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# THE CAREY FEDERATION

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## **SATs Information Meeting 2024**

SATs Logistics

How children are preparing at school

How parents can help at home

SATs Results

# The Tests

SATs - Standard Assessment Test/Tasks (SATs) are designed to assess pupils' knowledge and understanding of specific elements of the KS2 programmes of study. Teachers attend training.

Access arrangements.

- Extra Time
- Prompt/Rest breaks
- Reader
- Scribe/transcribe

The children will undertake tests in:

## English:

Reading

Grammar, punctuation and spelling

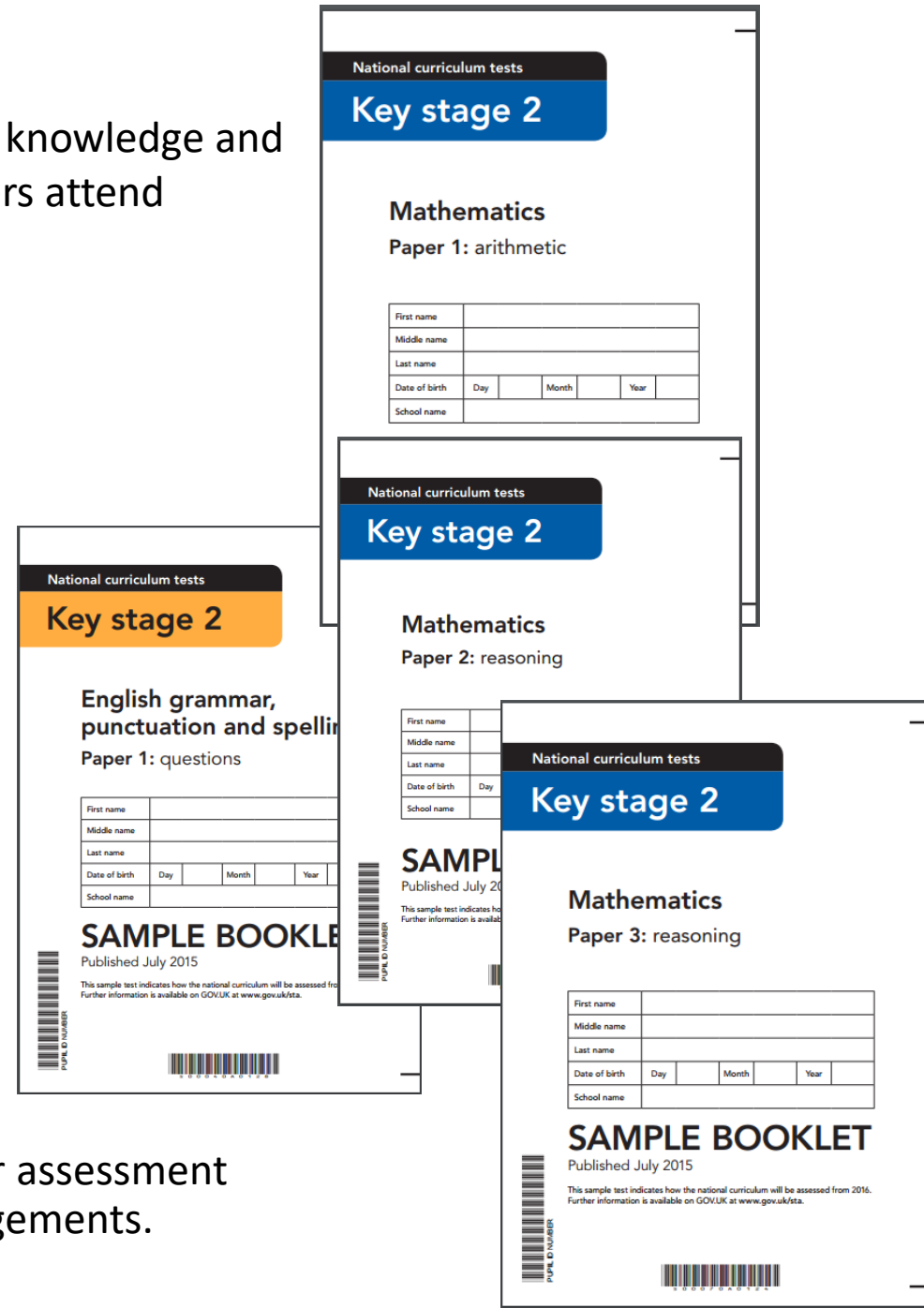
## Maths:

Paper 1: Arithmetic

Paper 2: Reasoning

Paper 3: Reasoning

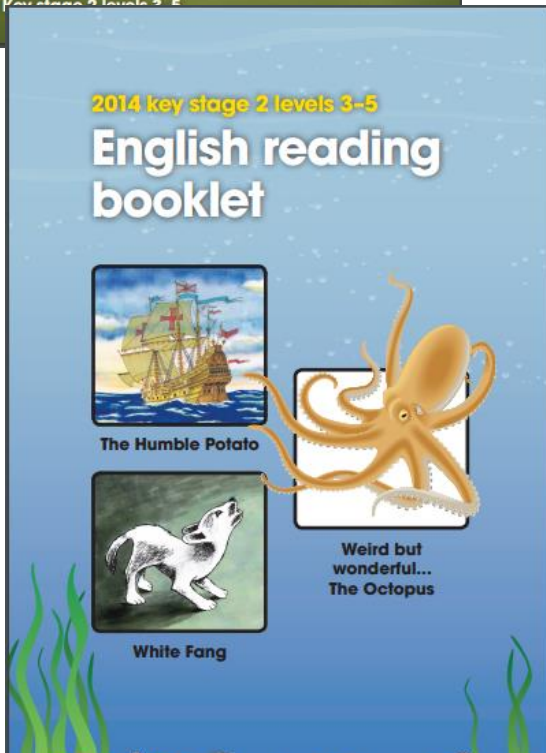
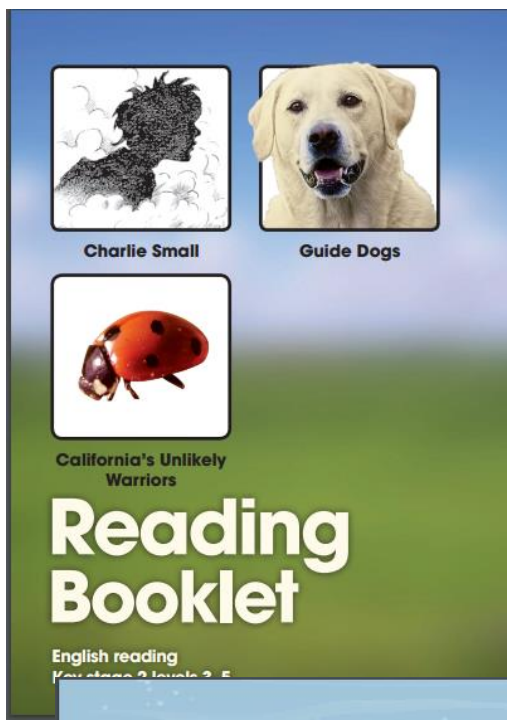
Writing: standards are evidenced across several pieces of writing. A teacher assessment that is moderated internally. Local Authority moderators quality assure judgements.





# Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.







# Giants

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun  
Of seeing you snatch them suddenly in  
And cower, quivering back  
Into your pitiful shell, so brittle and thin?  
Would you think it was fun then?  
Would you think it was fun?

And how would you like it,  
Supposing you were a frog,  
An emerald scrap with a pale, trembling throat  
In a cool and shadowed bog,  
If a tremendous monster,  
Tall, tall, so that his head seemed lost in the mist,  
Leaned over, and clutched you up in his great fist  
Just for the joy  
Of watching you jump, scramble, tumble, fall,  
In graceless, shivering dread,  
Back into the trampled reeds that were grown so tall?  
Would you think it a joy then?  
Would you think it a joy?

*Lydia Pender*

23

*Just for the joy  
Of watching you jump, scramble, tumble, fall*

**Find and copy two** more words from the poem that show that the frog was frightened.

1. \_\_\_\_\_

2. \_\_\_\_\_

1 mark

24

What is the main message of the poem?

Tick one.

People can learn a lot from holding small creatures.

People should think about how their actions affect others.

People are much bigger than frogs and snails.

People should overcome their fear of nature.

1 mark

Poetry appears regularly in the test paper. Children are asked to describe the effect of certain word choices and comment on the poem's meaning.



The last text in the paper is usually the most demanding. At this stage, there may also be more inference based questions – the answers may be implied rather than stated in an obvious way.

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

## The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."


"A beast?"

"No, a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

35 The mood of the characters changes throughout the extract.

(a) Find and copy the group of words on page 9 where Lord John's mood changes.

\_\_\_\_\_

1 mark

(b) How does Lord John's mood change?

\_\_\_\_\_

\_\_\_\_\_

1 mark

29 The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

\_\_\_\_\_

3 marks

# How are we preparing in school?

- **Daily guided or whole class reading activities** – teach the skills of scanning, inferring, justifying and using evidence.
- **Hearing children read and reading aloud to them** – Class teachers/Teaching assistants model how to read with expression and lead class discussions about literature.
- **Opportunities for reading across the curriculum** – incorporating different types of non-fiction texts (such as newspaper articles, fact-files and even comic strips) in History, Geography and Science.
- Practise with previous SATs papers and CGP materials.



# How can parents help?

- **Listen to your child reading**

It's still really important that your child continues to read aloud to you. The emphasis will be on reading fluently and with expression, understanding more complex plots and broadening their vocabulary as well as building an understanding of how punctuation and grammar are used.

- **Check understanding**

Whatever your child is reading it's good to check that they are grasping the deeper levels of meaning (why things happen or how things work). Ask them to tell you about what they are reading, retell parts of the story, explain a specific section or make connections.

- **Carey Federation Website**

<https://www.thecareyfederation.co.uk/wp-content/uploads/Reading-domain-support-questions-and-prompts.pdf>

# Grammar, spelling and punctuation

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

## Spelling

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.
6. Laura won a medal for \_\_\_\_\_.
7. Not all berries are \_\_\_\_\_.
8. Sit up straight to improve your \_\_\_\_\_.
9. Karen went on a \_\_\_\_\_ ride in Lapland.
10. Misha ate a \_\_\_\_\_ chocolate pudding.

11. Dogs can follow the \_\_\_\_\_ of other animals.
12. The magician performed an \_\_\_\_\_.
13. Jane had to \_\_\_\_\_ the cloakroom to get her gloves.
14. The skydiver released her \_\_\_\_\_.
15. There is an \_\_\_\_\_ of blackberries at the end of the summer.
16. Ali was \_\_\_\_\_ late for school.
17. First, \_\_\_\_\_ the sugar in 300ml of hot water.
18. The grey clouds looked \_\_\_\_\_ in the sky.
19. Omar put the cutlery back in the \_\_\_\_\_.
20. Ellen's gold bracelet was her most treasured \_\_\_\_\_.

**Spelling 16:** The word is **unavoidably**.

Ali was **unavoidably** late for school.

The word is **unavoidably**.

**Spelling 18:** The word is **ominous**.

The grey clouds looked **ominous** in the sky.

The word is **ominous**.

**Spelling 17:** The word is **dissolve**.

First, **dissolve** the sugar in 300ml of hot water.

The word is **dissolve**.

**Spelling 19:** The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

**Spelling 20:** The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.



## Sample SPaG question

4

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

## Sample SPaG question

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

| Sentence   | Main clause | Subordinate clause |
|--|-------------|--------------------|
| Billie, <u>who was nine years old</u> , loved to play tennis.                                |             |                    |
| Billie's mum bought her a tennis racket <u>so that she could play more often</u> .           |             |                    |
| <u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket. |             |                    |

## Sample SPaG question

26

Circle all the words in the sentences below that should start with a **capital letter**.

henry tudor married his first wife, catherine, in june 1509. they  
married in london.

# How are we preparing in school?

- **Integrate grammar and punctuation knowledge into general writing tasks**—when children are composing their own pieces, e.g. stories, reports, diary entries, we focus on how to construct different types of sentences and ensure that children use a variety of punctuation confidently.
- **Regular spelling, grammar and punctuation lessons** – teach the terminology, how to use punctuation devices and practise spelling rules.
- **Familiarity with test-style questions**— practise.



# How can parents help?

- **Help your child learn any spellings that are sent home**

Rewrite the spellings to practise; play spelling games and compete against each other; keep spellings on display, somewhere central.

- **Be a punctuation detective**

When reading to and/or with your child discuss their use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.

# Maths

- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic'- usually about 36 questions- lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils need to apply calculation skills to answer questions in context and decide what is required to find a solution.

# Arithmetic

1

$979 + 100 =$

1 mark

2

$123 \times 2 =$

1 mark

3

$6.1 + 0.3 =$

1 mark





# Reasoning

16

Large pizzas cost £8.50 each.

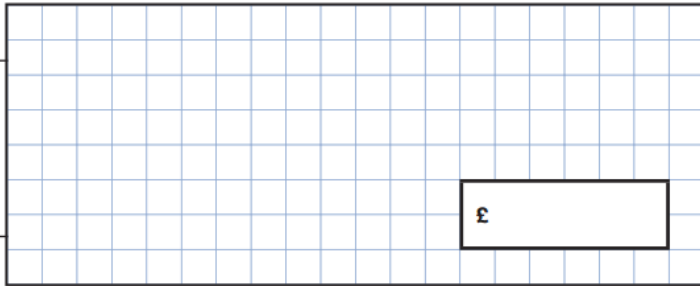
Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

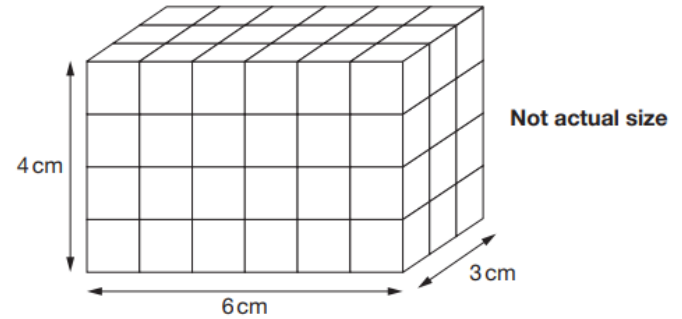
How much does each child pay?

Show  
your  
method



2 marks

Amina made this cuboid using centimetre cubes.

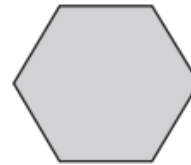


Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

These two shapes have the **same** perimeter.

regular hexagon



square



Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.



# How are we preparing in school?

- **Fluency of methods across four operations** – efficiency in mental and formal written methods.
- **Opportunities to reason** – we encourage children to apply their calculation skills to different contexts and try to make links to real-life where possible.
- **Familiarity with test-style questions**–

# How can parents help?

- **Rehearsing times tables**

Recall of times tables facts can help with multiplication and division questions, but also when working out word problems in the reasoning paper.

- **Regular practise of written arithmetic methods**

The more practise that children can have of using formal calculation methods, the better.

- **Homework**

# SATs Club

- Across the Federation we offer an afterschool SATs Club:
- Dates will be shared in the newsletter. A tried and tested way that helps boost children's confidence to tackle the tests.
- Plus – they get a drink of squash and a couple of biscuits too!!!

# Things to do at home

- Keep the children calm! We want them to do well but don't wish the children to get unduly stressed
- Motivation and having a positive attitude are both important. We want the children to have high aspirations!
- Ensure that the children do find time to complete homework.
- Use any of the (numerous) revision guides available. These are most effective when adults work through some of the activities with their child – most of the guides will have notes for parents (a huge variety available on [amazon.co.uk](https://www.amazon.co.uk))
- The revision materials and practice tests are generally effective in helping children – obviously don't over do it!
- As the tests get closer ensure the children are eating and sleeping well – healthy body, healthy mind theory. Give them time for fun too – particularly the chance to be active





# On the day of the tests

- **Please ensure children attend school unless absolutely extenuating circumstances.**
- **Please arrive on time to avoid any unnecessary stress / anxiety**
- **Children should eat a healthy breakfast**
- **We will provide all equipment pens, pencils etc.**
- **Children may bring a small mascot but there should be no writing / numbers on it**
- **Children should have a drinks bottle for their table**
- **Mrs Alford and Class Teacher oversee the tests. Governors visit during the week to observe the appropriate processes are taking place**

# Test Conditions

- **All displays that could be used as prompts are removed**
- **Sit at individual spaces**
- **Children must work in exam conditions; no communication- verbal or non-verbal**
- **Tests locked away and opened in front of the children**
- **Instructions given to children, opportunity to ask questions, start and finish time shared**
- **Children must stop writing as soon as the time is up. Time reminders will be given**
- **Children to use the toilet before the test. They will be allowed to go but this will take time away from the test. Children are escorted to the toilet and an adult will wait outside**
- **If a child does not feel well, they must put their hand up and we will take care of them**
- **All SATs papers are securely packaged up immediately after the test and locked away. A courier collects these and sent to be marked.**

# Marking the SATs

From 2016, scaled scores have been used to report SATs test outcomes. Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

- What is meant by 'scaled scores'?
- Each pupil's raw test score is converted into a scaled score ranging from above or below 100.
- A scaled score of 100 represents the Expected National Standard.
- A scaled score of 110 represents the Greater Depth Standard
- The scale does have a lower end point below 100 and an upper end point above 100.
- for the test results, each pupil will receive a summary from their school that shows:
  - A raw score (number of raw marks awarded).
  - A scaled score in each tested subject.
  - Standard achieved

# Receiving SATs Results

- Schools receive SATs results in July via a secure portal
- We then go through the results and if we think an error has been made we will raise this. It will be looked into and if a result is to be changed, we are notified
- Once we are satisfied that all results are accurate, we transcribe the results on to a sheet, together with an explanation of the results
- This will be sent to parents with the End of Year School Report

# Questions?