SATs - What are they?

Why do we have to do them?

What do they mean for our children?

SATs for this academic year take place from May 11th-14th

Monday 11th - SPaG Test
Paper 1 (short answer questions)
Paper 2 (spelling)

Tuesday 12th - English Reading Test

Wednesday 13th - Maths
Paper 1 - Arithmetic
Paper 2 - Reasoning

Thursday 14th - Maths
Paper 3 - Reasoning

English

The English SATs tests now comprise the following assessed components:

- ☆ The Reading Test
- ☆ The SPaG or GPS Test
- ☆ Writing Moderation

The Reading Test

The booklet will contain three or four texts.
The least demanding text will come first with the following texts increasing in level of difficulty.
Children will have a total of one hour to read the texts and complete the questions at their own pace.
The reading answer booklet will comprise approximately 35 to 40 questions (totalling 50 marks). There are a range of questions including multiple choice, short and longer responses.
Questions are worth 1, 2 or 3 marks.

There will be a selection of question types, including:

Ranking/ordering

e.g. 'Number the events below to show the order in which they happen in the story'

Labelling

e.g. 'Label the text to show the title of the story'

Find and copy

e.g. 'Find and copy one word that suggests what the weather is like in the story'

Short constructed response

e.g. 'What does the bear eat?'

Open-ended response

e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph?
Explain fully, referring to the text in your answer.'

The SPaG/GPS Test

The English grammar, punctuation and spelling test has two components, worth a total of 70 marks:

- a booklet of short-answer questions
- a spelling task

Paper 1, the short-answer questions, consists of between 40 and 50 questions assessing grammar, punctuation and vocabulary. Each question is worth one or two marks with a total for the paper of 50 marks.

Paper 2, the spelling task, consists of 20 sentences, which are read aloud by the test administrator. Each sentence has a word missing which the child must complete. The task is worth a total of 20 marks.

The grammar and punctuation test will include two sub-types of questions:

Selected response
e.g. 'Circle the adjectives in the sentence below'

Constructed response
e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

How to achieve the best marks...

Encourage your child to read anything and everything: road signs, cereal boxes, web pages, on-line books, recipes, TV listings ...

Ask them questions about their reading, wherever possible, read with them ... even if you don't like their choice of reading material!

Play spelling games with them, ask them to write the shopping list, play eye-spy, encourage them to explain the meaning of words to you.

Show them the importance of words; they are everywhere!

MATHS

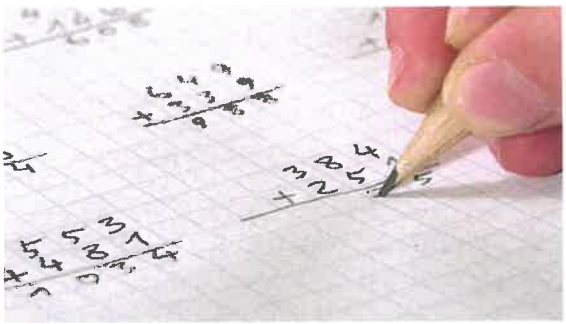
* There is an arithmetic paper and 2 'reasoning' papers, all to be completed without a calculator. Each paper is worth approximately 1/3 of the total marks.

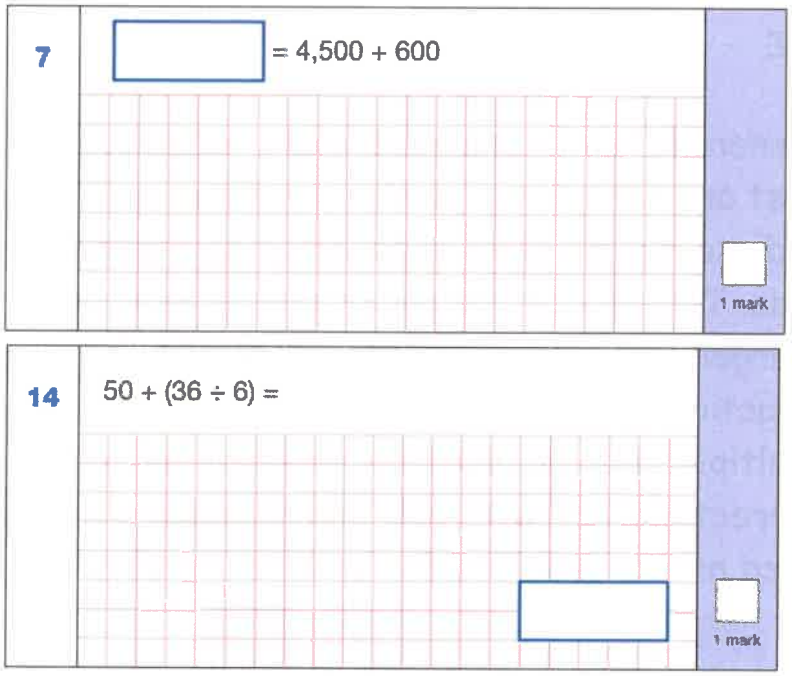
* The test covers all aspects of maths covered in KS2. Somewhere in one of the 3 tests will be reference to all of the skills and knowledge they have learned in KS2. In year 6 we have to cover new content and revise work from previous years - this is a lot to fit into 8 months!

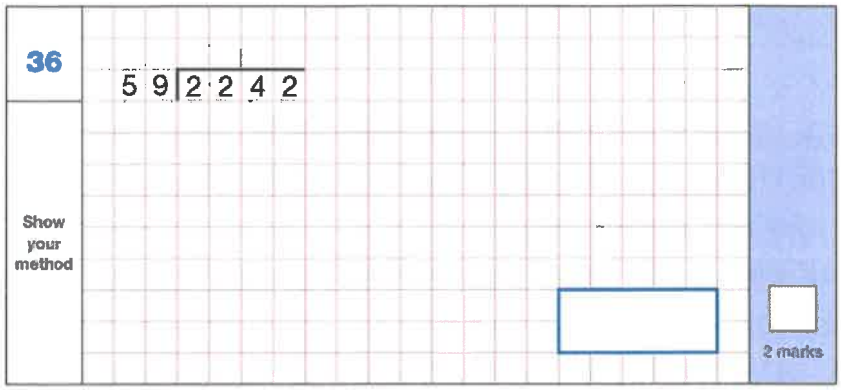
*All children will sit the same papers, there is no paper for higher level children thus some of the questions within these papers will be aimed more at those children. All our children will be able to answer some questions, some children will not be able to answer all. The first couple of pages are usually a bit easier which helps build the children's confidence.

Arithmetic Paper

Questions are generally worth one mark each. Although there is no mental maths test anymore, some of the questions require children to quickly recall and use mental strategies including times table facts and number bonds. Throughout the paper, challenge is generally increased with larger numbers, more decimal places and more complex fraction calculations. There are some 2 mark questions requiring long multiplication or division - children can attain one mark for using the correct method with only one mistake. For each question a squared grid is provided for children to do their working out.



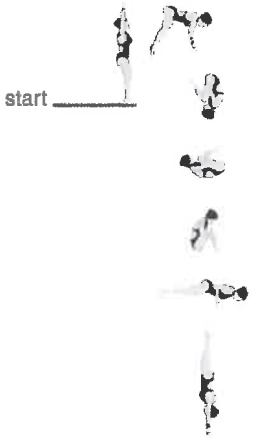

7
= 4,500 + 600
1 mark
14
50 + (36 ÷ 6) =
1 mark


36
5 9 2 2 4 2
Show your method
2 marks

Reasoning Papers

These papers require children to demonstrate their use of mathematical fluency to solving problems both in and out of context. Calculators are not permitted.
Papers 2 and 3 have no significant difference between them, the main focus of each will be related to number, calculations, fractions, ratio and algebra. A lesser focus to each will be measurement, geometry and statistics.
More frequently, questions are presented in a non standard form...

16 Layla completes one-and-a-half somersaults in a dive.



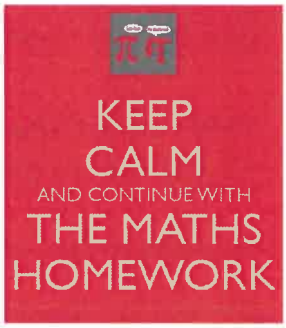
How many degrees does Layla turn through in her dive?

° 1 mark

At Birkenshaw we take a mastery approach to maths. We want children to be confident to explore and use maths in different contexts. Rather than pushing children on to higher levels, we take a broader and deeper approach. This enables us to challenge higher ability children whilst narrowing the gap between those who find maths more challenging. This approach can only help our children to access the type of questions they are being presented with.

How can you help your child to prepare?

* Complete weekly homework. Usually it will be related to what we have covered in class that week or it could be revision.



* Further revision using study books.

* Work on times tables and number bonds.

* Quiz them on maths general knowledge. For example: How many days in each month of the year? How many grams in a kilogram? How many hours in a day? etc.

* Make sure your child can tell the time and convert between digital and analogue.

* Help your child make corrections in the test papers we send home.

* Using and applying maths in your daily life.

Using and Applying Maths in daily life

Using money - Christmas lists, buying items, working out change etc.

Decorating - work out how much paint you need.

Time - what time is it now? What would that time be in 24 hour clock? What time was it 12 minutes ago?

Reading data from charts, football statistics etc

Weighing - Baking, measuring ingredients.

Games in the car - times table competitions, how far have we still got to travel etc.

Looking at time tables - what time will the bus/train arrive at its' destination?

Board games - Monopoly, Top Trumps etc

Logistics

The idea is that the children sit the tests in as 'near to normal' classroom conditions as is possible.

This will mean them sitting in their Y6 classrooms where possible with their usual subject teacher.

Access Arrangements

Some children may sit the test in a different classroom or learning space with an ETA, to enable them to access the test more easily.

Some children will have extra time in the tests, this is assessed by a child's reading speed and accuracy or other identified need.

Practice tests will also be done like this.

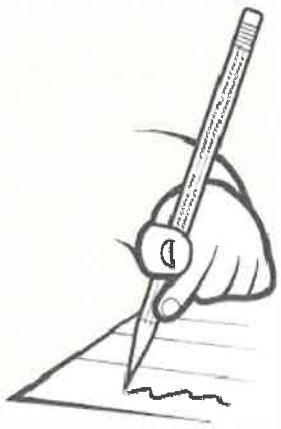
Interventions

Throughout the year we will be running several skill-building interventions, some in school time and some after school. These groups will be targetted towards the children we think would most benefit from them. They will include greater depth groups, basic skill groups and groups for children close to a grade boundary.

Science results are calculated from on going assessment. We have to submit a Teacher Assessment level for each child, calculated from a given formula that takes into account children's scientific knowledge and enquiry skills.

Writing Moderation

As the year progresses, pupils will also be assessed on their writing performance on a range of text types. These tasks will be teacher assessed and will help build a profile of each child's writing ability.
Throughout the year, we will be revisiting a range of text types to make sure that pupils are familiar with each and feel confident.



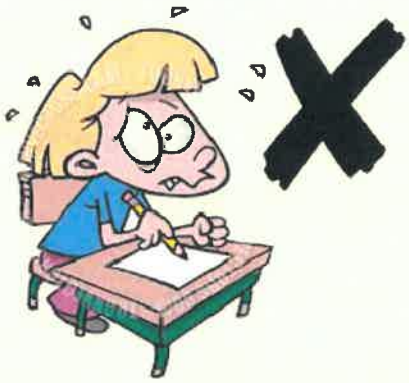
Schools will be visited by external moderators once every 4 years.

LA moderators take a sample of 15% of pupils in the cohort to moderate writing levels.

Attendance

One of the biggest things that can influence a child's performance in the SATs is attendance.

As you have seen, we have a lot of work to do in Year 6, and although we obviously understand that children do get ill, it is really important that we try to have them in school as much as possible.



During SATs week

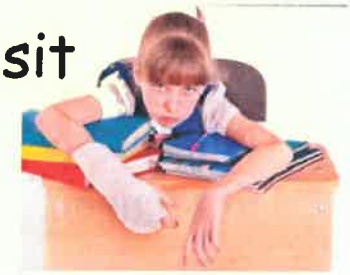
By this time, the most important thing we can do for our children is to make sure they are relaxed, prepared and calm. Children will be asked to come into school a bit earlier than usual - breakfast is provided. We use this time to make sure everyone is ready and calm!

Illness

If your child is ill on the day of a test, please notify school immediately. Whilst we do have to administer the tests on the specific date, it can be completed at any time within that day. It may be that after a morning's rest your child is then able to complete the test in the afternoon.

In more severe cases, we can administer the test up to a week after the due date of the test, however, we would have to ascertain that the child has had no contact with other pupils who have already taken the test.

If your child suffers an unforeseen injury that hampers their ability to write, we can implement access arrangements to help your child sit the test.



This would involve either the use of a scribe, or 25% extra time to sit the test.

Eat well!

Play well!

Sleep well!

Your child will have brought home a personalised letter suggesting which books they might find useful to revise with.

If you haven't ordered any yet, but would like to, please return the letter with the correct payment by Friday 14th November.

We are not on commission!