

# KS2 SATS 2022

## *KS2 SATS Guidance for Parents*

*SPRING 2022*



# KS2 Assessment – A Summary

- At the end of Key Stage 2 there will be an 'expected standard' set *A child must meet all the criteria consistently to get the 'expected standard' judgement.*
- Schools are advised to decide how best to assess their pupils in a way that best suits their needs.
- Schools are expected to select an assessment approach which:
  - aligns well with their curriculum
  - sets out what pupils are expected to know, understand and do, and when
  - explains pupils' progress and attainment to parents
  - can be used to set aspirational targets and wherever possible supports pupils to reach the expected standards.

# KS2 'Assessment' in 2022

## Statutory assessment

- KS2 *national curriculum tests* with outcomes in the form of *scaled scores*.
- Teacher assessment at KS2 for writing, using the *frameworks* for teacher assessment.

## Formative classroom assessment

- Determined by schools in line with their curriculum.

*Parents and teachers working together for the benefit of the children.*

# SATS 2022

Schools have good understanding of the SATS tests for KS2. There are sample tests and frameworks available for schools to use for the tests in.

## Key stage 2

English reading

English grammar, punctuation and spelling

Mathematics

The DfE provides some description of pupil performance at the 'national standard' and test results and exemplification materials will be used to set the raw scores that link to a KS2 child's scaled score.

Each pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard

# KEY POINTS

The National Curriculum 2014 is challenging and has a focus on developing children's subject knowledge and skills.

The National Curriculum 2014 has 'expectations' children are required to meet at each banding (**AGE RELATED, OR EXPECTED STANDARD**).



**Scaled  
Scores**

The KS2 2022 tests will include reading, grammar, punctuation and spelling, arithmetic and reasoning.

# WHAT WILL BE ASSESSED?

ASSESSED BY TESTS *(marked externally)*

## READING

ONE PAPER

Reading booklet  
and associated  
answer booklet.

## SPaG

Paper 1, short  
answer questions.

Paper 2, spelling.

## MATHS

Paper 1, arithmetic

Paper 2, reasoning

Paper 3, reasoning

*\* No Calculator Paper*

CONTINUOUS TEACHER  
ASSESSMENT

WRITING

# READING 2022

ASSESSED BY TEST *(marked externally)*

## PAPER 1

60 minutes

- This test consists of a reading answer booklet and a separate reading booklet.
- 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. They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- The least-demanding text will come first with the following texts increasing in level of difficulty.

# READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)
  - Understanding, describing, selecting or retrieving information, events or ideas from texts and using quotation and reference to text.
  - Deducing, inferring or interpreting information, events or ideas from texts.
  - Identifying and commenting on the structure and organization of texts, including grammatical and presentational features at text level.
  - Explaining and commenting on the writers' use of language, including grammatical and literary features at word and sentence level.
  - Identifying and commenting on writers' purposes and viewpoints, and the overall effect of the text on the reader.

9

... cutting off a **vital** food supply.

What does the word *vital* mean in this sentence?

Tick one.

essential

available

useful

healthy

7

Look at the section headed: **Other interesting facts.**

Complete the sentence below.

Recent studies show that...

giant pandas always spend most of their lives alone.

Tick one.

most giant pandas live in captivity.

giant pandas only live in the wild in China.

some giant pandas live in the same area.

1 mark

10

According to the text, why are giant pandas under threat of extinction?

Give **two** reasons.

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

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

2 marks

8

Look at the section headed: **Why are people concerned about giant panda?**

Find and copy one word which shows that there are lots of things we do not yet know about giant pandas.

1 mark

# SPaG 2022

English - Spelling, Punctuation and Grammar

ASSESSED BY TEST *(marked externally)*

## PAPER 1

45 minutes to complete the test, answering the questions in the test paper.

## PAPER 2

This component consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.

Pupils will have approximately 15 minutes to complete the test (not strictly timed), by writing the 20 missing words in the answer booklet.

# English Grammar, Punctuation and Spelling

## Sample questions

2

Which pair of verbs correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick one.

- |     |     |                          |
|-----|-----|--------------------------|
| was | is  | <input type="checkbox"/> |
| was | was | <input type="checkbox"/> |
| is  | is  | <input type="checkbox"/> |
| is  | was | <input type="checkbox"/> |

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick one.

- |                         |                          |
|-------------------------|--------------------------|
| as a preposition phrase | <input type="checkbox"/> |
| as a relative clause    | <input type="checkbox"/> |
| as a main clause        | <input type="checkbox"/> |
| as a noun phrase        | <input type="checkbox"/> |

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



1 mark

# MATHS 2022

## MATHS (marked externally)

### PAPER 1

Arithmetic - lasts for 30 minutes.

### PAPER 2

Reasoning - lasts for 40 minutes.

### PAPER 3

Reasoning - lasts for 40 minutes.

*The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.*

**NO CALCULATORS are allowed.**

# Sample arithmetic questions

**5**  $1,034 + 586 =$

1 mark

**23**

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

Show your method

2 marks

**13**  $4^2 =$

1 mark

**22**  $12 - 6.01 =$

1 mark

**16**  $1,440 \div 12 =$

1 mark

**25**

$$13\overline{)3016}$$

Show your method

2 marks

# Sample reasoning questions

2

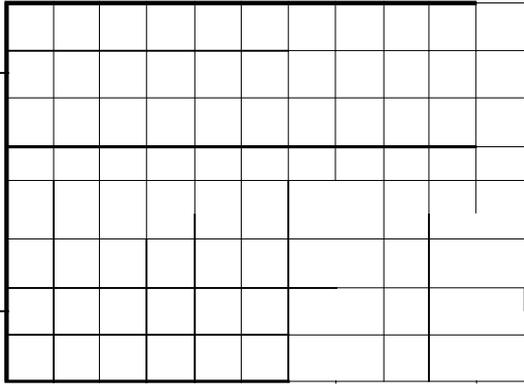
A pack of paper has 110 sheets.  
4 children each take 7 sheets.

How many sheets of paper are left in the packet?

\_\_\_\_\_

\_\_\_\_\_

Show your method



Here is a number written in Roman numerals

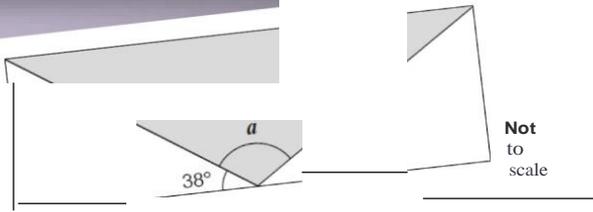
*CXV*

Write the number in figures

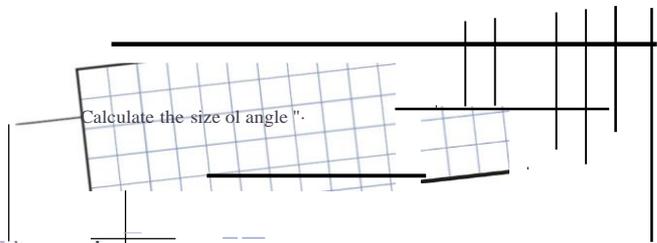
\_\_\_\_\_

\_\_\_\_\_

1 mark



Calculate the size of angle 'a'.



Show your method

5

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

..... 1 j

.\.-\t - 1..sa: i:i-  
;)tJ "1r

.....

n1 -CJ

## PREPARING CHILDREN FOR ON-SCREEN MARKING

All key stage 2 tests will be marked on screen.

To help ensure that pupils' test scripts can be scanned and their answers read and marked on screen, children must follow the advice given to them by their teachers about where to mark put their answers and where they can write on their papers.

**Key stage 2 mathematics paper**

24 15.4 - 8

1 mark

Pupils must not write in the grey margin area - this area is trimmed during preparation for marking and pupils' answers written here will be lost.

25 1 3 3 0 1 6

Show your method

Pupils must not write on or around the lines at the top and bottom of a page.

2 marks

Pupils must not colour in or write on the barcodes positioned at the base of each page.

Page 2 of 2

EXAMPLE BARCODE

The diagram illustrates the layout of a Key Stage 2 mathematics paper. It shows two pages, 24 and 25, with a grid for writing answers. Page 24 has a question number 24 and the problem 15.4 - 8. Page 25 has a question number 25 and the problem 1 3 3 0 1 6. The diagram includes several annotations: a pink box at the top center states 'Key stage 2 mathematics paper'; a pink box on the right side of page 24 states 'Pupils must not write in the grey margin area - this area is trimmed during preparation for marking and pupils' answers written here will be lost.'; a pink box on the left side of page 25 states 'Pupils must not write on or around the lines at the top and bottom of a page.'; a pink box at the bottom center states 'Pupils must not colour in or write on the barcodes positioned at the base of each page.'; and a pink box at the bottom left states 'Page 2 of 2'. A barcode is shown at the bottom center with the text 'EXAMPLE BARCODE' below it. Arrows point from the annotations to the corresponding areas on the paper layout.

# WRITING 2022

*There is a greater focus on the progress children make in writing throughout the school year, as opposed to a test-day snapshot of what they know.*

*DfE Guidance:- Teacher Assessment 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 the pupil's performance*
- *Teachers will assess children's writing composition. Children's results for English writing will be a judgement of their work throughout Year 6.*
- *Children's grammar, punctuation and spelling skills will be assessed as part of their writing, but their creativity and writing style will also be evaluated.*
- *Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.*

# What is the 'Expected Standard' in writing?



The DfE have issued some guidance for schools.

*Homo neanderthalensis*



These thoughtful creatures lived between 1 million and 500,000 years ago. They had short and wide bodies to conserve their heat so they could keep warm when it was cold. These 'humans' moved around a lot and built many shelters using mud, leaves, sticks, and branches that could be found in their environment.

*Homo sapiens*



*Homo sapiens* lived about 500,000 years ago. Surprisingly, these 'humans' didn't wear any clothes at all and they had almost no extra hair either. These 'humans' have straight backs than they used to when they were 'ape like', which probably means that they moved in a similar way to how we do to. It is well-known that these people were very smart and used their understanding to hunt larger animals for food, to survive.

Dear Mum and Dad,

I miss you so much! Right now I'm fighting back my tears but it's alright because there are millions of us, so I'm not alone. The train journey was quite daunting. Lots of them were already wearing their gas masks. At first, I was sitting alone but a nice girl, Mary, sat next to me. Then, we instantly became best friends. It wasn't that bad after all.

When we arrived, no one picked me, no one except the awful Andersons. They only chose me because apparently I need some improvements. They only respond to Mr or Mrs and they treat me like dirt. At least it's a home. For now. Their house is a cottage with a grand garden. There is an everlasting lake, glowing from field to field. It's lovely. I wish they're lovely. I smell like a summer's day. The smell though, pwee! The farm is wonderful. All of the animals are great fun but my favourite is the cow, Maisy. She's so lovely and sweet (but she is a bit lonely).

Children are expected to be able to write using a range of different genres.

# TEACHER ASSESSMENT FRAMEWORKS

To help with teacher assessment the DfE has produced '*Frameworks*'. These set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

The Frameworks are only to be used as *a guide*, as they still do not include full coverage of the content of the National Curriculum.

*All of the criteria must be met* for a child to attain the 'Expected Standard'.

These Frameworks set out the standards a pupil will be assessed against in **reading, writing and maths.**

**Working at the expected standard**

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the 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, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, 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 correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>2</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

**Working at greater depth**

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own

national curriculum assessments

**Working at the expected standard**

- The pupil can demonstrate an understanding of place value, including large numbers and decimals  
(e.g. what is the value of the '7' in 276,541?;  
find the difference between the largest and smallest whole numbers that can be made from using three digits;  
 $8.09 = 8 + \frac{9}{100}$ ;  
 $28.13 = 28 + \square + 0.03$ ).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation  
(e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  
 $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ ).
- The pupil can use formal methods to solve multi-step problems  
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;  
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;  
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities  
(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages  
(e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ;  
15% of 60;  
 $1\frac{1}{2} + \frac{3}{4}$ ;  $\frac{7}{9}$  of 108;  
 $0.8 \times 70$ ).
- The pupil can substitute values into a simple formula to solve problems  
(e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures  
(e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles  
(e.g. the missing angle in an isosceles triangle when one of the angles is given;  
the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

# WHEN ARE THE TESTS?

All KS2 SATs will be held in the week beginning 9<sup>th</sup> May 2022.  
*The tests must be taken on the scheduled days.*

<b>Monday 9th May</b>	English grammar, punctuation and spelling Paper 1: Questions  English grammar, punctuation and spelling Paper 2: spelling
<b>Tuesday 10th May</b>	English reading
<b>Wednesday 11th May</b>	Mathematics Paper 1: arithmetic Mathematics Paper 2: reasoning
<b>Thursday 12th May</b>	Mathematics Paper 3: reasoning

***Absence during the test period** - Pupils who miss one or more component of a test and do not qualify for a timetable variation will not be awarded a score for that test.*

# How are we preparing?

- Teaching the more challenging learning objectives set out in the National Curriculum 2014
- Continuous Assessment
- Focused Maths Lessons
- Focused Spelling Lessons
- Focused SPaG Lessons (Spelling, Punctuation & Grammar)
- Guided and Independent Reading
- Writing Assessments carried out regularly
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary
- Home Learning to support teaching & learning in school
- Data analysis from assessment and targeted intervention
- Mentoring and support via intervention and homework club
- Keeping up to date with information provided by the DfE

# HELPING AT HOME

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts - not just 'listening' to your child read.
- Short bursts of mental maths, times tables and problem solving etc.
- Use the previous test papers that your child has completed and discuss strategies and solutions to help prepare the children adequately.

# SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Some support can be given to children who have an Educational Health Care Plan, or who may have specific learning needs.

Requests for additional time will be made by teachers using their knowledge of children and the children's individual needs.

Children who are unable to sit and work for a long period because of a special educational need, or disability, or because of behavioural, emotional or social difficulties may receive some support.

Children with English as an additional language and who have limited fluency in English may receive some support.

# NATIONAL EXPECTED STANDARD

*Children develop at different times and in individual ways, but at the end of Year 6 the DfE guidelines for English and Maths are as follows:-*

Children not meeting the **WORKING TOWARDS** 'Nationally Expected Standard' category for a pupil at the end of Year 6

**WORKING TOWARDS** the 'Nationally Expected Standard' for a pupil at the end of Year 6

**WORKING AT** the 'Nationally Expected Standard' for a pupil at the end of Year 6

**WORKING AT GREATER DEPTH** *within* the 'Nationally Expected Standard' for a pupil at the end of Year 6

For Science, pupils will be grouped into these same 3 categories – Working towards, Working at the expected standard, or a category for those pupils who do not meet the standard.

**REMEMBER - ALL CHILDREN ARE DIFFERENT!**

# REPORTING RESULTS

- Children's progress, as well as their achievement, will be measured and reported on in school performance tables. (DfE will not be publishing these tables in 2022)
- Teacher assessments will be passed on to Year 7 so the results can be used in planning for KS3 teaching.
- The test results are available mid-end of July.
- Written reports are given at the end of the summer term along with your child's results and the results for school.

# SCALED SCORES

- Tests at the end of KS2 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



# **WE RECOMMEND:-**

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND  
ENCOURAGEMENT!**

# USEFUL WEBSITES

- <http://www.bbc.co.uk/schools/revision/>

This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.

- [http://www.icteachers.co.uk/children/children\\_sats.htm](http://www.icteachers.co.uk/children/children_sats.htm)

A wide range of KS2 SATs questions, from both past papers and their own team of teachers.

- <https://www.chadvale.bham.sch.uk/useful-links>

Revision pages at Chad Vale Primary School. These revision pages support the work we do at Chad Vale.

# ANY QUESTIONS?

Please feel free to raise any questions or discuss any concerns you may have with your child's teacher during Parents Evening in March 2022.