



## Year 6 National Curriculum Tests (SATs):

### Information for Parents

**The purpose of this leaflet is to attempt to answer any questions that you may have about the statutory assessments that your child will undertake in May.**

#### SATS

National Curriculum Tests (SATs) are taken by pupils during their final year in Key Stage 2. They provide a snapshot of your child's progress at that moment in time. They cannot be "passed" or "failed", but simply provide an indication of your child's attainment.

#### Changes to the Assessment System

This year, children in Year 6 will be the second year-group to take the new SATs tests. These tests in English and maths are to assess attainment in the new National Curriculum and are more rigorous than under the previous system.

In addition, a new system of reporting the results of the tests replaced the previous system of reporting national curriculum levels.

Instead of gaining a level such as level 3, 4 or 5 as was the case in previous years, children are awarded a scaled score based on the raw score they achieve in the tests.

A scaled score of 100 would mean your child's attainment is at the expected standard for the end of Key Stage 2. However, the raw score needed to achieve this varies between subjects and between years; it will not be decided by the Standards and Testing Agency (STA) until after the tests have been taken and marked.

The government has decided that the expected standard for the end of Key Stage 2 under this new system should be more demanding than under the previous system. Consequently there may be some children who do not score highly enough to reach the new expected standard that under the previous system of levels would have achieved a Level 4.

### What is Tested?

This year, your child will be involved in a reading comprehension test, maths test and the grammar, punctuation and spelling test.

Science is no longer tested at the end of KS2, however a small percentage of schools will have to undertake a sampling test.

In line with the Government commissioned report into testing in schools, children no longer sit a writing "test" in year 6. Instead Teacher Assessment is used to assess writing, and this is based on evidence from day-to-day work throughout the year. There are three main possible outcomes as a result of this assessment:

- 'Working towards the expected standard.'
- 'Working at the expected standard.'
- 'Working at greater depth within the expected standard.'

### Teacher Assessment

As well as their SATs results, you will be informed of your child's attainment based upon the ongoing teacher assessments undertaken throughout the year. This information will be provided to parents before the end of the summer term. There is only one standard for teacher assessment in Reading and Maths, which will indicate whether your child is working at the expected standard or not.

## Frequently Asked Questions

What happens if my child is working consistently below the level of the tests?

If your child is working consistently below the level of the tests and would not be able to answer any of the questions correctly, they will not be entered for the tests and will complete separate assessments instead.

### Does my child have to take the tests?

In short, yes. If the school believes that your child is able to access the test then the DfE state that the assessments are statutory.

### What happens if my child is ill on the day of the test?

If it is something minor, we would suggest for your child to come in and sit the test, before returning home. It can be arranged for your child to take the tests away from other pupils if this is required. For more serious cases where it is clear the child cannot attend school, we apply to the DfE for your child to sit the test on a different day to their peers.

### How will the school prepare my child for the test week?

As you would expect from us, we will be supporting your child to achieve all that they can. We will be revising key points in lessons and the children will be learning from example tests so that they understand the format of the tests. After Easter, homework will increase in the lead up to the test week, with "bite-size" pieces nightly.

These small, achievable chunks should consolidate children's learning in school. Most importantly, we do expect the children to work hard and do their best, but we will be consistently reminding the pupils that they can only do their best. Remember this is just a marker at one point in time. A very small percentage of children are eligible for extra time to complete the tests, or use of a scribe or an amanuensis. This will be discussed with parents on an individual basis should this be the case.

### How can I support my child?

Plenty of rest and a good breakfast certainly help. Supporting your child with homework in the lead up to the week through ensuring your child has somewhere

to concentrate is always helpful. Hearing from you also that they can “only do their best” may reassure the children. During the week of the tests themselves, try to have as “normal” a week as possible!

### What information will I receive afterwards?

Later in the summer term you will receive your child's test results in reading and maths, alongside their result from the English grammar, punctuation and spelling test. You will also receive your child's teacher assessment outcome in reading, maths and Science which will state whether your child is working at the expected standard or not. Remember, the teacher assessment for writing is more detailed.

### What do the scaled scores actually mean?

A score of 100 represents the new and more rigorous expected standard for the end of year 6. Some children may not be quite at this level yet and may be working below. Others may be working beyond the nationally expected level of attainment and may achieve a scaled score above 100. There will also be a scaled score threshold above which is deemed to be 'High Attainment.' It is worth bearing in mind that achievement is relative based upon the pupils' starting points and that, for some pupils, a score close to 100 may be a real achievement and reflect very good progress.

### Is this information used by secondary schools?

Yes, however different schools use the information in different ways. Both the SATs results and teacher assessment results are shared with the secondary schools, along with more general information about your child. The SATs data is then used to set targets for your child's GCSE results.

### Are the results published?

Individual pupil results are not published. However, the school's overall results (both SATs and teacher assessment) are published by the DfE on their website and these are often repeated in the local press.

## Further information about the tests:

### Reading Comprehension Test:

- One hour in total.
- The children can refer to the text throughout the test to help them.
- The test is designed to assess your child's full range of comprehension, from retrieval of facts, to inference and deduction.
- One mark, two mark and three mark answers feature throughout, with varying degrees of detail required for each type of question.

### Maths Tests:

- A 30 minute arithmetic test (Paper 1) worth 40 marks and two 40 minute 'Reasoning' tests (Paper 2 and Paper 3) worth 35 marks each, completed over two days.
- The arithmetic test is designed to assess your child's ability to calculate a range of non-contextual problems efficiently. Formal methods of calculation are encouraged and boxes are provided for children to show their working out. There are thirty six questions in total.
- All three tests are designed to assess your child's understanding of all the key areas of the Key Stage 2 mathematics curriculum, these being:-
  - o Number including calculations and fractions
  - o Measure
  - o Geometry
  - o Statistics
  - o Ration and Proportion
  - o Algebra

## Writing Assessments (teacher assessed)

To reach the expected standard in writing pupils must write for a range of purposes and audiences:

- Creating atmosphere and integrating dialogue to convey character and advance the action
- Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Using passive and modal verbs mostly appropriately
- Using a wide range of clause structures, sometimes varying their position within the sentence
- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Using inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- Spelling most words correctly (years 5 and 6)
- Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

I hope that this information leaflet has been helpful. If there is anything that you would like to discuss further, or if you would like to see copies of tests from previous years within school, please do not hesitate to ask your child's class teacher.

Yours sincerely

*Mr Head*