



ASSESSMENT AT THE END OF KEY STAGE 2

Hove Junior School



AIMS AND OBJECTIVES



- To provide information about the assessment process at the end of Year 6.
- Share key information about the National Curriculum tests.

Previous Results

Reading:

- Attainment for reading is 83% with 38% greater depth. Average scaled score 107.2. Progress remains good at 2.2 and has increased – top 20% of schools in the country.
- Attainment for disadvantaged pupils was 77%. Disadvantaged pupils made more progress than non-disadvantaged pupils with 2.5 average progress score.

Maths:

- Overall attainment for maths is 84.4% with 29.3% greater depth. Average scaled score 105.5. Progress has increased and is at -0.1. Maintained attainment with 1% rise in greater depth.
- Overall attainment for disadvantaged pupils was 79%. Maths progress has increased significantly, and is the same as national and above Local Authority data.

Writing:

- Overall attainment for writing is at 80% with attainment in greater depth writing is 23%. Overall average progress is -0.1 value added. Attainment for disadvantaged pupils was 70% and progress has increased significantly and is above Local Authority data.

GPS:

- GPS attainment is at 86% (8% above national) with 44% of pupils achieving greater depth (8% above national). Disadvantaged pupils achieve 78% (11% above national)

NATIONAL CURRICULUM TESTS



- In year 6, all pupils in England take the National Curriculum tests (SATs) in mathematics, reading, grammar, punctuation and spelling.
- These take place as follows:

Monday 9th May	Grammar, Punctuation and Spelling
Tuesday 10th May	Reading
Wednesday 11th May	Arithmetic Paper 1 Mathematical Reasoning Paper 2
Thursday 12th May	Mathematical Reasoning 3

NATIONAL CURRICULUM TESTS



- These will be the first formal national exams the children will take. They are marked externally but will not be used to inform league tables this academic year.
- The results are shared with secondary school. They will indicate if your child is secondary ready. Therefore, Year 7 teachers will be able to view their incoming pupils' scaled scores so that they can prepare for their new intake. This will include groupings, sets and classes.

TEST WEEK ORGANISATION



- Children have to sit the tests under certain conditions.
- We aim to keep the tests as close to 'normal' classroom conditions as possible.
- Some children will require extra support for example:
 - Extra time
 - A prompter or reader on certain papers
 - A scribe
 - Modified papers

TEACHER ASSESSMENT



- We will also provide a teacher assessment in reading, mathematics, science and writing and this will be shown on their class report at the end of the year.
- These are based on clear assessment guidelines provided by the DfE. They are judgements made by the teacher over time, rather than the snapshot provided by the tests.
- These results are moderated internally and externally.
- They are also shared with secondary schools.
- They will indicate if your child is working towards age related expectations, at age related expectations, above age related expectations or if they are working at a mastery level (greater depth).

RESULTS



- We will share your child's results at the end of the year. You will be given the following information:
 - A raw score (number of raw marks awarded e.g. out of 110 for Maths)
 - A scaled score confirmation of whether or not they attained the national standard. This ranges from 80 through to 120 and shows how your child's result compares to the national average. Last year the average mark was 57/110 (nationally).

THE PAPERS



- The KS2 tests consist of:
 - English reading: reading booklet and associated answer booklet. 3 sections. 50 marks. **1 hour**
 - English grammar, punctuation and spelling Paper 1: short answer questions. 50 marks. **45 minutes**
 - English grammar, punctuation and spelling Paper 2: spelling. 20 marks.
 - Mathematics Paper 1: arithmetic – 40 marks – **30 minutes**
 - Mathematics Paper 2: reasoning – 35 marks – **40 minutes**
 - Mathematics Paper 3: reasoning – 35 marks - **40 minutes**
- The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.



What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



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.

14 What is the name of the organisation that produced this fact sheet about bumblebees?

15 Look at the section headed: **Save our bees**.

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Geranium



Lavender



Wild rose

Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: www.bumblebeeconservation.org



16

In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.

This suggests that...

Tick **one**.

farming has helped bees.

☐

paved gardens are attractive.

☐

bees are good at finding their way.

☐

bees have only started struggling recently.

☐

17

Look at the section headed: **What's so different about the bumblebee?**

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

18

Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the name of the section:

READING SKILLS AND STAMINA



This tests pupils ability to:

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

GRAMMAR AND PUNCTUATION



This tests the following areas:

- Understanding of grammatical terms and word classes.
- Functions of sentences
- How words, phrases and clause can be combined
- Verb forms, tenses and consistency
- Punctuation
- Vocabulary
- Understanding of standard English and formality.
- Children must know and understand a wide range of technical words.
- They also must be precise with their answers.

GRAMMAR AND PUNCTUATION



Monday 8th November 2021

1 ALT: use an authors style to write a setting description

Camp Green Lake

*3 Stretching out beyond the horizon, this deserted landscape is very empty. The scalding inferno above, maliciously scorched the camp. Meneacing rattlesnakes and scorpions lurk restlessly under the holes that is dug by campers. It used to be a blissful scenery, but now has an allure of a ghost. Across the barren, desolate wasteland, there were parked 2 hazelnut-celastres which the sun sunagates.

It's not green, and it hasn't got a lake. Burning, merciless desert of glare and death, the sandstone ground has an endless of crumbling rocks. The dry creek, gives a remnants of a skeleton. Bitter taste of insects, gives you an unsatisfiable hunger. The heavy silence, transmits around the camp, leaving you an erie shiver down your spine...

EDIT PAGE 1002

Purpose: To entertain my reader about the setting of camp green lake

*1 unsatiable

*2 deserted thus
deserted landscapes
very bare
#4 scorpions hide/couch/ground
*3 Stretching out across/above
near

It's not got malice and it hasn't got a sapphire.
even hole

to confirm that every sentence has been checked for completed.

give an example of either a noun phrase, verb, adverbial

my

Spellings

I have included...

A range of powerful noun phrases	✓
A range of powerful verbs	✓
A range of adverbial phrases	✓
A variety of sentence types and punctuation	✓
My target: To vary my sentence starters to include adverbial clauses and adverbial phrases	✓

MAGPIED IDEAS

- Remnants of ghost ✓
- Blazing inferno ✓
- Maliciously scorching ✓
- Inhabited ✓
- Heavy silence
- Across the barren, desolate, wasteland

2 hazelnut-celastres
the back scorched
Meneacing
scorpions
rattlesnakes
by camp
the inferno

I have included...

A range of strong noun phrases	✓
A range of powerful verbs	✓
A variety of sentence starters	✓
A variety of adverbial phrases	✓
My target: To vary my sentence starters to include adverbial openers, subordinate and relative clauses.	✓

19 What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.

1 mark

20 Insert a **dash** in the correct place in the sentence below.

It was a very exciting lesson we learnt how parachutes
work and designed one of our own.

1 mark

21 What is the **word class** of the underlined word?

Our school is bigger than theirs.

Tick **one**.

a co-ordinating conjunction

☐

a subordinating conjunction

☐

a possessive pronoun

☐

a relative pronoun

☐

1 mark

22 Insert a **colon** in the correct place in the sentence below.

Joshua had mastered two new skateboarding skills he could do a
perfect aerial jump and execute a complete 180 degree turn.

1 mark

Things we need to check in Year 6



My handwriting is neat and joined. ☐



I can independently check and edit my spellings. ☐



I can use capital letters at the start of each sentence and for proper nouns. ☐



I can use full stops at the end of each sentence. ☐



I can use an exclamation mark to mark statements, commands and exclamations. ☐



I can use question marks after writing a question. ☐



Hello, I am a comma.

I can use commas in a list and to mark clauses. ☐



I can use accurate tense in my writing. ☐



I can use inverted commas to mark direct speech. ☐



I can use apostrophes for omission (e.g. don't), for singular possession (e.g. Laura's) and plural possession (e.g. the boys' jackets) ☐

SPELLING



Words will include the following:

- Common exception words
- Words with suffixes
- Words with prefixes
- Long vowel sounds
- Words following a range of spelling patterns (e.g. words ending in –ant, –ance, –ancy, –ent, –ence, –ency)
- Words with common letter strings (e.g. ough)
- Words with silent letters
- Homophones
- They may include, but will not exclusively be, the example year 5 and 6 words in the NC.

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	Disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

ARITHMETIC



- This test lasts 30 minutes.
- There are a total of 40 marks. Most questions are 1 mark questions, but some are 2 marks.
- With a 2 mark question, you can gain a mark for a correct method, allowing for a single calculation error.
- The focus is on each pupil's confidence with a range of mathematical operations.
- This test is quick paced and requires the children to have a strong grasp of number sense and formal methods for all 4 operations.

4

$$\boxed{} + 5 = 341$$

1 mark

5

$$9 \times 41 =$$

1 mark

6

$$5.87 + 3.123 =$$

1 mark

7

$$180 \div 3 =$$

1 mark

8

$$120 \div 12 =$$

1 mark

9

$$213 \times 0 =$$

1 mark

26

$$1\frac{1}{5} + 2\frac{1}{10} =$$

☐

1 mark

27

$$35\% \text{ of } 320 =$$

☐

1 mark

28

$$\frac{8}{9} - \frac{1}{4} =$$

☐

1 mark

29

$$51\% \text{ of } 900 =$$

☐

1 mark

30

$$\begin{array}{r} 3468 \\ \times \quad 62 \\ \hline \end{array}$$

Show
your
method
☐

2 marks

REASONING



- There are two tests, each lasting 40 minutes.
- They are each worth 35 marks.
- They test pupil's mathematical fluency, ability to solve mathematical problems and mathematical reasoning skills.
- Some questions are worth 2 or even 3 marks. Children will get marks for correct methods, even if there is a calculation error.

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**?

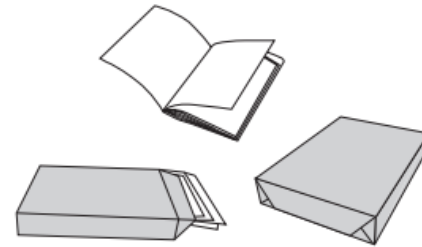
Show
your
method

beads

3 marks

20

Adam is making booklets.



Each booklet must have **34** sheets of paper.

He has 2 packets of paper.

There are **500** sheets of paper in each packet.

How many complete booklets can Adam make from 2 packets of paper?

Show
your
method

booklets

2 marks

WHAT CAN I DO TO HELP?



- Reading a wider range of age appropriate texts
- Times tables
- Maths in real life contexts
- Home learning
- Spelling
- School website – sample papers and SPAG glossary