

SATs MEETING

Thursday 8th February 2024

What are SATs?

- “National Curriculum Tests” (SATs stands for Standard Assessment Test)
- Schools must use these to assess children in Year Two and Year Six, which is the end of KS1 and KS2.

What are SATs for?

- A measure of children's understanding of the primary curriculum before they move on to secondary education
- Good preparation for life at secondary school, where testing is more regular and test performance is important. The SATs are an opportunity for the children to get into the habit of this.

What is tested?

- 1x grammar, punctuation and vocabulary (“SPAG”) test - 45 minutes
- 1x spelling test - ~20 minutes
- 1 reading test - 60 minutes
- 1x arithmetic test - 30 minutes
- 2x reasoning tests - 40 minutes each

What about writing?

- Writing is no longer assessed using a test.
- We submit our judgements about the children's writing based on our knowledge of the children's work.
- We collect evidence of independently written pieces.
- Data submitted for this at the end of June

When are SATs?

- Monday 13th May - GPV (45 minutes / 50 marks)
- Monday 13th May - Spelling (about 20 minutes / 20 marks)
- Tuesday 14th May - Reading (60 minutes / 50 marks)
- Wednesday 15th May - Arithmetic (30 minutes / 40 marks)
- Wednesday 15th May - Reasoning 1 (40 minutes / 35 marks)
- Thursday 16th May - Reasoning 2 (40 minutes / 35 marks)

What are the results used for?

- They let us know whether your child has met the standards aspired to for children leaving primary school.
- They help secondary schools to see what level the children coming in are working at.
- They are used to inform target-setting (for GCSEs) at secondary school.

When do the results come back?

- Schools get the results at the start of July.
- We will send the results home as part of your child's end of year report.

What do the results look like?

- Since 2016 children have not received a level for the SATs.
- We will tell you if your child has met the ***national standard***.
- We will tell you the marks that your child got in each test: their ***raw score***.
- We will also share their ***scaled scores***: 100 is the pass mark; 120 is the maximum possible.
- (We include an explanation sheet with the results!)

How do we prepare for SATs?

- **We don't want the children to become anxious.**
- **We tell them that the SATs are a chance to fill in any gaps that they have in their learning from previous years.**
- **We say that we want them to be proud of their efforts in the tests and the way in which they have prepared for them.**

How do we prepare for SATs?

- As the tests are a measure of how successfully they have learned throughout their time in primary school, we try to find out any gaps in their knowledge from previous years and fill these.
- We support the children by revising as a whole class as well as individually and/or in small groups when necessary.

How do we prepare for SATs?

Since the start of the year we have:

- talked about SATs;
- answered their questions about SATs;
- used previous test papers for practice;
- encouraged them to recognise that the practice tests help me find any gaps that I can help to fill - individually or for the class;
- encouraged them to be proud of the improvements in their scores and their efforts in achieving these improvements.

What can they continue to do to help prepare?

- MyMaths / TTRS;
- Homework;
- Complete practice materials sent home during the school holidays;
- Read at home - a little most days;
- Learn their spellings;
- Keep asking for help if they are less confident with something they have been working on in school or at home.

Will they all pass? What happens if they don't?

- If they did, the DfE would make the tests harder.
- If some children don't pass, then it means that their secondary school knows that they find that subject more challenging and that they might need a little extra support.

The SPaG Tests - Monday 13th May

- A test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- A spelling test is administered containing 20 words, lasting approximately 15 minutes.
- Marks for these two tests are added together to give a total for **S**pelling, **P**unctuation and **G**rammar (SPaG).

The SPaG Tests - Monday 13th May

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

The SPaG Tests - Monday 13th May

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

The Reading Test - Tuesday 14th May

- 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.

Helping With Reading

- Enjoy stories together – reading stories to your child at KS2 is equally as important as listening to your child read. Read a little at a time but often.
- 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. Which bits in the text support your / their opinions. **Evidence!**
- Ask your child about **unfamiliar words**. Can they work out what they mean? 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. **Don't forget to ask questions!**
- Visit the local library - it's free!

Helping With Reading

LITERAL questions - we can find the answer directly in the text.

DEDUCTIVE questions - The text does not actually tell us the answer, but we can work it out from information the text gives us.

INFERENTIAL questions - The text does not actually tell us the answer, but we can work out the answer by considering the hints and clues given.

AUTHORIAL INTENT questions (what the author has done and why) - we need to think about what the writer was trying to tell us, and how he/she went about doing it.

Helping With Reading

The sentence below is taken from “*A day in the English Countryside*”.

As the afternoon light started to fade, the cow stopped eating grass, stood instead with its head over the gate and gazed expectantly down the lane.

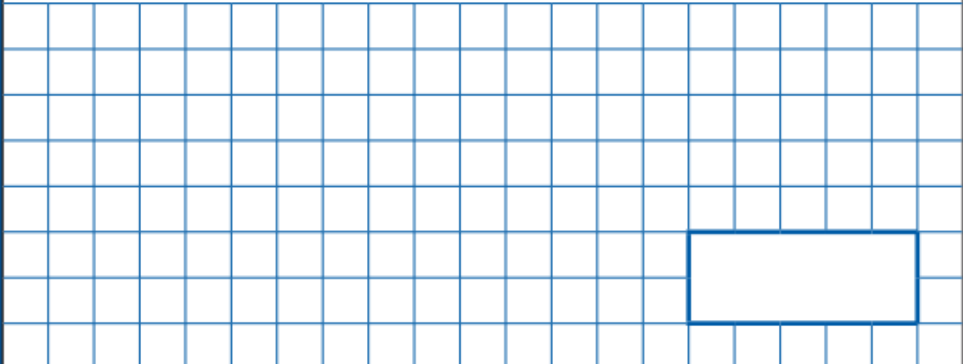
- 1. How light was it? (Literal)***
- 2. What three things did the cow do? (Literal)***
- 3. What time of day was it? (Deductive)***
- 4. Where was the cow? (Deductive)***
- 5. How do you think the cow might have been feeling? (Inferential)***
- 6. What do you think the cow was expecting? (Inferential)***
- 7. What devices does the writer use to give us so much information in a single sentence (how has he written the sentence)? (Authorial Intent)***

The Maths Tests - Wednesday/Thursday 13/14 May

- Children will sit three tests: Paper 1 & Paper 2 on Thursday and Paper 3 on Friday.
- 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. 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.

The Maths Tests - Wednesday/Thursday 13/14 May

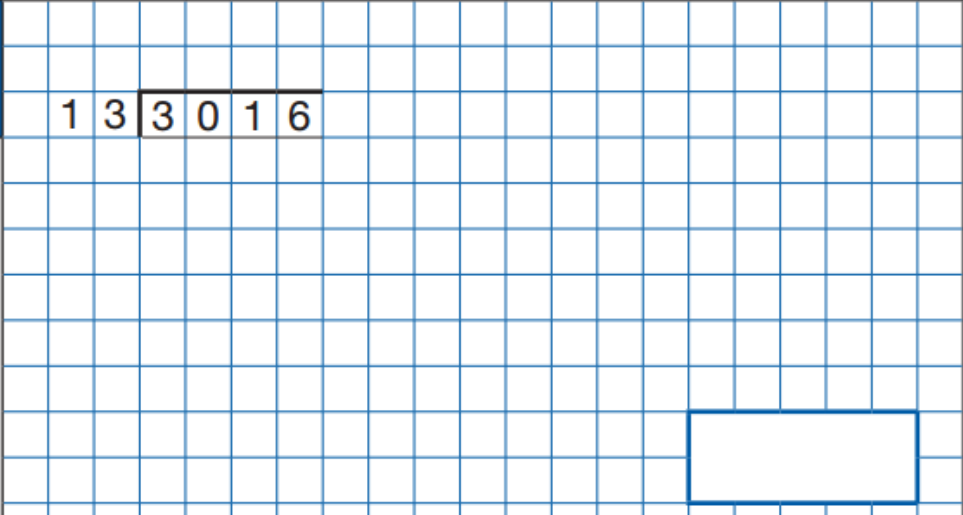
24 $15.4 - 8.88 =$



1 mark

25 1 3 | 3 0 1 6

Show your method



2 marks

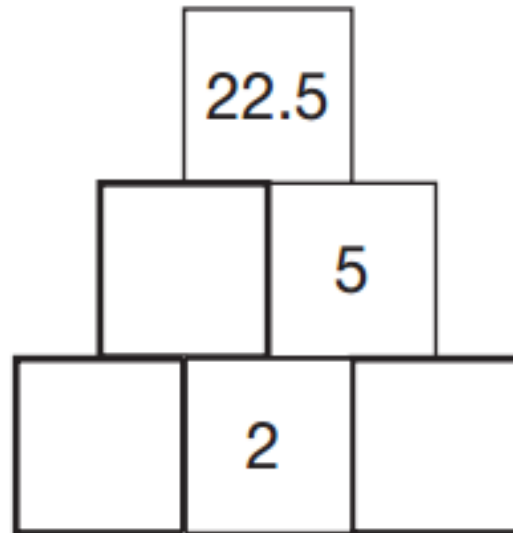
The Maths Tests - Wednesday/Thursday 13/14 May

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

Helping With Maths

- MyMaths / TTRS. Ask them if they have been on recently.
- 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.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

And finally...

- Talk to me if you suspect that your child is anxious about the tests.
- Talk to me if you are anxious about the tests.
- Get in touch if you have any questions.
- We should all keep trying to acknowledge that they are working hard and that they should be proud of their efforts.

Any questions :)