



Year 6 parents' meeting

National Curriculum testing



Assessment at NPPS

- Children's attainment is continuously assessed at NPPS on a daily, termly and annual basis.
- In Year 6, each child will also sit their National Curriculum tests (or "SATs").
- All children will leave primary school with an assessed judgement of their attainment, which is shared with the DFE and your child's future secondary school.
- Attainment at the end of KS2 is judged by teacher assessment for writing and science and on tests for reading, GPS and maths.



KS2 National Curriculum tests

These tests are statutory, and...

- Measure school performance and progress from the end of KS1 (Y2) to the end of KS2 (Y6).
- Provide an insight for secondary schools as to your child's starting point and act as a progress measure for each cohort.
- Marked externally with results shared with school & parents.



KS2 National Curriculum tests

- Children will sit tests in:
 - Reading (*1 test*)
 - Maths (*1 arithmetic and 2 reasoning tests*)
 - Grammar, punctuation and spelling (*1 grammar & punctuation test and 1 spelling test*)
- Each subject's mark (raw score) is turned into a scaled score.
- The scaled scores are then categorised into different judgements:
 - Working below the expected standard
 - Working at the expected standard
- A certain scaled score is also assigned as a higher standard.



KS2 National Curriculum tests

So what is the “**expected standard**”?

- Children’s achievement of the National Curriculum objectives.
- The “expected standard” changes every year depending on the difficulty of the test (which changes every year because different questions must be asked).
- A scaled score of 100-120 means a child has *achieved* the Expected Standard.
- A scaled score of 80-99 means a child *has not met* the Expected Standard.
- A raw score that does not equate to a Standardised Score of 80 or more means that a child has not demonstrated sufficient understanding of the KS2 curriculum.



Reading test

- 1 hour
- 3 parts
- Comprehension questions
- Questions based on:
 - Ranking/order of information
 - Closed questions (short answers)
 - Open questions (longer answers)
 - Finding evidence (specific words or phrases)
 - Giving an opinion with evidence (inference)

Why are people concerned about the giant panda?

Many people fear that giant pandas will become extinct as only a few are born in the wild each year and they do not always survive. Bamboo supplies are diminishing in panda habitats, cutting off a vital food supply. In addition, poaching and humans moving into the pandas' territory have also reduced their numbers.

There are very few pandas in zoos, although this is changing. Where there are pandas in captivity, important programmes are in place to try to increase their numbers and find out more about these puzzling creatures.

How can people help?

There are projects where people are invited to 'adopt a panda'. The money goes towards researching, protecting and monitoring them. It also goes towards supporting them in the wild.

What about the future?

In two of China's main research centres, 19 cubs have been born. There are now over 300 pandas in captivity and the next challenge is to return them to the wild. The Chinese government has created 50 panda reserves to continue the work.



Grannie

I stayed with her when I was six then went
To live elsewhere when I was eight years old.
For ages I remembered her faint scent
Of lavender, the way she'd never scold
No matter what I'd done, and most of all
The way her smile seemed, somehow, to enfold
My whole world like a warm, protective shawl.

I knew that I was safe when she was near,
She was so tall, so wide, so large, she would
Stand mountainous between me and my fear,
Yet oh, so gentle, and she understood
Every hope and dream I ever had.
She praised me lavishly when I was good,
But never punished me when I was bad.

Years later war broke out and I became
A soldier and was wounded while in France.
Back home in hospital, still very lame,
I realised suddenly that circumstance
Had brought me close to that small town where she
Was living still. And so I seized the chance
To write and ask if she could visit me.

She came. And I still vividly recall
The shock that I received when she appeared
That dark cold day. Huge grannie was so small!
A tiny, frail, old lady. It was weird.
She hobbled through the ward to where I lay
And drew quite close and, hesitating, peered.
And then she smiled: and love lit up the day.

"Edward. EDWARD!" she called. "What on Earth are you up to in there?"

The door opened.

It took her a few seconds to work out what I was doing; then she leapt towards me.



"Give me that immediately, Edward." I drew back cautiously. "That box is mine. It's nothing to do with you. It belongs to me." She came forward with frightening intensity, her hand reaching out for the box. I hesitated. If it really was hers, I had no right... But a stronger sense of justice broke out in me. I had found it by my own efforts. For the time being, at least, it should be mine.

1

According to the text, approximately how many giant pandas currently live in the wild?

1 mark

5

Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

A cub leaves its mother.

A cub develops black spots.

A cub weighs 31 to 36 kilograms.

A cub weighs about the same as an apple.

40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____



Maths tests

- Arithmetic
 - 30 minutes of short answer number questions on, for example, \div \times $+$ $-$, fractions, place value, written methods.
- Reasoning (2 papers)
 - 40 minutes of problems based on, for example, measures, shape, fractions, percentages, rounding, graphs
 - Children might need to draw a shape, do several methods, find an answer in a graph, read a timetable etc.

$$60 \div 15 =$$

$$9^2 - 36 \div 9 =$$

$$\boxed{} = 5,776 - 855$$

9	7	8	8	2	7	

$$1\frac{1}{15} - \frac{2}{5} =$$

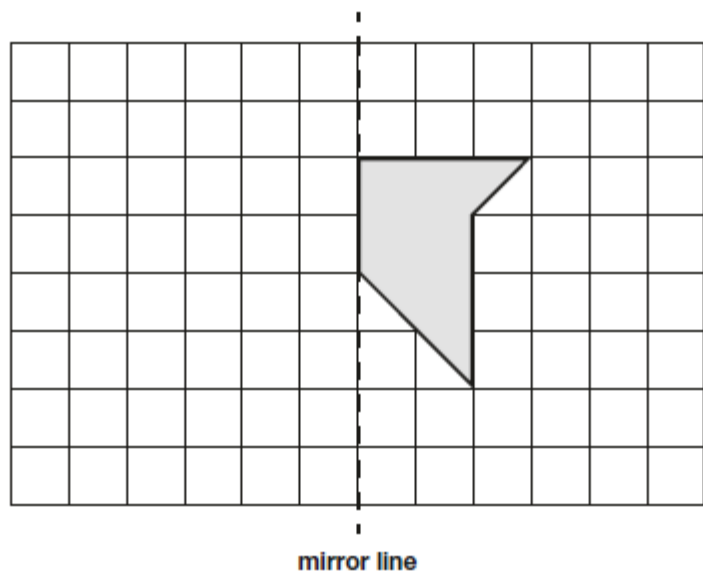
$$6 - 5.738 =$$

			5	4	1	3
x					8	6

Here is a shape on a grid.

Complete the design so that it is symmetrical about the mirror line.

Use a ruler.



$\frac{6}{5}$ $\frac{3}{5}$ $\frac{3}{4}$

Write these fractions in order, starting with the **smallest**.



smallest



20

The length of an alligator can be estimated by:

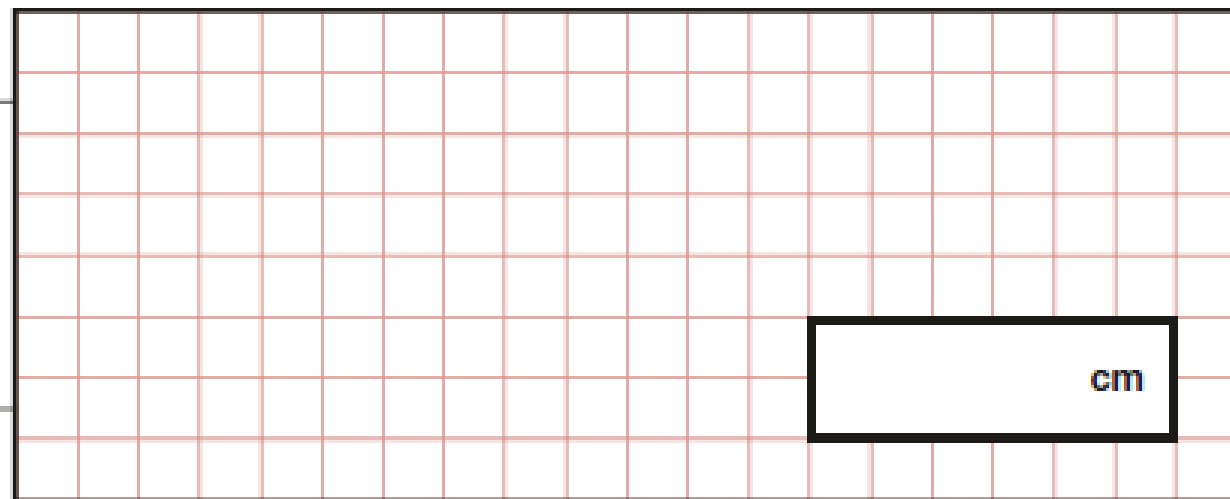
- measuring the distance from its eyes to its nose
- then multiplying that distance by 12

What is the **difference** in the estimated lengths of these two alligators?



Not to scale

Show
your
method





GPS tests

- Grammar and punctuation
 - Multiple choice, writing sentences, correcting mistakes, understanding technical vocabulary, labelling sentences.
- Spellings
 - 20 words
 - Dictation of a passage with missing words for the children to correctly spell.

Tick the sentence that uses a **dash** correctly.

- Tick **one**.
- I find baking tricky – there are too many things to go wrong.
- I find baking tricky there are too many things – to go wrong.
- I find baking – tricky there are too many things to go wrong.
- I find baking tricky there are – too many things to go wrong.

Underline the **subject** of the sentence below.

The tightrope walker carried a balancing pole.

Circle each word that should begin with a **capital letter** in the sentence below.

the island called zanzibar is in the indian ocean off the coast of africa.

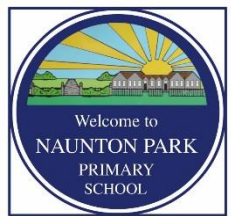
Explain how the position of the **apostrophe** changes the meaning of the second sentence.

1. What are your brother's favourite toys?
 2. What are your brothers' favourite toys?
-
-

What is the grammatical term for the underlined words in the sentence below?

My prize was a fluffy green pencil case with a gold zip.

5. We put the bread dough in the oven.
6. My favourite subject at school is science.
7. The teacher asked the children to pay attention.
8. Raif obtained his parents' permission to go out.
9. The astronaut felt weightless in space.



“Test Week” 2020

Date	Test
Monday 11th May	English grammar, punctuation and spelling test: Paper 1 - short answers English grammar, punctuation and spelling test: Paper 2 - spelling
Tuesday 12th May	English reading test: Paper 1 - comprehension
Wednesday 13th May	Mathematics: Paper 1 - Arithmetic test Mathematics: Paper 2 - Reasoning
Thursday 14th May	Mathematics: Paper 3 - Reasoning



“Test Week” 2020

- Tests take place in the classroom (for most children).
- They are administered by the class teacher or familiar adults from school.
- Tests take place in the mornings.
- Lessons are ‘as usual’ in the afternoons.
- Some children may take their test in a smaller group, 1:1 with an adult, or have extra time. This will be discussed with you (if applicable) nearer the time.
- 10% of schools are monitored by the Local Authority.



Preparing the children

- Children are familiar with test scenarios.
- They work hard in school and we want them to come to school relaxed and ready to go during test week.
- Lots of sleep, a good breakfast and a calming environment.
- If poorly, please call the office and ask to speak to Miss Hudson or Mrs Hill.
- If your child misses the test, they can come in later that day IF they're feeling up to it to take the test later on.
- If a test is missed on the day it's timetabled to be taken, children cannot take it another day.



Preparing your child

- Encourage your child to read.
- Ask them questions about what they've read, including asking them their opinion and "why?"
- Times tables practice and rapid recall.
- Talk about punctuation and vocabulary when reading and writing.
- Encourage your child to write accurately and carefully, focusing on punctuation.
- Activities online (some are listed on our website).



Top Tips!

- Remember, your child's education is a partnership between home and school.
- Support your child with reading, spellings and tables.
- Encourage your child to work within a set time or at speed (e.g. tables in a set time, "You have 1 minute to find the word ___ on the page." etc.)
- Remind your child that they can move on if they find something difficult or time consuming – there may be time at the end to come back.
- Remind your child that tests are important but that they are not *everything*.
- Try activities from a range of sources – books, online, apps, newspapers etc.
- Don't put pressure on your child.
- Encourage your child to believe in themselves!
- Ensure your child comes to school well-rested and that they've had breakfast 😊