



Thursday 23rd February  
2017

Year 2 SATs Meeting

# Aims of today

- ▶ What are SATs and how have they changed?
  - ▶ An outline of the tests
  - ▶ Teacher assessment
  - ▶ What is reported to you
  - ▶ What you can do to help
  - ▶ A chance to look at SAT papers and ask questions.
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# Assessment in school

- We have 'entrance tickets' in maths to identify next steps for the class and groups. This is followed with an 'exit ticket' after a unit of work to identify progress made in that area.
- In maths and English, they are working towards mastery of objectives. They are also given opportunities to apply skills at a deeper level.
- We use Learning Zones - (Comfort, Challenge and Danger) with the children to ensure they are challenging themselves and help them to be reflective learners. They also assess themselves against the objective, giving a red amber or green.
- We are use regular summative assessments to gauge the children's retention and confidence in applying the skills they have learned.

# What are SATs and how have they changed?

- ▶ Standardised Assessment Tests which changed considerably last year. This is the first change since 2009.
- ▶ Children are tested in;
  - Reading
  - Mathematics
  - Writing is assessed but is not in a test format
- ▶ In KS1, the final judgements are based on Teacher Assessment, the tests are used to support this judgement and will be used for moderation.
- ▶ This year, all children in England have to sit their SATs in May. We have decided as a school to do them in W/C 15<sup>th</sup> May.

# The Tests

Assessment Area	SAT papers	Other information
Reading	Reading paper 1 and paper 2	All children do both papers.
Writing	Spelling paper Grammar paper (this is optional test and Chandag Infant School have opted not to do the test)	Writing is no longer part of a SAT. It is assessed by teachers, looking at a range of work and measured against the expected end of year standard.  The focus of writing in the new curriculum has changed significantly. For the second year running, this is now a <b>COMPLETE FIT</b> model, meaning that <b>ALL</b> objectives must be met to meet the standard.
Maths	Maths paper 1 mental arithmetic (new) Maths paper 2 reasoning	All children do both papers. The mental arithmetic paper is assessing number fluency. The children are <b>not allowed any apparatus</b> to support them in this paper e.g. 100 squares, number lines or tens and units cubes. The reasoning paper is similar to previous years but again the children are not allowed apparatus which is different to previous years. They are still allowed to use apparatus to support their learning in class.

# The Tests

- ▶ A child does not have to sit a paper if all of the questions are beyond their ability. This decision is made by the Head Teacher, in discussion with the class teacher.
  - ▶ A test can be stopped at any time for an individual and the papers are not strictly timed, although there is guidance on timings.
  - ▶ The tests are marked by the teacher, which is different to KS2 SATs, which are externally marked.
  - ▶ The 'pass mark' is not released until after the SATS have been administered.
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# Teacher Assessment

- ▶ We will be trying sample/past SAT papers with the children and using the information from this to plan what the children still need to master.
  - ▶ The tests are statutory. Teacher assessment is what is reported to the Local Authority and it uses the tests and class work to make a judgement against a standard.
  - ▶ We do not use the word SATs or test with the children as we don't find that very child friendly. We talk to the children about 'Challenges' and try to prevent them feeling worried or pressured but to do their best.
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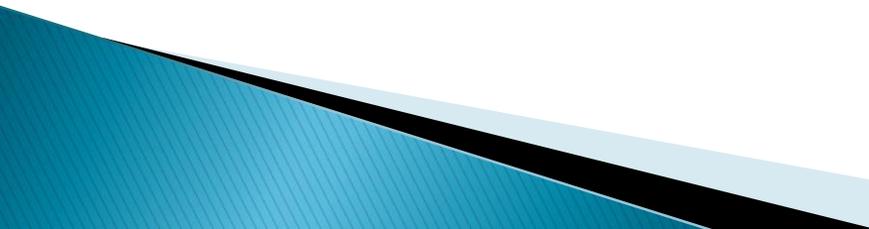
# What is reported to you

- The SATs have a standardised score which will show if they have met the standard or not in that paper. We use this information alongside how they perform every day in school to make a teacher judgement overall, against the end of year expected standard.

The children will be reported as...

- ▶ Not yet 'working below' the standard
- ▶ Working below the standard
- ▶ **At expected standard**
- ▶ Working at greater depth
- ▶ The standard for end of Year 2 is a '**complete fit**' against the statements not a 'best fit', as it is in Early Years and in Year 2 pre - 2016.

# The Results

- ▶ Results are reported to the Local Authority and to the Department for Education. This information is shared with the children's junior schools.
  - ▶ Your child's end of year assessment against the standard will be reported to you at the end of the year, with their school reports.
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# What can you do to help?

- Read together **every day** and **ask questions** about the book, including inference. Ask children to locate answers in the text or discuss meanings of words. Compare characters in similar stories.
- Make a **short time each day to practise the spellings** on your child's word wall. These are individual lists and are the words that **must** all be spelt correctly in their writing to meet the standard.
- Mental arithmetic is key this year. We have mental maths on a Tuesday and calculations are sent home on a Wednesday for you to practise with your child. In addition we have sent home a multiplication chart for you to practise **rapid recall of the 2, 5, and 10 times tables.**
- Take a look at the calculation policy on the website to see how calculations are taught in our infant and junior schools.

# What can you do to help?

Please do not take children out of school for holidays or non-urgent appointments during SATs week.

Don't worry children about their SATs and treat it as a normal week.

At school, we are calling the tests 'challenges' and not calling them tests or SATS so please do the same at home.

Revision is not necessary but supporting children with their homework and **daily reading and spelling** is going to help them the most.

Children will be familiar with the question format through guided group and whole class teaching.

Encourage your child to have a positive learning attitude, see themselves as 'Try Again Tortoises' and not to worry if they find parts of the challenges difficult.

# Time to browse

- ▶ Please take some time to have a look at the papers and ask us any questions you might have.
- ▶ This presentation will be available on the school website from tomorrow.
- ▶ Any questions now?

Thank you for coming

