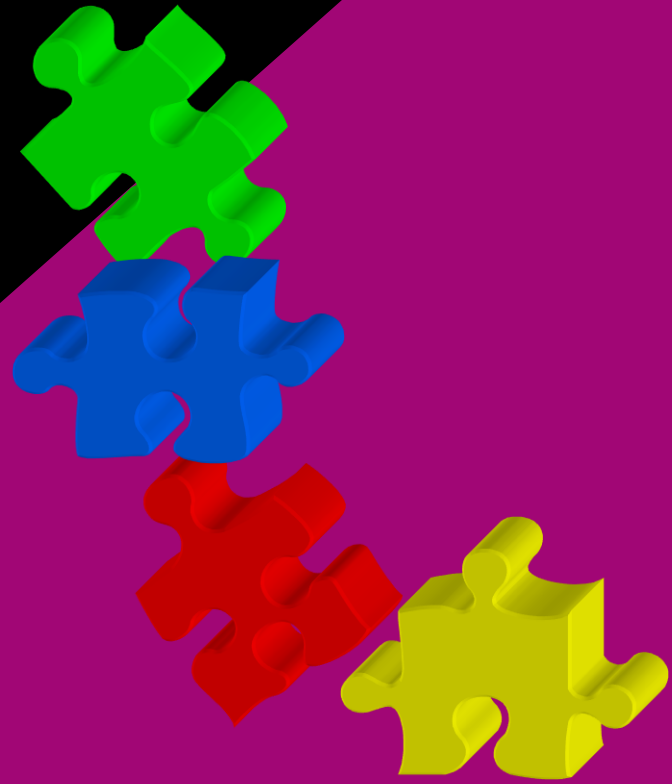



**WELCOME TO SEJ**

INSPIRING THE LEARNING JOURNEY



# KS2 SATs information

# WHAT ARE SATS?

- **Statutory Assessment Tests**
  - **Statutory end of key stage tests in two core subjects of the National Curriculum; English and mathematics**
  - **Children in Year 6 will be tested on their attainment within the new KS2 National Curriculum**
  - **Papers are sent away for independent marking – very specific mark schemes**
- 

**SATS WEEK 2018**

**Monday 14<sup>th</sup> May  
to  
Thursday 17<sup>th</sup> May**

# TIMETABLE

<b>Monday 14<sup>th</sup> May</b>	<b>Tuesday 15<sup>th</sup> May</b>	<b>Wednesday 16<sup>th</sup> May</b>	<b>Thursday 17<sup>th</sup> May</b>
Punctuation and grammar paper (45 mins)	Reading paper (60 mins)	Maths arithmetic paper 1 (30 mins)	Maths reasoning paper 3 (40 mins)
Spelling paper (15 mins)		Maths reasoning paper 2 (40 mins)	

# THE TESTS

**KS2 test walk through 2018:**

[https://www.youtube.com/  
watch?v=532MUvA81tM](https://www.youtube.com/watch?v=532MUvA81tM)

# WHAT IS THE AGE-RELATED EXPECTATION?

Due to the way the DfE is judging age-related expectations, this changes every year.

# TEST SCORES AND JUDGEMENTS

- The government will use a scaled score to report how children are performing
- Every child's score in the country will be used to judge which test score is the most common and this becomes the scaled score benchmark of 100 (ARE)
- Children are then given a scaled score of less than 100 if they scored below the most common and more than 100 if they scored above the most common
- Both raw score and scaled score will be reported to us and you


# PREVIOUS TEST THRESHOLDS

		Reading	GPS	Maths
2016	Expected standard	42%	61%	55%
	High standard	68%	87%	89%
2017	Expected standard	52%	51%	52%
	High standard	78%	80%	86%

**We cannot assume these will be the same this year. The thresholds will be set once all tests are marked.**



# ONLY SNAP SHOT!

- All we ask is that the children do their best!
  - The right questions could come up for some pupils but not for others.
  - SATs are a snap shot of a moment in time – teacher assessment is also shared with the children, yourselves, the government and secondary schools.
  - All we wish for is that our pupils leave us secondary 'ready' and that goes deeper than a set of tests.
- 

# TEACHER JUDGEMENTS

Reading: Working towards ARE  
Working at ARE

Writing: Working towards ARE  
Working at ARE  
Working in greater depth

Maths: Working towards ARE  
Working at ARE

# WRITING: TEACHER ASSESSMENT

- Grammar, punctuation and spelling performance is a factor considered but is reported separately.
- The judgment for a child's writing level will be their performance over a long time in a range of text types. To be judged as meeting ARE, pupils must show evidence of the following in all books and across a number of 'hot writes'.

# WRITING: AGE-RELATED EXPECTATIONS:

## 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 correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

**SCIENCE**


**Possible sample test**

# SCIENCE ASSESSMENT

- **There will be science 'sampling' this year but not reported to you or us.**
  - **Find out if we have to participate on 23<sup>rd</sup> April**
  - **Children will be teacher assessed through the work carried out in lessons.**
- 


**WHAT HELP CAN  
TEACHERS PROVIDE  
DURING THE TESTS?**

# TEACHERS CAN...

- **Read the questions/ words in GPS and maths tests if children request it**
  - **Prompt and encourage to keep going or provide rest breaks**
  - **Transcribe parts of the test we feel will be unreadable by the marker**
  - **Further access arrangements can be made for some pupils, e.g. additional time or reader**
- 




# TEACHERS CAN'T...

- **Read any questions or words on the reading test**
  - **Explain the meaning of any words they don't understand or maths symbols**
  - **Say if an answer is correct or not**
- 

**WHAT WE DO TO  
PREPARE CHILDREN...**

# PREPARATION INCLUDES:

- **Mock SATs & review of papers with individual targets**
  - **Familiarising children with question types during lessons**
  - **Revision sessions**
  - **Talking to the children about test strategies**
  - **Support in smaller groups - after-school tuition and additional small groups in school as required.**
- 

# PREPARATION INCLUDES:

- **Additional home learning tasks set. (Weekly and a pack for Spring holiday)**
- **SATs week breakfast club**
- **Encouragement and praise 😊**

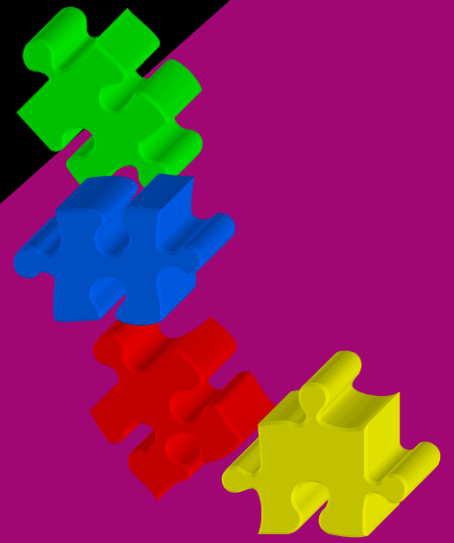
**WHAT YOU CAN DO  
TO HELP ...**

# YOU CAN HELP BY...

- **Taking an interest in home and school learning – support with revision**
- **Be reassuring and don't put on too much pressure**
- **Ensure your child arrives for tests:**
  - in good time
  - having gone to bed at a reasonable time
  - **having had breakfast (breakfast club)**
  - Hydrated and with a water bottle

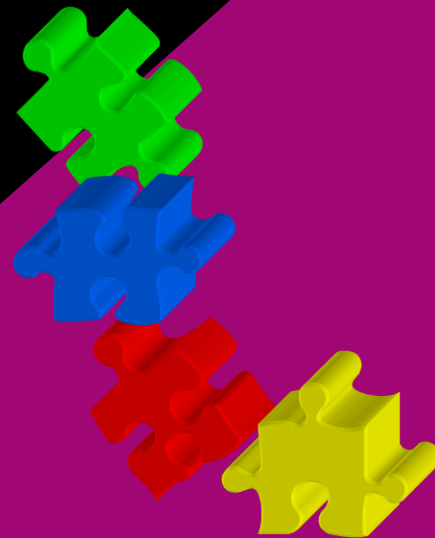
Inform us of anything out of the ordinary that happens the week before or during SATs week

**THANK YOU FOR  
YOUR SUPPORT 😊**



**Please feel free to leave  
us any feedback, placing  
slips on the table at the  
back.**

LINK TO SAMPLE  
PAPERS



<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>