

KS2 SATs Assessment and

Academic Year 2023-24

Dates of SATs Tests for children in Year 6:

Monday 13th May, 2024

Tuesday 14th May, 2024

Wednesday 15th May, 2024

Thursday 16th May, 2024

Scaled

Since 2016 results have been reported to parents as 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.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- 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.

Scaled Score

On publication of the test results in July:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- a child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age;
- a child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below the expectation for their age.

Higher-Attaining

- Under the present system of SATs, there aren't any separate tests for the most-able children.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions in the tests may be more difficult for some children, but they should be encouraged to attempt as much of the test as they are able to.

The

Key Stage 2 SATs take place nationally in May 2024 (see first slide).

Statutory tests will be administered in the following subjects:

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

- The science sampling tests usually take place in June, but only selected schools will be involved.

- All tests are externally marked.

- As in recent years, writing will be teacher assessed internally. Here at Urchfont, both Year 6 class teachers share the responsibility for assessing the children's writing. The assessment takes place over several pieces of writing. Internal and external moderation ensures correct levels are awarded.

Grammar, Punctuation &

Monday 13th May, 2024

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
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 grammar, punctuation and spelling.

Sample Questions

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

Sample

Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be

Readin

Tuesday 14th May, 2024

- 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.
- 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 or selected response; others require short answers and some require an extended response or explanation.

Sample

Reading Paper

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

Sample Questions

27

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

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

1 mark

Mathematics

Wednesday 15th May, 2024 Paper 1 and Paper 2

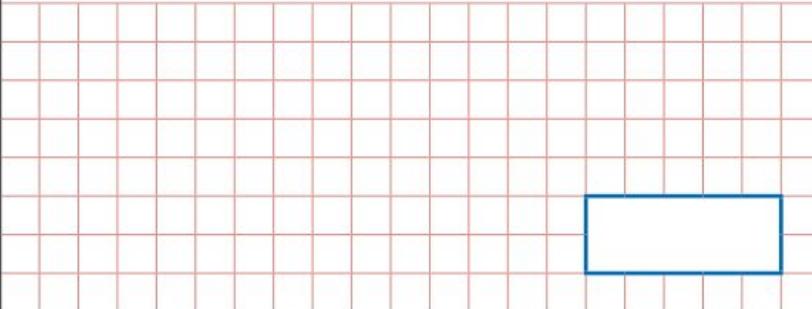
Thursday 16th May, 2024 Paper 3

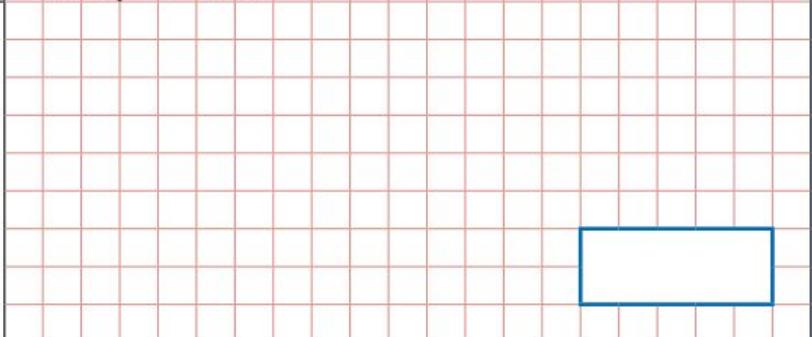
- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty.
- Papers 2 and 3 cover problem solving 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.

Sample

Questions

Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	<input type="checkbox"/>
		

32	$43 \overline{) 1118}$	<input type="checkbox"/>
	<p>Show your method</p> 	

Sample

Questions

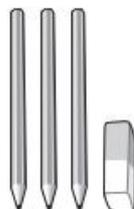
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost **£1.68**

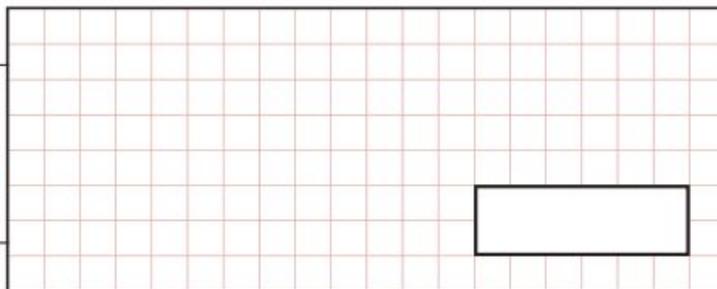


3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

Show
your
method



A large grid for showing the method. A small empty rectangular box is drawn in the bottom right corner of the grid.

2 marks

Sample

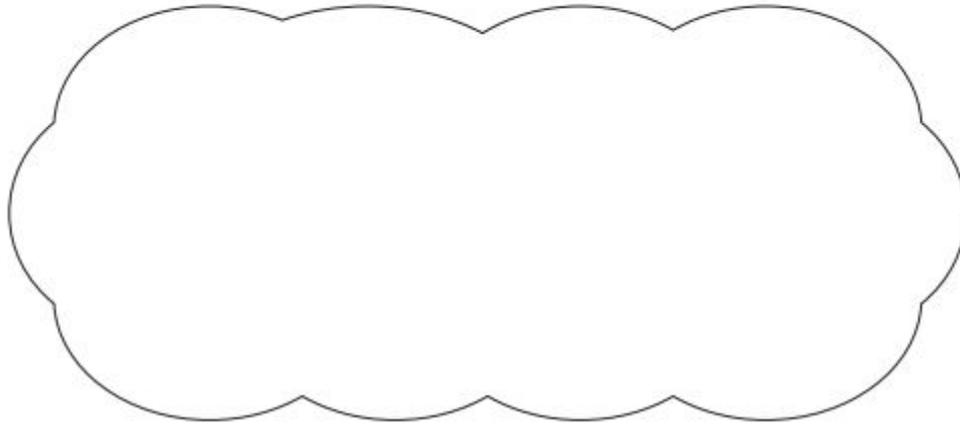
Questions

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

Science

- A selection of schools will be chosen to take part in the science sampling tests in June.
- The tests will be administered in selected schools by external administrators. The tests are usually completed by approximately 5 pupils in each of these schools.
- There are three papers (25 minutes each).
- Science sampling test results will be reported as national data only. No individual school or pupil will be identified within the data that is published and individual results will not be returned to schools or pupils.

Sample

Questions

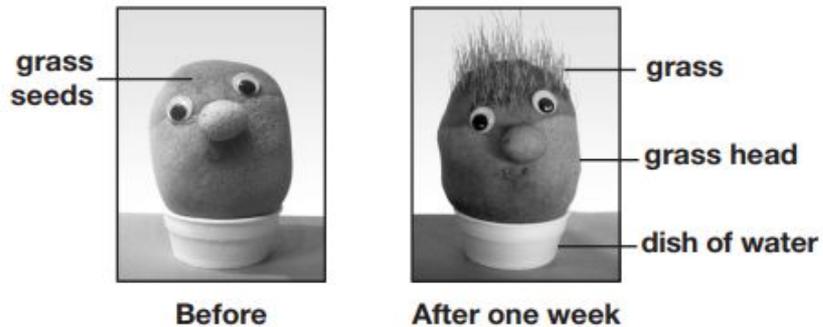
3 Grass heads

a

Class 6 are investigating how grass grows.

They grow grass on grass heads filled with sand.

They keep their grass heads standing in dishes of water so they do not dry out.



All plants need water to grow.

Name **TWO** other things that all plants need to grow.



_____ and _____

a1

a2

1 mark
S000226_01

Sample

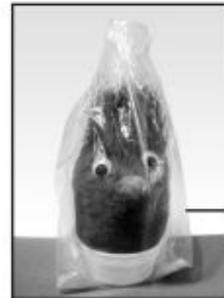
Questions

d

Some other children put their grass head in a sealed, dry plastic bag.

They keep all other conditions the same.

They observe that droplets of water form on the inside of the bag.



plastic bag

Tick **ONE** box to explain why droplets of water form on the inside of the plastic bag.

Water...



condenses from the grass head and evaporates on the bag.

dissolves from the grass head and evaporates on the bag.

evaporates from the grass head and condenses on the bag.

dissolves from the grass head and condenses on the bag.



1 mark
S000226_04

How to Help Your

Child

- 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!



How to Help Your Child with

- 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: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

How to Help Your Child with

- 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 and 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.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How to Help Your Child with

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.
- 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 and chess.

I'm Moving up to
Secondary school



Year 6 Transition to Secondary School

Please note that this is the usual organisation for secondary transfer. Our school is not usually contacted by any secondary school to confirm arrangements until around May.

- On request from the secondary school, the Year 6 teachers complete a secondary transition form for each child. This usually includes information on: attendance, levels the child is currently working at, predicted SATs levels, engagement in homework and extra curricular activities, hobbies, strengths and weaknesses, friendship groups and general characteristics.
- A separate SEND form is completed if appropriate.
- In addition, a member of the staff from the secondary school may visit our school or carry out an online call to discuss each child further with the Year 6 teachers.
- Separate SEND conversations may be held with a member of the SEND team from the secondary school to discuss children where appropriate.

- Sometimes, a member of staff from the secondary school visits our school to introduce themselves and talk to the children.
- Usually, the secondary schools hold induction days for all the Year 6 children transferring to their school. Children usually receive notification of their tutor groups prior to these induction days. It is the secondary schools choice as to which children they put in each tutor group.
- We may suggest to the secondary school that extra visits for a particular child may be helpful. The secondary school then decides if this would be appropriate and if it is something they can offer.
- During Term 6, the Year 6 children, will be involved in a series of transition activities in class to help them to prepare for their new adventure.
- We strongly advise that if you have a question or concern that you wish to raise about your child's transfer to their chosen secondary school, you contact the school and they will help you to get in touch with the appropriate member of staff.