



SATs and Assessment in Year 2

Parent Information Session – May 2018

Objectives

Today we will talk about:

- What the SATs are.
- What the SATs will 'look like' for your child.
- Teacher Assessments.
- What we will report to you at the end of the year.

Assessments

- The current National Curriculum came into effect from September 1st 2014. As well as content changes, there were changes to the methods schools use to assess pupils with a new standard of tests being introduced in 2016.
- In the past, we assessed pupils using levels. There were expectations regarding expected attainment but allocation was flexible.
- Across the school, children are now assessed **ONLY** within their current year group objectives; ‘working towards’, ‘working at’ and ‘working above/ at greater depth’.

Teacher Assessment

- The tests are used to inform the final assessments which are reported to you.
- The teachers use these alongside their knowledge of the children to make their final judgements.

SATs in Year 2

- All children will sit the same tests.

Children will complete:

- Two reading papers
- Mathematics arithmetic paper
- Mathematics reasoning paper

Writing is not tested formally but is assessed in detail against specific criteria

Tests/Quizzes are due to take place in May over the space of 2 weeks.

READING

- The Reading Test consists of two separate papers:

Paper 1 – consists of a combined reading prompt and answer booklet. The paper takes approximately 30 minutes to complete, but is not strictly timed.

“Where are we going?” Monster asked nervously.

“To that island,” said Frog, pointing towards a tiny spot on the horizon.

“It’s a long way,” said Monster. “I don’t think I like boats.”

Monster was beginning to feel seasick.



- 8 What could Frog see on the horizon?

Tick **one**.

a boat	<input type="checkbox"/>	the sun	<input type="checkbox"/>
an island	<input type="checkbox"/>	a beach	<input type="checkbox"/>

- 9 Find and **copy one** word which tells you that Monster was not feeling well in the boat.

Lords and Ladies

A castle usually belonged to a rich lord. He lived in the castle with his family. His wife was called a lady. Their children had their own garden to play in and lots of servants to do things for them.



Knights

Knights were important men who worked for the lord. They were skilled fighters who kept the land safe from robbers and enemies.



- 8 Who did most castles belong to?

Tick **one**.

jesters	<input type="checkbox"/>	lords	<input type="checkbox"/>
knights	<input type="checkbox"/>	servants	<input type="checkbox"/>

1 mark

- 9 Find and **copy one** word that shows knights were very good fighters.

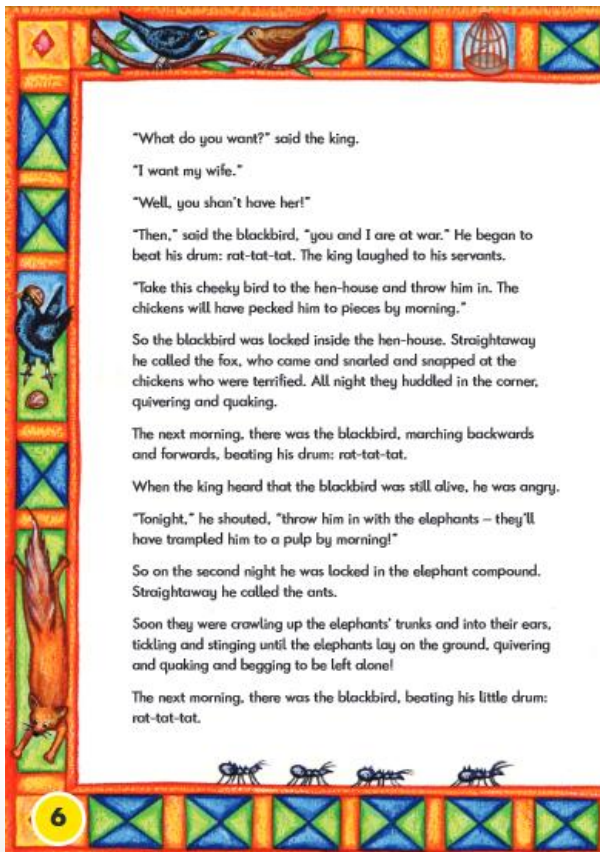
1 mark

- 10 Who did knights protect the land from?

1 mark

Reading

Paper 2 – consists of an answer booklet and a separate reading booklet. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed. The texts will cover a range of poetry, fiction and non-fiction.



"What do you want?" said the king.

"I want my wife."

"Well, you shan't have her!"

"Then," said the blackbird, "you and I are at war." He began to beat his drum: rat-tat-tat. The king laughed to his servants.

"Take this cheeky bird to the hen-house and throw him in. The chickens will have pecked him to pieces by morning."

So the blackbird was locked inside the hen-house. Straightaway he called the fox, who came and snarled and snapped at the chickens who were terrified. All night they huddled in the corner, quivering and quaking.

The next morning, there was the blackbird, marching backwards and forwards, beating his drum: rat-tat-tat.

When the king heard that the blackbird was still alive, he was angry.

"Tonight," he shouted, "throw him in with the elephants – they'll have trampled him to a pulp by morning!"

So on the second night he was locked in the elephant compound. Straightaway he called the ants.

Soon they were crawling up the elephants' trunks and into their ears, tickling and stinging until the elephants lay on the ground, quivering and quaking and begging to be left alone!

The next morning, there was the blackbird, beating his little drum: rat-tat-tat.

(page 7)

11 How did Fox trick Heron Feather into picking him up?

Tick **one**.

He prepared to pounce.

He lay on the path.

He bounded ahead.

He hid in a bush.



1 mark

(page 7)

12 (a) How did Fox escape from the bag?



1 mark

(b) Why did Heron Feather **not** notice Fox's escape?



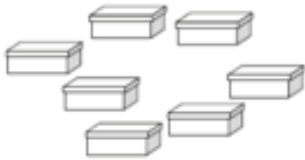
1 mark

MATHS

Children will sit two tests: **Paper 1 and Paper 2**

- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

 shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

15

$3 \times 3 = \square$

16

$12 \div 2 = \square$

Paper 2: Reasoning - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

27

Sita has 50 raisins.

She gives 23 to Ben.

She gives 15 to Amy.



How many raisins does Sita have left?

Show your working

raisins

Writing checklist

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Example Writing- expected standard previously

On ~~the~~ wednesday we
went to London Zoo. ~~First~~
mis rakli took slimingos
a ckross the ^{road} ~~Next~~
we went throue the black
gaet. ~~After~~ ^{gate} we went to
see the blue sights.
~~Then~~ we went to Byugs
and I put my brown hand

in the bag I said er er.
Whats in there? ~~A~~ ~~ster~~
we had lunch on the
green grass and pickin ^{pigeons}
came. ~~Next~~ we went to
the shop. I ^{bought} some
culi & stickers. ~~Finally~~
we went back to school
in the ^{white} ~~with~~ coach.

Expected Standard now

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ ^{snack}. Next we went into the woods. Vicki gave us a mira
It was very scary because it was like you were walking in the sky!
Then we had to hide our friends to a tree
After that we had a sticky position party
mine was disgusting. Finally it was lunch time!
After lunch we were pond dipping our group
found a nest. Last of all we sorted out
animals. Finally it was home time.
The trip was great! my favorite part of the
day was identifying the trees.

Greater depth standard

Porchester Castle

Introduction

Yesterday I went to the old stony Porchester Castle!

On the bus.

First I stopped on the coach with my partner Lxxx. On the way we sang, wheels on the bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived ^{and} we saw the keep and it was sooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very eager because I couldn't wait ^{soo} what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

At the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Down the spiral.

Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and so a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

At Porchester castle museum.

After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.

How the tests will be run in our school...

- **The tests are very low key and are usually referred to as Quizzes or Special Booklets.**
- Children will be with familiar adults when sitting the papers- Elena, Lara or Suzy.
- All children are encouraged and praised throughout the tests.
- We are free to plan in breaks for stories/ snacks/ drinks.
- We are not required to strictly time the tests.

Reporting to you...

At the end of this Year we are required to submit our

Teacher assessments to the borough.

- **•BLW = Working below the expected standard of the pre key-stage**
- **•PKF = Working at pre key stage: foundations for the expected standard.**
- **•WTS = Working towards the expected standard for most seven-year olds.**
- **•EXS = Working at the expected standard for most seven-year olds.**
- **•GDS = Working at greater depth beyond the expected standard for most seven-year olds.**

- Your child's individual report and the meetings you have had with your child's class teacher are the best reflection of your child's progress and achievements.

Any questions?