

# Key Stage 2 National Curriculum Tests



A School Presentation to Parents

# Emmaus Prayer

*God, Our Father, on the road to Emmaus, Jesus your Son nurtured the disciples with the Word of Scripture and nourished their faith with the Breaking of Bread. On our journey of life, renew our communities, restore our hope, and inspire our enthusiasm for learning. Increase our commitment to education, with compassion in our hearts and dedication to the Gospel.*

*As disciples and friends of Jesus, empower us with the courage to lead and the humility to serve Your people.  
Amen.*

# Reporting and Assessment Arrangements

- All existing statutory Key Stage 2 (KS2) assessments will return this academic year. For Year 6, this includes end of KS2 assessments- including tests and teacher assessments
- The Department for Education (DfE) has reported that KS2 national curriculum assessments will not be published in performance tables in 2022
- No Science sampling will take place in 2022.

## What are the SATs?

SATs (Statutory Assessment Tests) is a term people use to refer to End of Key Stage 2 Assessments.

It lasts for four days starting on Monday 9<sup>th</sup> May ending on Thursday 12<sup>th</sup> May 2022.

Date	Activity
Monday 9 <sup>th</sup> May 2022	English grammar, punctuation and spelling papers 1 and 2
Tuesday 10 <sup>th</sup> May 2022	English reading
Wednesday 11 <sup>th</sup> May 2022	Mathematics papers 1 and 2
Thursday 12 <sup>th</sup> May 2022	Mathematics paper 3

Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing test.**

There are no science assessments this academic year (including sampling tests).

## When and how are the SATs carried out?

- The tests will 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 after the test has ended.
- Afterwards, the completed papers are sent away to **be marked externally**.
- The children's results are sent back to school in early July.
- The standard timings of tests differ but last no more than 60 minutes:
  - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;
  - Grammar, Punctuation and Spelling (Paper 2) – 15 minutes;
  - Reading – 60 minutes;
  - Maths Paper 1 (Arithmetic) – 30 minutes;
  - Maths Paper 2 (Reasoning) – 40 minutes;
  - Maths Paper 3 (Reasoning) – 40 minutes.

## 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.

A scaled score of 110+ shows that the pupil is working above the National Standard.

- There is no separate test that would indicate a pupil is working above the national standard.
- A scaled score of less than 99 would indicate a pupil is working below the national standard.
- To have a scaled score, pupils must have a minimum raw score (determined each year).

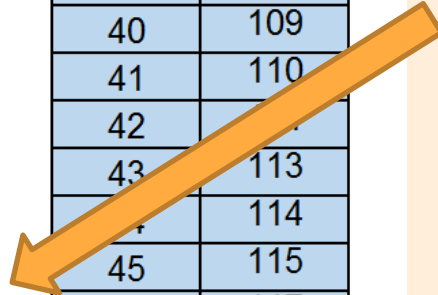
If the pupil does not achieve the minimum raw score, they have not demonstrated sufficient understanding of the KS2 curriculum in the subject.

# Example of 2019 scaled scores conversions READING

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



Scaled score of 100 or more = working at the **government expected standard**



# Example of 2019 scaled scores conversions for READING

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



Scaled score of 110 or more = working at the **government greater depth standard**

# Spelling, Punctuation and Grammar: Monday 9<sup>th</sup> May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). 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 strict set amount of time (pupils should be given as much time as they need to complete the test).

# Spelling, Punctuation and Grammar: Paper 1

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.

The question types include:

- Circling
- Drawing lines to connect
- Multiple choice questions (including ticking tables)
- One-word answers
- Short answer questions

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

# Spelling, Punctuation and Grammar: Paper 1

Example questions:

**1** Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

**8** Insert a **relative pronoun** to complete the sentence below.

e.g. **that, which**

Everyone loved the music \_\_\_\_\_ was played last night. 1 mark

**34** Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the second sentence is about three people. 1 mark

For questions 8 and 34, there are various correct answers.

# Spelling, Punctuation and Grammar: Paper 2

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

**Spelling task**

1. The dragon is an imaginary \_\_\_\_\_.

2. There was \_\_\_\_\_ food for everyone.

3. My little brother is in \_\_\_\_\_ class.

There is a spelling script that accompanies this.

Example: The word is creature. The dragon is an imaginary creature. The word is creature.

# Reading: Tuesday 10<sup>th</sup> May

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

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"><li>• <i>just about to tuck into his tea and toast</i></li><li>• <i>having his breakfast</i></li><li>• <i>drinking tea.</i></li></ul>	1m

## Question styles include:

- Multiple choice questions
- One-word answers
- Short answer questions
- Multiple mark (long answer) questions



# Reading

Example questions:

Based on text 2: Fact Sheet: About Bumblebees



## Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

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1 mark

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"><li>it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><li><i>because it releases trapped pollen that they wouldn't have been able to get out</i></li><li><i>it makes a buzz that gets more pollen than other bees do</i></li><li><i>it helps release more pollen.</i></li></ul></li><li>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><li><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i></li><li><i>it means we can buy more common foods cheaper</i></li><li><i>it would be harder to grow beans.</i></li></ul></li></ol>	1m

# Reading

This question is based on the whole text (2 pages).

Example questions:

## Based on text 3: Music Box

**32** What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"><thead><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr></thead><tbody><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul></td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul></td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul></td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul></td></tr></tbody></table>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"><li>there are widening cracks in the planks in the ceiling</li></ul>	2. it is small / tiny	<ul style="list-style-type: none"><li>she wishes she had a bigger work space</li><li>she has to eat at the same table that she works at</li></ul>	3. it is warm / cosy	<ul style="list-style-type: none"><li>there is a fire / stove</li><li><i>comfortable nest</i></li></ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"><li><i>Piston rings, bolts, and cylinders littered its surface</i></li></ul>	5. it is old fashioned	<ul style="list-style-type: none"><li>no electricity / kerosene lamps / cast-iron stove</li></ul>	6. it is isolated	<ul style="list-style-type: none"><li>it is situated among fields</li><li><i>to go outside and watch the fields</i></li></ul>	7. it is safe	<ul style="list-style-type: none"><li>the storm coming outside is dangerous</li></ul>	Up to 3m
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	<p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>																	

## 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 2019 Reading SATs paper,

- 12% of marks could be gained from answering questions involving **giving and explaining the meaning of words in context**;
- 42% of marks could be gained from answering questions involving **retrieving and recording information** or identifying key details from a text;
- 36% 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.

## Example questions to ask at home:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to...?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?

# Maths: Wednesday 11<sup>th</sup> May and Thursday 12<sup>th</sup> May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 11<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 11<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 12<sup>th</sup> May

# Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

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

Qu.	Requirement	Mark	Additional guidance
23	<p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <ul style="list-style-type: none"><li><math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}</math></li><li>OR</li><li><math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}</math></li></ul>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

- On the next slide are examples of how children could solve the calculations.
- There are some that could/ should be solved mentally as it is far quicker that way (40 marks in 30 minutes does not allow for 1 minute + per mark).
- Answers should always be given in their simplest form unless stated.

# Maths Paper 1 (Arithmetic)

Example questions:

**6**  $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

**11**   $= 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

**15**  $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

**18**  $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark





# Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 11<sup>th</sup> May and Paper 3 will take place on Thursday 12<sup>th</sup> May. These tests have a total of 35 marks 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.

## Maths Papers 2 and 3 (Reasoning)

In general, the questions get progressively harder throughout the paper. As this is the case, it is not unusual for children to be unable to complete the entire paper in the given time.

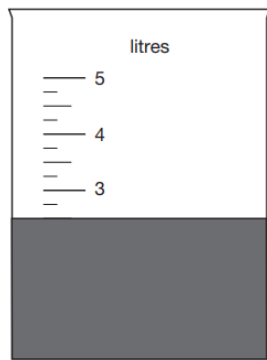
The questions generally start off at Year 3 and 4 level and then progress onto Years 5 and 6 level.

# Maths Papers 2 (Reasoning)

## Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8

In this sequence, the rule to get the next number is

**Multiply by 2, and then add 3**

Write the missing numbers.

11

25

53

109

1 mark

1 mark

# Maths Papers 2 (Reasoning)

## Example question:

18

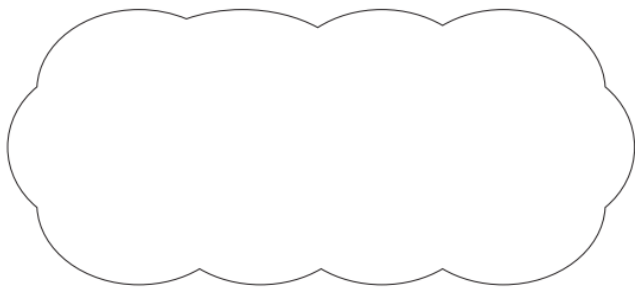
Circle the **prime** number.

95

89

87

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



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$  and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

**Do not** accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

**Do not** accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

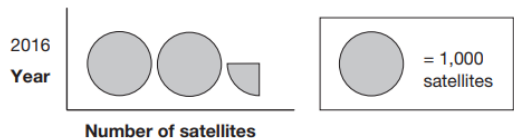
This question is an example where pupils will need to justify their answer.

# Maths Papers 3 (Reasoning)

## Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

Question 9: Pictograms are part of the Year 3/ 4 curriculum.

Question 15: This show that children will need to know how to convert but they do not need to remember the conversion fact.

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark



# Writing

NO TEST for writing.

It is based on continuous assessment throughout the year

It is TEACHER ASSESSED.

We conduct moderation sessions within school, across our Academy and from colleagues in different schools/Local Authorities to ensure quality control.

We could also be chosen to be moderated by Dudley Local Authority.



# Supporting your child in preparing for the SATs

Give them as much encouragement and support as you can (but we don't need to tell you that)! 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.

Tips:

- **Don't use past papers as they are used in school to prepare the children.**
- 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.

## Things to remember about SATs

**SATs ONLY 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 will not 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.

**SATs are only four days out of a whole primary school journey.**

## 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. Do not be surprised if your child would prefer 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.

# Reporting to Parents

<b>Test results</b> <b>Reading, SPAG, Maths</b>	<b>Teacher assessment judgement (TAFs)</b>
A raw score for each subject	<u>Writing:</u> Working towards expected standard Working at the expected standard Working at greater depth
A scaled score in each subject	<u>Science:</u> Working at expected standard
Confirmation whether or not they attained the national standard	End of year reports will also include a teacher assessment of reading and maths

# Advice for Year 6 children!

- Listen to the advice and guidance from your teachers
- Your teachers are cheering you on and want you to do your best
- Make sure you get plenty of sleep and eat well – sleep and food help keep the brain working well
- Read the questions carefully. This can help to avoid any simple mistakes
- Do not worry if there is something you cannot answer. Take a deep breath! You can always move on and go back later but it's better to write something rather than nothing
- Keep following a 'Growth Mindset' and stay positive
- Keep in mind that the assessments are just **one week** of your entire life!

# Other Information

- Revision booklets, spellings have been given to your child – all aspects of the curriculum have been covered
- Your child will need to bring in their PE kit on Monday and leave in school for the week; the children will still be involved in other aspects of the curriculum throughout the week (children to wear school uniform each day)
- Children will have the opportunity to practice in the test room next week which will take place in the hall. This will help to alleviate any worries about how they will be seated etc.
- Opportunity for your child to attend breakfast with their peers from Monday to Thursday next week from 8am onwards. Siblings can also attend. Cost of £1 per child per day. Please complete and return the letter.

Any Questions?

