



Key Stage 2 SATs

Church Drive Primary School

Chapters



Assessment and Reporting

Science

Scaled Scores

Scaled Score Examples

Higher-Attaining Pupils

The Tests

English

Maths

How to Help Your Child

next page

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'.

chapter
menu

next
page

Scaled Scores



What is meant by 'scaled scores'?

It is planned that 100-109 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 100-109.

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 100-109) 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.

chapter
menu

next
page

Scaled Scores



English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120

chapter
menu

next
page

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 between 110-120, 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.

chapter
menu

next
page

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.

chapter
menu

next
page

The Tests



Key Stage 2 SATs take place nationally in the **week commencing 11th May 2020**

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15 minutes)
- Reading (60 minutes)
- Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

chapter
menu

next
page

The Test Timetable W/C: 11th May 2020



Monday	Tuesday	Wednesday	Thursday
9.30 GAPS Paper 1 (45min)	9.30 Reading (60min)	10.00 Maths Paper 1: Arithmetic (30min)	10.00 Maths Paper 3: Reasoning (40min)
11.00 GAPS Paper 2 (20min)		11.15 Maths Paper 2: Reasoning (40min)	

chapter
menu

next
page

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.

chapter
menu

next
page

Sample Questions



20

Look at page 7.

Why is it important for bumblebees to leave a smelly scent on some flowers?

Tick **one**.

so that others avoid it

because it smells better than nectar

so others know it has pollen

because bees give flowers their scent

1 mark

21

Look at the section headed: ***Things you can do to help.***

Find and copy one word that shows how essential flowers are to bees.

1 mark

chapter
menu

next
page

Sample Questions



32

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/> <hr/>

3 marks

chapter
menu

next
page

Grammar, Punctuation & 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.

chapter
menu

next
page

Sample Questions



9

In which sentence is lock a **verb**?

Tick **one**.

Aisha closed the box and fastened the lock.

Make sure you lock the gate before you leave.

I think I need to buy a new bike lock.

The lock can only be opened with this special key.

1 mark

10

Insert a **semi-colon** in the correct place in the sentence below.

Frank would like to go to Cornwall next summer he might also visit France in the spring.

1 mark

chapter
menu

next
page

Sample Questions



36

Complete the sentence below with a **relative clause**. Remember to punctuate your answer correctly.

His sister, _____, is learning
to speak Polish.

1 mark

39

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The wind damaged the fence.

1 mark

chapter
menu

next
page

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.

chapter
menu

next
page

Sample Questions



29

51% of 900 =

1 mark

30

$$\begin{array}{r} \times \quad 3468 \\ \quad 62 \\ \hline \end{array}$$

Show
your
method

2 marks

chapter
menu

next
page

Sample Questions



19

A machine pours 250 millilitres of juice every 4 seconds.

How many **litres** of juice does the machine pour every **minute**?

Show
your
method

litres

2 marks

chapter
menu

next
page

Sample Questions



9

Jack chose a number.

He multiplied the number by 7

Then he added 85

His answer was 953

What number did Jack choose?

Show
your
method

A large grid for showing the method. A smaller empty rectangular box is provided for the final answer.

2 marks

chapter
menu

next
page

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!



chapter
menu

next
page

How to Help Your Child with Reading



- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- 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 – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programs and TV guides.
- Visit the local library - it's free!

chapter
menu

next
page

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 and 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.
- 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!

chapter
menu

next
page

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.
- 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 and chess.

chapter
menu

next
page