

# Year 6 SATS Arrangements 2024

Parents' Meeting  
Thursday 25<sup>th</sup> January  
2:45pm

# Meeting Aims:

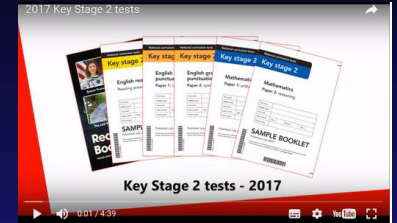
- Why do we have SATS?
- How are they organised and what are the arrangements for SATs Week (Mon 13<sup>th</sup> - Thu 16<sup>th</sup> May 2024)?
- What preparation do we do?
- How can you support your child between now and May?
- How do we report results?
- Your questions....

# How are the children assessed?

- Ongoing teacher assessment to inform planning (formative).
- End of term and end of year teacher assessments for reports (summative).
- External assessments (SATs) KS1, KS2 ...

Have the children met  
'End of Key Stage Expectation'?

# What are the SATs?



- SATs means Standard Attainment Tests.
- Test week - early May (this year: 13<sup>th</sup>-16<sup>th</sup>)
- Papers marked externally.
- Results are sent to school and given verbally to children (early July).
- Certificates are sent home with the annual reports (late July).

# Why do we have the SATs?

- Government measure.
- Sets a baseline for secondary school.
- Information for parents regarding their child's progress.

<b>Monday 13<sup>th</sup> May</b>	<b>Tuesday 14<sup>th</sup> May</b>	<b>Wednesday 15<sup>th</sup> May</b>	<b>Thursday 16<sup>th</sup> May</b>	<b>Friday 17<sup>th</sup> May</b>
<b>Grammar, Punctuation &amp; Vocabulary (45 mins)</b>  <b>Spelling (appx 15 mins)</b>	<b>Reading Test (1 hour)</b>	<b>Maths - Arithmetic (40 Qs in 30 mins)</b>  <b>Maths - Reasoning Paper 1 (40 mins)</b>	<b>Maths - Reasoning Paper 2 (40 mins)</b>	<b>NO TESTS</b>

These dates are dictated by the STA (Standards & Testing Agency)

# SATs 2024 - Reading

- Externally marked paper.
- Three texts.
- Quick retrieval of information.
- Lots of focus on inference and deduction.
- Range of question styles.
- Mainly 1 and 2 mark questions.
- Two outcomes for reporting.
  - ◆ Meeting End of Year Expectations
  - ◆ Working Towards Expectations

# SATs 2024 - Maths

- Three tests
  - ◆ (arithmetic and two reasoning papers).
- Externally marked.
- No use of calculators at all.
- Arithmetic paper is pure calculations with fractions, decimals and percentages alongside all four operations.
- Reasoning is traditional problem solving.
- Two outcomes for reporting
  - ◆ Meeting End of Year Expectations
  - ◆ Working Towards Expectations

# SATs 2024 - SPaG

- Externally marked papers.
- 45 minutes for the grammar, punctuation and vocabulary (50 marks).
- Lots of grammar-related vocabulary to learn and to be able to apply.
- The SPaG that is assessed in the SATs is also used in the children's daily writing.
- Approx 15 minutes for the spelling task - 20 words in context (20 marks).
- Two outcomes for reporting.

# SATs 2024 - Writing

- Based on teacher assessment over the course of the whole year.
- Moderated internally (and externally).
- Children will be assessed against criteria of the writing framework.
- Children must fulfil all the objectives to meet the end of key stage expectations.
- Three outcomes for teacher assessment.
  - ◆ Meeting End of Year Expectations
  - ◆ Working Towards Expectations
  - ◆ Working at Greater Depth

## 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.<sup>1</sup>

## 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>^</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>\*</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 writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# Access Arrangements

- Children have been assessed for additional support which will allow them to access the assessments.
  - ◆ Reader
  - ◆ Extra time (25%)
  - ◆ Scribe
  - ◆ Timetable variations
    - ◆ (e.g. movement breaks)

# How will the SATs Week be organised?

- Usual start and finish time - tests are timetabled during school hours.
- Children are registered and then have a revision activity in the morning.
- Test papers brought to classrooms after assembly/break time.
- Papers opened and instructions given.
- Two or more staff act as invigilators.
- Readers available when requested during the Maths and SPaG papers.
- Additional support provision on individual basis.
- Silence during tests.
- Breaks in between papers on days when there is more than one test.

# How will we prepare the children for their SATs?

- Preparing throughout school career.
- Curriculum organisation.
- Familiarity with layout and format.
- Homework.
- Easter pack of fun and joy.
- Intervention groups.

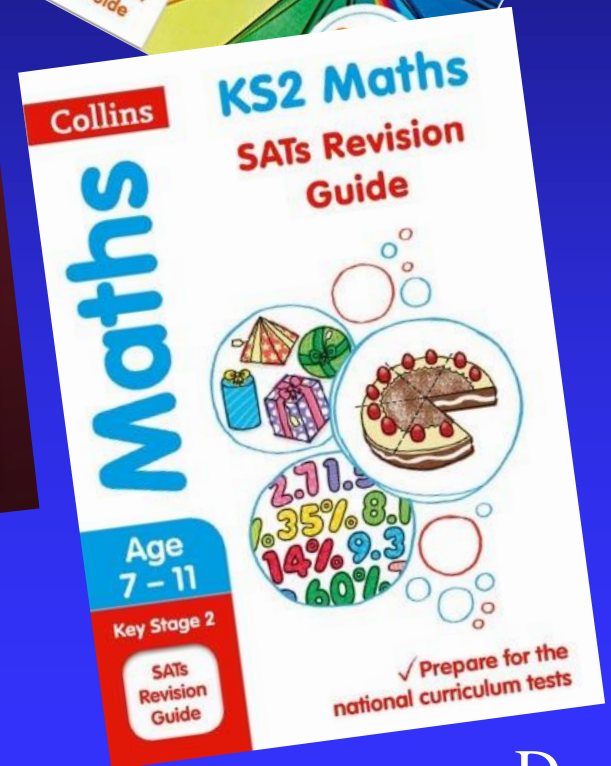
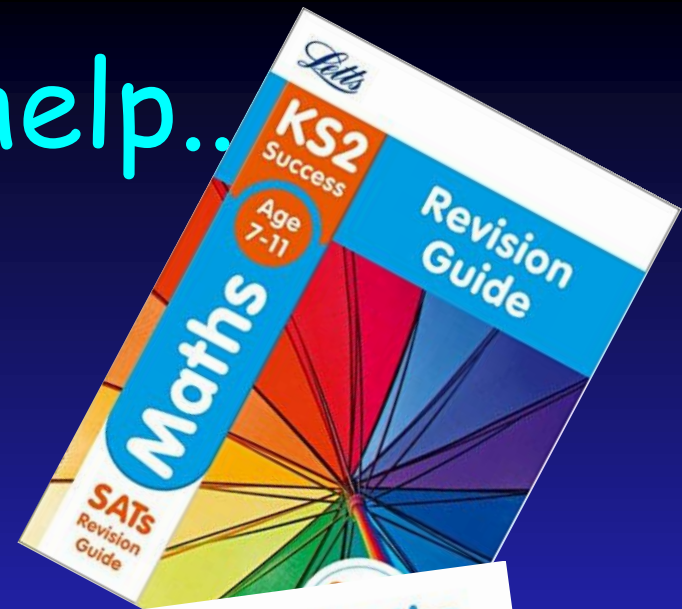
# How can you help?

Before the tests...

- Continued support with home learning.
- Regular reading, spelling and maths facts practice.
- Times tables facts and mental calculation.
- Ask children to share what they've learnt and explain it to you.
- Use the Year 6 Home Learning Guide.
- Leave the practice tests to us!
- YouTube video for parents:  
Key stage 1 and 2 national curriculum tests:  
information for parents

# Books which may help..

- 'At Home With Maths'
- Letts Revision guides
- Collins SATS Question book



But most importantly...  
no pressure!

# During SATs Week...

- Punctual.
- Well rested, fed and watered!
- Early nights!
- Lunchtime clubs as normal.

Any Questions?