



GJS Parent/Teacher Meeting:
Monday 29th January 2024



Aims of Session

- Address any misconceptions about the tests
- Share the children's learning journey from Year 3 to Year 6 and the progress they have made
- Give key information about how SATs are administered
- View the SATs timetable
- Sample some exemplar questions (similar to those which have been sent home)
- Answer any parent/carer questions about SATs
- Discuss ways in which you can further support your child at home

KS2 SATs - What and Why?

- SATs: **S**tandard **A**ssessment **T**ests
- SATs are compulsory at the end of KS2
- They provide a 'snapshot' of your child's academic attainment at the end of KS2 in reading, maths, spelling, punctuation and grammar. They are marked externally.
- Assessments are also completed in writing and science and are assessed by Teachers within the school
- Their purpose is to assign National Curriculum 'scaled scores' before the children leave primary school
- Secondary schools also receive the pupils results

Support provided by Gomer Junior School

- Children with additional needs who qualify for extra time/scribes/transcribes/prompts have been assessed and their support will be applied for, prior to government deadlines.
- Before the SATs week, if children have been allocated a reader or scribe, they will have opportunity to work alongside them and build an effective relationship (if possible we try to pair children and staff who are already familiar with each other)
- SATs-style questions are explored and modelled regularly as part of normal lessons, so children are not surprised by the layout or style of question.
- Learning has been, and is, revisited regularly in daily 'Brain Gyms' and workouts across Maths and English to aid with long term memory retention and fast recall
- Booster and tutor sessions are provided in addition to usual lessons, by qualified teachers (during the school day rather than extending the learning day) to address gaps and misconceptions in learning.

Children will complete a few practice papers, test out their seating and work alongside their reader / scribe (if required). But we do not have the stress associated with 'mock SATs'.

Children benefit from this, as in the SAT week they are calm & prepared.

Our results show this strategy works

	GJS 2023	Hampshire 2023	National Average 2023
Reading	92%	74%	73%
Writing	75%	73%	71%
Maths	93%	73%	73%
GPS	92%	CU%	72%
Combined	72%	60%	59%

The Gomer Learning Journey

KS2 Maths SATS papers analysis					
Percentage of questions from each year group curriculum across Arithmetic and Reasoning					
Year	2017	2018	2019	2022	2023
Year 3	7	9	10	8	12%
Year 4	26	18	21	23	20%
Year 5	25	26	21	32	32%
Year 6	41	47	47	37	36%

By SATs week, we will have covered all learning required for SATs - but your child's journey to SATs started before they even transitioned into Year 6.

SATs are used to assess the knowledge learnt and retained during your child's whole KS2 journey (Years 3, 4, 5 and 6).

Over recent years, around **60%** of SATs paper questions have been from the **Year 3, 4 and 5** curriculum.

When and how the SATs are completed

- The tests take place during normal school hours, under test conditions.
- There is usually **only one test per day** which we aim to get completed before 10.30am
- They take place in the Yr 5 & 6 classrooms, ICT suite & Globe - places familiar to the pupils
- Papers are sent away immediately to be marked externally - results are then sent to the school in July.
- Each SAT lasts no longer than 60 minutes:
 - ❖ Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – **45 minutes**
 - ❖ Spelling, punctuation and grammar (paper 2: Spelling) – **15 minutes**
 - ❖ Reading – **60 minutes**
 - ❖ Maths (paper 1: Arithmetic) – **30 minutes**
 - ❖ Maths (paper 2: Reasoning) – **40 minutes**
 - ❖ Maths (paper 3: Reasoning) – **40 minutes**

SATs Timetable

SATs Week 2024

Date	Exam
Monday 13 May 2024	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 14 May 2024	English Reading
Wednesday 15 May 2024	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 May 2024	Maths Paper 3 (Reasoning)

Spelling, Punctuation and Grammar Tests

Test 1 (Punctuation & Grammar Questions) : 50 marks, 45mins

- Nouns, verbs, pronouns, adjectives, adverbs, determiners, conjunctions, clauses etc
- Subjunctive verbs, passive and active voices, subordinate clauses etc
- (The use of) capital letters, commas, inverted commas, apostrophes, colons, semi-colons, hyphens etc.
- Suffixes, homophones, synonyms and antonyms

21

Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

1 mark

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

1 mark

49

Which **punctuation mark** should be used in the place indicated by the arrow?

“Why did you do that?” he asked Harry was surprised by his
classmate’s actions.



Tick **one**.

exclamation mark

full stop

question mark

comma

1 mark

Test 2 (Spelling Test out of 20)

- Your child's teacher reads 20 sentences from a script
- Your child then fills in the blank spelling on their answer sheet by correctly spelling the missing word
- Joined up handwriting is not advised in the spelling test - clear printed writing is a must so each letter is clear

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

2022 Spelling script

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Reading Test: 50 marks - 60 minutes

- Questions will broadly assess a child's ability to fully understand the structure, meaning and purpose of a passage of text. Example questions will test a variety of reading comprehension skills including:
- Fact retrieval e.g. "Name the four types of building detailed within the piece."
- Structure or presentation e.g. "Why do you think the author chose to present a table alongside the text?"
- Inference e.g. "Why do you think the author has used the word "frozen" to describe the character?"
- Open-ended questions e.g. "Explain how and why the author has chosen to end the story. Use two examples from the text."

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the recent Reading SATs papers,

- 10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 44% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Questions 16–24 are about *Giants* (page 7).

16 (a) What does the 'giant' do to frighten the snail?

1 mark

(b) What does the 'giant' do to frighten the frog?

1 mark

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

2 marks

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

Maths Tests – three separate tests

Paper 1 (Arithmetic): 40 marks, 30 minutes

Paper 2 (Reasoning): 35 marks, 40 minutes

Paper 3 (Reasoning): 35 marks, 40 minutes

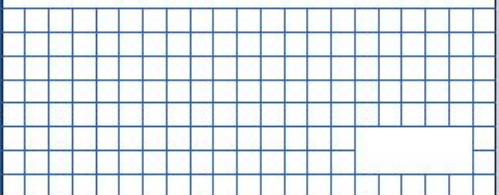
Paper 1 – Arithmetic Paper

The "Arithmetic" paper, contains 40 marks worth of calculation-based questions. For this paper it's essential that your child is comfortable with the following topics:

- Fractions (including mixed numbers).
- Decimals.
- Percentages.
- Square numbers.
- Applying Addition, subtraction, multiplication (long and short) and division to ALL of the above. This includes how to apply these operations in order when required (i.e. BIDMAS)

16

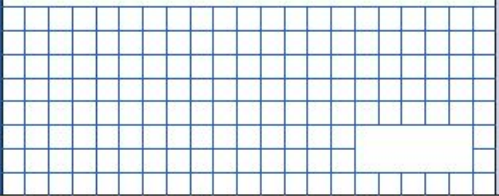
$1,440 \div 12 =$



1 mark

17

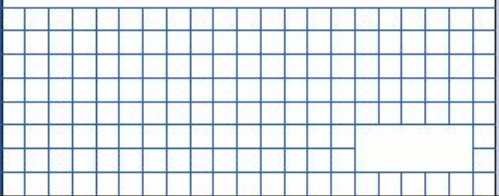
$20\% \text{ of } 1,500 =$



1 mark

18

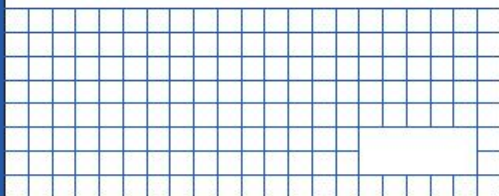
$1.52 \times 6 =$



1 mark

19

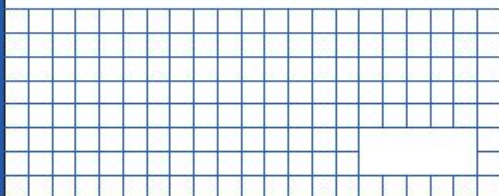
$\frac{1}{9} + \frac{4}{9} =$



1 mark

20

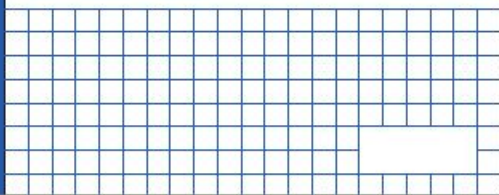
$5,756 + 8,643 =$



1 mark

21

$7,505 \div 5 =$



1 mark

Papers 2 and 3 - Reasoning

Each paper contains 35 marks worth of more problem solving based maths covering a variety of topics including:

- The 4 operations (addition, subtraction, multiplication and division)
- Geometry (including coordinates, rotation, reflection, symmetry)
- Ratios (and how to interpret them from fractions, percentages)
- Statistics
- Units and measures (including time, temperature, money, weight, volume)
- Shapes and their properties (including triangles, hexagons and their angles)
- Roman numerals
- Manipulation of numbers (Finding the mean, rounding, patterns, algebra)
- Fractions, decimals and percentages and the relationship between these.



1 Here is a diagram for sorting numbers.

Write one number in each box.

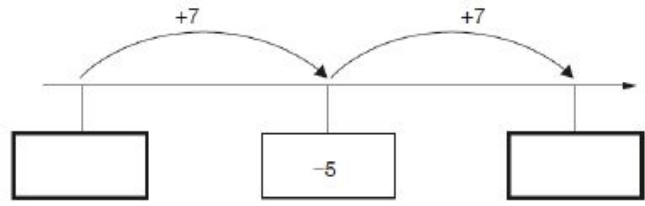
One is done for you.

	multiple of 5	not a multiple of 5
multiple of 3	30	
not a multiple of 3		

2 marks

2 Here is part of a number line.

Write the missing numbers in the boxes.



2 marks

10

Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r}
 4 \square \\
 \times \square 6 \\
 \hline
 246 \\
 820 \\
 \hline
 1066
 \end{array}$$

2 marks

19

One gram of gold costs £32.94

What is the cost of half a kilogram of gold?

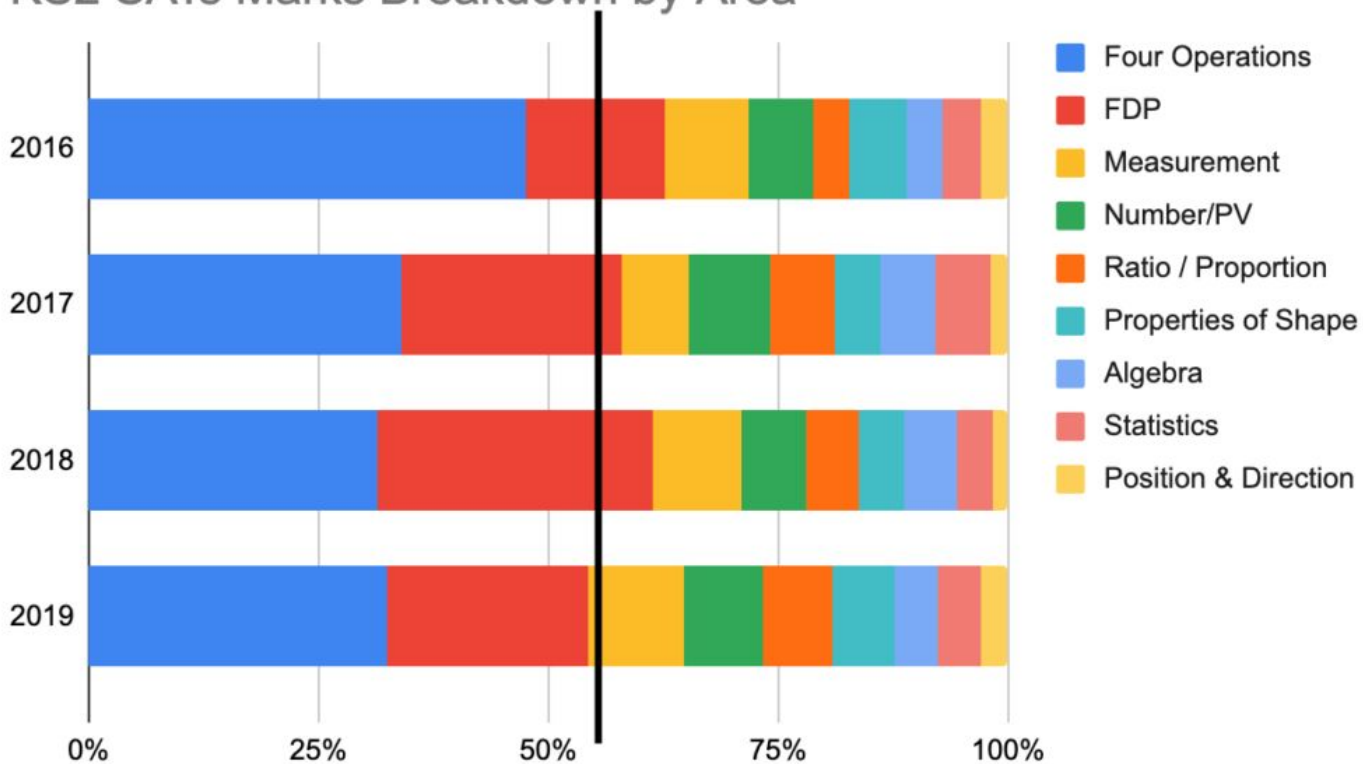
Show your method



£

2 marks

KS2 SATs Marks Breakdown by Area



Writing Assessment

- This subject is teacher assessed – therefore no tests
- However, we could be selected as a sample school for external moderation by Hampshire assessors for writing
- Pupils complete a number of written pieces for assessment throughout the school year
- Writing can be assessed at four levels: Pre key stage, Working Towards, Working at the Expected Standard and Greater Depth

Please see writing samples.

Expected

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[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- 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.²

During the ~~thunder~~ thundering storm, a mysterious something-or someone - blocked the doorway. It was crouching. What could it be? Where did it come from? Stomping, he walked towards us.

"D-dad what on earth is that?" Dudley stuttered. Its grumbling voice echoed off the walls, which made everyone in the house freeze.

a variety of different

Hagrid... The extremely hideous man with hair all over his face leaving only a glimpse of his eyes.

His boggy long cloak trailed all the way down his thighs to his substantial knees. He stepped forward and grunted. ^{Who he stepped.} AS his foot crashed on the floor, it sounded like a ten tonne boulder

slamming into a four-story building. Hagrid's greasy beard (with the remains from last night's dinner) looked like a clump of separated, static wires.

Walking right into the room, his aggressive, brown eyes scanned over ^{it} the room, searching for Harry, taking a thorough look. His overnight stomach

Expected

127 West Street
North London
W27L2

Dearest Charlotte,

I hope you're doing well. How's Mabel? What's been happening in your life recently? Well, anyway, I'm writing to you to let you know about all the trouble that is happening here in London!

What a nuisance! The temperature on Mars is well below average. A green light has been spotted. What if it's Martians? Vanessa, who is my neighbour, has a friend who studies space. What she saw is unbelievable! It may be scary, yet I feel slightly excited, what should I do? Nervous. I read through the newspapers scowling for the latest updates. It was only yesterday that I saw the green light. I was doing my casual morning routine; I looked out my window and there it was, brighter than anything on earth. I was in a rush though (the newspapers at the shop run out quite quickly on the weekends) so I had no time to waste. Later that day, I rushed home and looked through my telescope. It was still extremely bright. I don't want some sort of creature roaming our country!

I've never felt so confused. I shall not be visiting any time soon: the newspapers say all public transport has been shut down, yet the government are saying it's nothing.

The moon dazzled in the starry night sky. Dad uncoiled the towering, oak ladder. "You expect me to climb that?"

I said sarcastically.

"Why else would we have brought you here?" Scolded Gramps.

"Just hurry up, will you!" Pa said impatiently.

I slowly started climbing up the ladder, thinking

of all the terrific surprises there could be. My legs trembled and my heart skipped a beat.

The blanket of mystical, blue was waiting to catch me. I

finally reached the summit of the ladder. Shivering, I realised

that I had made it and conquered my fear of heights.

I started to slowly float upwards and into the dreamy night.



"Pa, what's happening?" I shouted.

"Your fine son!" replied Pa.

With a bosh and a boom I landed on the moon!

"I've never seen anything so beautiful," I so whispered to myself.

"We're coming up," yelled Gramps from a distance.

The mischievous stars glowed along with the rhythm of the night.

"You're a useless waste of space," yelled Gramps aggressively.

Working Towards

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

In this new world, humans developed and continue developing technology (something that would change peoples mind). Technology was invented a long time ago and now you can see everyone becoming dependent of it. Technology mainly involves, computers (laptops, tablets, I pads), televisions and the most popular of them all are the mobile phones.

People use phones to communicate faster like to call and text a friend which is too far, as it is very convenient and efficient.

Nearly everyone prefers texting and calling people rather than sending a letter by mail as it will take too long.

Should mobile phones be allowed in schools?

Yes and no. There are advantages like using them for emergencies or if you need to contact your parents as well as for independence research. However the schools must be careful with students so they don't get distracted or get stolen. So it's important to be sure that everyone uses them properly without ~~pre~~ upsetting anyone.

In my opinion I agree with using phones in school but there should be some rules so everyone will use them correctly.

Greater Depth

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 writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

(4 D)
It was time...

BANG! The ~~rusty~~ wooden door was forced open; the stormy outside world sprayed through. BANG! The hinges were no more.

Into the moonlight came a towering figure; it looked as if it could have been a titan! He was an enormous, scruffy beast with a horrid demeanor. Even worse was his smell. He ^{had} ~~had~~ it ever was a bad had a horrible, pungent odour, which coated the house like there was a layer of sticky grease gluing it to the walls.

The monster's name was Hagrid. The half-giant looked like an aggressive beast. His repulsive appearance was one of many reasons people tend to stay away from him. Anyone could infer that he had not had a shower in years (maybe even ever). The only stench that was noticeable as he walked in was the rotten, bitterly-salty sea plants. If the god of the sea had a spell - this was it.

Although, Hagrid was not all that he seemed to be. He may seem irritable, grouchy and ~~scary~~ ^{criticising} on the outside, but on the inside he was calm, sympathetic and understanding. But he had to put on a disruptive, judgemental and ill-tempered mask.

Greater Depth

Perilous Plastic Pollution

Plastic has been reducing wildlife in the environment since 1907 (when it first came into existence); however, it was not nearly as colossal of a problem as it has become today. Ever since this modern phenomenon was invented by Leo Baekeland, plastic pollution has taken over the world. But, it only became a problem in the 1960s when the new variant of pollution was first spotted occurring. Plastic pollution usually occurs when waste blows out of bins and landfill sites. Often ending up in the ocean. But, it can be stopped.

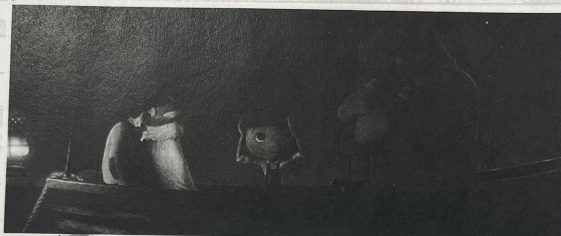


Calamitous Cling film

Cling film is not easy to recycle, hence they often end up in landfill. It takes 450 years to decompose wherever it ends up. Once in the environment, the paper thin plastic wrap is harmful

in a way that is difficult to stop. Since cling film is so very thin, it is easy to be consumed by fish and other creatures. These animals will mistakenly recognise shredded pieces of cling film for food. Although, there are simple ways to put an end to this issue by using alternatives. These alternatives include: beeswax wraps, tupperware containers and silicon stretch lids.

La Luna



We had been drifting along the thin ripples in the noiseless, tranquil water; my eyes drooping lower and lower as time passed by. ~~Flashes~~ ~~beams~~

Dad, (a tall, gruff man with a ^{large} build) and Gramps (a thin, short man whose voice is on the verge of being a squeak) had been arguing for the entire boat ride. "Stop being so irritable," spat Dad. "This is Ollie's night." They continuously bickered back and forth; I had had enough of it! I was about to snap. Until...

I saw it! A glittering shimmering globe of blinding light - gracefully levitating in the glittering, deep blue yonder. We all watched in awe at the glorious lights illuminating the rotten boat, which creaked menacingly along the bitterly-salted water. It was like ten - billion stars all melted into one.



Working together to support your child before SATs

- Give your child a quiet, distraction free space to complete home learning - core tasks on the slides and also their Bedrock and TTRS
- Help them learn their times tables / counting in multiples of a number if they find their times tables hard. ENSURE THEY KNOW THE KNOWLEDGE ORGANISER
- Work through CGP books with your child if you order them (option to buy these from school)
- Give your child time to go outside and reduce screen time
- Ensure your child is eating and drinking well and getting a good amount of sleep
- Plan something nice and fun for the weekends before and after SATs

Supporting your child during SATs Week

- Please ensure your child is in school every day during SATs week
- Ensure they are in school on time – SATs breakfast will run each day of the tests to help children feel calm; with an extra special treat of bacon sandwiches on the last day! We suggest they have their ‘first’ breakfast at home.
- Children will generally remain in their classrooms for the tests. Some may work in smaller groups or with a 1:1.
- If your child is ill, let us know immediately

The Results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

FAQs - not answered above

1. Is it advisable to attend all SATS Breakfast days? Or is it better to do a smaller number?

A: Personal preference - every child is different.

2. Is it possible to confirm when the CGP booklets will be provided please?

A: As soon as they arrive and before the holiday.

3. Can you advise what food will be available to the children for the SATS breakfast please?

A: Toast, fruit, brioche rolls and hopefully bacon (or facon!) sandwiches on Friday.

FAQs

4. What time will the children need to be in school for the SATS breakfast?

A: 8.20am in The Globe

5. What happens if my child is feeling unwell on the morning of SATs?

A: Administer any medication that may help your child before school (calpol, antihistamines etc), inform school and send them to school as normal. After the SATs paper, if they remain unwell, we will contact parents/carers for them to be collected. If they are too unwell to attend school they would not be able to have ANY contact with pupils until they have completed the test.

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

A POEM FOR YEAR SIX



DON'T GET STRESSED.

JUST DO YOUR BEST.

REMEMBER, YOU'VE BEEN BLESSED
WITH SKILLS SATS CAN'T TEST.