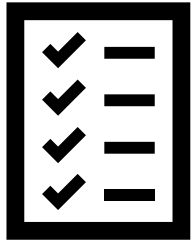


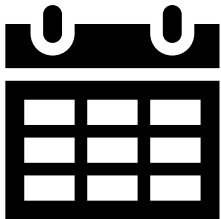


End of KS2 Assessments & Stanley Head Overview

What are SATs?

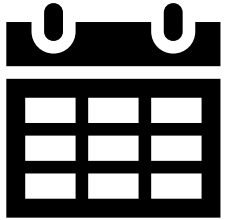


End of Key Stage 2 standardised assessment.



The SATs take place over four days, starting on **Tuesday 9th May** ending on **Friday 12th May**.

What are SATs?



The SATs papers consist of:

Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Tuesday 9th May

Spelling, punctuation and grammar (paper 2: Spelling test) – Tuesday 9th May

Reading – Wednesday 10th May

Maths (paper 1: Arithmetic) – Thursday 11th May

Maths (paper 2: Reasoning) – Thursday 11th May

Maths (paper 3: Reasoning) – Friday 12th May

What are SATs?

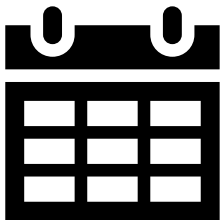


Writing is assessed using evidence collected throughout Year 6.
There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards

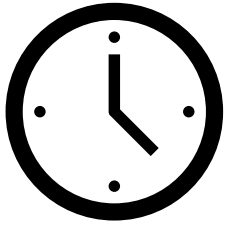


After the tests are completed, the papers are sent away to be marked **externally**.



The results are then sent to the school in **July**.

What are SATs?



Each test 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**

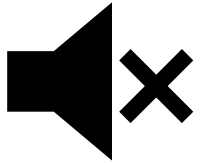
Reading – **60 minutes**

Maths (paper 1: Arithmetic) – **30 minutes**

Maths (paper 2: Reasoning) – **40 minutes**

Maths (paper 3: Reasoning) – **40 minutes**

Specific Arrangements



To be assessed and applied for by the school

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.

Spelling, Punctuation and Grammar consists of two papers.



Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for 45 minutes.

Paper 2 consists of a spelling test only. It should take approximately 15 minutes.

SPaG – Paper 1 – Punctuation & Grammar



1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

☐

I wonder what time the next train arrives

☐

Did she play tennis on your team last year

☐

He asked if he could use my pen

☐

Example Questions

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

1 mark



There is a spelling script that accompanies this.

Example:

“The word is creature. The dragon is an imaginary creature. The word is creature.”

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.



There is one reading test that lasts for **60 minutes**.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

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



Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. ‘Bit early for the post isn’t it?’ Mum said. ‘Ooh, it says Special Delivery.’ Mum opened it, and unfolded the letter.

Example Text Passage

Questions 1 – 13 are about *The Park* (pages 4–5)

Example 1 mark retrieval question

1 What is Ajay doing when the post arrives?

1 mark

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Mark Scheme – How to achieve the 1 mark.

Example Text Passage



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

Example 1 mark retrieval question.

1 mark

Mark Scheme – How to achieve the 1 mark.

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m



32

What impressions do you get of Piper’s house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

Example Inference Question – note the significance of 3 marks being awarded.

This cannot be achieved without evidence being used to justify the impressions that the children have.

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none">there are widening cracks in the planks in the ceiling	2. it is small / tiny	<ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at	3. it is warm / cosy	<ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i>	4. it is untidy / cluttered	<ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	<ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove	6. it is isolated	<ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i>	7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous	Up to 3m
Acceptable points (impressions)	Likely evidence																	
1. it is rickety / old	<ul style="list-style-type: none">there are widening cracks in the planks in the ceiling																	
2. it is small / tiny	<ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at																	
3. it is warm / cosy	<ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i>																	
4. it is untidy / cluttered	<ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i>																	
5. it is old fashioned	<ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove																	
6. it is isolated	<ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i>																	
7. it is safe	<ul style="list-style-type: none">the storm coming outside is dangerous																	

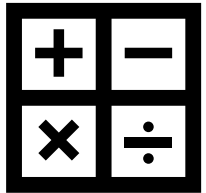
3 most popular strands of questioning since **2016**.

In the 2019 Reading SATs paper,
12% of marks could be gained from answering questions involving giving and **explaining the meaning of words in context**;
42% of marks could be gained from answering questions involving **retrieving and recording information** or identifying key details from a text;
36% 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 – retrieval, inference and explaining the meaning of words in context (reading around new words helps to unpick meaning).

The maths assessments consist of three tests.



Paper 1: Arithmetic (30 minutes) – Thursday 11th May

Paper 2: Reasoning (40 minutes) – Thursday 11th May

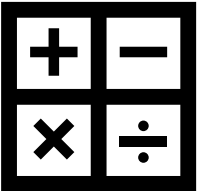
Paper 3: Reasoning (40 minutes) – Friday 12th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example question:



23	<div><div>836</div><div>27</div><div>×</div><div></div></div>									
	<div>27</div>									
Show your method										

2 marks

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <div><div><div>•</div><div><div>836</div><div>× 27</div><div>5852</div><div>16720</div><div>22602</div></div><div>(error)</div></div><div>OR</div><div><div>•</div><div><div>836</div><div>× 27</div><div>5612</div><div>16720</div><div>22332</div></div><div>(error)</div></div></div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> <div><div><div>836</div><div>× 27</div><div>5852</div><div>1672</div><div>7524</div></div><div>(place value error)</div></div>

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

8.993

1 mark

11 $\boxed{22} = 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

22

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

10

1 mark

18 $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

600

1 mark

Maths Paper 1 (Arithmetic)

Example questions:

22

$1\frac{3}{7} - \frac{4}{7} =$

$$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$$

$\frac{6}{7}$

1 mark

25

$37 \overline{) 888}$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none">long division algorithm, e.g. <div>$\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{) 888} \\ - 740 \\ \hline 140 \text{ (error)} \\ - 111 \\ \hline 29 \end{array}$</div> <p>OR</p> <div>$\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{) 888} \\ - 740 \\ \hline 148 \\ - 148 \\ \hline 0 \end{array} \quad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array}$</div> <ul style="list-style-type: none">short division algorithm, e.g. <div>$\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{) 888} \end{array}$</div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>

Mark Scheme – Note that children are permitted one error in their working to achieve 1 mark from 2. The importance of working out!

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 11th May and paper 3 will take place on Thursday 12th May. These tests have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

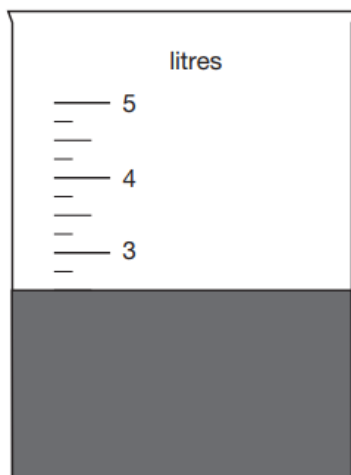


Maths Papers 2 (Reasoning)

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Maths Papers 2 (Reasoning)

Example question:

18

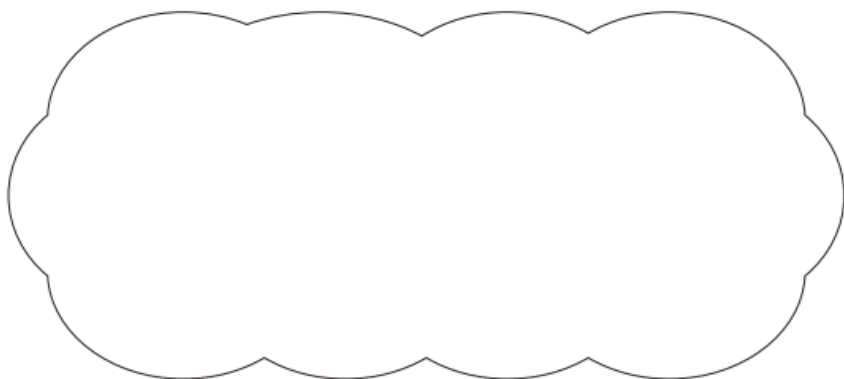
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

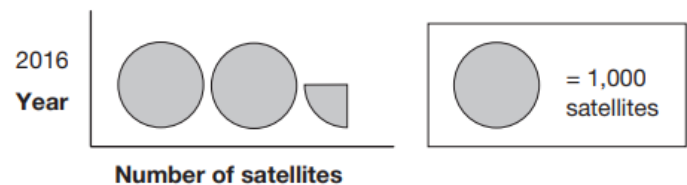


Maths Papers 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

Maths Papers 3 (Reasoning)

Example question:

19


Layla makes jewellery to sell at a school fair.


Each bracelet has 53 beads.

She makes 68 bracelets.

Each necklace has 105 beads.

She makes 34 necklaces.





How many beads does Layla use altogether?

Show your method

beads

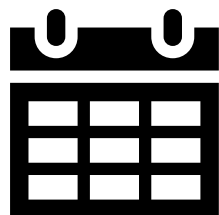
3 marks

Qu.	Requirement	Mark	Additional guidance
19	<p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none">evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. <div><div><div>53</div><div>×</div><div>68</div><div>3504 (error)</div></div><div><div>105</div><div>×</div><div>34</div><div>3570</div></div></div> <p>3,504 + 3,570 = 7,074</p> <p>Award ONE mark for:</p> <ul style="list-style-type: none">evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none">sight of 3,604 as evidence of long multiplication step (68 × 53) completed correctly. <p>OR</p> <ul style="list-style-type: none">sight of 3,570 as evidence of long multiplication step (105 × 34) completed correctly.	Up to 3m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.</p>



Any Questions?

Standon Bowers Residential



Why Now?





Standon Bowers Residential

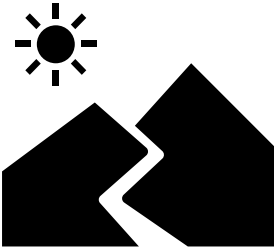
Example Timetable from Stanley Head Last Year

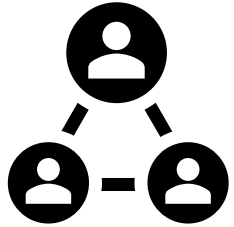
STANLEY HEAD OUTDOOR EDUCATION CENTRE

SCHOOL/GROUP: ST JOHN'S PRIMARY YR6 NUMBERS: 32 BOYS: 15 GIRLS: 17 STAFF: 2
 ACCOMMODATION: MYATT (+CAMP) CURRICULUM LINKS: PE, WW2
 DATE: 16-20 MAY 2022 STAFF NAMES: SCOTT REDFERN



Out of Bed	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST:	Breakfast Time	Morning Duties	Inspection		
9:15 MORNING SESSION 12:30	WELCOME TOUR OF SITE SETTLE IN	1. HIGH ROPES 2. CRATES 3. CANOEING	1. ARCHERY + AXE THROWING 2. CLIMBING 3. FIRE LIGHTING	1. WEASELING 2. CAVING 3. CAVING	1. FIRE LIGHTING 2. FIRE LIGHTING 3. CLIMBING
Lunch Time 13:30	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
AFTERNOON SESSION 16:30	1. CANOEING 2. CANOEING 3. CRATES	1. CLIMBING 2. HIGH ROPES 3. AXE THROWING + ARCHERY	1. CRATE STACKING 2. ARCHERY + AXE THROWING 3. HIGH ROPES	1. CAVING 2. WEASELING 3. WEASELING	REVIEW OF WEEK DEPART BY 13.30
DINNER:	Dinner, Duties	Dinner, Duties	Dinner, Duties	Dinner, Duties	
EVENING SESSION	CLIPPER TRAIL (ORIENTEERING)	SCAVENGER HUNT	CAMP FIRE	NIGHTLINE	Weather, Staffing and student abilities may necessitate change. Programme for guidance only.
	Evening <u>Drink</u> - Recreation - Retire To Bed - Lights Out (Times Related To Age Group)				





Staff – 2 school staff and SB Leaders.



Dietary Requirements to Site



Kit List Shared Before Trip – this is being chased with Standon Bowers.

Standon Bowers Residential – Example Kit List



- **Washing things**

- Soap, face cloth,
- Large towel,
- Toothpaste and toothbrush
- Comb/Hairbrush

- **Clothes**

- Tracksuit bottoms and trousers (Preferably not jeans)
- T-shirts
- Socks (including thick socks to wear with wellies if possible)
- Underwear
- Pyjamas
- Outdoor coat
- Warm tops/jumpers
- Indoor shoes/trainers
- Wellies
- Waterproof coat and trousers
- Old pair of trainers
- **PLEASE LABEL ALL CLOTHING AS LOST PROPERTY CANNOT BE KEPT**

Standon Bowers Residential – Example Kit List



Summer Term:

- Sun hat and sun lotion

Additional Kit

- Torch
- Mug (suitable for hot drinks)
- Tea Towel
- Camera – at your own risk. We recommend a cheap/disposable variety.
- Packet of biscuits.

Standon Bowers Residential – Example Kit List



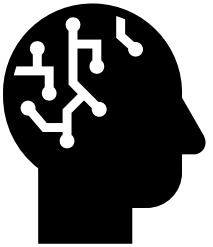
Medication:

Please ensure you bring any prescribed medicines you may need including Asthma Inhalers and hay fever tablets. Children often suffer from chaffed lips in colder weather and a small pot of Vaseline or a lip balm is advisable.

DO NOT BRING:

- Any money (there will be no opportunity for pupils to spend money during their stay).
- Electronic games, MP3s or other valuable items
- Knives
- Mobile phones
- Sweets or chewing gum

Any Questions?



Available on the school website