

Saltford C of E Primary School



**Supporting Your Child and
Transition to Secondary School**

Thursday 18th January

Aims of the meeting:

- To inform you about Year 6 SATs and teacher assessments.
- To inform you about how best to support your child.
- To look at the transition arrangements in place, which prepare your child to leave Saltford School.

What are SATs?

- Statutory Assessment Tests which all pupils take at the end of Key Stage two.
- They provide a snapshot of attainment in Reading, Grammar, Punctuation, Spelling and Maths.
- The tests will take between Monday 13th May – Thursday 16th May.

The Tests

Punctuation, Vocabulary and Grammar - 45 minutes

Spelling - approximately 30 minutes

Reading paper - 1 hour

Mathematics

- Paper 1: Arithmetic - 30 minutes

- Paper 2: Reasoning - 40 minutes

- Paper 3: Reasoning - 40 minutes

Writing will be 'teacher assessed' internally.

External moderation ensures consistency in standards applied.

SAT Week 2024

SATs TIMETABLE 2024

DAY	Before break	break KS2	After break	12.00 - 1.00	Afternoon
Monday 13 th May	English grammar, punctuation and spelling Paper 1: Questions 45 minutes	B R	English grammar, punctuation and spelling Paper 2: Spelling Approx. 20 minutes	L U	
Tuesday 14 th May	English Reading Paper 1 hour	E		N	
Wednesday 15 th May	Mathematics Paper 1: Arithmetic 30 minutes	A	Mathematics Paper 2: Reasoning 40 minutes	C	
Thursday 16 th May	Mathematics Paper 3: Reasoning 40 minutes	K		H	

What are Teacher Assessments?

- Based on your child's performance throughout the year using written, oral and practical work as evidence.
- Reported to the Local Authority / Futura.
- Assessments in Writing and Science.
- Secondary schools will still seek our judgements in Reading, Writing, Maths and Science.

What are the assessment levels for SATs?

- Results are reported with your child's end of year report.
- They will inform you of your child's:
 - Raw score
 - Whether they are judged to be working at or below the expected Year 6 standard in Spelling, Punctuation and Grammar; Reading and Maths.
- SATs scores will not tell you if your child is working above the expected standard, that will be reported within the teacher assessment.

Scaled Scores

- Test results will be reported as **'Scaled Scores'**.
- The scaled score of 100 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 at 80 and an upper end point above 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.
- When SAT results are given, each pupil will receive:
 - A raw score (the number of marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.

Higher Attaining Pupils

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 there will be some questions on the papers that some children may not be able to do – we ask that they attempt as much as they can.

These questions come towards the end of the papers.

Scaled Scores Reading 2023 - Paper /50

English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

What are the results used for?

- Monitoring school success.
- Guiding secondary schools.
- Guiding the school on how to improve.
- To give parents an indication of their child's attainment against national standards.

Assessing Children's Writing

- Unlike reading and maths, writing is assessed by teachers.
- We have to demonstrate which objectives have been met consistently in the child's writing.
- These objectives have to be met across a range of writing.

Assessing Children's Writing

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

Assessing Children's Writing

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 writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

How to Support

- Spelling sentences - clear handwriting, not just simple?
- Wide reading as possible at your child's level – including non-fiction.
- Encourage writing for pleasure / purpose at home when possible.

The English SATs

There are 2 parts:

- Spelling, Punctuation and Grammar
- Reading

Spelling, Punctuation and Grammar Test – Monday 13th May

- The Punctuation, Vocabulary and Grammar paper lasts for 45 minutes and requires short answer questions, including some multiple choice.
- A Spelling test is administered containing 20 words, lasting approximately 30 minutes.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Spelling, Punctuation and Grammar: Paper 1

The children will have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

Grammatical terms/ word classes;

Functions of sentences;

Combining words, phrases and clauses;

Verb forms, tenses and consistency;

Punctuation;

Vocabulary;

Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

Paper 1 Test examples

What is the grammatical term for the underlined words in the sentence below?

The majestic lioness under the shady tree watched her cubs play.

Tick **one**.

a fronted adverbial

a subordinate clause

a main clause

a noun phrase

1 mark

Circle the three **adverbs** in the sentence below.

Because it was raining hard, the driver was unable to see clearly and almost crashed his shiny new car.

1 mark

Circle the **relative pronoun** in the sentence below.

The children who were going swimming had their lunch earlier than we did.

Paper 2 Spelling Test

Spelling 16: The word is **protein**.

Protein is one of the main food groups.

The word is **protein**.

Spelling 17: The word is **substantial**.

Giant pandas have **substantial** appetites.

The word is **substantial**.

Spelling 18: The word is **scenario**.

We acted out a **scenario** in drama.

The word is **scenario**.

Spelling 19: The word is **optician**.

The **optician** recommended a pair of glasses.

The word is **optician**.

Spelling 20: The word is **currant**.

A **currant** is a type of dried fruit.

The word is **currant**.

Reading: Tuesday 14th May

There is one Reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non fiction, fiction and/ or poetry. They get increasingly complex.

The test covers the following areas (known as Content Domains):

Give/ explain the meaning of words in context;

Retrieve and record information/ identify key details from fiction and non-fiction;

Summarise main ideas from more than one paragraph;

Make inferences from the text/ explain and justify inferences with evidence from the text;

Predict what might happen from details stated and implied;

Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;

Identify/ explain how meaning is enhanced through choice of words and phrases;

Make comparisons within the text.

The reading SATs paper requires a range of answer styles

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Example questions based on text

2 - Fact Sheet: About Bumblebees



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19

In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

Example questions

Based on text 3 - Music Box

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/>

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td>• there are widening cracks in the planks in the ceiling</td> </tr> <tr> <td>2. it is small / tiny</td> <td>• she wishes she had a bigger work space • she has to eat at the same table that she works at</td> </tr> <tr> <td>3. it is warm / cosy</td> <td>• there is a fire / stove • <i>comfortable nest</i></td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td>• <i>Piston rings, bolts, and cylinders littered its surface</i></td> </tr> <tr> <td>5. it is old fashioned</td> <td>• no electricity / kerosene lamps / cast-iron stove</td> </tr> <tr> <td>6. it is isolated</td> <td>• it is situated among fields • <i>to go outside and watch the fields</i></td> </tr> <tr> <td>7. it is safe</td> <td>• the storm coming outside is dangerous</td> </tr> </tbody> </table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	• there are widening cracks in the planks in the ceiling	2. it is small / tiny	• she wishes she had a bigger work space • she has to eat at the same table that she works at	3. it is warm / cosy	• there is a fire / stove • <i>comfortable nest</i>	4. it is untidy / cluttered	• <i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	• no electricity / kerosene lamps / cast-iron stove	6. it is isolated	• it is situated among fields • <i>to go outside and watch the fields</i>	7. it is safe	• the storm coming outside is dangerous	Up to 3m
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7. it is safe	• the storm coming outside is dangerous																	

3 marks

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2019 Reading SATs paper:

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Maths: Wednesday 15th May and Thursday 16th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Paper 1 - Arithmetic

15

$$= 596 \times 7$$

1 mark

24

$$\frac{1}{8} \div 2 =$$

1 mark

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Paper 2 / Paper 3: Reasoning

18

This sign shows the number of **empty spaces** on each level of a car park at 10 am.

P	Empty Spaces
Level 2	511
Level 1	268

In this car park, **each** level has 800 spaces.

What is the total number of cars **parked** in the car park at 10 am?

Show
your
method

A large grid for showing the method to solve the problem. A small empty rectangular box is provided for the final answer.

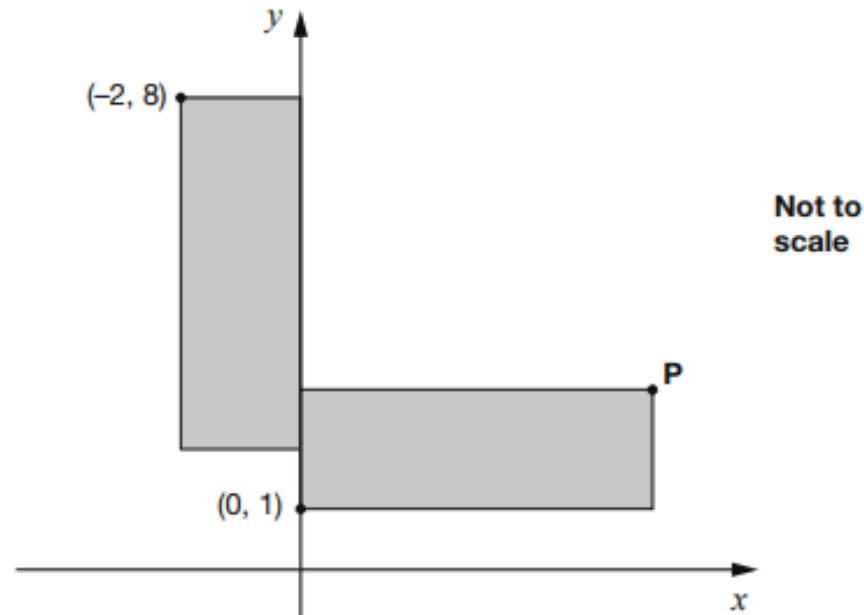
2 marks

Maths Paper 2 / Paper 3: Reasoning

21

These two rectangles are identical.

The length of each rectangle is **three times** its width.



What are the coordinates of point P?

1 mark

Access Arrangements

- Some pupils with Special Educational Needs may require access arrangements to remove barriers and enable them to take part in the process. If we feel that your child requires access arrangements, this will be discussed with you prior to SATs week.
- These access arrangements can include:
 - Additional time for those with slow reading and writing speeds (these are formally assessed using standardised tests.)
 - A reader to read questions aloud (apart from the Reading paper.)
 - A prompter to support children with attention difficulties.
 - An alternative location (Year 6 classrooms, supervised by Mrs Godwin) for those who require a low-stimulus environment.

Preparing for the tests at home.

- Read regularly with your child and discuss their reading.
- We ask that children should be reading every day and marking this in their planner.
- Research shows that reading both to an adult, and at home can help the development of listening skills, spelling, reading comprehension and develop vocabulary.

Preparing for the tests at home.

- Support your child with their homework – homework details can be found on the class pages of the school website.
- Help your child to practise their times tables – TT Rockstars.
- Encourage your child to play internet based revision games. Doodle Maths.
- Help your child to learn their weekly spellings.

Preparing for the tests at home.

- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

During the test week please make sure your child...

- gets enough sleep
- eats breakfast
- comes to school with a mid morning snack and water bottle
- is encouraged

Things to remember about SATs

- SATs focus on what children know about Maths and English. They will not reflect how talented they are at Science, Geography, Art, PE..., and they certainly won't highlight all of their amazing personal characteristics.
- SATs don't tell the whole story. Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.
- SATs are only four days out of a whole Primary School career. In reality, there's one or two papers each day that last 30 to 60 minutes.

Useful Websites/Resources – Please see attachment for details

- BBC website with revision questions, games and activities:

<https://www.bbc.com/bitesize/levels/zbr9wmn>

- Good for look, cover, write, check spelling activities:

<http://www.ictgames.com/mobilePage/lcwc/index.html>

- Good for speedy times tables recall:

<https://trockstars.com/site/index>

- CGP Maths and SPAG Books – Children have been working on these since December for their homework.

- Doodle Maths:

<https://students.doodlemaths.com/>

Secondary School Transition

- Secondary Schools will be in touch with us from May until the end of the year. We often meet face - to - face with them where we discuss the whole child, their likes, interests, children they do/don't work well with as well as academic data.
- Staff from Secondary schools often come and talk to the children and answer their questions.
- In class we discuss with the children strategies for Secondary School, thinking about the things they are anxious about and the things they are looking forward to.
- We think about their memories of Saltford to bring closure to their time here.
- Schools will often send out a transition pack to inform parents of things they need to know and hold a new intake parents' evening/meeting.

Transition Day

- Children will have the opportunity to spend a day at their new school in early July (this isn't always the case for any children attending a fee-paying school).
- At this day children will have some time to meet their tutor, try out some lessons and be given a tour of the school.
- They will be told about school rules and policies.
- They will normally be informed of tutor/learning groups for September.
- For children attending Wellsway there can be a transition project that they carry out at home, involving making a piece of 3d artwork, writing and drawing. This is then on display when they arrive in September, to help create a link between the two.
- Most Secondary Schools also hold a parents' meeting on or around this date where you can meet the staff.

**Thank you for attending tonight.
We appreciate how hard the
children are working, and thank
you for supporting them.**

Any Questions?

