



Goosewell
Primary Academy
Rise To Greatness

WELCOME

What are the SATs?



- End of Key Stage 2 Statutory Assessment Tests
- SATs are just one way in which schools assess children's attainment in three core subjects: maths, reading and spelling, punctuation and grammar. Less formal assessments take place from the minute your children enter an educational setting. SAT scores get sent to secondary schools alongside teacher assessments and lots of other important information about your children.
- This Year 6 cohort did not sit the KSI SATs because of the pandemic.

Our ethos



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- It is our duty to prepare your children for these assessments so they can achieve their potential and access the secondary curriculum confidently.
- We are proud to be in the minority of schools that maintain a broad and balanced curriculum, recognising the value of all subjects. After all, we have some excellent artists, historians, scientists, geographers, dancers, gymnasts and sportsmen/women in our Year 6 cohort. However, just as an athlete would train before an event, we will obviously begin to focus on the core subjects more intensely as we approach the official assessment week.
- We constantly reiterate to the children that we value our whole school learning dispositions (perseverance, independence, risk taking, challenge, ownership, independence and reflectiveness) more than we do the actual SAT scores themselves. Progress, rather than attainment, is celebrated.
- Goosewell children tend to approach the SATs confidently and happily because they are well-prepared and know their efforts are valued above all else.

How are we preparing the children?



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- Many rigorous systems are in place to support your children:
- Teachers have regular meetings with the Senior Leadership Team to analyse assessment data (from tests as well as classroom work) in order to track all children's progress and identify areas for development.
- Additional interventions take place within the school day.
- Early Bird sessions have already commenced three mornings a week. If your child were to attend each of the thirty-five sessions on offer, they would benefit from just over twenty-three hours of extra support!
- We have welcomed Miss Watts into the Year 6 teaching team to enable us to teach in smaller groups in the mornings, allowing teachers to spend more time with each child.

SATs: key dates



- SATs will take place between Monday 13th and Thursday 16th May 2024.
- The children have already experienced three assessment weeks and a fourth will take place next term so they will be fully prepared.

Timetable

- Monday 13th May: SPaG
- Tuesday 14th May: Reading
- Wednesday 15th May: Maths 1 (Arithmetic) and Maths 2 (Reasoning)
- Thursday 16th May: Maths 3 (Reasoning)

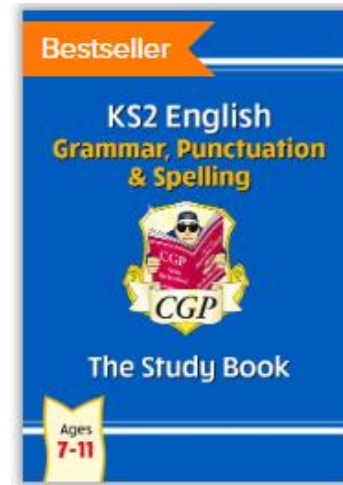
SPaG SAT



- Paper 1 (punctuation and grammar) – 45 minutes to answer 50 questions (50 marks)
- Paper 2 – children are tested on 20 spellings which follow the patterns taught throughout the year (20 marks).

How can I help?

- Help your child learn weekly spellings.
- Take copies of the word lists and the spellings which have come up in previous papers.
- Useful books...





Reading SAT

- One paper
- 60 minutes
- 3 texts
- Skills: fact retrieval/ vocabulary/ inferences/ sequencing/ summarising
- P.E.E: point/ evidence (quotes)/ explain

How can I help?

- Read daily with your child.
- Encourage your child to sit AR quizzes regularly.
- Useful books...



Accelerated Reader





Maths SAT

- Paper 1 Arithmetic 30 minutes (40 marks)
- Paper 2 Reasoning 40 minutes (35 marks)
- Paper 3 Reasoning 40 minutes (35 marks)

How can I help?

- Support your child with My Maths homework.
- Ensure your child knows multiplication facts to 12 X 12 randomly and at speed. Use Times Table Rock Stars.
- White Rose Maths videos –
 - ‘Parents and Pupils’
 - ‘Home Learning’
 - ‘Year 6’





Assessment in writing

- The children are familiar with the standards and know what they need to do to be judged as ‘working towards’, ‘expected’ or ‘greater depth’.
- We have been busy generating evidence in books.
- Please take a copy of the writing assessment grid we use to assess.



COMPOSITION: PURPOSE & AUDIENCE

WTS: Write for a range of purposes.

EXS: 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).

[From Y6 PoS: this must include examples of more formal writing.]

GDS: 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).

WTS: In narratives, describe settings and characters.

EXS: In narratives, describe settings, characters and atmosphere.

EXS: Integrate dialogue in narratives to convey character and advance the action.

WTS: Use paragraphs to organise ideas.

WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).

EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.

From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).

GRAMMAR	<i>(e.g. subject verb agreements, tense use).</i>	
	EXS: 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).	
	EXS: Use verb tenses consistently and correctly throughout their writing.	
	<i>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i>	
<i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i>		
PUNCTUATION	WTS: Use ... mostly correctly	capital letters.
		full stops.
		question marks.
		commas for lists.
		apostrophes for contraction.
	EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	
<i>GDS: 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.</i>		

pronunciation precisely to enhance meaning and avoid ambiguity.

TRANSCRIPTION

WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.

EXS: 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.

WTS: Write legibly.

EXS: Maintain legibility in joined handwriting when writing at speed.

Handwriting



- To achieve the expected standard, children must 'maintain legibility in joined handwriting when writing at speed'.
- Handwriting is taught constantly but there simply isn't enough time in the school day for it to be a massive focus.
- Goosewell children use a cursive font.
- Please provide your child with a blue pen if they don't like the ones the school provides.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Understanding assessments

- Each year, once the SAT papers have been marked, the government decide on the number of raw marks required to reach the Year 6 standard.
- All raw scores are then converted into scaled scores. The expected standard for Year 6 (by the official SATs in May) is a scaled score of 100.
- Therefore, a scaled score of 99 does not necessarily mean that a child is one test mark away from 100: they could be up to 5 test marks away. Each year the conversions vary slightly.

Understanding scaled scores

- On the following pages, you can see how the raw scores were converted into scaled scores for each of the subjects.

Scaled Scores (SS)

A scaled score of **less than 100** means you are **working towards the expected standard**.

A scaled score of **100 to 109** means you are **working at the expected standard**.

A scaled score of **110 or more** means you are **working at a greater depth standard**.

English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

Mathematics

Raw score	Scaled score
0-2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	83
9	83
10	84
11	85
12	85
13	86
14	86
15	87
16	88
17	88
18	88
19	89
20	89
21	90
22	90
23	91
24	91
25	91
26	92
27	92
28	92
29	93
30	93
31	93
32	93
33	94
34	94
35	94
36	95
37	95
38	95
39	95
40	96

Raw score	Scaled score
41	96
42	96
43	97
44	97
45	97
46	97
47	98
48	98
49	98
50	98
51	98
52	99
53	99
54	99
55	99
56	100
57	100
58	100
59	100
60	101
61	101
62	101
63	101
64	101
65	102
66	102
67	102
68	102
69	103
70	103
71	103
72	103
73	104
74	104
75	104
76	104
77	105
78	105
79	105
80	105

Raw score	Scaled score
81	106
82	106
83	106
84	106
85	107
86	107
87	107
88	108
89	108
90	108
91	109
92	109
93	109
94	110
95	110
96	110
97	111
98	111
99	112
100	112
101	113
102	113
103	114
104	115
105	116
106	117
107	118
108	119
109	120
110	120

English grammar, punctuation and spelling

Raw score	Scaled score
0-2	No scaled score
3	80
4	81
5	82
6	83
7	84
8	85
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	90
17	91
18	91
19	92
20	92
21	93
22	93
23	94
24	94
25	95

Raw score	Scaled score
26	95
27	96
28	96
29	97
30	97
31	97
32	98
33	98
34	99
35	99
36	100
37	100
38	101
39	101
40	101
41	102
42	102
43	103
44	103
45	104
46	104
47	105
48	105
49	106
50	107

Raw score	Scaled score
51	107
52	108
53	108
54	109
55	110
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	119
66	120
67	120
68	120
69	120
70	120

How can I help my child during SAT week?



- Encourage your child to do their best but don't put pressure on them.
- Early nights
- Refreshing showers
- Good breakfasts
- Arrive at school on time
- Energy snacks for after or between tests





Future dates for the diary...

- PGL Barton Hall residential: Wednesday 10th – Friday 12th July



- Year 6 production: TBC
- Secondary transition days - TBC once Plymstock School confirm a date





QUESTIONS