

PARKLANDS COMMUNITY PRIMARY SCHOOL

A guide to the Assessment Arrangements at the end of Key Stage
Two (Year 6)

2024
Meeting for Parents

Objectives of the meeting

- ▶ To give you an outline of the Key Stage Two assessment arrangements
- ▶ How the results are reported to you
- ▶ Ways in which you can help your child to prepare
- ▶ An opportunity to look through the sample papers/tests
- ▶ Wellbeing– information how we will support in school
- ▶ Discuss any concerns with teachers JS



Assessment Arrangements at the end of Key Stage Two

- ▶ In May, Year 6 pupils sit National Curriculum Tests often referred to as SATS
- ▶ The tests help measure the progress pupils have made and identify if they need additional support in a certain area
- ▶ The tests are also used to assess schools' performance and to produce national performance data
- ▶ Like with other tests, there are access arrangements for individual pupils

JS



The SATS Tests

- ▶ At the end of Year 6, your children will sit tests in:
 - ❖ Spelling, Punctuation and Grammar (SPaG)
 - ❖ Reading
 - ❖ Maths
- ▶ These tests will be both set and marked externally, and the results will be used to measure the school's performance.
- ▶ Your child's marks will be passed to secondary schools. However, we liaise with all secondary schools.

JS



Timetable

SATs for the 2023/24 Year 6 cohort will take from Monday 13th May until Thursday 16th May.

KS2 Year 6 SATs Dates - May 2024

Date	Test
Monday 13th May 2024	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 14th May 2024	English Reading Test - 60 minutes
Wednesday 15th May 2024	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thursday 16th May 2024	Mathematics Reasoning (Paper 3) - 40 minutes

Spelling, Punctuation and Grammar

- ▶ Paper 1 – Grammar, punctuation and vocabulary
- ▶ Paper 2 – Spelling test (a range of words that contain a variety of spelling patterns, follow rules and key words)



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Example of SPAG Questions

What does the root struct mean in the word family below?

destruction

structure

reconstruct

Tick **one**.

break

☐

build

☐

carry

☐

touch

☐

Spelling Test

Spelling task

1. Jordan's messy room was in a state of _____.
2. David gave a _____ on the door before entering.
3. Anita was _____ her shoes.

The Reading Test

- ▶ The reading test will be a single paper with questions based on three passages of text.
- ▶ The texts will be both non-fiction and fiction examples.
- ▶ The questions will be based on skills such as recall, retrieval, inference, layout, opinion, use of language, etc.



The Reading Test

1 Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

2 The struggle had been between two *rival* families...

Which word most closely matches the meaning of the word *rival*?

Tick **one**.

equal

☐

neighbouring

☐

important

☐

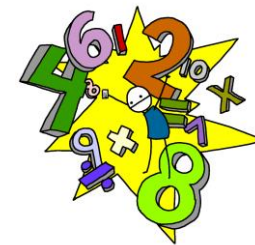
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3 Look at page 4.

How can you tell that Maria was very keen to get to the island?

The Mathematics Tests



- ▶ Paper 1 – Arithmetic to assess a range of mathematical operations
- ▶ Papers 2 and 3 – Assessing problem solving and mathematical reasoning

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Sample Arithmetic Paper

			7	1			
×			4	6			
<hr/>							

$$15\% \times 440 =$$

$$1\frac{4}{5} + \frac{3}{10} =$$

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Sample Reasoning Questions

Here are five number cards.

48	49	50	51	52
----	----	----	----	----

Use each card **once** to make every statement below correct.

is a multiple of 3

is a multiple of 4

is a multiple of 5

is a multiple of



Adam buys **6** bags of white balloons.

Chen buys **3** bags of red balloons.

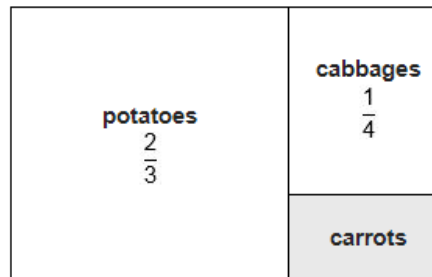
Adam says,

'I have four times as many balloons as Chen.'

Explain why Adam is correct.

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.

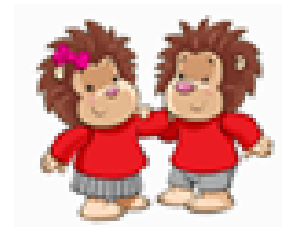
What **fraction** of the garden is planted with carrots?

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Writing and Science

There are no tests for English writing or science at the end of KS2, but performance in these subjects will be reported as a teacher assessment judgement. Your child's teachers will make this judgement based on your child's overall work and performance in the subject. As with the tests, this will help to indicate if your child needs more support in the subject.

Teacher assessment judgements in English writing may be externally moderated by the school's local authority. This is a collaborative process between the school and local authority moderator, to ensure that judgements are consistent with national standards.



Writing framework

The teacher has to follow a framework when judging the children's writing. Children will receive one of the following judgements:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

To be awarded the judgements, a child must show evidence of all the criteria in that band.

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Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, select form and drawing independently on what they have read as a model for their writing (e.g. literary language, characterisation, structure)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the plot
- select vocabulary and grammatical structures that reflect what they are writing about, doing this mostly appropriately (e.g. using contracted forms in informal writing; 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, relative clauses, 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. 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

Working at greater depth

The pupil can:

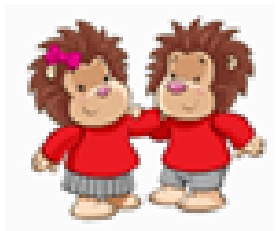
- write effectively for a range of purposes and audiences, select form and drawing independently on what they have read as a model for their writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and use appropriate register
- exercise an assured and conscious control over levels of formality through manipulating grammar and vocabulary to achieve their purpose
- use the range of punctuation taught at key stage 2 correctly (e.g. dashes, colons, hyphens) and, when necessary, use such punctuation to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

The results of the Key Stage 2 SATs

- ▶ Scaled Scores are used to report Year 6 test outcomes.
- ▶ For the KS2 tests a scaled score of 100 will represent the 'expected standard'.
- ▶ These scaled scores will be fed back to schools (beginning to middle of July) and then parents will receive confirmation of whether their child has met the 'expected standard' in the end of year reports.

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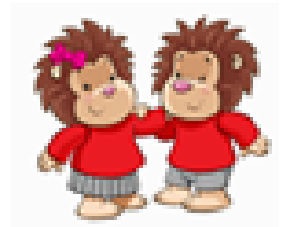


How to help your child prepare

Writing:

- ▶ Discuss different texts that you see.
- ▶ Reading helps writing!
- ▶ Talk about:
 - ❖ The purpose, audience, structure, language, punctuation and presentational features and “magpie” phrases/words
 - ❖ Encourage children to plan their paragraphs/ ideas before writing
 - ❖ Get them to read their writing out loud to check sense, tenses, punctuation, etc.
 - ❖ Encourage editing and improving– inserting descriptive words, different starters, etc.

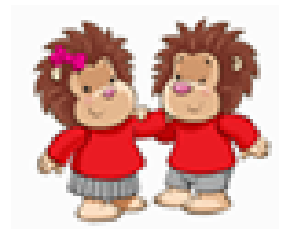
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Reading

- ▶ Share texts
- ▶ Discuss words and why the author may have used them
- ▶ Read between the lines – not just straight recall
- ▶ Discuss presentational features and language
- ▶ The tests will be timed so reading at speed is important too – what is this paragraph about?
- ▶ Skimming and scanning texts

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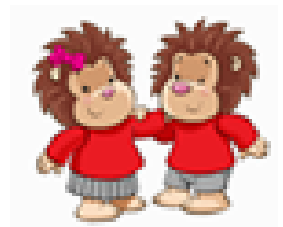


SPAG

- ▶ Practise **spellings** by:
 - ❖ Little and often (10mins a day)
 - ❖ Picking out words they may have spelt incorrectly in their homework
 - ❖ Make spellings fun – look for patterns, use phonics, use different pens to practise

- ▶ **Punctuation and Grammar:**
 - ❖ Discuss the punctuation and word classes when reading
 - ❖ Your child can use their SPAG guide to revise– again little and often
 - ❖ Play online spelling games

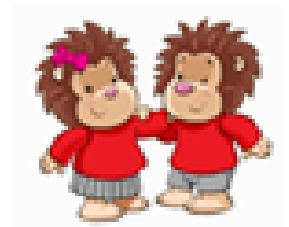
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Maths

- ▶ Multiplication tables are vital
- ▶ Practise different written calculations
- ▶ Encourage maths around you – get the children to work out the shopping cost, change, the time, etc.
- ▶ The children can use their a revision book to practise
- ▶ Online games: Mymaths; TT rockstars; Hit the Button; BBC bitesize

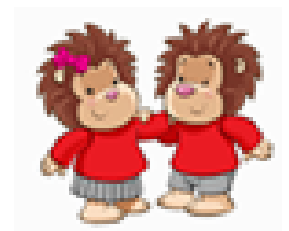
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Wellbeing

- ▶ Our new Jigsaw PSHE programme helps by introducing calming and breathing techniques.
- ▶ Breakfast every morning to alleviate feeling anxious in the morning.
- ▶ Lots of breaks during SATS week and outside fun time.
- ▶ We feel strongly that at Parklands Community Primary School we are preparing your child for the tests.
- ▶ These tests are designed to cater for all pupils and all levels. There will be questions that many children are unable to answer.
- ▶ We also are determined for your child to enjoy their primary school life with enriching and engaging activities alongside SATS prep.

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Any questions?

Residential

