Key Stage 2
National Tests
2019

Parents' Evening
Tuesday, 22nd January 2019
In 2014/15 a new national curriculum framework was introduced by the government for Years 1, 3, 4 and 5. However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year. In 2015/16 children in all years at Key Stage 1 and 2 are expected to now study the new national curriculum. KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year. If your child is in Year 6 this year, they will be the first pupils to receive the new tests and the first to receive the new style of reporting results.

Key information for the National Tests and testing arrangements

- Assessment and Reporting
  - Mrs Seddon

- English
  - Mrs Coulson

- Maths
  - Mrs Seddon

- Preparation and Provision
  - Mr Simpson
Key stage 2 tests are the first experience pupils get of an external exam.
• Key Stage 2 SATs take place nationally in the week commencing Monday, 13th May 2019.

• Statutory tests will be administered in the following subjects:
  o Reading (60 minutes)
  o Spelling (approximately 15 minutes)
  o Punctuation, Vocabulary and Grammar (45 minutes)
  o Mathematics
    - Paper 1: Arithmetic (30 minutes)
    - Paper 2: Reasoning (40 minutes)
    - Paper 3: Reasoning (40 minutes)

• All tests are externally marked.
• Writing will be ‘Teacher Assessed’ internally, as in recent years.
Assessment and Reporting

• ‘Old’ national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.

• From 2016, test scores are reported as ‘scaled scores’. We are now in our fourth year of the new curriculum!

• A scaled score of 100 is needed to achieve the age related expectations. Schools won’t know the raw score pass mark for each test until July 2019. A scaled score of 110 is needed to achieve greater depth of the age related expectations.

• Your child will be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.

• The ‘new’ curriculum is more rigorous and sets higher expectations than before. As with last year, the school has been working tirelessly to meet these higher expectations.
**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.

- The scale will have a lower end point somewhere below 100 and an upper end point above 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 2019 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. AS or NS
Teacher assessment

Along with each of the test results, you will also receive information about the teacher’s assessment of your child’s ability.

These judgements are made according to the government’s lists of expectations. For example, to reach the expected standard in maths, children must be able to calculate using fractions, decimals or percentages. Your child’s class teacher will have assessed their work against these lists, and used that to judge their overall standard of work.
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. The scale will have a lower end point somewhere below 100 and an upper end point above 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 2016 for the first publication of test results, 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.

### Assessment and Reporting

#### Teacher assessments

<table>
<thead>
<tr>
<th>Working at Greater Depth within the Expected Standard*</th>
<th>For children who have taken the Year 6 tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working at the Expected Standard</td>
<td></td>
</tr>
<tr>
<td>Working Towards the Expected Standard*</td>
<td></td>
</tr>
<tr>
<td>Growing Development of the Expected Standard</td>
<td>For children who were unable to access the Year 6 tests</td>
</tr>
<tr>
<td>Early Development of the Expected Standard</td>
<td></td>
</tr>
<tr>
<td>Foundations of the Expected Standard</td>
<td></td>
</tr>
<tr>
<td>Below the Expected Standard</td>
<td></td>
</tr>
</tbody>
</table>

*These judgements are used only for Writing.
As always, the best information about your child’s progress will come from their class teacher. Interim reports, end-of-year reports and parent consultation meetings will tell you far more than you can learn from a single score or descriptor. If you have any questions, queries or concerns about your child’s assessment results, then start by talking to us!
What have we learnt from previous years?

- Use of scaled scores 100+
- Return of scripts to school
- Review of marking
- Teacher assessments

Test results:
- Scaled score of 100 AS Achieved the Standard
- NS Not achieved the Standard
- Other letters for absent, missing, working below etc…….

After tests were returned .... G depth was 110 + last year but same this year?

REPORTING

- Results are reported using the County format. This can be quite difficult to interpret
# Example of a Reporting Format

## Pupil’s Results at Key Stage 2 - 2018

### Teacher Assessment Results:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Reading</td>
<td>Working at the expected standard</td>
</tr>
<tr>
<td>English Writing</td>
<td>Working at the expected standard</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Working at the expected standard</td>
</tr>
<tr>
<td>Science</td>
<td>Working at the expected standard</td>
</tr>
</tbody>
</table>

### Key to Teacher Assessment Results:

- **GDS** is awarded if the pupil is working at greater depth at the expected standard.
- **EXS** is awarded if the pupil is working at the expected standard.
- **WT3** is awarded if the pupil is working towards the expected standard (writing only).
- **HNM** is awarded if the pupil has not met the standard.
- **PIK** is awarded if the pupil is working growing development of the expected standard.
- **PEK** is awarded if the pupil is working at early development of the expected standard.
- **PKF** is awarded if the pupil is working at foundations for the expected standard.
- **BLW** is awarded if the pupil is below the standard of the tests.

* to be reported with P-scales or NOTSEN as appropriate

A is awarded if the pupil was absent.
L is awarded if the pupil has left.
D is awarded if the pupil is disabillised.
P is awarded if the pupil will take test in the future.
P is awarded if the pupil has taken test in the past.
Q is imported in cases of maladministration in Reading, Writing, Mathematics or Science.

## Test Results:

### English Grammar, Punctuation, Vocabulary and Spelling

<table>
<thead>
<tr>
<th>Test Duration</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar, Punctuation &amp; Vocabulary Test</td>
<td>43</td>
</tr>
<tr>
<td>Spelling Test</td>
<td>15</td>
</tr>
<tr>
<td>Grammar, Punctuation, Vocabulary and Spelling Test Total</td>
<td>58</td>
</tr>
<tr>
<td>Grammar, Punctuation, Vocabulary and Spelling Scaled Score</td>
<td>111</td>
</tr>
</tbody>
</table>

### English Reading

<table>
<thead>
<tr>
<th>Test Duration</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Test</td>
<td>40</td>
</tr>
<tr>
<td>Reading Scaled Score</td>
<td>110</td>
</tr>
<tr>
<td>Reading Outcome</td>
<td>Achieved Standard</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Test Duration</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Arithmetic Test</td>
<td>37</td>
</tr>
<tr>
<td>Mathematics Reasoning Test 1</td>
<td>34</td>
</tr>
<tr>
<td>Mathematics Reasoning Test 2</td>
<td>29</td>
</tr>
<tr>
<td>Mathematics Total Test</td>
<td>109</td>
</tr>
<tr>
<td>Mathematics Scaled Score</td>
<td>111</td>
</tr>
</tbody>
</table>

### Key to Test Results:

#### Scaled Scores

Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. The national curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. On the scale 100 will always represent the ‘national standard’. However, due to the small differences in difficulty between tests, the ‘raw score’ (e.g. the total number of correct responses) that equates to 100 might be different (though similar) each year.

### Outcomes

- **AS** is awarded if a pupil has achieved the standard.
- **NS** is awarded if a pupil has not achieved the standard.
- **A** is awarded if a pupil was absent from one or all of the test papers.
- **B** is awarded if a pupil is working below the level assessed by the tests.
- **L** is awarded if a pupil has left the school.
- **M** is awarded if a pupil has missed the test.
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.
Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?
In the future there may be hotels in space for all the tourists. It wouldn’t take long for the space shuttle to get out of the Earth’s atmosphere. Then, without Earth’s gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?
Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless — and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Who has already had a holiday in space?
In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh’s Space Blog
September 25th
Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not “flow” here, it “floats” — which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the “fresh mint effect.”

September 27th
Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem — you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is — your book flying to you all the way from the other side.
Reading

Types of questions:

• **Ranking/ordering**, e.g. ‘Number the events below to show the order in which they happen in the story’

• **Labelling**, e.g. ‘Label the text to show the title of the story’

• **Find and copy**, e.g. ‘Find and copy one word that suggests what the weather is like in the story’

• **Short constructed response**, e.g. ‘What does the bear eat?’

• **Open-ended response**, e.g. ‘Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’
How to Help Your Child with Reading

Supporting your child with reading can take many forms.

• First and foremost, reading should be an enjoyable activity.

• Enjoy books together – reading stories to your child, listening to your child read, discussing aspects of a novel or non-fiction text.

• Read a little at a time but often, rather than rarely but for long periods of time!

• With fiction, talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.

• Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.

• All reading is valuable! Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

• Visit the local library - it’s free!
A spelling test is administered containing 20 words, lasting approximately 15 minutes and marked out of 20.

A separate test is given on punctuation, vocabulary and grammar. This test lasts for 45 minutes and marked out of 50.

Marks for these two tests are added together to give a total for spelling, punctuation and grammar of 70.
The grammar and punctuation test will include two types of question:

- **Selected response**, e.g. ‘Identify the adjectives in the sentence below’.

- **Constructed response**, e.g. ‘Correct/complete/rewrite the sentence below,’ or, ‘The sentence below has an apostrophe missing. Explain why it needs an apostrophe.’
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.
• There is not a test paper for writing, however, teacher assessment of pupils’ writing, will be reported to parents.

• Teacher assessments are moderated by the LA.
How to Help Your Child with Writing

• Practise and learn weekly spelling lists – make it fun!

• Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.

• Write together – be a good role model for writing.

• Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.

• Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

• Show your appreciation: praise and encourage, even for small successes!
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. It is worth 40 marks.

Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.

Papers 2 and 3 cover ‘Problem Solving and Reasoning’, each lasting for 40 minutes. Each paper is worth 35 marks.

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. \( 15.4 - 8.88 = \)

25. Show your method

1 mark

2 marks
Here is a number pyramid.

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

Write the missing numbers.
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

£
How to Help Your Child with Maths

• Play times tables games

• Play mental maths games including counting in different amounts, forwards and backwards

• Encourage opportunities for telling the time. Help then to read timetables and plan journeys. Timings and costs of tickets, petrol etc

• Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping

• Look for numbers on street signs, car registrations and anywhere else!

• Look for examples of 2D and 3D shapes around the home

• Identify, weigh or measure quantities and amounts in the kitchen or in recipes

• Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess. These can be computer games as well!
The Test Week

The key stage 2 tests are timetabled from Monday 13\textsuperscript{th} May to Thursday 16\textsuperscript{th} May 2019.

<table>
<thead>
<tr>
<th>Date</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 13\textsuperscript{th} May 2019</td>
<td>English grammar, punctuation and spelling (SPaG)</td>
</tr>
<tr>
<td>Tuesday, 14\textsuperscript{th} May 2019</td>
<td>English reading</td>
</tr>
<tr>
<td>Wednesday, 15\textsuperscript{th} May 2019</td>
<td>Mathematics Paper 1: arithmetic</td>
</tr>
<tr>
<td>Wednesday, 15\textsuperscript{th} May 2019</td>
<td>Mathematics Paper 2: reasoning</td>
</tr>
<tr>
<td>Thursday, 16\textsuperscript{th} May 2019</td>
<td>Mathematics Paper 3: reasoning</td>
</tr>
</tbody>
</table>

This academic year, there will be no national science sampling of Biology, Chemistry and Physics.
On publication of the test results in July 2016:

- 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.

Support in School

Additional teaching time

Smaller classes → 3 classes into 5 teaching groups.

INSET for teaching assistants to provide interventions

Form classes – focused time

Interventions held before and during school. Also during assembly times.
Key Stage 2 SATs take place nationally in the week commencing 9th May 2016.

Statutory tests will be administered in the following subjects:
- Reading (60 minutes)
- Spelling (approximately 15 minutes)
- Punctuation, Vocabulary and Grammar (45 minutes)
- Mathematics - Paper 1: Arithmetic (30 minutes) - Paper 2: Reasoning (40 minutes) - Paper 3: Reasoning (40 minutes)

In addition, some schools will be required to take part in Science testing, consisting of three tests in Biology, Physics and Chemistry. Not all schools will take part in this sampling, which takes place on a later date.

All tests are externally marked.

Writing will be 'Teacher Assessed' internally, as in recent years.

Support with the Tests:
- Reader
- Prompter
- Scribe
- 25% extra time
- Enlarged test papers
- Transcriptions can be done after a test if necessary

All of these must be normal classroom practice in the lead up to the tests.
First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!

Ensure your child has the best possible attendance at school.

Support your child with any homework tasks.

Reading, spelling and arithmetic (e.g. times tables) are always good to practise.

Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).

Make sure your child has a good sleep and healthy breakfast every morning!
How to help your child

Revision books – CGP and others.

Every little helps...
Sample Materials

One practice paper per test was released in 2016. [https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials) in addition to the past papers from 2016 to 2018. **However, please do not use these papers at home and we will be using it in school in the final preparations for the SATs in May.**

School has created similar tests ourselves and looking into other publications.

There are a number of old national test papers online, they are linked to the old curriculum, however they can still be used as practice, especially to revise skills learnt in year 3, 4 and 5.
First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!

Ensure your child has the best possible attendance at school.

Support your child with any homework tasks.

Reading, spelling and arithmetic (e.g. times tables) are always good to practise.

Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).

Make sure your child has a good sleep and healthy breakfast every morning!

Good Revision Websites

- [https://www.bbc.com/bitesize/levels/zbr9wmn](https://www.bbc.com/bitesize/levels/zbr9wmn) - fun games and activities for both Maths and Literacy
- [http://www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk) - a great site for all-round revision
- [https://www.cgpbooks.co.uk/primary-books/ks2](https://www.cgpbooks.co.uk/primary-books/ks2) - tests and games for all subjects
- [https://www.spellingcity.com/users/churchlane](https://www.spellingcity.com/users/churchlane) - a fantastic spelling website set-up by another Year 6 teacher – lots of previous spelling tests which are great for practise
- [http://www.offbyheart.co.uk/english/yr6_e_g.php](http://www.offbyheart.co.uk/english/yr6_e_g.php) – Games to practice SPAG and Maths skills
- [http://www.compare4kids.co.uk/literacy.php](http://www.compare4kids.co.uk/literacy.php) - English boot camp!
- [http://www.compare4kids.co.uk/spag.php](http://www.compare4kids.co.uk/spag.php) - SPAG Test
SATs Workshop Evening for Parents

- There will be a SATs Workshop Evening for parents on Tuesday, 26th February 2019 (18:00 – 19:30).
- This will be an informal event of how best to support your child in: Reading (comprehension), SPaG and mathematics.
- A letter about this event will be sent home with your child in the near future.