

Key Stage 2 Assessment



Information and Guidance on
Assessment Procedures
2019-2020

Assessment and Reporting

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- At the end of Key Stage 2 children are assessed to whether they meet the 'Expected Standard' of a year 6 child.
- Children will be assessed through two different ways: **SATs testing** and **Teacher Assessment** grading.
- SATs tests are used for maths, reading and SPaG: they will grade children based on a scaled score that will indicate a final outcome of whether each child has met the expected standard for the end of Key Stage 2.
- Writing and Science are teacher assessed using evidence collected over a longer period of time.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the new curriculum was introduced (introduced 2014, first tested 2016)

Assessment and Reporting - School

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- We continue to use the school 'Stepping Stone' system for assessing your child's progress.
- Your child will be assessed against Age Related Expectations (AREs) for each year group.
- Children will be working at 'Entering', 'Developing' or at being 'Secure' in the objectives they are covering. Some children may move on to embedding their learning deeper and being awarded a 'Greater Depth' grade.
- These grades are to measure the progress of children from one term to the next. Children are expected to make one 'step' progress per term.

End KS2 Judgements

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- For **Writing and Science**, children will be **assessed by teachers** against End of Key Stage objectives. These are the expectations that all children need to achieve by the end of Year 6.
- These judgements are made according to the government's lists of expectations.
- Your child's class teacher will have assessed their work against these lists, and used that to judge their overall standard of work.
- Writing will be teacher assessed internally. Moderation of judgements may take place by the LA. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

End KS2 Judgements - Writing and Science

- **Writing:**

GDS – Greater depth

EXS – Expected standard

WTS – Working towards standard

- **Science:**

EXS – Expected standard

HNM – Has not met expected standard

Children working below the standard of the tests in writing (not science) will be assessed on 'Pre-Key Stage 2' standards.

Why?

- **Reading and Maths** judgements will be made from their **SATs results only.**
- The Government set the tests that all children in Year 6 have to take. SATS tests are designed to two things:
 1. To see how well schools are performing and measure the success schools have had teaching their children (tracking individual **pupil progress** over time)
 1. To see how well children individually have learnt (**pupil attainment** at the end of KS2)
- They are an assessment of the whole of Key Stage 2 curriculum, involving learning from year 3, 4, 5 and 6.

The Tests

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- Key Stage 2 SATs will take place nationally from **Monday 11th May to Thursday 14th May 2020.**
- Statutory tests will be administered in the following subjects:
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Reading (60 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- Results are returned to school in July

SATs - Scaled Scores

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The marked tests will provide the following information:

- A raw score (i.e. number of marks)
- A scaled score
- An indication of whether the national standard has been met.

In scaled scores, a score of 100 represents the national standard. The lowest is 80 and the highest is 120.

After each test is marked, it will be converted into a scaled score and that will show whether a pupil is working at the national standard, above or below it.

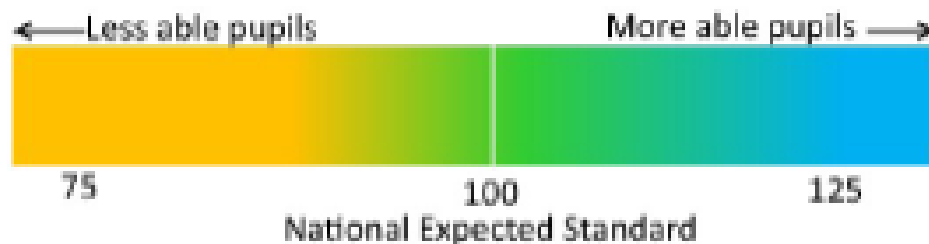
A pupil will need to achieve a scaled score of 100 to show that they have met the national standard on the test.

Scaled Score Examples

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On publication of the test results in July:

- A child awarded a scaled score of **100** is judged to be working at '**expected** national standard' for a Year 6 child in the area judged by the test.
- Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- If a child's score is **less than 100** he /she is working **below** the expected standard.
- If a child's score is between **110 and 120**, he /she is working **beyond** (or above) the expected national standard.



The Tests

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- Timetable:

Monday 11th May	Spelling, Punctuation and Grammar Test
Tuesday 12th May	Reading test
Wednesday 13th May	Arithmetic test, Reasoning test 1
Thursday 14th May	Reasoning test 2
Friday 15th May	<i>No tests</i>

Spelling, Punctuation and Grammar

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- 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.
- Pupils need a good working knowledge of technical vocabulary used to describe grammatical terms and punctuation marks.
- Questions in the grammar test are focused around the following areas (called 'content domains'):
 - -Grammatical terms /word classes
 - -Functions of sentences
 - -Combining words, phrases and clauses
 - -Verb forms, tenses and consistency
 - -Punctuation
 - -Vocabulary
 - -Standard English and formality
- There are a range of answer types in the grammar test, including multiple choice and short one-word answers, but there will not be any long written answers required

Spelling, Punctuation and Grammar

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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 ☐

was was ☐

is is ☐

is was ☐

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Spelling, Punctuation and Grammar

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Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

Spelling, Punctuation and Grammar

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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 _____.

Reading

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- 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.
- The test assesses whether pupils' comprehension of age appropriate texts meets the national standard. There will be numerous questions on inference, vocabulary and authorial choice.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Questions are focused around the following areas (called 'content domains'):

- Give /explain the meaning of words in context
- Retrieve and record information/identify key details from fictions and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text / **explain and justify inferences with evidence from the text**
- Predict what might happen from details stated and implied
- Identify /explain how information/narrative content is related and contributes to meaning as a whole
- Identify /explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text

Reading

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Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly.

Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

1. Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 each last for 40 minutes and focus on problem solving, fluency and applying mathematical reasoning.
- Questions cover the following areas (called 'content domains'):
 - Number and place value
 - Addition, subtraction, multiplication and division (calculations)
 - Geometry
 - properties of shapes
 - position and direction
 - Statistics
 - Measurement
 - Algebra
 - Ratio and proportion
 - Fractions, decimals and percentages.

Mathematics

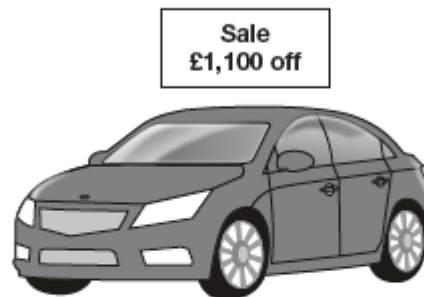
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In this grid, there are four multiplications.

Write the **three** missing numbers.

4	×	8	=	
×		×		
3	×		=	21
=		=		
		56		

The **original** price of this car is £8,999



Tick the fractions **less than** $\frac{5}{8}$

What is the **sale** price of the car?

$\frac{1}{2}$ ☐

$\frac{2}{8}$ ☐

$\frac{3}{4}$ ☐

$\frac{7}{16}$ ☐

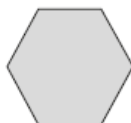
$\frac{24}{32}$ ☐

£

17

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

regular hexagon



square

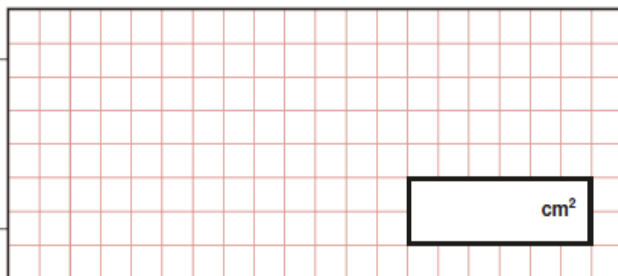


Not actual size

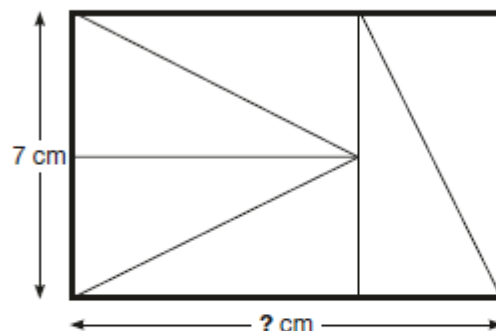
The length of each side of the **hexagon** is 8 centimetres.

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

Show
your
method



Six identical right-angled triangles are arranged to make a rectangle.



Not actual
size

Calculate the **length** of the rectangle.

cm

How to Help Your Child – before SATs week

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- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



How to Help Your Child with Reading

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- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

How to Help Your Child with Writing

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- **Spellings are crucial** in achieving expected standard. Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How to Help Your Child with Maths

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- Play times tables games
- Play mental maths games including counting in different amounts, forwards and backwards.
- Arithmetic – including fractions and percentages
- Encourage opportunities for telling the time and reading timetables.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping. Real life problems.
- Measures in real life - Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Include converting between units.

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How to Help Your Child – test week

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- Allow children to have a relaxing weekend before test week. Do something fun and relaxing!
- Ensure children have a good nights sleep before the tests.
- Make sure children have breakfast before they come to school.
- Before school and during registration, children will be offered fruit and drinks.
- Before each test children will complete revision exercises and refresher questions. They will also have longer breaks throughout the day.
- On an evening, allow children time to ‘recharge’ ready for the next day. Children perform better when more relaxed and well rested.

