



Supporting children's achievement in year 6

Guidance note for National Curriculum Tests (SATs) and Teacher Assessment

November 2016

Introduction

This booklet has been written to help parents understand the process of National Curriculum assessments for children in year 6 and offer some practical advice and ideas in preparing children for the tests.

The National Curriculum Teacher Assessments and tests are designed to give you and your child's school information about how well your child is doing.

National Curriculum assessment

Children in Key Stage 2 will be tested in May in reading, maths and spelling, punctuation and grammar. It is hoped that they will achieve the expected standard at the end of the year (a score of 100).



There is now a focus on ‘deep secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content).’ *from the Commission on Assessment without Levels September 2015*

The children are assessed against a series of statements that reflect what a child should be achieving if they are working at the expected standard by the end of Year 6. This applies both to the Teacher Assessments (TA) and your child’s National Curriculum test results.

Teacher Assessments

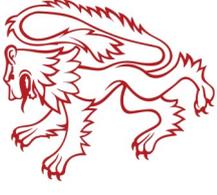
These will show whether your child is working **towards, at** or **beyond** the expected standard. The teacher gathers evidence from a wide range of sources including work in books and performance and participation in class.

‘End of key stage’ tests

Your child will take national tests at the end of Key Stage 2. You will be given your child’s raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average. The score needed to reach the national average has yet to be announced.

National Curriculum Test Timetable – May 2017

The dates for the assessments are shown on the next page. These times are prescribed for the tests and are the same for all schools across the country.



National Curriculum Test Timetable—May 2017

Monday 8 May	Tuesday 9 May	Wednesday 10 May	Thursday 11 May	Friday 12 May
<p>Reading test 60 minutes incorporating reading time and time to answer questions</p>	<p>English grammar and punctuation test 45 minutes. Multiple- choice answers followed by short answers. Spelling test 20 spellings given in the context of short sentences</p>	<p>Mathematics Paper 1 Arithmetic test 30 minutes Mathematics Paper 2 Reasoning 40 minutes</p>	<p>Mathematics Paper 3 Reasoning 40 minutes</p>	

Working At Home



- Homework
- Children will be allowed to complete tasks from their homework books nearer the time
- On-line Resources—many useful resources such as Mathletics, are available through your child’s individual login details
- In addition, www.bbc.co.uk/bitesize/ks2/ is a lively and informative source of key topics.



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Mathletics Hall of Fame (Time Remaining: 07 : 00 : 51)

World Top 100 Students	World Top 50 Classes	UK Top 100 Students	UK Top 50 Classes
1 Jophert D	St Mark's SNS, Dublin, Ireland	19,052	
2 ١٠٠٠	10th Secondary School (Hafr al Battin) , ASH, Saudi Arabia	15,404	
3 Benjamin S	St Joseph's School (Upper Hutt), WGN, New Zealand	14,023	
4 عبد الحسيب ١	Aldahir Baybars Intermediade School (MAKKAH)	12,861	
5 Jackdiah M	Australian International School - Singapore, Singapore,	11,910	
6 Adam L	Tallebudgera State School, QLD, Australia	10,020	
7 Dongjun Y	New International School, Japan	8,271	
8 Matthew D	British International School - Phuket, Phuket, Thailand	7,760	
9 Roshan S	Burnt Ash Primary School, Kent, United Kingdom	7,621	
10 Natasha A	Pascoe Vale Primary School, VIC, Australia	7,390	

Mathlete of the Week
Hande D
British Embassy School, Ankara, Turkey
PRIZE: Specialty Made Trophy
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Review Day Meeting Agenda



The focus of the meeting will be to give you as much information about your child's progress as possible, describe aspects they need to work on, what we hope they will be able to achieve at the end of the year, the support we can give them and what you can do at home. We will try to steer away from more general information as we hope the previous meeting and this booklet will give you sufficient information. We will share the information using the template opposite. The agenda for our meeting will follow the outline below:

Brief Overview and Reminder

- General information on tests and timetable
- Explain National Curriculum Assessment
- Latest Assessment and Target details
- Analysis of aspects for improvements.
- Support
 - Internet resources
 - Homework books and material
 - Workbooks

Recent Assessments

The information we share with you will be based on the most recent assessments we have made using a mixture of recent tests, work in the children's book, additional on-going testing, other teacher assessment such as spelling tests, science assessment at the end of work in certain units. This will be linked to the National Curriculum standard statements as described in this booklet.

National Curriculum Assessment in Reading, Writing & Maths



Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard—reading

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



Interim teacher assessment framework at the end of key stage 2 - writing

Working towards the expected standard—writing

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard—writing

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.



Working at greater depth within the expected standard—writing

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

Interim teacher assessment framework at the end of key stage 2 - mathematics



Working at the expected standard—mathematics:

- 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; $8.09 = 8 + 9 ?$; $28.13 = 28 + + 0.03$). •
- 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 0.2 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; $1\frac{1}{2} + 3\frac{3}{4}$; $\frac{7}{9}$ of 108; 0.8×70). •
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).



**Interim teacher assessment framework
at the end of key stage 2 - mathematics**

Working at the expected standard—mathematics (continued):

- 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).