

# SATs Information Evening

May 2022

SATs are Standardised Assessment Tests that are given at the end of Key Stage 2.

They assess content taught across KS2, usually with only around 50% of the content being from the Year 6 curriculum.

All children have to sit the SATs as long as they can answer at least one question on the paper. This means that unless a child is working at KS1 level, they must sit the tests.

<b>Monday 9<sup>th</sup> May</b>	Spelling Punctuation & Grammar – Paper 1 45 mins	9:15 – 10:00
	Spelling Punctuation & Grammar – Paper 2 Approx 15 mins	10:45 – 11:00
<b>Tuesday 10<sup>th</sup> May</b>	English Reading 60 mins	9:15 – 10:15
<b>Wednesday 11<sup>th</sup> May</b>	Maths Paper 1 (Arithmetic) 30 mins	9:15 – 9:45
	Maths Paper 2 (Reasoning 1) 40 mins	10:30 – 11:10
<b>Thursday 12<sup>th</sup> May</b>	Maths Paper 3 (Reasoning 2) 40 mins	9:15 – 9:55

This year we are offering 'alfresco breakfast' for the children to hopefully ensure a gentle start to the day. The children are welcome to arrive on site from 8:20am, entering via the Oxford Road gate. They will be welcomed by their teacher with a light snack of bread and jam, fruit and juice. This will give the children the opportunity to chat with their teachers and classmates before the start of the tests and settle any jitters. There is no expectation that the children will come in early unless they would like to.

So that we can ensure we cater appropriately, please indicate on the form under the Forms section of ParentMail the days on which your child will come in early.

# When and how the SATs are completed

The tests take place during normal school hours, under exam conditions.

Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.

After the tests are completed, the papers are sent away to be marked **externally**.

The results are then sent to the school in July.

Each test lasts no longer than 60 minutes:

# Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

# Results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score;
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

There is no separate test that would indicate a pupil is working above the national standard.

A scaled score of less than 99 would indicate a pupil is working below the national standard.

The results will be shared with you in your child's end of year report.



# SPELLING, PUNCTUATION AND GRAMMAR: MONDAY 9<sup>TH</sup> MAY

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for **45 minutes**.
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

## Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music **e.g. that, which** \_\_\_\_\_ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the second sentence is about three people.

1 mark

# READING: TUESDAY 10<sup>TH</sup> 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.

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.

## Example questions:

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

1 What is Ajay doing when the post arrives?

\_\_\_\_\_ 1 mark

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



### 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?

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Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"><li>it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><li><i>because it releases trapped pollen that they wouldn't have been able to get out</i></li><li><i>it makes a buzz that gets more pollen than other bees do</i></li><li><i>it helps release more pollen.</i></li></ul></li><li>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><li><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i></li><li><i>it means we can buy more common foods cheaper</i></li><li><i>it would be harder to grow beans.</i></li></ul></li></ol>	1m

32

What impressions do you get of Piper's house?

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

Impression	Evidence

3

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 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> <ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul> </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul> </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul> </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul> </td> </tr> </tbody> </table> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul>	2. it is small / tiny	<ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul>	3. it is warm / cosy	<ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul>	5. it is old fashioned	<ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul>	6. it is isolated	<ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul>	7. it is safe	<ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul>	Up to 3m
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# MATHS: WEDNESDAY 11<sup>TH</sup> MAY AND THURSDAY 12<sup>TH</sup> MAY

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 11<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 11<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 12<sup>th</sup> May



# MATHS PAPER I (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.

Example question:

<b>23</b>	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<div style="border: 1px solid black; width: 80px; height: 30px; margin: 0 auto;"></div> <p>2 marks</p>
Show your method		

Qu.	Requirement	Mark	Additional guidance
<b>23</b>	<p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <ul style="list-style-type: none"> <li>•           <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}</math> </li> <li>OR</li> <li>•           <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}</math> </li> </ul>	<b>Up to 2m</b>	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

# MATHS PAPERS 2 AND 3 (REASONING)

Paper 2 will take place on Wednesday 11<sup>th</sup> May and paper 3 will take place on Thursday 12<sup>th</sup> May. These tests have a total of 35 marks each.

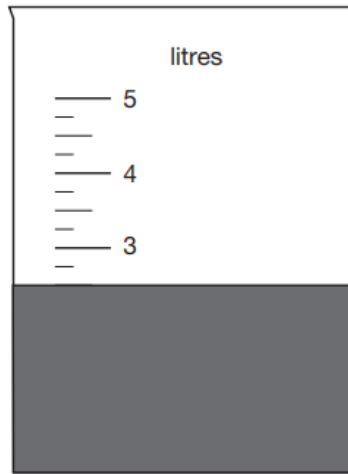
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

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.

# Example questions:

- 7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

litres

1 mark

- 8 In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

	25	53	
--	----	----	--

1 mark

1 mark

- 18 Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.

A large, empty, cloud-shaped box for writing an explanation.

1 mark



# 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.**