



KS2 SATS Meeting Guidance for Parents



EPWORTH
EDUCATION TRUST

KS2 Assessment – A Summary

- At the end of Key Stage 2 there will be an 'expected standard' set *A child must meet all the criteria consistently to get the 'expected standard' judgement.*
- Schools are advised to decide how best to assess their pupils in a way that best suits their needs.
- Schools are expected to select an assessment approach which:
 - ☐ aligns well with their curriculum
 - ☐ sets out what pupils are expected to know, understand and do, and when
 - ☐ explains pupils' progress and attainment to parents
 - ☐ can be used to set aspirational targets and wherever possible supports pupils to reach the expected standards.

KS2 'Assessment' in 2024

Statutory assessment

- KS2 *national curriculum tests* with outcomes in the form of *scaled scores*.
- Teacher assessment at KS2 for writing, using the *frameworks* for teacher assessment.

Formative classroom assessment

- Determined by schools in line with their curriculum

SATS 2024

Schools have good understanding of the SATS tests for KS2. There are sample tests and frameworks available for schools to use for the tests in.

Key Stage 2

English reading

English grammar, punctuation and spelling

Mathematics

- The DfE provides some description of pupil performance at the 'national standard' and test results and exemplification materials will be used to set the raw scores that link to a KS2 child's scaled score.
- Each pupil registered for the tests will receive:
 - a raw score (number of raw marks awarded)
 - a scaled score
 - confirmation of whether or not they attained the national standard

KEY POINTS

The National Curriculum is challenging and has a focus on developing children's subject knowledge and skills.

The National Curriculum has 'expectations' children are required to meet at each banding (**AGE RELATED**, OR **EXPECTED STANDARD**).



**Scaled
Scores**

The **KS2**
2024 tests
will include
reading,
grammar,
punctuation
and spelling,
arithmetic and
reasoning.

WHAT WILL BE ASSESSED?

ASSESSED BY TESTS *(marked externally)*

READING

ONE PAPER

Reading booklet
and associated
answer booklet.

SPaG

Paper 1, short
answer questions.

Paper 2, spelling.

MATHS

Paper 1, arithmetic

Paper 2, reasoning

Paper 3, reasoning

** No Calculator Paper*

CONTINUOUS TEACHER
ASSESSMENT

WRITING

SCIENCE

READING 2024

KS2 Reading test 2024



ASSESSED BY TEST *(marked externally)*

PAPER 1

60 minutes

- This test consists of a reading answer booklet and a separate reading booklet.
- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- The least-demanding text will come first with the following texts increasing in level of difficulty.

READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)
 - Understanding, describing, selecting or retrieving information, events or ideas from texts and using quotation and reference to text.
 - Deducing, inferring or interpreting information, events or ideas from texts.
 - Identifying and commenting on the structure and organization of texts, including grammatical and presentational features at text level.
 - Explaining and commenting on the writers' use of language, including grammatical and literary features at word and sentence level.
 - Identifying and commenting on writers' purposes and viewpoints, and the overall effect of the text on the reader.

9

... cutting off a **vital** food supply.

What does the word *vital* mean in this sentence?

Tick **one**.

essential

☐

available

☐

useful

☐

healthy

☐

7

Look at the section headed: **Other interesting facts.**

Complete the sentence below.

Recent studies show that...

giant pandas always spend most of their lives alone.

☐

most giant pandas live in captivity.

☐

giant pandas only live in the wild in China.

☐

some giant pandas live in the same area.

☐

Tick **one**.

1 mark

8

Look at the section headed: **Why are people concerned about giant panda?**

Find and copy one word which shows that there are lots of things we do not yet know about giant pandas.

1 mark

10

According to the text, why are giant pandas under threat of extinction?

Give **two** reasons.

1. _____

2. _____

2 marks

SPaG 2024

English - Spelling, Punctuation and Grammar

ASSESSED BY TEST *(marked externally)*

PAPER 1

45 minutes to complete the test, answering the questions in the test paper.

PAPER 2

This component consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.

Pupils will have approximately 15 minutes to complete the test (not strictly timed), by writing the 20 missing words in the answer booklet.

English Grammar, Punctuation and Spelling

Sample questions

2

Which pair of verbs correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

was is

☐

was was

☐

is is

☐

is was

☐

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

MATHS 2024

MATHS (marked externally)

PAPER 1

Arithmetic - lasts for 30 minutes.

PAPER 2

Reasoning - lasts for 40 minutes.

PAPER 3

Reasoning - lasts for 40 minutes.

The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.

NO CALCULATORS are allowed.

Sample arithmetic questions

5 $1,034 + 586 =$

☐ 1 mark

23

$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$

Show your method

☐ 2 marks

13 $4^2 =$

☐ 1 mark

22 $12 - 6.01 =$

☐ 1 mark

16 $1,440 \div 12 =$

☐ 1 mark

25

133016

Show your method

☐ 2 marks

Sample reasoning questions

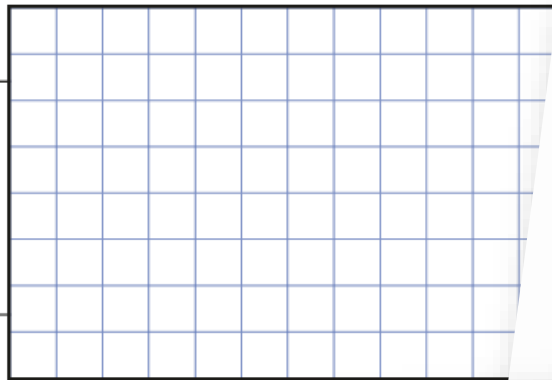
2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show
your
method



11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

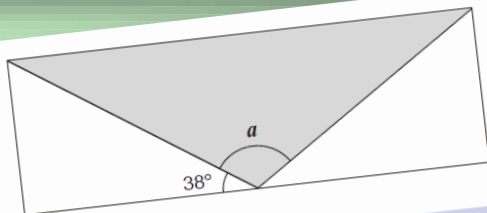
5

What is 444 minutes in hours and minutes?

hours

minutes

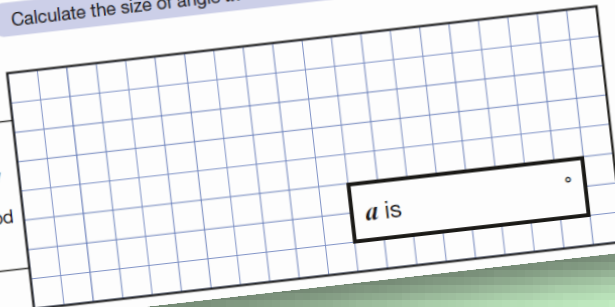
1 mark



Not
to
scale

Calculate the size of angle a .

Show
your
method



a is

2 marks

WRITING 2024

There is a greater focus on the progress children make in writing throughout the school year, as opposed to a test-day snapshot of what they know.

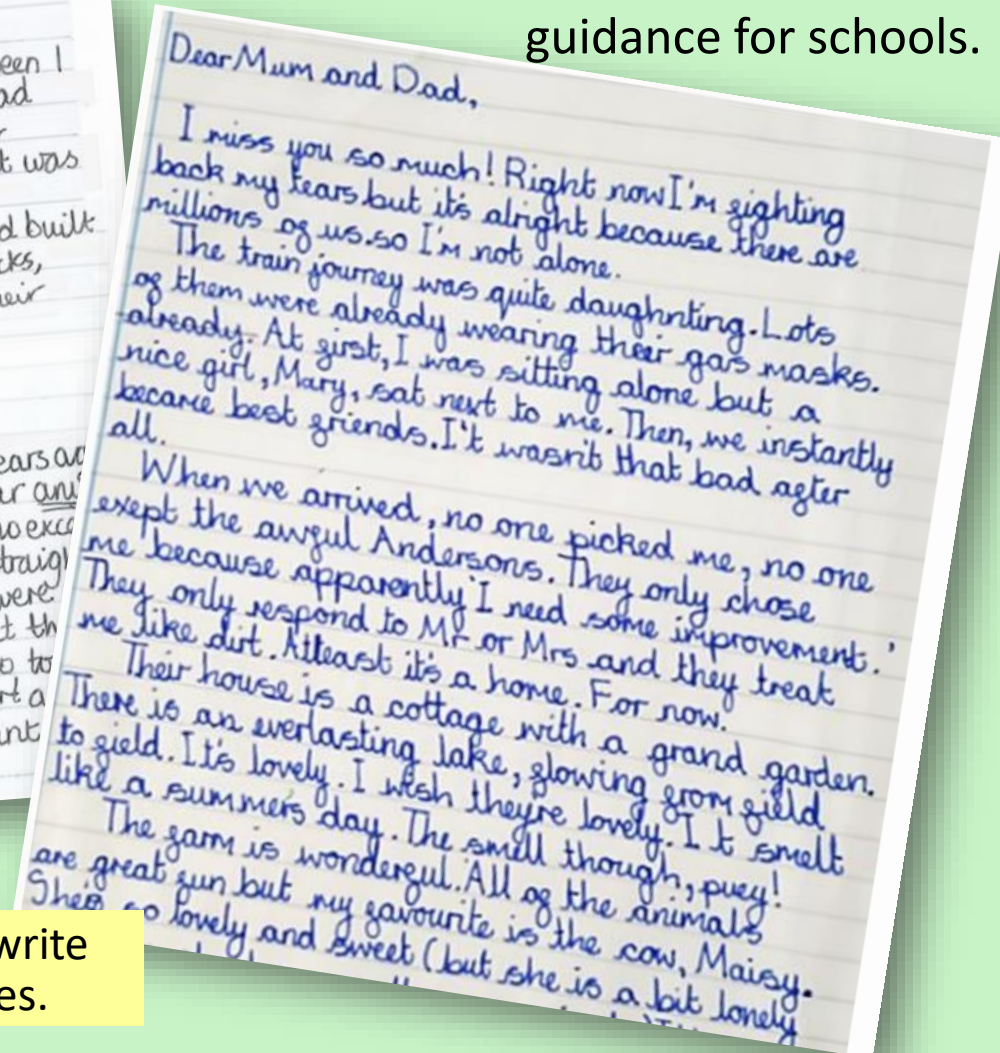
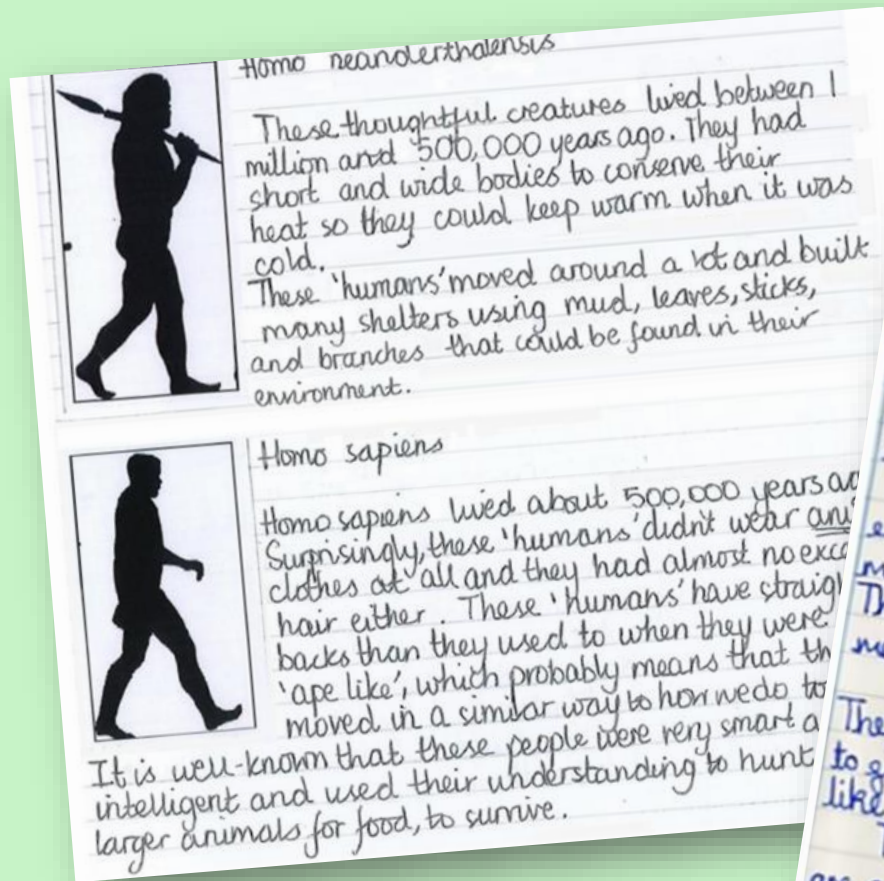
DfE Guidance:- TA provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts*
 - takes into account strengths and weaknesses of the pupil's performance*
- Teachers will assess children's writing composition. Children's results for English writing will be a judgement of their work throughout Year 6.*
 - Children's grammar, punctuation and spelling skills will be assessed as part of their writing, but their creativity and writing style will also be evaluated.*
 - Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.*

What is the 'Expected Standard' in writing?



The DfE have issued some guidance for schools.



Children are expected to be able to write using a range of different genres.

TEACHER ASSESSMENT FRAMEWORKS

To help with teacher assessment the DfE has produced '*Frameworks*'. These set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

The Frameworks are only to be used as *a guide*, as they still do not include full coverage of the content of the National Curriculum.

All of the criteria must be met for a child to attain the 'Expected Standard'.

These Frameworks set out the standards a pupil will be assessed against in **reading, writing, maths and science**.

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 correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

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

Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals
(e.g. what is the value of the '7' in 276,541?;
find the difference between the largest and smallest whole numbers that can be made from using three digits;
 $8.09 = 8 + \frac{9}{100}$;
 $28.13 = 28 + \square + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$;
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$;
 $53 \div 7 \times 3 \div 7 = (53 \div 7) \times 3 \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).

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]

WHEN ARE THE TESTS?

All KS2 SATs will be held in the week beginning Monday 13th May 2024 *The tests must be taken on the scheduled days, unless timetable variations have been agreed.*

Children to be invited to attend Year 6 breakfast.

Monday 13th May	English grammar, punctuation and spelling Paper 1: Questions Paper 2: Spelling
Tuesday 14th May	English Reading
Wednesday 15th May	Mathematics Paper 1: arithmetic Paper 2: reasoning
Thursday 16th May	Mathematics Paper 3: reasoning

How are we preparing?

- Teaching the more challenging learning objectives set out in the National Curriculum
- Continuous Assessment
- Focused Maths Lessons
- Focused Spelling Lessons
- Focused SPaG Lessons (Spelling, Punctuation & Grammar)
- Guided and Independent Reading
- Writing Assessments carried out regularly
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary
- Target Setting
- Mentoring and support
- Keeping up to date with information provided by the DfE

HELPING AT HOME

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts - not just 'listening' to your child read.
- Short bursts of mental maths, times tables and problem solving etc.
- Use the previous test papers only if advised by school as they are used in school as assessment and practise for the children. Using the same papers at home makes it difficult to prepare the children adequately.
- Use Spelling frame, TT Rock Stars and Mathsbot
- Children will be bringing home revision booklets to revise

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Some support can be given to children who have an Educational Health Care Plan, or who may have specific learning needs.

Requests for additional time will be made by teachers using their knowledge of children and the children's individual needs.

Children who are unable to sit and work for a long period because of a special educational need, or disability, or because of behavioural, emotional or social difficulties may receive some support.

Children with English as an additional language and who have limited fluency in English may receive some support.

NATIONAL EXPECTED STANDARD

Children develop at different times and in individual ways, but at the end of Year 6 the DfE guidelines for English and maths are as follows:-

WORKING ABOVE the 'Nationally Expected Standard' for a pupil at the end of Year 6

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 6

WORKING BELOW the National Standard for a pupil at the end of Year 6

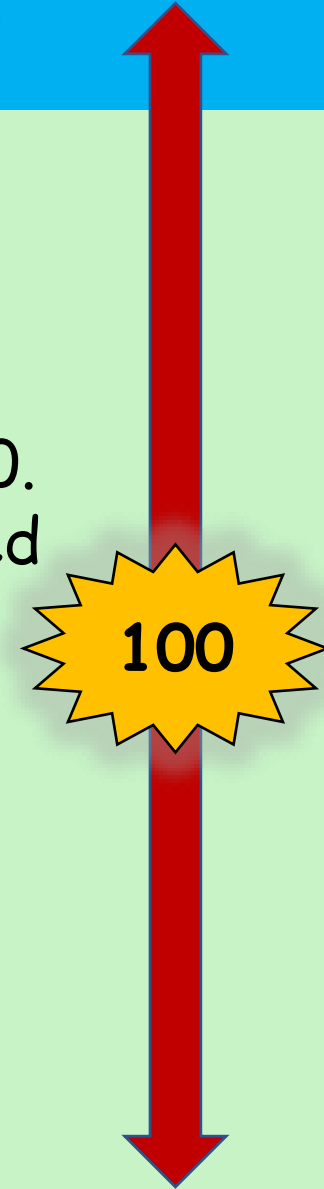
REMEMBER - ALL CHILDREN ARE DIFFERENT!

REPORTING RESULTS

- In 2024, children's progress, as well as their achievement, will be measured and used for KS2 assessment. In 2024, the DfE *will* publish school-level results of primary school tests in KS2 performance tables.
- Teacher assessments will be passed on to Year 7 so the results can be used in planning for KS3 teaching.
- The test results are available mid-end of July.
- Written reports are given at the end of the summer term along with your child's results and the results for school.

SCALED SCORES

- Tests at the end of KS2 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



WE RECOMMEND:-

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND
ENCOURAGEMENT!**

ANY QUESTIONS?

