked by external agencies (apart from the writing which may be audited externally by LA moderators).
- Results are sent back to schools.
- Results will be reported to Parents in July.
- **IT IS ESSENTIAL ALL PUPILS ARE IN SCHOOL DURING THESE TIMES**

# Administration and Timing of Tests

- Monday 14<sup>th</sup> : SPAG \* Change to previous years
- Tuesday 15<sup>th</sup> : Reading
- Wednesday 16<sup>th</sup> : Maths Arithmetic Paper 1  
: Maths Reasoning Paper 2
- Thursday 17<sup>th</sup> : Maths Reasoning Paper 3

# How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has **the best possible attendance at school**. There are boosters happening throughout the week and these cannot be repeated.
- Support your child with any home learning tasks or anything they have found tricky in school. Log onto Mymaths, IXL (Year 6), SPaG.COM and practise independently.
- Reading, spelling and arithmetic (e.g. times tables, standard calculation methods) 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). 'Explaining' and 'Justifying' are key skills along with 'Inference' and 'Deduction'. At Year 6 there are very few retrieval questions.
- Before the tests ensure your child has a good sleep and healthy breakfast to get the best start to the day.

# How to Help Your Child with Reading

- First and foremost, focus developing an enjoyment and love of reading. Reading to an adult is KEY !
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read at any age.
- Read a little at a time but often, rather than rarely but for long periods of time.
- Year 6 and Year 2 it is essential that they can read at speed and still retain an understanding of what has been read – one of the biggest challenge is finishing the paper.
- 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 (Year 6 justifying this from the text).
- Look up definitions of words together. Discuss tricky or unusual words as they come up in daily life / in the news etc. There are specific vocabulary knowledge questions.  
(ajar, haze, haunches .....)
- 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.
- Y6 – ask your child to demonstrate 'Book Talk'. It helps them to verbalise a deeper understanding of the text.

# How to Help Your Child with Writing

- Correct poor grammar in speech – for example, don't accept: "Can I go shop?" "I'll get it took off me." "Can I go to toilet?"
- Use SPaG. Com to practise tricky concept and use the CPG books sold in school.
- Handwriting forms part of the 'expected standard' statement. Even copying from non-fiction books and sections from stories can help improve style and the pace of handwriting. Handwriting must be legible, fluent and mostly joined or appear to join.
- Attitude to writing: what does your child want to write about? A reason for writing – such as to your MP, the local newspaper or to a favourite website can really help!
- Spelling forms part of the 'expected' statement. Our weekly tests serve as evidence to support this judgement. Please revise old spellings regularly and talk about important spelling rules so as to reinforce them.

# How to Help Your Child with Writing

- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Check writing together – Is the punctuation correct? Are the letters correctly formed? Are all familiar words spelt correctly?
- Discuss your child's writing target with them ... have they met these targets?
- Remember that good readers become good writers. Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes.

# How to Help Your Child with Maths

- Practice times tables and quick addition / subtraction skills.
- Complete Home Learning ( using methods taught in school where applicable)
- Use the CGP Maths books, sold in school as a reference or for additional practise.
- Use the Mymaths resource for aspects of maths your child is finding tricky – username: stmaryspsh password: Line 14. Year 6 use IXL
- Play mental maths games including counting in different amounts, forwards and backwards..... For older pupils can they count in decimals
- Encourage opportunities for telling the time, and older pupils working out time intervals and reading timetables.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.

Thank you for attending  
this evening