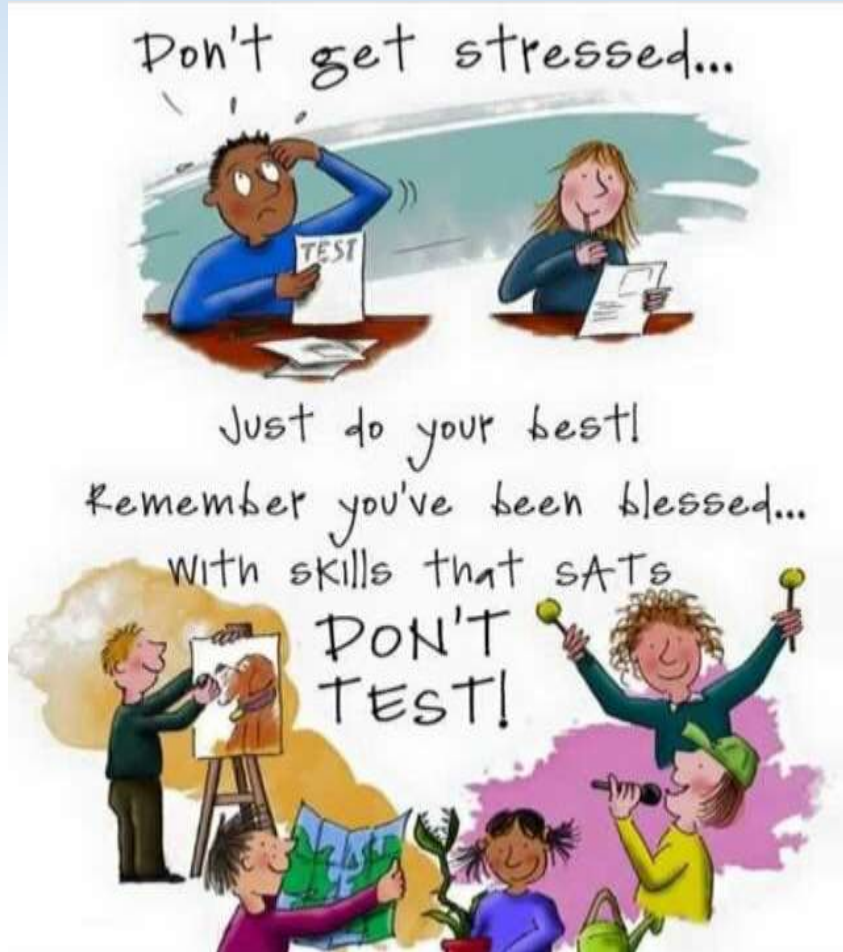


Year 6 Parent/Carer

SATs Meeting

Tuesday 23rd April 2024

# End of KS2 SATs 2024



We will cover:

- Timetable of assessments
- Different types of assessments
- Reporting of results
- Preparations
- Time for questions

# What are the SATs?



- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 13<sup>th</sup> May 2024 ending on Thursday, 16<sup>th</sup> May 2024**
- The SATs papers consist of:
  - ✓ Grammar, Punctuation and Spelling (Paper 1: GPS) - Monday, 13<sup>th</sup> May
  - ✓ Grammar, Punctuation and Spelling (Paper 2: Spelling) – Monday, 13<sup>th</sup> May
  - ✓ Reading – Tuesday, 14<sup>th</sup> May
  - ✓ Maths (Paper 1: Arithmetic) – Wednesday, 15<sup>th</sup> May
  - ✓ Maths (Paper 2: Reasoning) – Wednesday, 15<sup>th</sup> May
  - ✓ Maths (Paper 3: Reasoning) - Thursday, 16<sup>th</sup> May

Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

# When and how the SATs are completed

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
  - **Spelling, Punctuation and Grammar** (Paper 1: Grammar/ Punctuation) - 45minutes
  - **Spelling, Punctuation and Grammar** (Paper 2: Spelling) - 15minutes
  - **Reading** - 60minutes
  - **Maths** (Paper 1: Arithmetic) - 30minutes
  - **Maths** (Paper 2: Reasoning) - 40minutes
  - **Maths** (Paper 3: Reasoning) - 40minutes

# Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

*Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed).*

# The Results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

**Scaled scores range from 80 to 120.**

A scaled score of 100 or more shows the pupil is meeting the National Standard.

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	89
15	90
16	91

17	92
18	92
19	93
20	94
21	95
22	95
23	96
24	97
25	97
26	98
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104

35	105
36	106
37	106
38	107
39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

## Example Scaled Score Conversion table

Children with a scaled score of 100 or above indicates they are working at age related expectations.

A scaled score of 110 or above will show a child working at greater depth.

# Grammar, Punctuation and Spelling: Monday 13<sup>th</sup> May 2024

Grammar, punctuation and spelling consists of two papers.

- **Paper 1** focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.
- **Paper 2** consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).



# Grammar, Punctuation and Spelling: Paper 1 (GPS)

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

30

Tick to show which sentence uses the **past progressive**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

Tick one.

1 mark

39

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The wind damaged the fence.

---

## Example questions from the SPAG paper

38

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

35

Underline the **adverbial** in the sentence below.

Last week, Ruby went swimming and played football.

# Reading: Tuesday 14<sup>th</sup> May 2024

There is one reading test that lasts for 60 minutes. The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

# Reading Paper



The Park



Fact Sheet:  
About Bumblebees



Music Box

## Reading Booklet

2019 key stage 2 English reading booklet

Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

## The Park

Ajay was just about to stick into his tie and boot dripping in our (shut) park when there was a loud clatter from the entrance as an important-looking brown envelope landed on the mat. 'Oh sorry for the post isn't it?' Mum said. 'Oh, it says Special Delivery.' Mum opened it, and unfolded the letter. Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too. 'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park?' Joe said furiously. 'They can't do that. It's... it's the park!'

'Yeah, everyone loves that place!' Ajay joined in. 'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.



4

Look at page 4.

Find and copy one word which shows that Joe is angry.

---

1 mark

5

Look at page 4.

In Ajay's opinion, how do people feel about the park?

---

1 mark

# Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2023 Reading SATs paper,

- **18%** of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- **32%** of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- **46%** of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

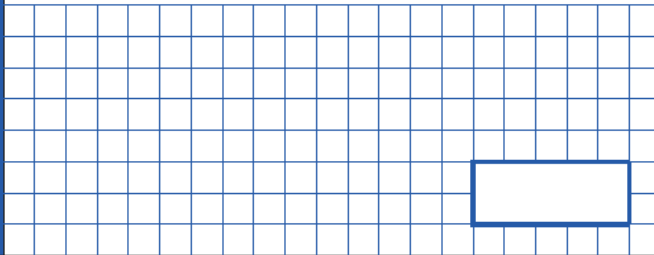
# Maths: Wednesday, 15<sup>th</sup> May and Thursday, 16<sup>th</sup> May 2024


The maths assessments consist of three tests.


- Paper 1: Arithmetic (30 minutes) – Wednesday, 15<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday, 15<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday, 16<sup>th</sup> May


# Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes. The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

<b>33</b>	$1\frac{1}{5} - \frac{1}{4} =$	<input type="checkbox"/> 1 mark
		

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

<b>23</b>	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<input type="checkbox"/> 2 marks
	Show your method 	

<b>27</b>	$35\% \text{ of } 320 =$	<input type="checkbox"/> 1 mark
		

# Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15<sup>th</sup> May and Paper 3 will take place on Thursday 16<sup>th</sup> May.

These tests have a total of **35 marks each** and lasts for **40 minutes** each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

They cover a wide range of mathematical topics from key stage 2 including,

- **Number and place value (including Roman numerals);**
- **The four operations;**
- **Geometry (properties of shape, position and direction);**
- **Statistics;**
- **Measurement (length, perimeter, mass, volume, time, money);**
- **Algebra;**
- **Ratio and proportion;**
- **Fractions, decimals and percentages.**



Circle the improper fraction that is equivalent to  $6\frac{7}{8}$

$$\frac{67}{8}$$

$$\frac{48}{8}$$

$$\frac{62}{8}$$

$$\frac{55}{8}$$

$$\frac{76}{8}$$

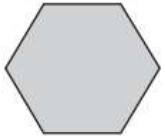
1 mark

## Example questions from the Maths Reasoning papers

17

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

regular hexagon



square

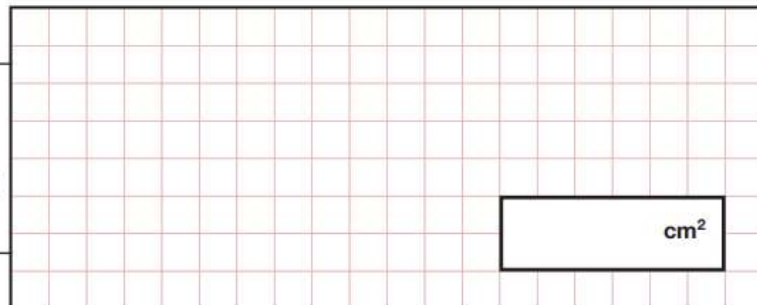


Not actual size

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

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

Show  
your  
method

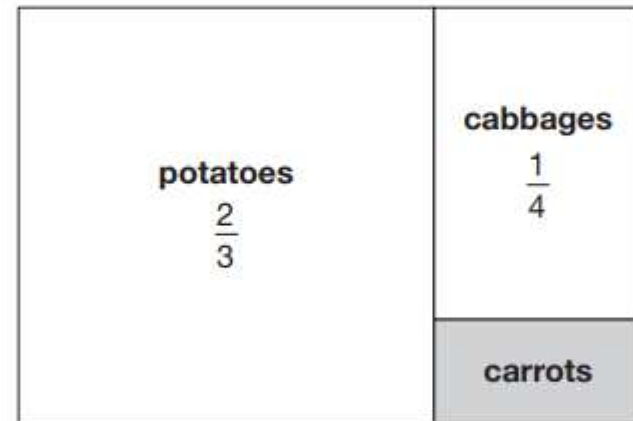


2 marks

18

This is a diagram of a vegetable garden.

It shows the fractions of the garden planted with potatoes and cabbages.



Not to scale

The remaining area is planted with carrots.

What **fraction** of the garden is planted with carrots?

# Supporting your child in preparing for the SATs

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can.

## **Tips:**

- Use past papers
- Attend any SATs meetings at school (or read any literature sent home).
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

# Supporting your child in preparing for the SATs

## Further tips:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources.

# Things to remember about SATs

## **SATs focus on what children know about Maths and English.**

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

## **SATs don't tell the whole story.**

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

## **SATs are only four days out of a whole Primary School career.**

In reality, there's one or two papers each day that last 30 to 60 minutes

# What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

## **SATs anxiety should not:**

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

# What to do if you are worried about your child

## **Talk to the school**

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

## **Talk to your child**

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

**Encourage your child to talk to their teacher SATs are obviously linked to school.** Don't be surprised if your child would prefer to seek reassurance from teachers over family members.

## **Try not to project your own anxieties or views about the SATs**

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

# Advice for Year 6 children

- ✓ Listen to your teacher.
- ✓ The adults you work with all want you to do your best.
- ✓ Get plenty of sleep and eat well, this will help your brain.
- ✓ Read all the questions carefully. This can help you to avoid silly mistakes.
- ✓ Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- ✓ Remember that the Year 6 SATs last for 4 days out of your whole life!

# Reporting of results



The results of the SATs will be made available to the school in July 2024.

The children will receive their results in paper format along with their end of year report which will be sent home.



# Y6 Breakfast Club

- We will be holding a Breakfast Club for all year 6 children **Monday to Thursday** during SATs week.
- It will be a relaxed atmosphere where children can chat, do last minute revising or play outside.
- Children can start arriving for Breakfast Club from 8:00am onwards. Please do not arrive before this time. Breakfast will be served to ALL Year 6 pupils **(free of charge!)**

# Preparations

- To ensure they have the best possible chance of success, please make sure that they have breakfast and are going to bed at a sensible time.
- Please provide a bottle of water.

# And finally...

- Sample SATs papers can be found at:

[www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

(or google: sample KS2 SATs papers).

# FAQs

- **Where will my child carry out the assessments?**

Where possible, your child will sit the assessments in the room where they usually have their lessons for that subject with a familiar adult.

There may be some children who carry out the assessments in other rooms. This could be because they are awarded extra time, are having a paper read to them, scribed for them or work best in a smaller group/room or with a particular adult. This has all been arranged by the Year 6 staff in consultation with the SLT!

# FAQs

- **What do I do if my child is sick on the day of an assessment?**

You know your child best – the final decision on whether you bring them in is ultimately down to the parent and whether they feel able to do it.

Our advice is, if possible, to bring them in just for the assessment and then they can go straight home afterwards. We are able to make arrangements for the child to make them as comfortable as possible. E.g. rest breaks, own room, water.

If you believe your child is too ill to take the test, then please let the school know as we will need to inform the Department for Education (DfE).

# FAQs

- **Can these assessments affect my child's place at secondary school?**

No. Your child has already got their secondary school offer and how well they do on their KS2 assessments does not affect this.

We do report a child's results to their secondary school. This will be used as a progress measure for the secondary schools to assess how the child progresses between KS2 and KS3.

# FAQs

## • What provisions are there for children with additional needs?

An additional need could be :

- a specific educational need (e.g. a difficulty in reading or writing)
- A disability (e.g. a hearing or visual impairment)
- Difficulty focusing or processing information
- English as an additional language

To support these children we can apply for **access arrangements**.

Access arrangements could include additional time, adaptations to the test paper (e.g. coloured test paper, translations of questions into another language or enlarged print), a scribe, transcripts, readers and prompters.

The school will need to show evidence that the child meets the criteria and that it is usual classroom practice for that child.



**KEEP CALM**

**Year 6**

**AND**

**Good Luck with**

**Your SATs!**