

Key Stage 2 SATs

A School Presentation to Parents



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Assessment and Reporting

- As of 2014, the 'old' national curriculum levels (e.g. **level 3, 4, 5**) were abolished as set out in government guidelines.
- The **2014** curriculum is rigorous and sets noticeably **higher expectations** than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, **test scores** have been reported as '**scaled scores**'.

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

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Scaled Score Examples

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;
- If a child's score is **close to 120**, they are working beyond (or above) the expected national standard.
- a child's score is close to **80**, they are judged to have not yet met the national standard and performed below the expectation for their age.

Higher-Attaining Pupils

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, **there are not 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 **towards the end of the tests may be more difficult for many children**, but they should be encouraged to attempt as much of the test as they can.

Working Below the Standard

- The engagement model replaces P scales 1-4.
- This is a new statutory teacher assessment tool for pupils working below the standard of the National Curriculum and not engaged in subject-specific lessons.
- This is used to assess pupils' learning regularly throughout the year, enabling their achievements and progress to be measured over time.

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The Tests

Key Stage 2 SATs will start on **Tuesday 9th May 2023**.

(although schools may make an application to administer the tests up to 10 days after if needed due to special circumstances.)

- English Grammar, Punctuation and Spelling
 - **Paper 1: questions**
 - **Paper 2: spelling**
- English **Reading** (60 minutes)
- Mathematics
 - Paper 1: **Arithmetic** (30 minutes)
 - Paper 2: **Reasoning** (40 minutes)
 - Paper 3: **Reasoning** (40 minutes)

As in recent years, **writing** will be teacher assessed **internally**.

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Reading

- 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**.

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Sample Questions

Reading Paper

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1. _____

2. _____

3 marks

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Sample Questions

Reading Paper

17

Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

1 mark

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Grammar, Punctuation & Spelling

- 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.

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Sample 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.		

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Sample Questions

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

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Sample Questions

Grammar, Punctuation and Spelling Paper 2

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.

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Mathematics

- 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**.

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Sample Questions

Maths Paper 1: Arithmetic

14	$25.34 \times 10 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

15	$60 \div (30 - 24) =$	<input type="text"/>	<input type="checkbox"/> 1 mark

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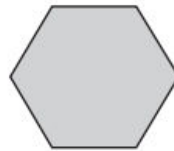
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

17

These two shapes have the **same** perimeter.

regular hexagon



square

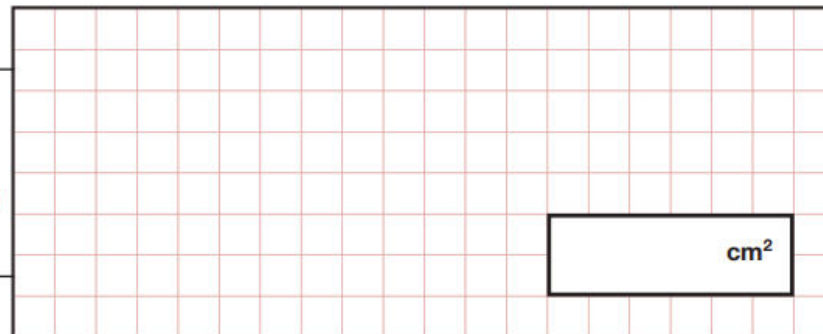


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

Show
your
method



2 marks

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

18

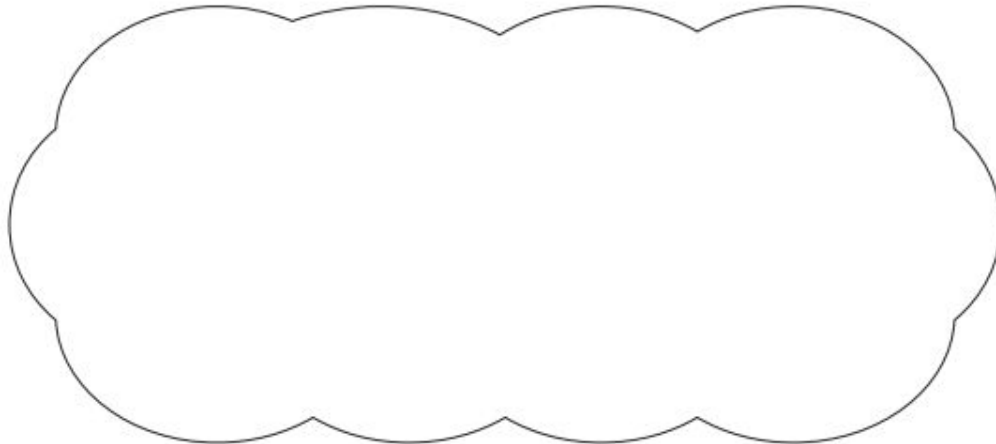
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

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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!**



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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: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

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How to Help Your Child with Writing

- 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.
- 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 and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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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.**

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