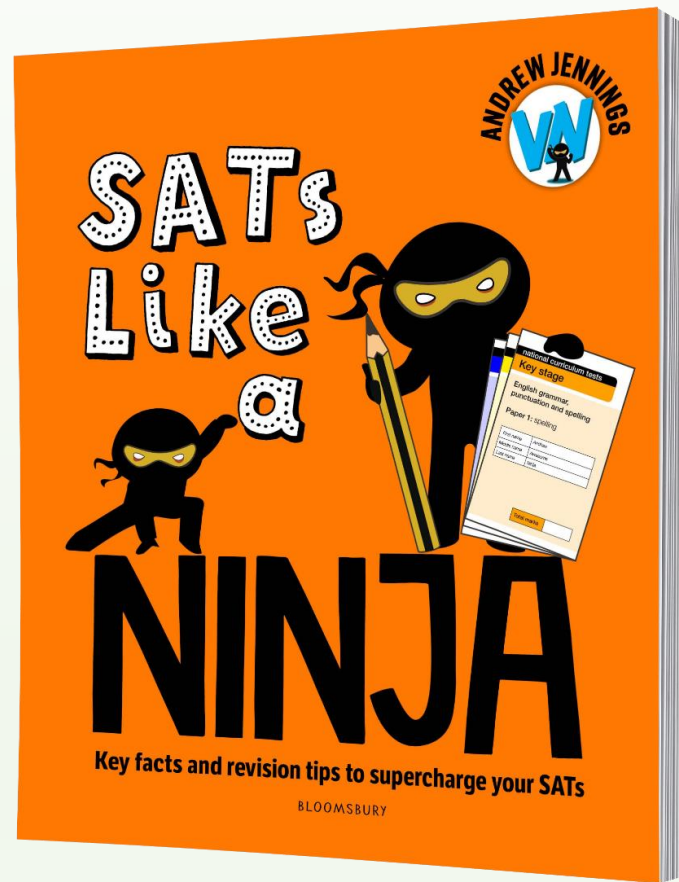


Shawlands SATs Meeting 2024-2025

What are SATs

- SATs are the **Standardised Assessment Tests** that are given to children at the end of Key Stage 2.
- SATs are assessments that measure children's educational achievement in years 2 and 6 and are administered by primary schools. The aim of SATs is to judge a school's academic level and hold them to account for the attainment of their pupils and the progress they make.

Revision guides -we will be ordering these and giving them to pupils' in school.



Revision Guides

Top 10 Ninja SATs preparation tips

1 Let's make a revision date
Time for a routine! Plan a little study time each day - short sessions work way better than last-minute craziness. Try to stick to 15-20 minutes max. But remember, your school will be doing everything to get you ready for SATs, so try not to worry about it!

2 Create your super study zone
Find a cosy spot with good light for your study adventures. Less distraction, more focus!

3 Get past papers in the game
Practice makes perfect, right? Try out some past papers to get the hang of how things work. It's like a sneak peek into the SATs world. Search for 'KS2 SATs Papers' online, there are many websites where you can download these for free.

4 Put your phone and tablets away!
Phones, tablets and tech can be a major distraction. So, if you're working in smart 15-20 blocks, just leave your gadgets in another room.

5 Books, books and more books
Dive into cool stories and interesting facts. Mix it up with different kinds of books. Reading makes your brain super strong!

6 See the whole picture
Remember, the SATs tests check your learning from Year 3 to Year 6, so lots of the content is quite simple. You already know most of it, so don't overcomplicate things. Use SATs Like a Ninja to focus on the areas you don't feel confident with.

7 Get moving with revision
Active learning is like a superhero move for your brain! Mix it up by creating some flashcards, or why not try teaching stuff to your buddy or even your pet?

8 Fuel your brain with good stuff
Eat well, sleep tight and keep active. Your brain loves it when you treat it right. Healthy choices equal super study powers! Drink water, get as much sleep as possible and get outside and exercise.

9 You're a learning superstar
Mistakes are just stepping stones to being a genius. Keep going, and remember, you're a learning ninja in the making!

10 Chill time is a must
Break time! Plan breaks during study sessions, and make sure you have time for your favourite stuff and most importantly, get outside. A happy mind is a smart mind!

You've got this! SATs are just a little adventure on your learning journey. Stay positive, do your best, and don't forget to high-five yourself for being awesome!

INTRODUCTION
SPAG
GRAMMAR
PUNCTUATION

8 9

When are SATs?

- The SATs take place over four days, starting on **Monday 12th May** ending on **Thursday 15th May 2025**.

| | |
|--------------------------------|--|
| Monday May 13 th | English grammar, punctuation and spelling papers 1 and 2 |
| Tuesday May 14 th | Reading |
| Wednesday May 15 th | Mathematics papers 1 and 2 |
| Thursday May 16 th | Mathematics paper 3 |

- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.
Writing will continue after SATs and will become our focus (along with Summer show!)

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

Mock SATs Week

- We will have two mock SATs weeks before the actual week:
- **Monday 2nd December to Thursday 5th December.**
- **Monday 10th March to Thursday 13th March.**

On both weeks, we will run breakfast club from 8:30 (children can attend but not have breakfast if they would prefer to).

We will send home a results sheet, like the children receive for their actual results, to allow you to see their results and track their progress.

KS2 MOCK SATs results 2 – Spring 2023

Name: _____

| | |
|--|-------------------------------------|
| SPAG – Spelling Test | /20 |
| SPAG – Punctuation and Grammar Test | /50 |
| SPAG TOTAL Pass mark: 38 Greater Depth: 56+ | /70 |
| Scale score | |
| Level achieved | Working Towards/ At / Greater Depth |

| | |
|--|-------------------------------------|
| READING TOTAL Pass Mark: 28 Greater Depth 40+ | /50 |
| Scale score | |
| Level achieved | Working Towards/ At / Greater Depth |

| | |
|--|-------------------------------------|
| Maths – Arithmetic | /40 |
| Maths – Reasoning 1 | /35 |
| Maths – Reasoning 2 | /35 |
| MATHS TOTAL Pass mark: 61 Greater Depth: 96 + | /110 |
| Scale score | |
| Level achieved | Working Towards/ At / Greater Depth |

Why are SATs important?

- ▶ They are key measures and 'milestones' for individual pupils, groups, the whole class and the whole school!
- ▶ We are judged as a school on our Y2 and Y6 results.
- ▶ Secondary schools use SATs results as 'flight paths' to predict GCSE results. This can determine which groups they are put in and which papers they sit, even in year 10 and 11.
- ▶ Children enjoy seeing the result of all their hard work during their primary school journey and the progress they have made.
- ▶ **Most** children enjoy them! 😊

When and how are the tests 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:

- Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes

- Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes

- Reading – 60 minutes

- Maths (paper 1: Arithmetic) – 30 minutes

- Maths (paper 2: Reasoning) – 40 minutes

- Maths (paper 3: Reasoning) – 40 minutes

Are there any specific arrangements that can be made for pupils?

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;

An adult to scribe (write) for them;

An adult to read for them (including a translator);

The use of prompts or rest breaks;

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

Readers

Pupils who have difficulty reading may be supported in the English grammar, punctuation and spelling and mathematics tests by having text read to them by a reading assistant. In most cases, these pupils will have a reading age that is considerably lower than their actual age. Readers must not be used by pupils who can read the test materials themselves.

Readers must be used on a one-to-one basis. Test administrators must consider the individual needs of the pupils to ensure they are not disadvantaged by the pace at which any text is read. If a pupil requests it, the reader may also read back any part of a pupil's written response to a question.

Readers have to be applied for to prove that they have this level of support in day to day teaching and must meet the criteria discussed.

Any pupil can have a question read to them in the maths or SPaG tests by putting their hand up.

Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil during the test. Schools can provide a scribe if other options to enable the pupil to work independently are not appropriate, and the use of a scribe reflects normal classroom practice.

A scribe can be used when a pupil is:

- unable to use a word processor
- unable to write or has difficulty writing
- known to experience fatigue

The scribe must:

- work at the pupil's pace and not hurry them if they need time for reflection, rest or reading
- have a working knowledge of the subject
- follow the pupil's instructions precisely to draw or add to diagrams, charts and graphs in the mathematics tests
- write precisely what the pupil instructs and only make a correction on a test script if asked to do so by the pupil

If a pupil is eligible for up to 25% additional time solely because they have difficulty writing, they may be given either the additional time or a scribe, but not both.

We have to provide evidence that a pupil receives this level of support in day-to-day teaching.

Transcribes

If it will be difficult for a marker to read the pupil's writing, schools should make a transcript at the end of the test, but before the pupil leaves the test room. Schools can transcribe all or part of a pupil's test script. If the marker can read the pupil's writing, they will mark the original work.

When transcribing a pupil's work, schools must:

- keep the pupil under test conditions and separate from the rest of the cohort until the transcript is complete
- use a different coloured pen from the pupil, but not red
- transcribe alongside the pupil's answers if only part of the test paper needs transcribing, not on the pupil's work and return in the bag for modified scripts
- make extensive or full transcripts on a new test paper and return the pupil's original test script with the transcript attached and return in the bag for modified scripts
- not change the pupil's original answers, including the positioning of commas and decimal places in the mathematics tests
- ensure that the spelling reflects the pupil's original answer

This would be the appropriate or most children who struggle with writing as we can just transcribe specific questions.

Additional Time

Pupils automatically qualify for:

- up to 25% additional time in all of the tests, if they have an education, health and care (EHC) plan in place
- up to 100% additional time in all of the tests, if they use the modified large print (MLP) or braille versions of the tests

Schools do not need to complete an application for these pupils. Pupils who are automatically allowed additional time may also use other access arrangements if this reflects normal classroom practice.

Additional time to complete the tests may be appropriate for other pupils who:

- require additional time under test conditions to properly demonstrate their knowledge and understanding; this may include pupils who are unable to work at the same speed as their peers due to a specific need
- are waiting for confirmation of an EHC plan

Schools should make an application for additional time in these circumstances.

Schools should consider whether supervised rest breaks during the tests would be more beneficial to pupils than additional time. Rest breaks can be used together with additional time to prevent pupils suffering from fatigue.

Keeping pupils focussed

A pupil who is unable to focus independently, or who loses concentration easily, may be supported by someone known to them who can keep them on task. They will keep the pupil's attention on the test paper but not help them answer any questions. They may tap on the desk or say the pupil's name, depending on what is normal classroom practice, to remind the pupil to focus on the question they are working on.

To enable pupils to stay focussed you should:

- agree the best way to focus the pupil before the test begins (this includes ways to draw the pupil's attention back to the task)
- be known to the pupil
- support the pupil on a one-to-one basis

You must not:

- do anything that could be interpreted as over-aiding the pupil
- advise the pupil which questions to answer or when to move on to the next question
- advise or guide the pupil about the order in which they should attempt the questions

What happens if pupils' are off?

Schools should not administer a test to a pupil who is ill. If a pupil is not fit to take the test, the school should consider applying for a [timetable variation](#) for permission to administer the test on another day. Pupils who were ill while taking a test will not qualify for special consideration.

If a pupil becomes ill during a test, the school should stop the test and make a note of the time. The pupil can be given a supervised rest break in school and can continue the test with the remaining amount of time when they are feeling better. If the pupil is not able to continue, or is sent home, the partially completed test script must be sent for marking. If the pupil leaves the school premises, they will have left test conditions and must not be allowed to continue or restart the test when they return to school.

If the pupil sustains an injury that impacts their ability to write, they may use a scribe. If the injury occurred within one week of the tests, the school may also allow up to 25% additional time because the pupil is unfamiliar working with a scribe.

How are the tests marked?

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 (see below);
- 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.

A scaled score of 110+ shows a child is working above the national standard.

What do their scores mean?

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 (see below);
- 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.

A scaled score of 110+ shows a child is working above the national standard.

| 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 |

KS2 Maths SATs papers analysis
Percentage of questions from each year group curriculum
across Arithmetic and Reasoning

| Year | 2016 | 2017 | 2018 | 2019 | 2022 |
|-------------|-------------|-------------|-------------|-------------|-------------|
| 3 | 16 | 7 | 9 | 10 | 8 |
| 4 | 17 | 26 | 18 | 21 | 23 |
| 5 | 27 | 25 | 26 | 21 | 32 |
| 6 | 43 | 41 | 47 | 47 | 37 |

KS2 Maths SATs papers analysis
Percentage of questions by content domain

| Content domain | 2016 | 2017 | 2018 | 2019 | 2022 |
|------------------|------|------|------|------|------|
| Number & PV | 17 | 9 | 10 | 9 | 9 |
| Calculations | 17 | 22 | 29 | 30 | 38 |
| FDP | 15 | 14 | 14 | 24 | 25 |
| Ratio & prop. | 4 | 9 | 6 | 8 | 6 |
| Algebra | 8 | 9 | 9 | 6 | 3 |
| Measurement | 15 | 14 | 13 | 9 | 7 |
| Shapes | 12 | 9 | 10 | 7 | 6 |
| Pos. & direction | 4 | 3 | 4 | 3 | 2 |
| Statistics | 8 | 11 | 6 | 4 | 3 |

How can you help?

Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Encourage children to use Times tables Rockstars and Mathletics to keep up times table knowledge.
- Do practical maths such as baking to keep maths light – this can link to ratio, weights, mental arithmetic etc.
- Remind them to do their revision books.
- Please don't use past papers as they are used in school to prepare the children.
- Encourage your child to come to breakfast club – they don't have to have the breakfast.
- **Talk to your child's class teacher if you have any concerns**

Useful websites:

<https://mathsbot.com/>

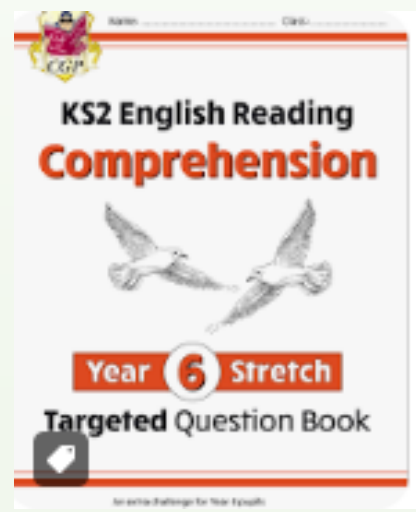
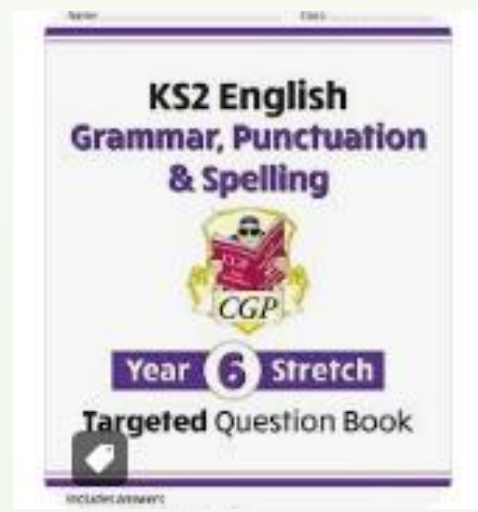
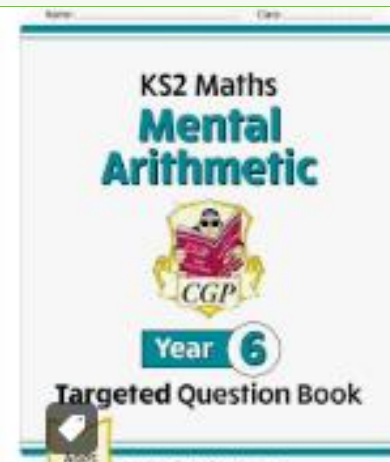
<https://mathsbot.com/primary/ks2Mini>

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://educationhub.blog.gov.uk/2022/05/05/everything-you-need-to-know-about-sats/>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>



Greater depth

SATs don't measure sports
SATs don't measure art,
SATs don't measure music,
Or the kindness in your heart.

SATs don't see your beauty,
SATs don't know your worth,
SATs don't see the reasons,
You were put upon this earth.

SATs don't see your magic,
How you make others smile,
SATs don't time how quickly,
You can run a mile.

SATs don't hear your laughter,
Or see you've come this far,
SATs are just a tiny glimpse,
Of who you really are.

So sitting at your table,
With a pencil and your test,
Remember SATs aren't who you are,
Remember **you're the best!**