



Ensuring Academic Success and Excellence

29th January 2020



**Preparation for the Standard
Assessment Tests 2020**



An introduction ...

- Pupils at the end of KS2 in May 2020 will be the fifth cohort to be assessed against the new national curriculum (introduced in September 2014).
- Outcomes are reported as scaled scores. 100 is the 'expected standard' (a conversion from raw scores); 110 is above the expected standard.
- There is only 1 set of tests for each subject; a small number of questions are designed to assess the most able pupils.





What tests will there be?

- **English reading: reading booklet and answer booklet**
- **English grammar, punctuation and spelling**
- **Paper 1: short answer questions**
- **Paper 2: spelling**
- **Mathematics Paper 1: arithmetic**
- **Mathematics Paper 2: reasoning**
- **Mathematics Paper 3: reasoning**





When will the tests be taken?

Monday 11th May	English grammar, punctuation and spelling Paper 1: short answer questions English grammar, punctuation and spelling Paper 2: spelling
Tuesday 12th May	English reading test
Wednesday 13th May	Mathematics: Paper 1 - arithmetic Mathematics: Paper 2 - reasoning
Thursday 14th May	Mathematics: Paper 3 - reasoning

***We decide when during the day.
Mornings are best.***



Test outcomes

Return of results to schools

Schools will be able to view their results online on Tuesday 7th July 2020.





What are the mathematics tests like?

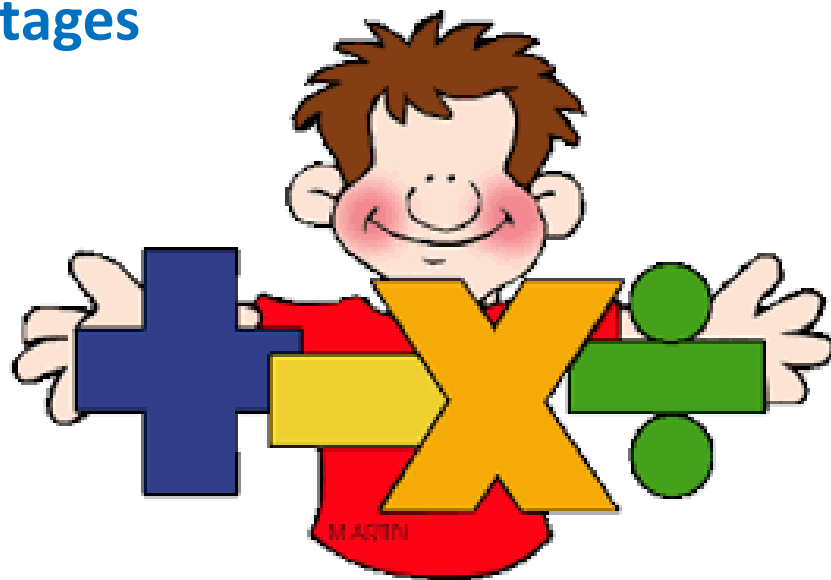
Arithmetic test	Addition, subtraction, fractions, decimals and percentages, long division and long multiplication	30 minutes	40 marks
Paper 2 - reasoning	Mathematical fluency, problem solving and reasoning	40 minutes	35 marks
Paper 3 - reasoning	Mathematical fluency, problem solving and reasoning	40 minutes	35 marks





What does the mathematics test include?

- **Number and place value**
- **Addition, subtraction, multiplication and division**
- **Fractions, decimals and percentages**
- **Ratio and proportion**
- **Algebra**
- **Measurement**
- **Geometry**
(properties of shapes, position and direction)
- **Statistics**





Arithmetic Test

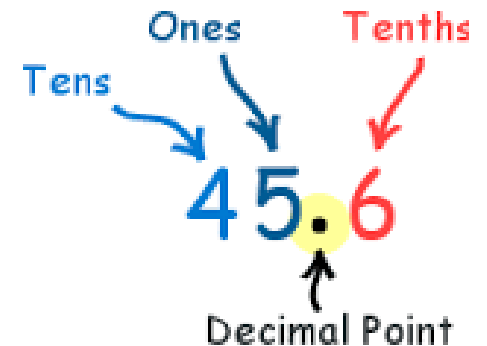


24	$\frac{4}{7} + \frac{5}{7} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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25	20% of 1,800 =	<input type="text"/>	<input type="checkbox"/> 1 mark
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26	$15 \times 6.1 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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Addition,
subtraction,
fractions, long
division and
long
multiplication

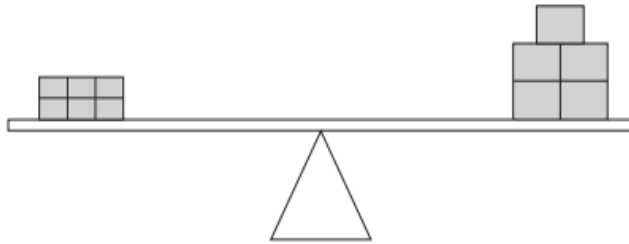




Reasoning Test



16 6 small bricks have the same mass as 5 large bricks.



The mass of one small brick is 2.5 kg.

What is the mass of one large brick?

Show your method

	kg
--	----

2 marks

20

Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

Mathematical fluency, problem solving and reasoning

How much money did Lara have to **start with**?

Show your method

	£
--	---

2 marks



What are the EGPS tests like?

Paper 1	Grammar, punctuation and vocabulary	45 minutes	50 marks
Spelling	20 words	15 minutes	20 marks

Let's eat grandpa.

Let's eat, grandpa.

**correct punctuation can
save a person`s life.**

Spelling is

~~diffecolt~~

~~challageng~~

hard.



What will EGPS questions include?

- Nouns, verbs, adjectives, conjunctions, pronouns (including possessive and relative pronouns), adverbs, adverbials, prepositions, subject and object
- Statements, questions, commands and exclamations
- Relative and noun clauses, tenses, modal verbs and subjunctives
- Capital letters, full stops, question marks, exclamation marks, commas (in lists, to clarify meaning and after fronted adverbials) ...

verb
adverb
noun
pronoun
adjective
vowel
consonant



What will EGPS questions include?

- ... inverted commas, apostrophes, colons, semi-colons, parenthesis, dashes, hyphens and bullet points
- Synonyms and antonyms; prefixes and suffixes
- Standard English, formal and informal vocabulary.

See the English Appendix and Glossary on the school website:

<http://www.dosthill.staffs.sch.uk/year-6-end-of-year-tests-and-teacher-assessment/>

verb
adverb
noun
pronoun
adjective
vowel
consonant



What will EGPS questions include?

Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.	<input type="checkbox"/>	<input type="checkbox"/>
Joey's football skills are improving all the time.	<input type="checkbox"/>	<input type="checkbox"/>
Joey is hoping to be a professional footballer.	<input type="checkbox"/>	<input type="checkbox"/>

Draw a line to match each sentence to its correct **function**.
Use each function box only **once**.

Sentence

I expect the weather to be fine at the weekend

Are we likely to have good weather this weekend

Check the weather before deciding where to go

What fantastic weather we have had this year

Function

question

command

statement

exclamation



What is the reading test like?



Reading paper	Reading booklet and separate answer booklet	60 minutes	50 marks
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- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. There will be a mixture of genres of text.*
- Pupils can approach the test as they choose: eg working through one text and answering the questions before moving on to the next.*
- The types of questions asked are designed to test seven different reading skills. Some skills are tested more than others.*

2a Explain words

I can give / explain the meaning of words in context

CONTEXT CLUES
Clues that good readers use to find the meaning of unknown words



- Pictures
- Helping Words (or, like, are, called)
- Words You Know
- Examples and Definitions
- Punctuation (:, -)
- Synonyms and Antonyms

2b

I can retrieve and record information / identify key details from fiction and non-fiction

Success Criteria:
How to retrieve and record information from Non-Fiction

1. Read the question
2. Think about what the question is asking
3. Underline the key words in the question you will use in your answer
4. Find key words in paragraph
5. Decide what your answer will be
6. Write the answer using some words from the sentence
7. Re-read and edit your answer (check for capitalisation, punctuation)

2c Summarise

I can summarise main ideas from more than one paragraph

SUMmarise It
Shorter than the text
Use your own words
Main ideas only

Good readers can identify **MAIN IDEA**.
The main idea is what the text is mostly about!
CLUES!

1. What is the text mostly about?
2. Look at titles and headings
3. Look at pictures
4. Sometimes the main idea is stated in the first or last sentence
5. Look for clue words that are used repeatedly

2d Infer

I make inferences and explain and justify inferences with evidence from the text

Inference
Use the CLUES in the text to discover what is NOT directly stated

Text: Ana collected shells. Then she went for a swim in the cool, salty water.
Inference: Ana is at the Ocean.

- Success Criteria:**
How to make inferences
1. Read the question.
 2. Identify the key words in the question and look for these in the text.
 3. Look for clues in the rest of the passage.
 4. Look at any pictures on the page - do these help you to work out the answer.
 5. Use what you already know or have read to help you formulate your answer - I think... because...
 6. Use evidence from the text to support your answer (□ and △)

2e Predict

I predict what might happen from details stated and implied

- Success Criteria:**
How to make predictions
1. Use evidence from the text
 2. Use clues from the illustrations
 3. Use what you already know about the topic
 4. Make a prediction
 5. Describe your prediction using complete sentences and proper punctuation

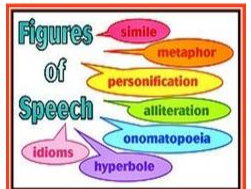
When you make predictions, you are like a detective.
You use **clues** in the story to help you predict.

2f

I identify and explain how information or narrative content is related and contributes to meaning as a whole

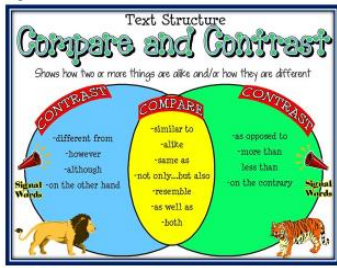
2g Word Choice

I identify / explain how meaning is enhanced through choice of words and phrases



2h Comparing

I make comparisons within the text



READING COMPREHENSION





Participation and access

Children working below the 'expected standard' of the test

Participation in the tests (Headteacher's decision)

Access arrangements (SEN and EAL pupils)

- Early opening
- Additional time
- Use of a full or partial transcript
- Use of a scribe
- Rest breaks
- Prompters
- Readers (not for the reading test)
- Timetable variations
- Away from the school





Teacher Assessment

TA provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts;
- takes into account strengths and weaknesses of a pupil's performance.



Teacher Assessment

- **Judgements must be reported for writing and science.**
- **Teacher assessment data must be submitted by Thursday 25th June 2020.**



Teacher Assessment

- **In 2020, teachers must make judgements for each eligible pupil against the standards set out in the *teacher assessment frameworks* or the *pre-key stage standards*.**
- **Exemplification material is also available to help teachers make their judgements.**



Teacher assessment frameworks

- **Focused on key aspects of assessment not the whole national curriculum.**
- **Based on a broad range of evidence.**
- **Working towards the expected standard**
 - **Working at the expected standard**
 - **Working at greater depth within the expected standard**





Writing

Take a look at the expectations for

Working Towards The Expected Standard

At the Expected Standard

Working at Greater Depth within the expected standard

Expectations are high.

Children need to read regularly to become a great writer.

Children need to have high expectations of themselves as writers.



Teacher assessment frameworks

Science:

- Working at the expected standard or not.
- External moderation is statutory.
- Moderation internally and across the MAT has and will continue to take place.





How will the school help?

- **Revision of the KS2 curriculum**
- **SATs revision guides**
- **Practise questions and papers**
- **Regular home learning on related SATs topics**
- **Teaching exam techniques:**
 - **timing;**
 - **order of answers to questions;**
 - **question weightings etc.**
- **General pastoral care to reduce stress and anxiety**
- **Additional adult support to the year group**





How will the school help?

- **Individual pupil attention: pastoral and academic.**
- **Diagnostic and targeted marking.**
- **Material taught through a variety of teaching and learning methods.**
- **Individual tracking, monitoring and evaluation of progress.**
- **Targeted groups of children - focusing on areas of weakness or aspects in which there is less or a lack of confidence.**





How can I help as a parent?



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- **Set up a home learning action plan.**
- **What will your child complete each day.**
- Times Tables Rockstars - continuing from last term at their own pace/level
- My maths - tasks set weekly by Class teacher and other adults to differentiate for their groups.
- Reading Eggs - one task a week set Active Learn (grammar) - Tasks set weekly to support gaps
- Spelling frame - one rule set weekly for children to practice.
- **What rewards will be achieved for completing their learning.**



How can I help as a parent?

- **Read with your child at least 5 times a week;**
 - discussion,
 - asking delving questions,
 - asking them to make inferences that are not immediately obvious,
 - ask for opinions and why they are held,
 - what in the text informs their opinion?
- **Encourage use of a thesaurus and dictionary to broaden vocabulary.**





How can I help as a parent?

- **SATs targeted study books.**
- **Establish routines around home learning/revision etc.**
- **Support high attendance and punctuality.**
- **Ask questions and listen if they want to talk things through with you.**
- **Come in and discuss any worries or distractions with us, no matter how insignificant they may seem.**
- **Tell them they are wonderful – because they all are!**





A little and often ...

!





How can I help as a parent?





Praise, praise, praise

Very well done!
Luv it!
Super!
That's fantastic!
Aren't you clever?
Wonderful!
Stupendous!
What talent!
Marvelous!

You're the best!
Lovely!
Magnificent!
Well done!
Really Amazing!
Superb!
Beautiful!
Unbelievable!
That's gorgeous!

How cute!
Awesome!
Terrific!
Delightful!
Great!
Amazing!
Very good indeed!
Wotta Star!

Brilliant!



Pause for thought

How are you
feeling now?

Any further
questions?

