

Welcome to the KS2 SATS meeting 2018

Mrs Douglas and Miss Wheeler

How are the children assessed?

- *Externally marked tests* - grammar, punctuation and spelling; reading and maths
- *Internally assessed work* - writing and science.

However, teachers also give their judgement on where the children are in regards to reading and maths, but this doesn't form part of their formal level.

How are the SATS results used?

- *On the school website.*
- *By the government to compare how the school is performing against others in the borough, and nationally.*

MORE IMPORTANTLY:

- *They form part of the children's final school report.*
- *Secondary schools use these to support decisions about streaming, and are used to predict future grades in all subjects up to GCSEs.*

Why are the SATS important?

- Key moment in their educational career-first formal testing they are likely to remember.
- They are an opportunity for the children to practise being independent learners, who realise the importance of revision outside of school, as well as work inside of school, to achieve the results they desire.
- Statistically, it has been shown that children who don't achieve 'At' for SATS find it incredibly hard to close the gap to be able to achieve the converted 9-4 (A*-C) grades in Maths and English.

What does the SATS test week look like?

Monday 14 May	<ul style="list-style-type: none">• English grammar, punctuation and spelling Paper 1: questions• English grammar, punctuation and spelling Paper 2: spelling
Tuesday 15 May	<ul style="list-style-type: none">• English reading
Wednesday 16 May	<ul style="list-style-type: none">• Mathematics Paper 1: arithmetic• Mathematics Paper 2: reasoning
Thursday 17 May	<ul style="list-style-type: none">• Mathematics Paper 3: reasoning

GPS - Grammar 45minutes (50 marks) and spelling 20mins approx. (20 marks)

Grammar

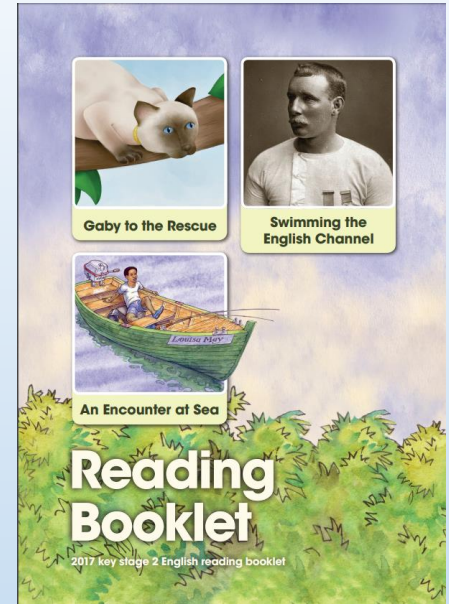
- Range of questions based on understanding of key vocabulary across punctuation, sentence structure etc.
- Children are asked to tick or circle examples, or correct/add to sentences to include given grammatical features.

Spelling

- Children will be tested on any words that follow the rules taught from Year 3-6, and any words from the Year 3+4 or Year 5+6 spelling lists.

English, Reading – 1 hour (50 marks)

The children have a reading booklet made up of three texts - narrative, non-fiction and poetry.



Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

They will get asked a range of questions based on the VIPERS we have been studying in class.

Mathematics arithmetic paper 1, 30minutes (40 marks)

- This test is all about SPEED. They get less than 60 seconds per question.
- Focus on number - place value, fractions, written methods.
- The children need to choose when to use a mental strategy e.g. derived facts and place value, or a formal written method.

16	$30 \times 40 =$	
	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> 1 mark

36	592242	
Show your method	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/> 2 marks

Mathematics reasoning paper 2, 45 minutes (35 marks) and reasoning paper 3, 45 minutes (35 marks)

Focus is on ALL elements of the maths curriculum.

Number: Number and Place Value

Measurement

Statistics

Algebra

Number: Addition, Subtraction Multiplication and Division

Geometry: Properties of shapes

Number: Fractions (including decimals and percentages)

Geometry: Position, direction, motion

Ratio and Proportion

The children are expected to apply their knowledge through the use of multi-step word problems and reasoning questions.

In Miss Wheeler's classroom, you will see example papers from last Year's SATS.

Whilst outside the classroom, you will see the assessment criteria for writing, and some exemplar material from the government, which we will discuss after.

Enjoy!


English, writing assessment

- *This is teacher assessed right up until July - the SATS technically don't finish until then.*
- *Children's work in any subjects can be used as evidence- it is not just about the writing in their literacy books or golden folders.*
- *Writing can be moderated by external moderators, so we need to ensure we follow the government's guidelines on what makes writing 'working towards' (WTS) and 'at the expected standard' (EXS).*

English, writing assessment

- *Assessment is NOT BEST FIT!*

All of these points need to be shown in a range of writing across the year.

'Most/mostly' is taken to mean approximately $\frac{3}{4}$. 

WTS
The pupil can: <ul style="list-style-type: none">• write for a range of purposes
<ul style="list-style-type: none">• use paragraphs to organise ideas
<ul style="list-style-type: none">• in narratives, describe settings and characters
<ul style="list-style-type: none">• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
<ul style="list-style-type: none">• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
<ul style="list-style-type: none">• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
<ul style="list-style-type: none">• write legibly¹

English, writing assessment

- *'At' means having evidence for all of WTS plus 'EXS'*

EXS
The pupil can: <ul style="list-style-type: none">• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
<ul style="list-style-type: none">• in narratives, describe settings, characters and atmosphere• integrate dialogue in narratives to convey character and advance the action
<ul style="list-style-type: none">• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using

modal verbs to suggest degrees of possibility)
<ul style="list-style-type: none">• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
<ul style="list-style-type: none">• use verb tenses consistently and correctly throughout their writing

<ul style="list-style-type: none">• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
<ul style="list-style-type: none">• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<ul style="list-style-type: none">• maintain legibility in joined handwriting when writing at speed.2

Grammar Requirements

- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

Year 6	
Punctuation Type:	
Capital Letters	Sentences, proper nouns (names) and pronoun 'I'
Full Stops	To end sentences
Question Marks	To mark the end of sentence and indicate the sentence function.
Exclamation Marks	To mark the end of sentence and indicate the sentence function.
Inverted Commas	To punctuate direct speech.
Apostrophes	Used for contractions (see literacy assessment/spelling for which ones)
	Used for singular possessive.
	Used for plural possessive

Grammar Requirements

- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

Paragraphs	To organise ideas in non-fiction texts.
	To organise ideas in fiction texts.
Brackets	To indicate parenthesis (extra information)
Dashes	To indicate parenthesis (extra information)
Colons/Semi Colons	Colons to introduce lists and semi colons to split main clauses.
Hyphens	To avoid ambiguity with certain words e.g. man eat shark vs man-eating shark or recover vs re-cover)

Grammar Requirements

- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

Punctuation Type:	Year 6
Commas	To separate adjectives in a noun phrase e.g. the beautiful, blue butterfly
	To separate items in a list.
	With fronted adverbial phrases e.g. At the cinema,
	With coordinating conjunctions (but so or and) between main clauses
	With subordinating conjunctions (As When etc.) where the subordinate clause is fronted. E.g. When I get older, I'll be a teacher.
	To introduce speech
	To demarcate relative clauses beginning with who, which, where, whose, that or a relative pronoun (whomever, whichever etc.)
	To indicate parenthesis (extra information)
	To clarify meaning (Let's eat Grandma vs Let's eat, grandma)
	Formal speech subjunctive forms e.g. <u>If I were you</u> or <u>were they to come</u>
	To demarcate question tags at the end of sentences e.g. He's your friend, isn't he? We should do some work, shouldn't we?

English, writing assessment

- *Some children may be aiming for greater depth.*

GDS

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

How can we work as a team?

- Please ensure your children are completing ALL their home learning to a high standard. The focus is on them wanting to do it for themselves to improve their own abilities.
- It is important that they are working on their spellings at home as this will effect both their GPS and writing level.
- Also, the more MyMaths they can do, the better.
- Please ensure your children are reading regularly as this will support their speed reading skills for the test, but will also provide stimulus and inspiration for their own writing.
- Times tables and quick mental maths remain a constant, elements the children should be revising.

How can we work as a team?

- We are hoping to order CPG revision guides to be handed out after February half term. We will ask for a donation towards these to supplement the money FOSMPS provide.
- We expect the children to revise areas that they find the most difficult - they don't have to start at the beginning of each book - and we will be checking these regularly.

We want all the children to feel happy and confident going into that test week and beyond.

How can we work as a team?

- During SATS week especially, but even now, the children need to be getting a decent nights sleep to prepare their brains for the tasks ahead.
- Breakfasts are so important in supporting brain functioning, so during SATS week we will be putting on a SATS breakfast each day there is a test to set them up positively for the day.



We also realise that tests can be stressful for children, so Mindfulness lessons will take place in class and the strategies learnt will be used in the lead up to SATs.

What happens after the SATs test week?

- We will host a pizza party to celebrate the end of the test week, but then it is back to normal.
- Lessons continue as per the curriculum and *writing is still being assessed until July*. We also need to keep on top of maths etc. to ensure the children don't dip prior to attending secondary school.
- The children will take part in a *Year 6 production*, which is brilliant fun and provides them with lasting memories of working together as a team.
- The *Leavers' Party* is something to look forward to at the end of the year, and we will ask children for their ideas.

We think the children are brilliant, and want them to achieve their full potential.

We don't want this to be a stressful experience, which is why we need your support in ensuring the children are well prepared, and feel confident for not only the SATs, but their future educational life.

Any questions?