



St Chad's Catholic School

Key Stage 2 SATs

A School Presentation to Parents
February 2017

Key Stage 2 SATs Changes

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- In 2014 /15 a new national curriculum framework was introduced by the government for Years 1, 3, 4 and 5
- However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year.
- From 2015 /16 children in all years at Key Stage 1 and 2 are expected to now study the new national curriculum.
- From 2016 KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum

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Assessment and Reporting

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- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
- From 2016, test scores will be reported as 'scaled scores'.
- This means it is very difficult to compare the assessment of a previous year with the current year.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year.

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What is a 'scaled score'?

Each child will have achieved a 'raw' score for maths, reading and GPS (also known as SPaG) based on the number of questions they answered correctly.

This is then converted into a 'scaled score'.



What does this mean for each child?

If a child has achieved a score of 100, he/she is working roughly at the expected national standard for a Y6 pupil.

Using the scaled score, the lowest a child can score is 80, with the highest being 120.

If a child's score is close to 120, he/she is working beyond (or above) the expected national standard.

If a child's score is closer to 80, he/she is working below the expected standard.

What are the national trends?

For 2016, the average scaled scores for each subject are as follows:-

Reading – 103, Maths – 103, GPS – 104

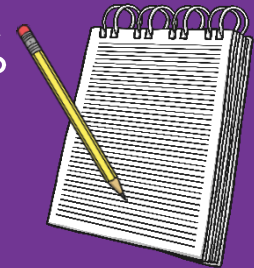
When looking at how many children have succeeded in reaching the expected standards for reading, writing, GPS and maths, the results are:

National average for reading – 66%

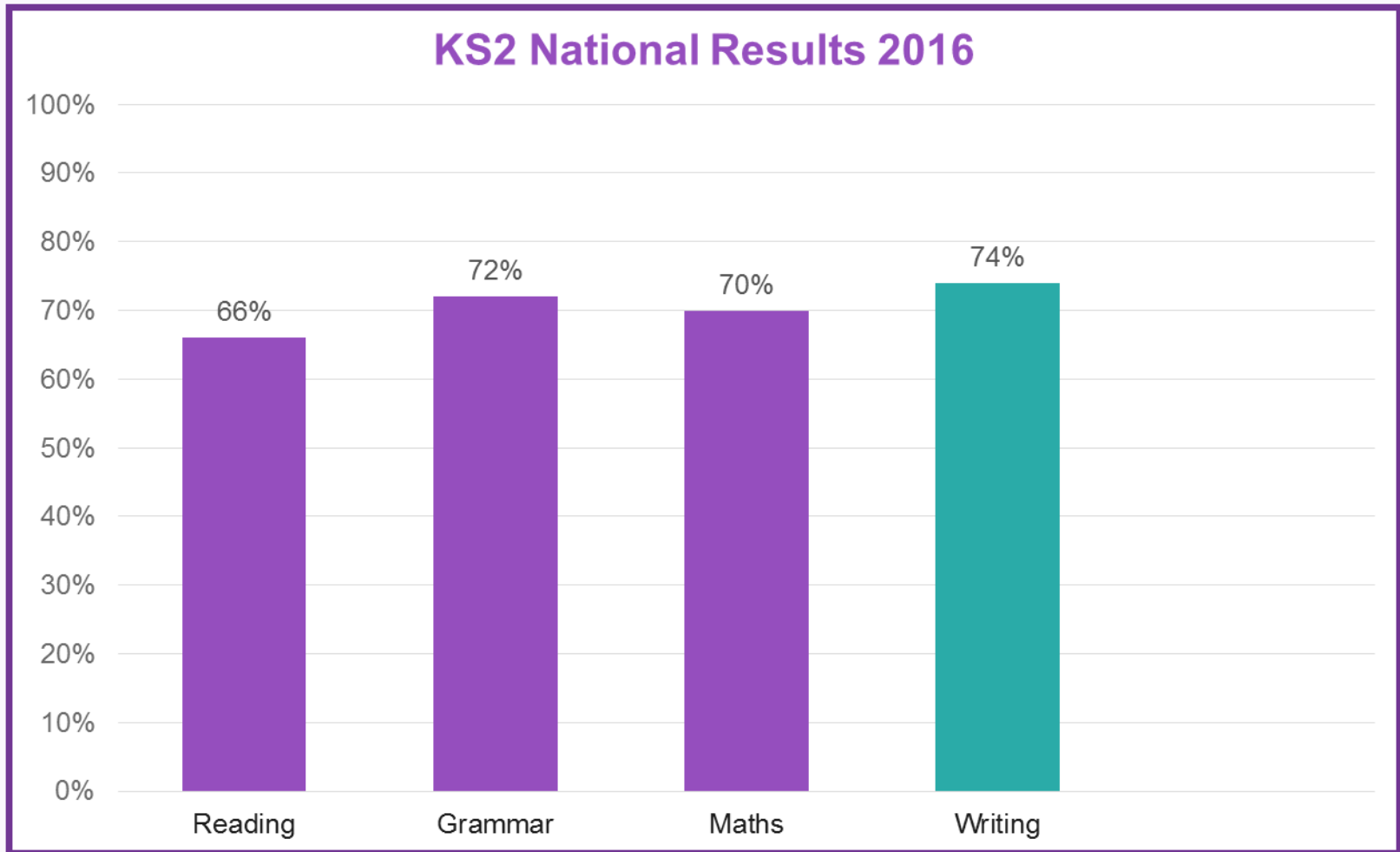
National average for GPS – 72%

National average for maths – 70%

National average for writing (teacher-assessed) – 74%



What are the national trends?



What are the national trends?

53% of pupils reached the new expected standard in reading, writing and mathematics combined.

Some children may have achieved the new expected standard in maths, but not reading and writing, and vice-versa.



It is very possible that some of the children in this 53% will be in the same schools. Therefore, it is unlikely that 53% of schools will reach the new expected standard.

Higher Attaining Pupils

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- Previous Key Stage 2 tests were aimed at children achieving Levels 3-5 (with a national expectation to reach at least Level 4)
- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment, above Level 5.
- There are no longer any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.

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The Tests

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- Key Stage 2 SATs take place nationally in the week commencing 8th May 2017.
- 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)
- In addition, some schools will be required to take part in Science testing, consisting of three tests in Biology, Physics and Chemistry. Not all schools will take part in this sampling, which takes place on a later date.
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

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Reading

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- 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.

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Spelling, Punctuation and Grammar

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- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- 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.

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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

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

Sample key stage 2 English grammar, punctuation and spelling test mark schemes

Question	Requirement	Mark												
40 G1.4	<p>Award 1 mark for a correctly completed table.</p> <table border="1"><thead><tr><th>Sentence</th><th>Subordinating conjunction</th><th>Co-ordinating conjunction</th></tr></thead><tbody><tr><td>I like ice-skating <u>and</u> roller-skating.</td><td></td><td>✓</td></tr><tr><td>Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.</td><td></td><td>✓</td></tr><tr><td>Jamie will go ice-skating <u>if</u> I go with him.</td><td>✓</td><td></td></tr></tbody></table>	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.	✓		1m
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.	✓													
<p>Commentary: This question assesses knowledge and classification of conjunctions. The term 'conjunction' is a new part of the test framework. The term 'connective' is no longer used.</p>														

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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

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

44 G4.1b	Award 1 mark for the correct words underlined. Rachel loves music... <u>has wanted</u> ... for her birthday.	1m
Commentary: This question assesses identification of the perfect form of the verb and knowledge of the term. This is a new part of the test framework.		

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Mathematics

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- The Mathematics tests have undergone the biggest change.
- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is 'Arithmetic' lasting for 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 and decide what is required to find a solution.

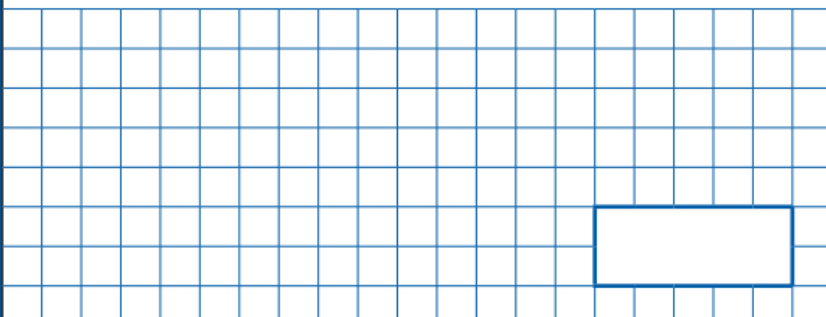
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Sample Questions

Maths Paper 1: Arithmetic

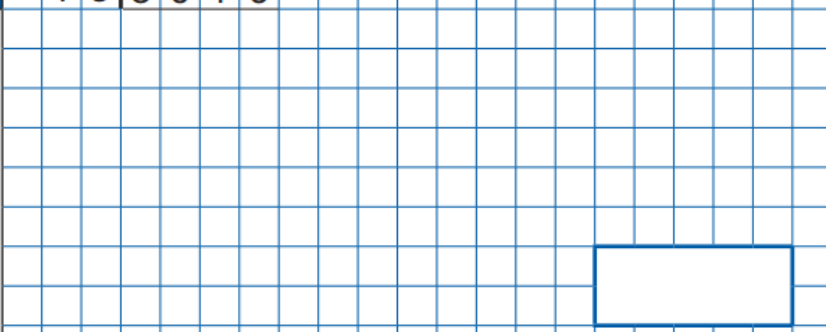
24 $15.4 - 8.88 =$



1 mark

25 1 3 | 3 0 1 6

Show your method



2 marks

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Sample Questions

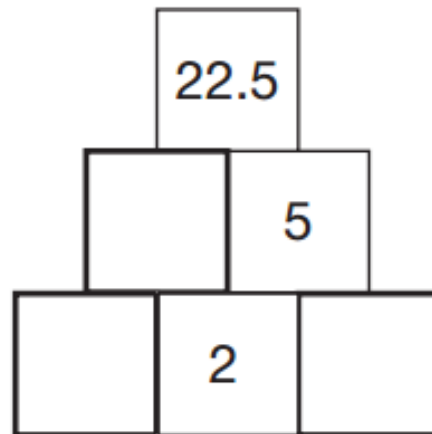
Maths Paper 2 / Paper 3 : Reasoning

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

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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

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How to Help Your Child with Reading

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- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- 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 – you could use a dictionary, the internet or an app on a phone or tablet.
- 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.
- Visit the local library - it's free!

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How to Help Your Child with Writing

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- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- 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!

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How to Help Your Child with Maths

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- 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
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess

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How to Help Your Child

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- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) 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).
- Make sure your child has a good sleep and healthy breakfast every morning!



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