

Y2 SATs Parents Information Meeting

Tuesday 17th April 2018

What happens when it's SATs time?

During May, all 7 and 11 year olds take the end of Key Stage national tests.

These tests are designed to check that children in all schools are making progress.

Testing must take place in May.

Key Stage 1 children have the whole month to do the tests.

Tests

- Children take Reading and Maths tests.
- There is also an optional Grammar, Punctuation and Spelling test which we are going to also give to the pupils.
- The tests are marked by class teachers following the mark scheme which is published in May 2018.
- The results from the tests are used to inform Teacher Assessment.

Test Administration

- Tests are delivered to the children in small groups in either the group room or Smart kids room.
- They are delivered by the Class teacher and a Teaching Assistant is also present.
- Children are seated spaced out on a table to give them privacy.

Access Arrangements

- The tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them if they have completed the Key Stage 1 programme of study.
- They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions.
- However, a small number of pupils may need additional arrangements so they can take part – these are called access arrangements.

What are access arrangements?

- Access arrangements are adjustments that schools can make to support specific pupils during the tests, and must be based on normal classroom practice.
- Schools don't need to request permission from STA to use any access arrangements for the KS1 tests, but they must ensure that any arrangements put in place don't advantage or disadvantage individual pupils.

Who are access arrangements suitable for?

Access arrangements may be appropriate for pupils:

- with a statement of special educational needs (SEN) or an Education, Health and Care Plan (EHCP)
- for whom provision is being made in school using the SEN Support system or whose learning difficulty and/or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

Additional time

- Schools do not need to make applications for additional time for the KS1 tests.
- The tests are not strictly timed so schools can give pupils the amount of time they feel is appropriate to enable each pupil to demonstrate their knowledge and understanding.

Transcribe

- If it would be very difficult for the person marking the test to read a pupil's writing you may transcribe all or part of the pupil's test script.
- If transcribing a pupil's answers schools must remember:
 - ❖ you must make the transcript with the pupil at the end of the test, using a different coloured pen from the pupil's
 - ❖ you must ensure that the pupil's answers are not changed
 - ❖ all punctuation and phrasing must be the pupil's own.

Readers

- Readers are usually teachers or support assistants. They should not be another pupil or a relative, carer or guardian of the pupil.
- Although it is preferable for a reader to be provided on a one-to-one basis, KS1 test administrators may choose to read the English grammar, punctuation and spelling or mathematics questions aloud to a pupil, a group of pupils or the whole class. Where questions are being read to a group of pupils, test administrators must consider the individual needs of the pupils to ensure they are not disadvantaged by the pace at which any text is read.
- If a pupil requests it, the reader may also read back any part of a pupil's written response to a question.

Prompters

- A pupil with severe attention problems may be supported by a prompter. The use of a prompter must be normal classroom practice.

Prompters should:

- be the pupil's own learning support assistant
- be used on a one-to-one basis

Prompters must:

- only be used to draw the pupil's attention back to the task.
- not advise the pupil on which questions to answer.

Rest Breaks

The majority of pupils should be able to complete the tests without a break.

However, rest breaks can be appropriate for a pupil who finds it difficult to concentrate or who may experience fatigue.

Scribe

- A scribe is a writing assistant who writes out answers dictated by the pupil.
- Schools should consider using a word processor or making a transcript of the pupil's writing after the test before deciding to use a scribe.

Scribe

- A scribe can be used when a pupil is physically:
- unable to write their own answers or use a word processor
- unable to write following an injury
- able to write but has a motor impairment that causes physical discomfort when writing
- able to write but writes very slowly
- able to write but finds writing very difficult

Reading Test

There are 2 reading papers. Each paper has a selection of texts which increase in difficulty. Paper 1 is a combined reading prompt and answer booklet.

Paper 2 consists of an answer booklet and a separate reading booklet. Paper 2 contains more challenging texts.

All pupils should be given the opportunity to attempt both papers, but administrators can stop individual pupils at any stage of the test if a pupil is struggling.

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



Children
read part of
the text and
then
answer
questions.

Practice questions

a What was William's job?

Tick **one**.

cafe owner

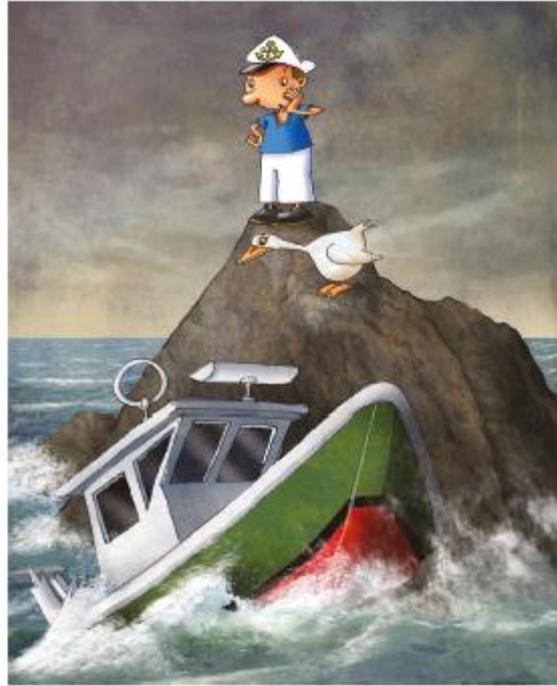
guard

gardener

fisherman

Reading test

In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



Some questions are tick box answers and for others the children need to write an answer.

3 Why did the boat hit the rocks?



1 mark

Punctuation and Grammar test

1 Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

when

or

because

if

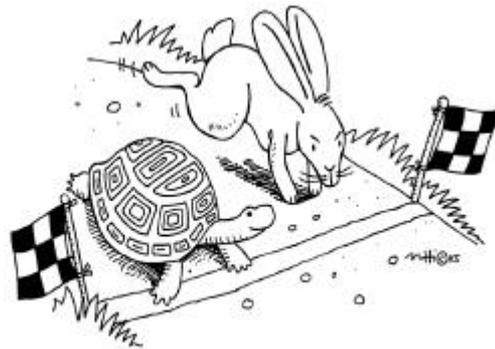
Some questions are multiple choice.

Punctuation and Grammar test

5

Add a **suffix** to the word fast to complete the sentence below.

The hare knew that he could run fast _____ than the tortoise.



For some questions children need to add a suffix to the end of a word.

Punctuation and Grammar test

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

Or for some questions children need to write a sentence to explain.

Spelling

P. There was a big _____ in the garden.

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.

5. After tea I will _____ Grandma.

6. My friend has brown _____.

7. A flock of geese is _____ overhead.

Spelling Test

This test consists of 20 words which are read out by the teacher and put into the context of a sentence.

Children are given enough time to think and then answer.

Maths Test

- There are 2 papers.
- Paper 1 arithmetic assesses pupils' fluency in the fundamentals of mathematics, including place value, calculations and fractions.
- Paper 2 reasoning assesses pupils' mathematical fluency by demonstrating their ability to solve problems and reason mathematically.

17

$6 \times 3 =$

Paper 1

This paper consists of 25 questions.

This paper is assessing how fluent children's maths skills are.

18

$\frac{1}{2}$ of 16 =

Paper 2

11 There are **20** balloons.

7 balloons fly away.



How many balloons are left?

12 Tick the **two** sentences that are correct.

Tick **two**.

A square has sides of equal length.

A square has curved sides.

A square has lines of symmetry.

A square has five sides.

This paper has about 30 questions. There is a practice question and then five aural questions.

How the tests will be assessed

The tables show each of the possible raw scores on the 2017 key stage 1 tests.

Mathematics	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	86
9	87
10	88
11	88
12	89
13	90
14	90
15	91
16	91
17	92
18	92
19	93
20	93

Mathematics	
Raw score	Scaled score
21	94
22	94
23	95
24	95
25	95
26	96
27	96
28	97
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102

Mathematics	
Raw score	Scaled score
41	102
42	103
43	103
44	104
45	104
46	105
47	105
48	106
49	106
50	107
51	108
52	109
53	109
54	110
55	111
56	112
57	114
58	115
59	115
60	115

For the KS1 tests a scaled score of 100 will always represent the '**expected standard**'. A pupil's scaled score will be based on their raw score.

Each pupil registered for the tests will receive:

- a raw score (the number of raw marks awarded)
- a scaled score
- and confirmation of whether or not they attained the expected standard

In 2017, a raw score of 36 out of 60 was needed to be working at the expected standard. There is no raw score for greater depth as it is based on teacher assessment.

End of Key Stage Assessment

In Key Stage 1 teachers use the test information to help make a teacher judgement. They judge the children to be working towards the expected standard, at the expected standard or at greater depth.

However it would be expected that children working at the expected standard will have a ranked score of 100 or more on the tests.

Writing

Writing is teacher assessed against a range of different 'I can' statements which are set by the Government.

The deadline for teacher assessments for writing is Thursday 28th June.

The children are assessed as working Towards the standard, Working at the standard or At Greater Depth.

Schools may be moderated during this period by the LA.

How can you help?

- **Don't make the tests into a big thing – we try to make it as relaxed as possible for the children.**
- **Read with your child at least three times a week and encourage them to discuss and answer questions about what they are reading.**
- **Help them to learn number facts – times tables, doubles.**

What the tests do not measure...

Whether children.....

- are confident and articulate speakers
- listen well
- co-operate with others to complete a task
- work carefully at a task over time
- have a knowledge and understanding of history
- have a knowledge and understanding of people and places
- can perform gymnastics, dance or sport
- are good artists
- are musical
- can stand in front of an audience and perform
- can design and make models from clay, paper and wood
- are able to make and sustain good friendships
- relate well to others, are understanding and tolerant of people who have different opinions or backgrounds or beliefs to their own

None of these qualities are tested by the National Curriculum tests.