



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

In 2016 the government overhauled the SATs tests making them more rigorous than under the previous system. The tests in English and maths are designed to assess attainment in the new National Curriculum.

In addition to making the tests more rigorous, a new system of reporting the results of the tests replaced the previous system. Children are now 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, whereas a scaled score of 110 would mean that your children is working at greater depth. 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.

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.

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. A scaled score of 110 signifies a pupil working at greater depth within the expected standard. 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:

Grammar, Punctuation and Spelling Test:

- A 45-minute grammar and punctuation test designed to assess your child's understanding of the full range of punctuation taught including: full-stops, capital letters, question marks, exclamation marks, commas, semi-colons, colons, dashes, brackets apostrophes and speech punctuation.
- Children are also tested on their grammatical understanding of phrases and clauses and the difference between main clauses and subordinate clauses.
- They are also tested on their understanding of synonyms, antonyms and word classes as well as their understanding of tenses and verb forms.
- Once complete, pupils sit a spelling test consisting of twenty spellings, which test them on a range of spelling rules. This test does not have a time limit.

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:-
 - Number including calculations and fractions
 - Measure
 - Geometry
 - Statistics
 - Ration and Proportion
 - Algebra

Writing Assessments (teacher assessed)

To reach the expected standard in writing pupils must be able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg. the use of first person in a diary; direct address in instructions and persuasive writing).
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect what the writing requires.
- Use a range of devices to build cohesion (eg. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Use the range of punctuation taught at key stage 2 mostly accurately.
- Spell correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

- Maintain legibility in joined handwriting when writing at speed.

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