



Key Stage Two SATs

Oasis Academy Watermead

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Readers

Using a reader

Schools do not need to notify, or receive approval from, STA but the use of a reader in the tests must reflect normal classroom practice. Schools must have evidence to show that readers are routinely used to provide this support. In most cases, this will apply to pupils whose reading age is considerably lower than their actual age. A reader must only be used on a one to one basis in the tests. Where a reader is provided, schools should note the name of the reader used by each pupil for their own records.

Any pupil may ask the administrator to read a question to them from the English grammar, punctuation and spelling and mathematics tests.

Readers:

- should be able to read accurately and at a reasonable speed
- must not be another pupil or a relative, carer or guardian of the pupil
- do not need to be specialists in the subject being tested
- may also act as a scribe if the pupil is not writing for themselves (see section 7)

Before the test period, readers must understand:

- the test format
- their role, and what may or may not be read to a pupil in particular tests
- any subject-specific issues that might occur

Schools should consider testing pupils in a separate room if they need more than single words or sentences read to them. For example, a pupil's individual education

Readers

English grammar, punctuation and spelling

Readers are allowed for the English grammar, punctuation and spelling test if it is part of normal classroom practice. [Notes for readers in the English grammar, punctuation and spelling test](#)⁴ gives examples of how particular types of questions should be read aloud to a pupil. Readers should make sure they understand the guidance so that they read each question type correctly, in particular questions with multiple choice answers. This is so they do not give pupils an unfair advantage by reading questions in a particular way.

English reading

As the English reading test is designed to allow pupils to demonstrate reading skills as well as comprehension, readers may only help pupils to read the general instructions. This includes information on the front cover of the test paper and any directions that are not part of the actual questions. For example, the reader may say 'Questions 1 to 15 are about The Panda Bear (pages 4 to 5)', but the reader must not read the texts, questions or any part of a pupil's response back to the pupil. Please refer to the specific instructions that are included in the test pack.

Mathematics

A reader may help a pupil to read the mathematics tests. They may:

- clarify instructions, as long as no additional information is given which could invalidate the test
- read, but not clarify, subject specific vocabulary
- refer a pupil back to the previous part of the question in multi part questions

If a mathematics question is read to a pupil the reader may read words and numbers, but not mathematical symbols. This is so that the function of a mathematical symbol is not inadvertently explained by reading its name.

Prompters

12. Prompters

A pupil with severe attention problems may be supported by a prompter. Schools do not need to notify, or receive approval from, STA if they are using prompters, but the arrangement must reflect normal classroom practice.

In the event of a monitoring visit, schools must:

- have evidence to show that each pupil using a prompter has severe attention problems
- be able to show that resources are routinely committed to providing this support

Prompters should:

- agree the best way to prompt the pupil before the test begins
- be known to the pupil
- be used on a one to one basis

Prompters must:

- only be used to draw the pupil's attention back to the task
- not do anything that could be interpreted as over aiding the pupil, as this could lead to allegations of maladministration
- not advise the pupil which questions to answer or when to move on to the next question
- not advise or guide the pupil about the order in which they should attempt the questions
- not be another pupil or a relative, carer or guardian of the pupil

If a pupil finds it difficult to concentrate on individual questions, the school may choose to use adhesive notes or stickers to cover other questions on the page. In these circumstances, the whole question the pupil is currently working on should remain uncovered. This should only be done when it is in line with the support the pupil normally receives in class.



What we will cover:

Assessment and Reporting

Scaled Scores

Scaled Score Examples

Higher-Attaining Pupils

The Tests

English

Maths

How to Help Your Child



Assessment and Reporting

- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.



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.
- ▶ Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- ▶ 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.
- ▶ Each pupil receives:
 - 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:
 - a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
 - If a child's score is close to 120, they are working beyond (or above) the expected national standard.
 - a child's score is close to 80, they are judged to have not yet met the national standard and performed below the expectation for their age.



Higher-Attaining pupils

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most-able children.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to.



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.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.



Sample Questions: Reading

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks



Sample Questions: Reading

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark



Grammar, Punctuation and Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- 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 grammar, punctuation and spelling.



Sample Questions: GPS

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		



Sample Questions: GPS

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be



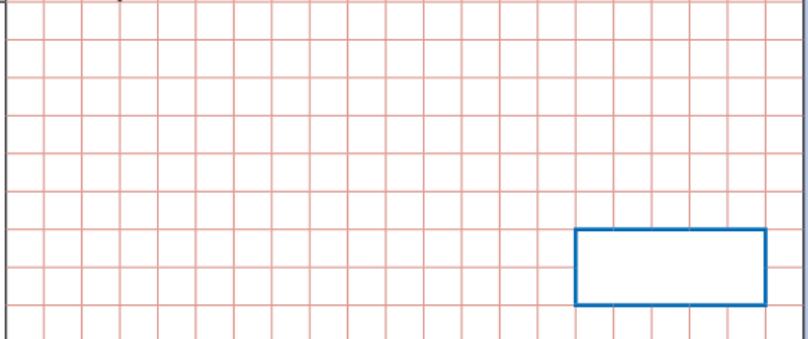
Mathematics

- The mathematics tests have undergone the biggest change in recent years.
- 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.
- 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.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.



Sample Question: Arithmetic P1

14	$3.005 + 6.12 =$	<input type="checkbox"/>
		

32	$43 \overline{) 1118}$	<input type="checkbox"/>
		



How to help your child

- 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! (free breakfast at breakfast SATs club!)



How to help your child: Reading

- Listening to your child read can take many forms.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- 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 (use bookmarks of question types your children were given at the beginning of the year).
- 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 – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Use Comprehension revision guides



How to help your child: 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 and poems.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Use Writing mats children were given to include grammar skills taught.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

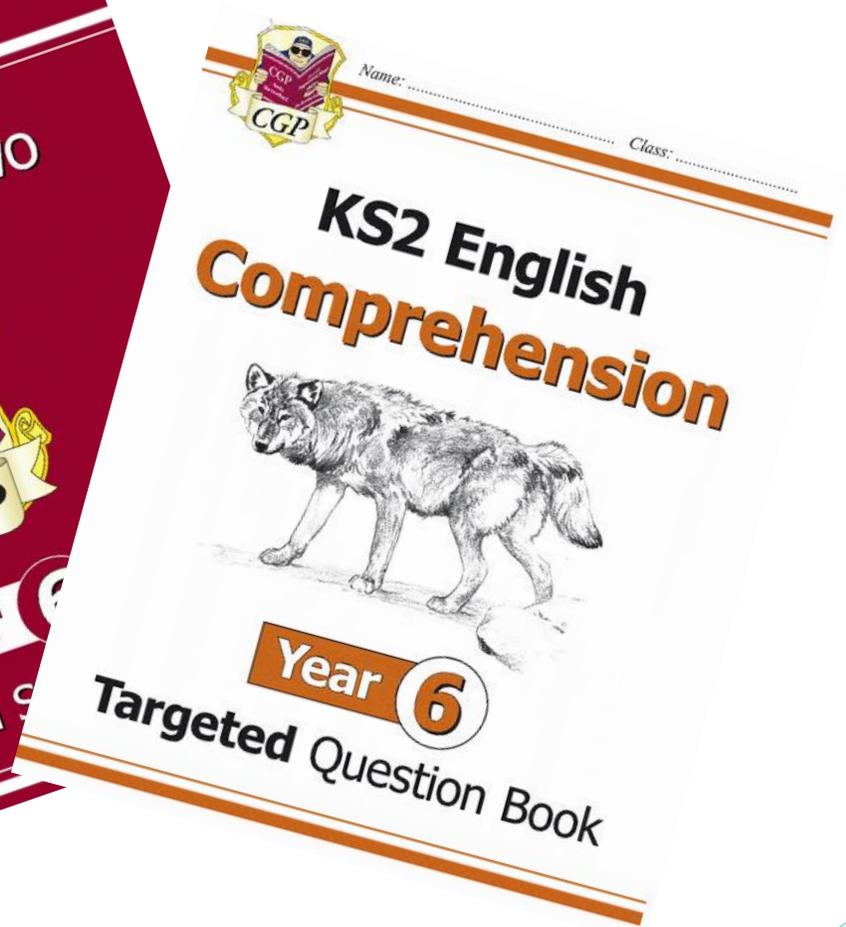
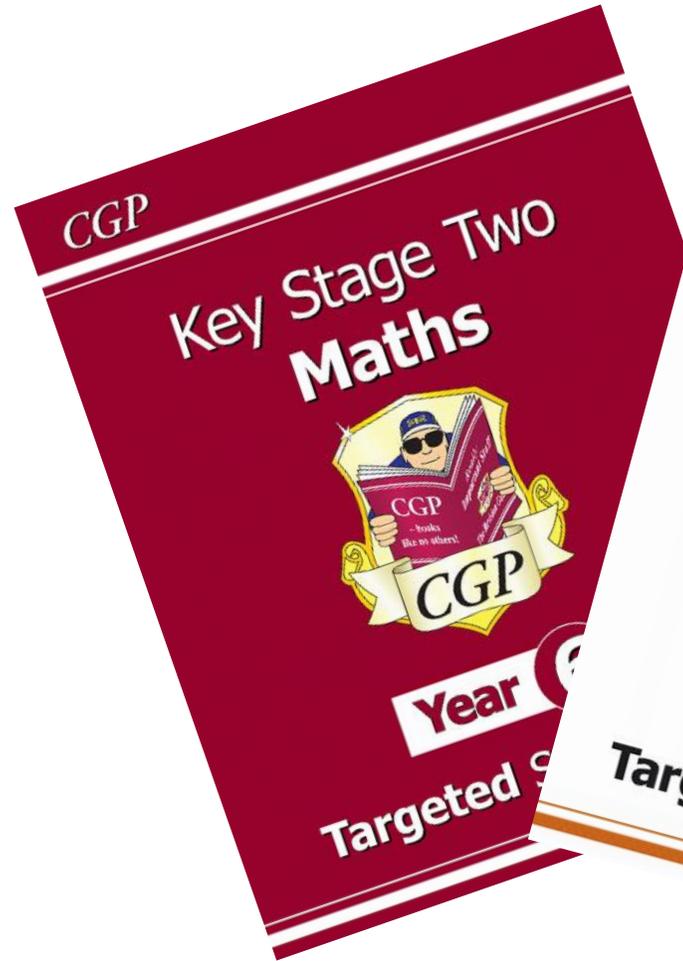


How to help your child: Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Revision guides



Revision guides





Timetable

Key stage 2

The key stage 2 tests are timetabled from Monday 10 May to Thursday 13 May 2021.

In 2021, Eid is due to begin on the evening of Wednesday 12 May. We understand that, given the significance of Eid, Muslim pupils may be absent from school.

Schools may use timetable variations to reschedule the mathematics test for pupils who will be absent for Eid. If large numbers of pupils are absent, schools may decide it is appropriate to delay the test for the whole cohort. Schools should read the timetable variation guidance, which will be updated in December 2020, before applying. Schools are advised to discuss arrangements for the tests with their pupils' parents before the test period.



Reminders

- ▶ Morning breakfast SATs club at 8am.
Start date TBC.
- ▶ After school SATs club (start date TBC)



Thank You.

▶ Any questions?