



Key Stage 2 SATs

A School Presentation to Parents
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Information and Guidance on the Changes and Expectations for 2024

Aims:

- **To know what SATs are.**
- **To know how your child will be assessed.**
- **How we can all best support them through this process.**

What are SATS?

• **Statutory Assessment Tasks in English and Maths.**

(Key Stage Two National Assessments)

Statutory for every Year 6 pupil in the country.

Do they matter?

Some secondary schools use these results to set their pupils in Year 7.

Some do not.

However, all secondary schools have to make progress from these starting points – and use them to predict future GCSE grades.

Key Stage 2 SATs

- **In 2014 a new national curriculum was introduced by the government for Years 1, 3, 4 and 5**
- **Since 2015, children in all years in key stage 2 were expected to study the new national curriculum.**

Assessment and Reporting

- 'Old' national curriculum levels (e.g. Level 3, 4 and 5) haven't been used since 2014.
- From 2016, test scores are now reported as '**scaled scores**'.
- The current curriculum is **more rigorous** and sets high expectations which all schools have had to work hard to meet.

Scaled Scores

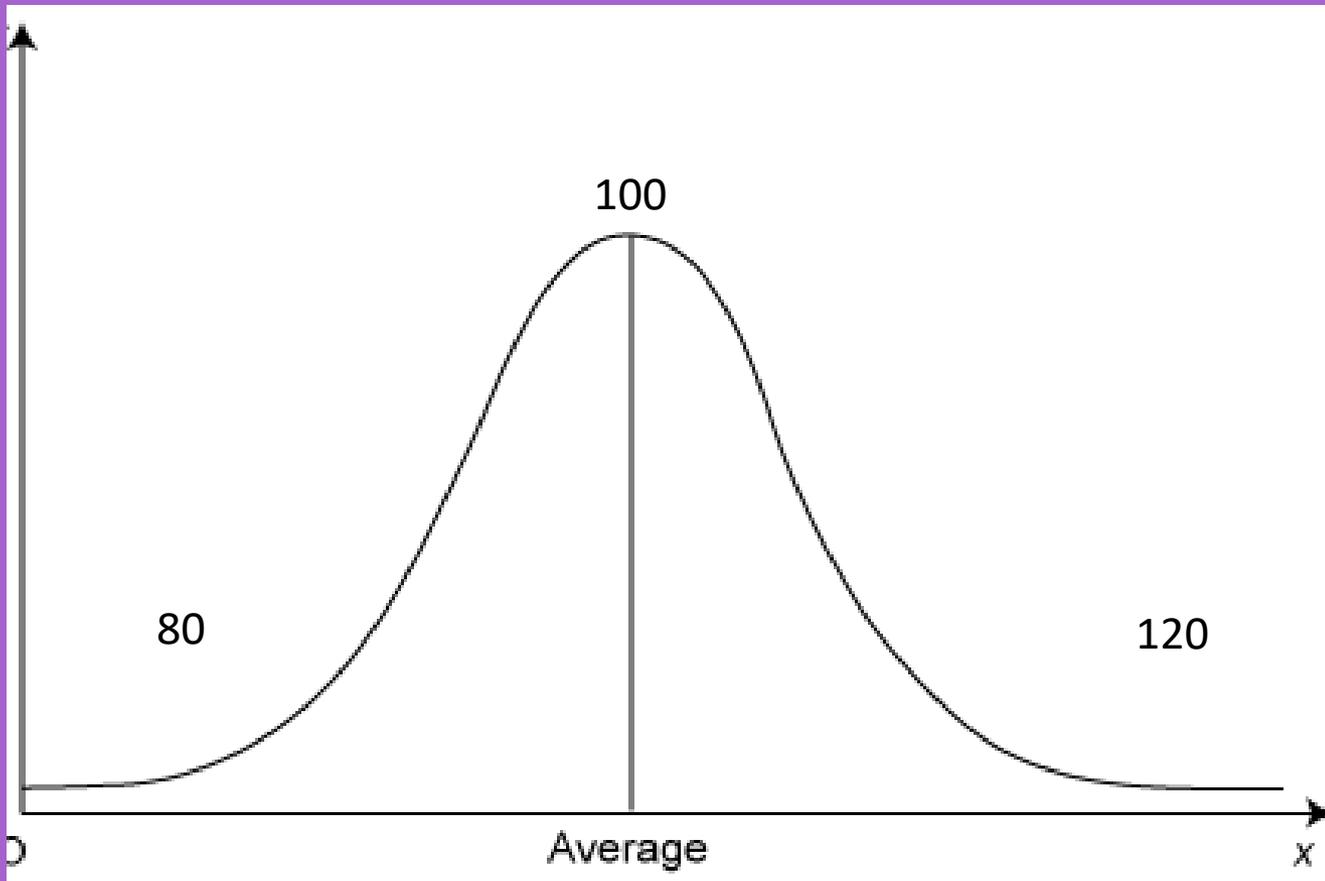
- What is meant by 'scaled scores'?
- **It is planned that 100 will always represent the 'national standard'.**
- Each pupil's **raw test score** will therefore be converted into a score on the scale, **either at, above or below 100.**
- **A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.**
- In July 2023 each pupil will receive:
 - A **raw score** (number of raw marks awarded).
 - A **scaled score** in each tested subject.
 - Confirmation of whether or not they **attained the national standard.**

Scaled Score Examples

On publication of the test results in July 2024:

- A child awarded a scaled score of **100** is judged to have **met the 'national standard'** in the area judged by the test.
- A child awarded a scaled score of **more than 100** is judged to have **exceeded the national standard** and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of **less than 100** is judged to have not yet met the national standard and performed **below expectation** for their age.
- **Each year where the 'average' score falls changes – so 60/110 may be a pass one year and not the next. An average is calculated by comparing scores from all the Year 6 pupils in the country.**

Scaled Scores



Higher Attaining Pupils

- In the past, additional **Level 6 tests** were produced for children who demonstrated higher than expected attainment.
- There **aren't any separate tests** for the most able children.
- Instead, each test has '**scope for higher attaining pupils to show their strengths**'. A '**higher pass**' is a **scaled score of 110 and above**.
- These pupils in writing will be said to be '**working at greater depth**.'

The Tests

- **Key Stage 2 SATs take place nationally in the week commencing 13th May 2024.**
- **Statutory tests will be administered in the following subjects:**
 - **English:**
 - **Reading (60 minutes)**
 - **Spelling (approximately 15 minutes)**
 - **Grammar (45 minutes)**
- **Writing will be 'Teacher Assessed' internally.**

The Tests

Mathematics:

- Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
-
- All tests are externally marked. (Tests are scanned in and distributed to markers).

Writing

- Children will be given one of three grades in writing:
 - **Standard Met**
 - **Standard Not Met**
 - **Working at greater depth**
- Schools can have an **external moderator** visit to validate their judgements. We are likely to have a moderation visit this year.
- Children's work **throughout the year** will be assessed using the following criteria:

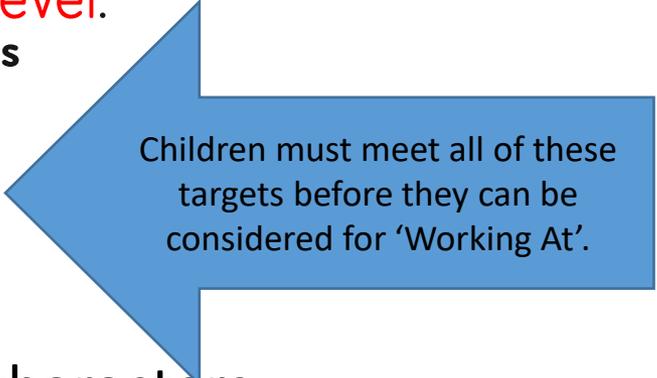
Writing

Writing - Working Below the Expected Level:

The pupil can write for a range of purposes and audiences

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.



Children must meet all of these targets before they can be considered for 'Working At'.

Writing

Writing - Working at the expected level

The pupil can write for a range of purposes and audiences (including writing a short story)

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.

Writing

Year 6 Writing Checklist

Working at greater depth within the expected standard:

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. [^]	

Reading

- The Reading Test consists of a **single test paper** with three unrelated reading texts.
- Children are given **60 minutes** in total, which includes reading the texts and answering the questions.
- A total of **50 marks** are available.
- Questions are designed to assess the **comprehension** and understanding of a child's reading.
- Some questions are **multiple choice**, others require **short answers** and some require an **extended response or explanation**.

Reading Questions:

SECTION 1

These questions are about *Kilimanjaro — Judith's Story*

Choose the best word or group of words to complete each statement. Put a ring around your choice.

Judith sets off on her journey with a team of

1. three four six five

1 mark

other people. She is there in early June, which is

2. the dry season. a busy time of year. the rainy season. a quiet time of year.

1 mark

On the second day, she is surprised when she sees

3. a mongoose. the top of Kilimanjaro. a storm coming. Mussin's sister.

1 mark

On day three, Judith needs to get used to the altitude of the mountain, so she

4. eats a lot. reads her book. doesn't go far from the camp. walks very slowly.

1 mark

At the end of day four, she feels

5. light-headed. awful. excited. weak.

1 mark

Reading Questions:

4 Look at the paragraph beginning: *Oliver rowed...*

Find and copy one word that suggests that the summer afternoon was quiet.



1 mark

5 ...*they crossed the glassy surface of the lake.*

Give two impressions this gives you of the water.

1. _____



2. _____

2 marks

Spelling, Punctuation and Grammar

- A Spelling test is administered containing **20 words**, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for **45 minutes** and requires short answer questions, including some multiple choice.
- Marks for these **two tests** are added together to give a total for Spelling, Punctuation and Grammar. (SPAG)

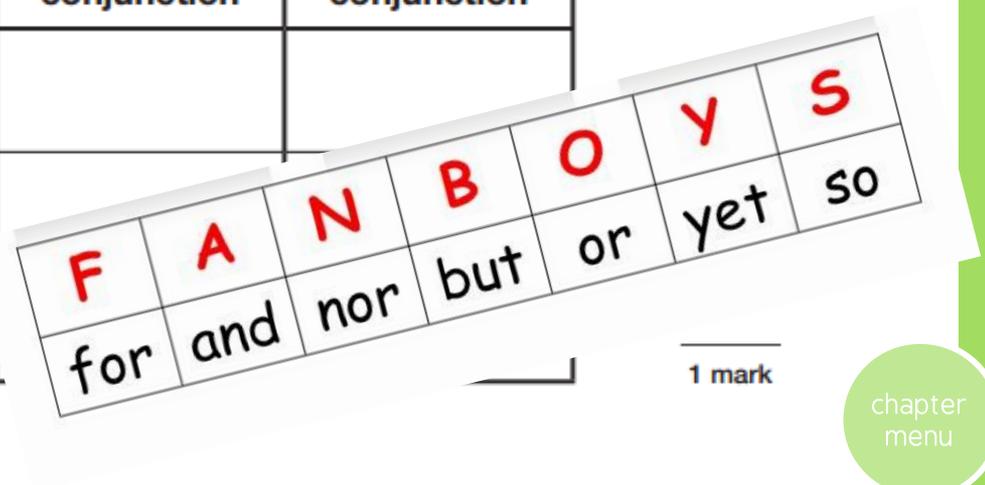
Sample Questions

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		



1 mark

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Mathematics

- The Mathematics tests have undergone the **biggest changes** since levels.
- Children will sit three tests: **Paper 1, Paper 2 and Paper 3**.
- Paper 1 is for **'Arithmetic'** lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals. There are 36 questions.
- Questions gradually increase in difficulty.
- Papers 2 and 3 cover **'Problem Solving and Reasoning'**, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in **context** and decide what is required to find a solution.

Sample Questions

Maths Paper 1: Arithmetic

24 $15.4 - 8.88 =$

1 mark

25

1 3 | 3 0 1 6

Show your method

2 marks

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Sample Questions

Maths Paper 1: Arithmetic

29	$15\% \times 440 =$	<input type="text"/>	<input type="checkbox"/>

30	$\begin{array}{r} 6574 \\ \times 31 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/>
	Show your method		

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Sample Questions

Maths Paper 1: Arithmetic

33

$$\frac{3}{5} \div 3 =$$

A large grid of red lines for writing the answer to question 33. A blue rectangular box is drawn at the bottom right of the grid, indicating the space for the answer.

1 mark

34

$$\frac{2}{5} \times 140 =$$

A large grid of red lines for writing the answer to question 34. A blue rectangular box is drawn at the bottom right of the grid, indicating the space for the answer.

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Sample Questions

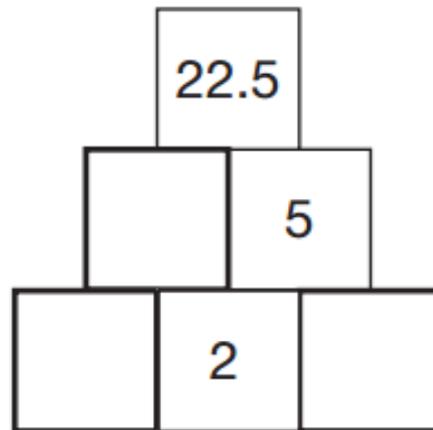
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

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Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

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Analysing the data!

Year 6 have already sat 4 sets of SATS-like assessments during the year. Each child's scores are inputted to look for areas of weakness:

Question Confidence	A2	A1	A1	E1	A1	E2	E2	E1	B1	E2	E2	B2	B2	E1	E1	B1	B1	B1	E1	E1	A2	B2	A2	E1	B2	A2	A2	A1	E1	A1	E2	A1						
88%	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
75%	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	
91%	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
81%	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
81%	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
78%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
75%	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
66%	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
81%	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
38%	0	1	1	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1		
41%	1	1	1	0	1	1	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0		
69%	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
47%	1	1	1	0	2	0	1	1	1	1	1	0	2	1	1	0	0	0	1	1	2	1	0	1	0	1	2	1	0	1	2	1	2	1	2	1	2	
75%	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
67%	2	2	2	1	1	0	2	1	2	2	1	0	2	2	2	1	0	1	1	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
72%	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
78%	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
78%	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
63%	1	1	1	1	1	0	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
69%	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1
59%	1	1	1	1	1	0	1	0	1	0	0	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
70%	2	1	1	1	2	2	1	2	2	2	1	1	0	2	1	2	2	1	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2
75%	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
55%	1	2	2	0	2	0	1	1	1	1	1	0	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
53%	1	2	2	2	2	1	2	1	1	0	1	0	2	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
66%	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
39%	1	2	1	1	1	0	0	1	0	2	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
63%	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
66%	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
56%	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1
31%	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
38%	1	2	3	0	2	2	0	2	0	0	0	0	3	1	0	2	0	1	1	2	2	0	0	0	0	3	3	1	3	0	2	0	2	0	2	0	2	
45%	1	2	2	2	1	0	2	2	2	0	0	0	0	1	0	1	0	2	0	2	0	0	0	0	0	0	2	2	1	2	0	0	0	0	0	0	0	
41%	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
50%	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
56%	1	1	0	1	1	0	0	1	1	1	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
38%	0	0	1	1	0	1	0	1	0	1	1	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0
53%	1	1	1	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
41%	1	3	3	2	3	1	1	2	2	0	0	1	0	1	1	1	0	0	1	2	2	0	0	2	2	2	3	0	3	0	2	0	2	0	2	0	2	

Analysing the data!

We then set targets to address in class:



Question Level Analysis Prompt Sheet



Class: _____ Jotnar _____ Date: _____ March 2022 _____

Reading

What are the 3 main areas of weakness?

1. **Short constructed – infer character motivation (31%)**
2. **Tick 1 of 4 to compare how two characters behave (38%)**
3. **Infer character motivation (31%)**

What resources /strategies can we use with this class to help target these weaknesses?

- Inference of character's motivation taught through English lessons and novel led-work from Goodnight Mr Tom.
- Use of Picture inference 2x a week – character motivation
- Highlight differences in how characters behave in comprehension lessons and English lessons.

Grammar

What are the 3 main areas of weakness?

1. **Label a subordinate clause (31%)**
2. **Identify 3 determiners (19%)**
3. **Identify 3 prepositions (19%)**

What resources /strategies can we use with this group to help target these weaknesses?

- Subordinate clauses– in writing and grammar lessons
- Determiners in grammar lessons and incorporate into writing lessons in grammar banks
- Prepositions in grammar lessons and writing lessons.
- **Class teacher to highlight all the above during modelling of writing**

Maths

What are the 3 main areas of weakness?

1. **Subtracting fractions, including a mixed number (same denominator) and (denominators that are multiples of the same number) (41% and 21%)**
2. **Multiply a mixed number by a whole number (13%)**
3. **Recognising that shapes with the same perimeter can have different areas; calculating the area of a square. (19%)**

What resources /strategies can we use with this group to help target these weaknesses?

- All addressed in daily arithmetic and maths lessons.
- PiXL 3 in 3
- Revision papers
- Recap of subtracting fractions at least 2x weekly
- Multiply mixed numbers – retaught in arithmetic.
- Area and perimeter – need to teach in maths lessons (Whitrose).

SATS Timetable:

Monday 13 th May	Tuesday 14 th	Wed. 15 th	Thursday 16 th
Part One - Grammar and Punctuation 45 minutes	Reading paper - 1 hour	Mathematics Paper 1 - Arithmetic test 30 minutes	Mathematics Paper 3 - Reasoning 40 minutes
Part 2 - Spelling test of 20 words		Mathematics Paper 2 - Reasoning 40 minutes	Film and ice- cream!

Homework

- In order to help prepare your child (as well as all our work in school) your children will be given 4 books.
- Two are **study books** to read and help the children with their work.
- Two are **workbooks** in which the children can write their answers.
- Homework is set and marked Thursday or Friday afternoon (Please see timetable)
- This work will last for **8 weeks**.

Homework

- Any problems or worries with the work – please tell the children to come in and ask us.
- **The parent pack also contains examples and help sheets as well as website addresses.**
- These books are at a standard level. Therefore some of the work will be challenging for some pupils.
- We ask that these pupils ‘have a go’ and try their best.
- **You should have received your parent pack with key information in it as well as the homework answers!**

The week itself!

- The children must sit tests in this week. There is no opportunity to take them at another time.
- School will be open from 8.15am.
- We serve a **SATs breakfast** from this time until 9am.
- The children will be given juice, a bottle of water and a healthy breakfast.
- We know this can be a stressful time and we find this relaxed beginning is a really good start to the day.

**Thank you very much for listening.
If you have any questions we will
all be around at the end to talk to.**

