



Welcome to Year 6 SATs and transition meeting



Year 6 Team

- Mrs Skeavington
- Mrs Mitchell
- Mr Fletcher - Newbold
- Miss Winfield
- Mrs Davis
- Mrs Darwood-Brown (attendance)

Key Stage 2 SATs Changes

- Over the last few years, there have been significant changes to the way key stage children are assessed against the new curriculum.
- Nationally there has been a huge increase in expectations for the end of KS2 assessments.
- As a school, we have responded to this by increasing the expectation we have on children during their year 6 lessons and also across key stage 2 in preparation for this.

Assessment and Reporting

- '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 were reported as 'scaled scores'.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet.

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 is then converted into a score on the scale, either at, above or below 100.
- The scale for all children who take the test will fall somewhere between 80 and 120.
- 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.

Scaled Score Examples

On publication of the test results in July 2018:

- A child awarded a scaled score of 100 was judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of 110 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 (e.g. 91) is judged to have not yet met the national standard and performed below expectation for their age.

Higher Attaining Pupils

- 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. This means all pupils have the opportunity to answer the higher level questions within the test.
- Last year, a scaled score of 110 represents this level of 'greater depth' of knowledge. We will not know for definite if this will remain the same this year until after the test results become available.

The Tests

- Key Stage 2 SATs take place nationally in the week commencing Monday 13th May 2024.
- Statutory tests will be administered in the following subjects:
 - Spelling (approximately 15 minutes) MONDAY
 - Punctuation, Vocabulary and Grammar (45 minutes) MONDAY
 - Reading (60 minutes) TUESDAY
 - Mathematics
 - Paper 1: Arithmetic (30 minutes) WEDNESDAY
 - Paper 2: Reasoning (40 minutes) WEDNESDAY
 - Paper 3: Reasoning (40 minutes) THURSDAY
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

Spelling, Punctuation and Grammar

- Monday 13th May 2024.
- A short answer test is given on Punctuation, Vocabulary and Grammar. 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 Spelling, Punctuation and Grammar.

Questions

Grammar, Punctuation and Spelling Paper 1

43

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick one.

as a main clause

☐

as a fronted adverbial

☐

as a subordinate clause

☐

as a noun phrase

☐

1 mark

Questions

Grammar, Punctuation and Spelling Paper 1

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.		

1 mark

How to Help Your Child with SPAG

- Ensure your children complete their homework
- Ensure your child attends school regularly as during revision a lot of the grammar and punctuation work will not be repeated.

Reading

- The Reading Test (on Tuesday 14th May) 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.

How to Help Your Child with Reading

- 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!

Mathematics

- Maths – Wednesday 15th and Thursday 16th May
- 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. 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.

Questions

Maths Paper 1: Arithmetic

29

$$15\% \times 440 =$$

--	--

1 mark

30

			6	5	7	4
×					3	1

Show
your
method

--

--	--

2 marks

Questions

Maths Paper 2 / Paper 3 : Reasoning

20

Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

How much money did Lara have to **start with**?

Show
your
method

A large grid for showing the method, with a small box for the final answer.

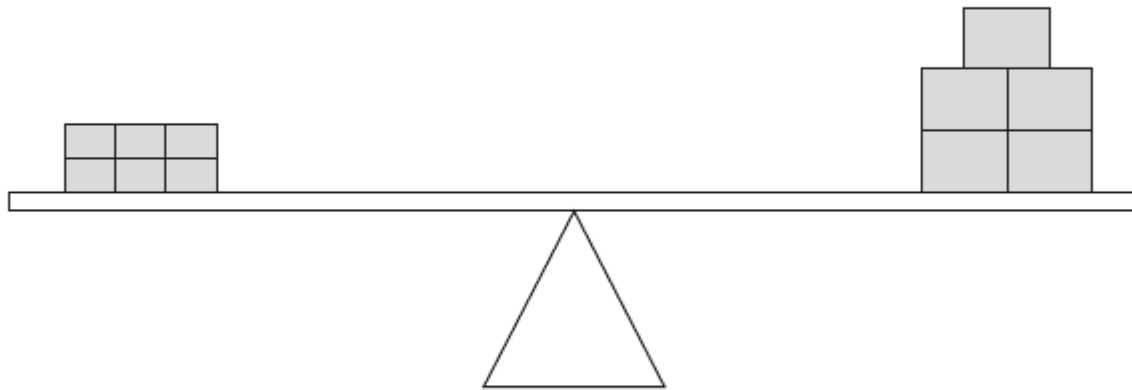
2 marks

Questions

Maths Paper 2 / Paper 3 : Reasoning

16

6 small bricks have the same mass as 5 large bricks.



The mass of one small brick is 2.5 kg.

What is the mass of one large brick?

How to Help Your Child with Maths

- Play times tables games and encourage children to learn their times tables.
- 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

Writing

- Writing is not assessed in a test, instead a pupil's writing is assessed over time by the year 6 team. Every other week, the children's Big Write as well as writing produced during English and Topic lessons, will be used to look for evidence of what each child can and cannot do in their writing. After the SATs tests have been completed, we are able to give a larger proportion of curriculum time to writing and focus heavily on this.
- In order for a child to be awarded an age related level in their writing, they must be able to evidence over a range of pieces of writing that they can do different things.
- In all their writing, they need to evidence that they join their handwriting and spell well. If these things are not evident, then a child cannot be awarded age related in their writing.

Writing

- Writing is moderated and consistency checked through half termly year 6 Network meetings. These are where year 6 staff from 6 local primary schools meet to share the writing of children within their class and ensure assessments are consistent between all staff.
- Also, Mrs Skeavington, Mr Fletcher – Newbold and Mrs Mitchell regularly look at writing together to help ensure expectations across the 3 classes are consistent. A similar exercise also takes place at least half termly with year 6 staff from within the collaboration of schools.

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.
- 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!

Attendance – Mrs Darwood-Brown

- It is crucial for your child to be in school everyday as lessons will be directly linked to your child's success in SATs.
- Sessions will tend not to be repeated as we closer to SATs week and therefore it is essential children are in school and working to the best of their abilities every day.
- If you struggle with attendance or punctuality, school are able to work with you to support with this so please don't hesitate to discuss this further with Mrs Darwood-Brown or your child's class teacher.

Boosters

- On identified afternoons, at assembly times and during normal lessons, we will be delivering short booster sessions to ensure children reach their full potential in their SATs.
- These will be English and Maths based.
- These will be tailored very specifically to the needs of the children.
- These will be delivered by class teachers.
- They will be short 'pop-up' styles sessions for small groups of children based on a gap in learning we have identified.
- They will involve all groups of pupils.





Any questions?

