



# SATs information briefing

YEAR 6 ASSESSMENT ARRANGEMENTS 2016-17

# What are SATs?

At the end of each Key Stage all children are assessed to establish ability and progress in their education.

<b><u>Formal Assessments (tests):</u></b>	<b><u>Teacher Assessments:</u></b>
<ul style="list-style-type: none"><li>• Reading</li><li>• Maths</li><li>• Spelling, punctuation and grammar</li></ul>	<ul style="list-style-type: none"><li>• All subjects are teacher assessed</li><li>• Writing (teacher assessed by the interim framework)</li></ul>

These assessments in English and maths will reflect the content of the National Curriculum.

# When are SATs?

Week commencing:  
**8<sup>th</sup> May 2017**

# What tests will the children sit?

## English

- ▶ Reading (1 hr)
- ▶ Grammar and punctuation (45 min)
- ▶ Spelling (dictation)

## Maths

- ▶ Arithmetic (30 min)
- ▶ Reasoning A (40 min)
- ▶ Reasoning B (40 min)

# Timetable for SATs week:

Date	Paper
Monday 8 <sup>th</sup> May 2017	English: reading
Tuesday 9 <sup>th</sup> May 2017	Grammar, punctuation and spelling: Paper 1 short answer questions Grammar, punctuation and spelling: Paper 2 spelling
Wednesday 10 <sup>th</sup> May 2017	Mathematics: Paper 1 arithmetic Mathematics: Paper 2 reasoning
Thursday 11 <sup>th</sup> May 2017	Mathematics: Paper 3 reasoning

# What will happen with the tests/scores?

- All SATs tests are set and marked externally.
- The marks will be used in conjunction with teacher assessments to give a broad picture of attainment.
- Your child's secondary school will also be given the results as an indication of ability.

# 'Age Related Expectations' explained:

## Working towards the expected standard:

- ▶ Your child is not yet independently secure in all the skills required for the KS2 curriculum.

## Working at the expected standard :

- ▶ Based on a range evidence, over time, your child is secure in **all** of the skills required for the KS2 curriculum.

## Working at greater depth within the expected standard :

- ▶ Your child is able to use and apply all of the skills, independently in a range of contexts including self directed learning.

# How will SATs be graded?

The previous national curriculum levels have been removed, and instead, children will be given scaled scores based on their 'raw score'.

This means that when all the raw scores are in, the government will look at the score range convert it to a 'scaled score' of 100. This 100 will be deemed to be 'average' and working at expected standard.

A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.



# How will the results be reported?

Each pupil registered for the tests will receive:

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

# English: Reading

One paper with three texts.

Questions will cover the following:

- ▶ Meaning of words
- ▶ Retrieving information
- ▶ Summarising main ideas
- ▶ Inference from text
- ▶ Prediction (what might happen)
- ▶ Explaining how content is related and contributes to the meaning
- ▶ Understanding and explaining word choices
- ▶ Making comparisons within and across texts

# English: Grammar, punctuation and spelling

- ▶ The grammar and punctuation paper contains a variety of questions testing the children's understanding on the following areas:

G1	G2	G3	G4	G5	G6	G7
Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

- ▶ The spelling dictation tests a variety of words from across the Key Stage curriculum.

# Maths: Arithmetic and reasoning

Three papers (arithmetic, reasoning A and reasoning B).

Questions will cover a range of content from the entire Key Stage from following areas:

<b>Number and place value</b>	<b>Addition and Subtraction (including algebra)</b>	<b>Multiplication and Division (including algebra, ratio and proportion)</b>	<b>Fractions (including decimals and percentages)</b>	<b>Measurement (including conversions)</b>	<b>Geometry</b> <b>Properties of shape, position and direction</b>	<b>Statistics</b>
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# English: Writing

- ▶ Writing is based on teacher assessment.
- ▶ Teachers base their assessment on a broad range of evidence from across the curriculum for each pupil.
- ▶ The 'interim framework' (produced by the government) contains a number of 'pupil can' statements. To demonstrate that pupils have met the standard, teachers will need to have evidence that a he/she demonstrates consistent attainment of all the statements within the standard.

# English: Writing

Viking Day  
When I walked into the hall, I turned my head as and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very ~~pleasant~~ welcoming, of ~~course~~ <sup>course</sup>, but had a lot of weapons ~~and swords~~ surrounding him. The first words he said were 'G'DAR!' I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, ~~sur~~, ~~runes~~ and by the fact that it was Viking Day.

Firstly, he told us to turn around. We saw some tunics, ropes, head scarves and hats. We had to put these on, starting with a tunic. Then we sat down again, and he told us about the Vikings and that people had completely got them wrong. The man's name was Gary, and he was really funny. Suddenly DONG!! The bell rang for playtime. During break everyone was looking at us, ~~obviously~~, because we were wearing head scarves, tunics <sup>and</sup> ropes.

After break the man told us more about the Vikings and their lands and society. He also told us some Viking legends and stories, in which he included the fur skins of animals. It was really fun. After lunch we did a load of activities.

## Interim teacher assessment framework at the end of key stage 2 - writing

### Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices\* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly\* (years 3 and 4)
- spelling some words correctly\* (years 5 and 6)
- producing legible joined handwriting.

### Working at the expected standard

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

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

### Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

# What does my child need to bring to school in SATs week?

- School will provide all the equipment that your child needs for the tests.
- Water bottles
- Healthy snack

# How can I help my child during SATs week?

- Model staying calm to your child.
- Arrive at school on time.
- Go to bed at a sensible time.
- Ensure they have a healthy breakfast.
- Tell your child to just do their best- that is all we expect.
- Many children actually enjoy the week of the tests.



A POEM FOR YEAR SIX



BY SPARKY

DON'T GET STRESSED.

JUST DO YOUR BEST.

REMEMBER, YOU'VE BEEN BLESSED

WITH SKILLS SATS CAN'T TEST.

Thank you.