St Martin's CE (Aided)
Primary School

End of Key Stage 2 Assessment

Meeting For Parents and Carers

17th March 2022

Overview of Aims

- To understand what SATs are
- SATS week timetable
- How we will support your child
- How you can support your child

Teacher Assessment

- At the end of Year 6, teachers make a teacher assessment judgement for every child for:

  *English reading

  *English writing

  *Mathematics

  *Science

- In English reading, writing and maths, children are assessed as:

Working towards age-related expectations

Working at age-related expectations

Working at greater depth within age-related expectations

- In science, children are assessed as:

Working towards age-related expectations

Working at age-related expectations

- To be assessed at age-related expectations, your child must be able to demonstrate they have met ALL KPIs (key performance indicators).

What are SATs?

- At the end of Year 6 children sit SATs (Standard Assessment Tests) in:

English Grammar, Punctuation and Spelling (two papers – one spelling and one punctuation and grammar)

Reading (one paper)

Maths (three papers – 1 arithmetic and 2 reasoning)

Results

- Children will receive a teacher assessment in reading, writing, maths and science.
- Teacher assessments will be given on your child's school report.
- Children will receive a raw score from their SATs paper for reading, EGPS and maths. This raw score will then be standardised.
- A standardised score of 100 equates to Working at Age Related Expectations.
- A standardised score of 110 equates to a high score (similar to working at greater depth)
- A letter will be sent home with your child's SATs results.

WRITING

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

Working at greater depth

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 writing[3] 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]

Working at the expected standard

The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.[2]

SCIENCE

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways
- raise further questions that could be investigated, based on their data and observations.

Science content

The pupil can:

- name and describe the functions of the main parts of the digestive [year 4], musculoskeletal [year 3] and circulatory systems [year 6]; and describe and compare different reproductive processes and life cycles in animals [year 5]
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions [year 6]
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction [year 5] and transporting water and nutrients [year 3]
- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [year 6]
- construct and interpret food chains [year 4]
- describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [year 4]
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [year 6]; and describe how fossils are formed [year 3] and provide evidence for evolution [year 6]
- group and identify materials [year 5], including rocks [year 3], in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [year 5]
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [year 4]
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [year 5]
- identify, with reasons, whether changes in materials are reversible or not [year 5]
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects [year 6], and the formation [year 3], shape [year 6] and size of shadows [year 3]
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard [year 4]
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source [year 4]
- describe the effects of simple forces that involve contact (air and water resistance, friction) [year 5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [year 3], and gravity [year 5]
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [year 5]
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams [year 6]
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night [year 5].

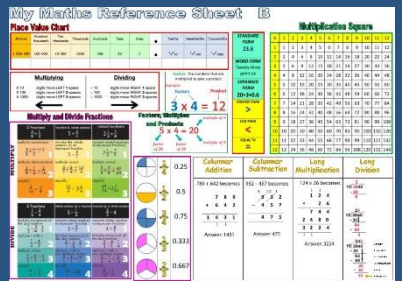
SCIENCE

Classroom based learning

Supported activities covering:

- Focus on success criteria for writers across a range of different genres;
- Reading activities to answer inference and deduction questions;

- Opportunities for revising and applying mathematical methods across a range of contexts;
- EGPS teaching and using test questions;
- Weekly spelling rule practise and checks;
- Weekly homework to support classroom learning.



Easter Holidays

- Homework will be issued over the Easter holidays.
- This period will be vital to ensure that your child stays in a 'work mode'.
- 10min tests are useful as they increase your child's pace.

SATs week - 9th May 2022

- **Monday May 9th 2022:** EGPS (Grammar/Punctuation Test)
45 minutes

- **Monday May 9th 2022:** EGPS (Spelling Test)
- 20 minutes

- **Tuesday May 10th 2022:** Reading Test
- 60 minutes

- **Wednesday May 11th 2022:** Maths Paper 1 (Arithmetic)
- 30 minutes

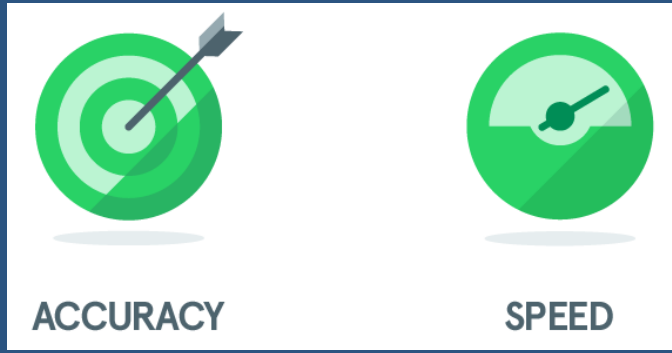
- **Wednesday May 11th 2022:** Maths Paper 2 (Reasoning)
- 40 minutes

- **Thursday May 12th 2022:** Maths Paper 3 (Reasoning)
- 40 minutes

How we will support your child

Before SATs Week:

- Using and applying all the skills learnt
- Skills games/carousels
- Revision
- Mock SATs / Test practise (to increase speed, accuracy and test technique)



How we will support your child

During SATs Week

- Breakfast from 8.15am
- Illness / Phone calls to chase late arrivals
- Water bottles
- One small, good luck charm / toy / mascot
- Extended breaks and well-being time
- Creative and physical afternoons – PE Kits all week please!
- Some revision groups in the afternoons.

During SATS support

- Different seating arrangements
- Reading questions, encouragement and rest breaks after tests
- Some children may be given extra time.
- Other adults
  - Readers
  - Scribers
  - Prompters

How you can support your child

- Revision Books / Homework
- Practising spellings rules sent home
- Referring to the maths reference sheet
- Early nights – especially the weekend
- Good luck mascots
- Arrive in plenty of time
- Illness
- PE Kit / Glasses / Organisation
- RELAX!

Friday 13th May 2022

- The children will have a treat!

June 2022

- Writing and Science assessment

Any Questions?