



**St. Joseph's Catholic
Infant & Junior Schools**
Birtley



KS2 Assessments Parents' Meeting



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What are the KS2 Assessments?

The KS2 Assessments are Standardised Assessment Tests given to children at the end of Key Stage 2.

They take place over four days, week commencing 8th May 2023.

The test papers consist of:

- Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling)
- Spelling, punctuation and grammar (paper 2: Spelling test)
- Reading
- Maths (paper 1: Arithmetic)
- Maths (paper 2: Reasoning)
- Maths (paper 3: Reasoning)
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 end of KS2 Assessment writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.



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When and how the KS2 assessments are completed:

The tests take place during normal school hours, under exam conditions.

Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.

After the tests are completed, the papers are sent away to be marked **externally**.

The results are then sent to the school in July.

Each test lasts no longer than 60 minutes:

Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes

Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes

Reading – 60 minutes

Maths (paper 1: Arithmetic) – 30 minutes

Maths (paper 2: Reasoning) – 40 minutes

Maths (paper 3: Reasoning) – 40 minutes



Specific arrangements for the assessments:

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.



The Results:

Tests are marked externally. Once marked, the tests will be given the following scores:

A raw score (total number of marks achieved for each paper);

A scaled score (see below);

A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.



Spelling, Punctuation and Grammar:

Spelling, Punctuation and Grammar consists of two papers, delivered on the same day.

Paper 1 focuses on all three elements (spelling, punctuation and grammar).

The paper lasts for 45 minutes.

Paper 2 consists of a spelling test only.

It should take approximately 15 minutes, although this is not a set amount of time.

Pupils should be given as much time as they need to complete the test.



Spelling, Punctuation and Grammar: Paper 1

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.



Spelling, Punctuation and Grammar: Paper 1

Example questions:

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing ☐

I wonder what time the next train arrives ☐

Did she play tennis on your team last year ☒

He asked if he could use my pen ☐

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music e.g. that, which was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the second sentence is about three people.

1 mark



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Spelling, Punctuation and Grammar: Paper 2

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.



Reading:

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):

- Give/explain the meaning of words in context;
- Retrieve and record information/identify key details from fiction and non-fiction;
- 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.



Reading

The reading assessment paper requires a range of answer styles.

Example questions:

Questions 1 – 13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. ‘Bit early for the post isn’t it?’ Mum said. ‘Ooh, it says Special Delivery.’ Mum opened it, and unfolded the letter.

| Qu. | Requirement | Mark |
|-----|--|------|
| 1 | <p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i> | 1m |



Reading

Example questions: Based on text 2: Fact Sheet: About Bumblebee



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.

19

In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

| Qu. | Requirement | Mark |
|-----|--|------|
| 19 | <p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i> | 1m |



Reading

Example questions:

Based on text 3: Music Box

32 What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

| Impression | Evidence |
|------------|----------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |

3 marks



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| Qu. | Requirement | Mark | | | | | | | | | | | | | | | | |
|---------------------------------|--|---------------------------------|-----------------|------------------------|--|-----------------------|---|----------------------|---|-----------------------------|--|------------------------|---|-------------------|---|---------------|---|----------|
| 32 | <p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p> | Acceptable points (impressions) | Likely evidence | 1. it is rickety / old | <ul style="list-style-type: none">there are widening cracks in the planks in the ceiling | 2. it is small / tiny | <ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at | 3. it is warm / cosy | <ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i> | 4. it is untidy / cluttered | <ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i> | 5. it is old fashioned | <ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove | 6. it is isolated | <ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i> | 7. it is safe | <ul style="list-style-type: none">the storm coming outside is dangerous | Up to 3m |
| Acceptable points (impressions) | Likely evidence | | | | | | | | | | | | | | | | | |
| 1. it is rickety / old | <ul style="list-style-type: none">there are widening cracks in the planks in the ceiling | | | | | | | | | | | | | | | | | |
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| 3. it is warm / cosy | <ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i> | | | | | | | | | | | | | | | | | |
| 4. it is untidy / cluttered | <ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i> | | | | | | | | | | | | | | | | | |
| 5. it is old fashioned | <ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove | | | | | | | | | | | | | | | | | |
| 6. it is isolated | <ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i> | | | | | | | | | | | | | | | | | |
| 7. it is safe | <ul style="list-style-type: none">the storm coming outside is dangerous | | | | | | | | | | | | | | | | | |



Reading

Since the current testing formation for the KS2 Assessments began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2019 Reading paper,

12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;

42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;

36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Do encourage your child to read daily, perhaps in bed before turning the light out.



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Maths: delivered over two days

The maths assessments consist of three tests.

Paper 1: Arithmetic (30 minutes)

Paper 2: Reasoning (40 minutes)

Paper 1 and 2 are delivered on the same day.

Paper 3: Reasoning (40 minutes)

Paper 3 is usually delivered on the last day of assessment week.



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Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

| | | | | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|--|--------------------|
| 23 | <div><div>836</div><div>27</div></div> | | | | | | | | | | |
| | <div><div>×</div><div></div></div> | | | | | | | | | | |
| Show your method | | | | | | | | | | | <div>2 marks</div> |
| | | | | | | | | | | | |

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|----------|--|
| 23 | <p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <div><div><div>•</div><div><div>836</div><div>×</div><div>27</div><div>5852</div><div>16720</div><div>22602</div><div>(error)</div></div></div><div>OR</div><div><div>•</div><div><div>836</div><div>×</div><div>27</div><div>5612</div><div>16720</div><div>22332</div><div>(error)</div></div></div></div> | Up to 2m | <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> <div><div><div>836</div><div>×</div><div>27</div><div>5852</div><div>1672</div><div>7524</div><div>(place value error)</div></div></div> |

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

8.993

1 mark

11 $\boxed{22} = 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

10

1 mark

18 $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

600

1 mark



Maths Paper 1 (Arithmetic)

Example questions:

22

$1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

6
7

1 mark

25

3 7 | 8 8 8

Show your method

2 marks

| Qu. | Requirement | Mark | Additional guidance |
|-----|--|----------|--|
| 25 | <p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none">long division algorithm, e.g. <div>$\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{) 888} \\ \underline{- 740} \\ 140 \text{ (error)} \\ \underline{- 111} \\ 29 \end{array}$</div> <p>OR</p> <div>$\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{) 888} \\ \underline{- 740} \\ 148 \\ \underline{- 148} \\ 0 \end{array} \qquad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array}$</div> <ul style="list-style-type: none">short division algorithm, e.g. <div>$\begin{array}{r} 2 \ 3 \text{ r}27 \text{ (error)} \\ 37 \overline{) 888} \end{array}$</div> | Up to 2m | <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p> |



Maths Papers 2 and 3 (Reasoning)

Delivered across two days. These tests have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.



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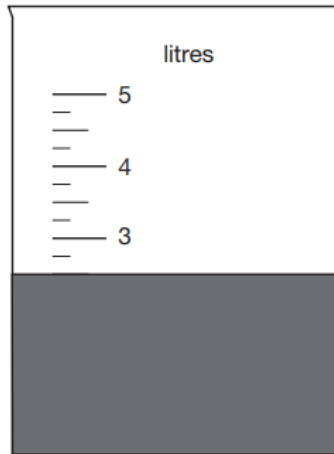


Maths Papers 2 (Reasoning)

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

25

53

1 mark

1 mark

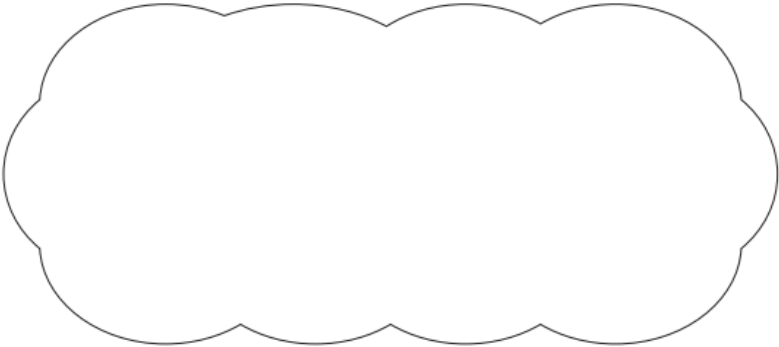


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Maths Papers 2 (Reasoning)

Example question:

| | | |
|--|---------------------------------|----|
| 18 | Circle the prime number. | |
| 95 | 89 | 87 |
| Explain how you know the other numbers are not prime. | | |
|  | | |
| 1 mark | | |

| | | | |
|----|--|----|---|
| 18 | Award ONE mark for a correct explanation of why the 95 AND 87 are NOT prime, e.g. <ul style="list-style-type: none">• 87 is divisible by 3 and/or 29 AND 95 is divisible by 5 and/or 19• 87 is in the 3 times table AND 95 is in the 5 times table• 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87• $8 + 7 = 15$ and 15 is divisible by 3 AND 95 is divisible by 5 | 1m | No mark is awarded for circling '89' alone. Both non-primes must be explained correctly for the award of the mark. Do not accept vague or incomplete explanations, e.g. <ul style="list-style-type: none">• The other 2 numbers have more than 2 factors (vague)• 87 is divisible by 3 (incomplete). Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g. <ul style="list-style-type: none">• $3 \times 27 = 87$• 89 has three factors• no numbers go into 89 |
|----|--|----|---|

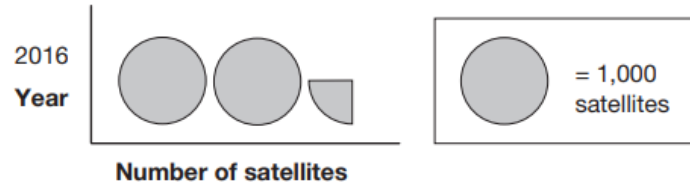


Maths Papers 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

 km

1 mark



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Maths Papers 3 (Reasoning)

Example question:

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

| Qu. | Requirement | Mark | Additional guidance |
|-----|--|----------|--|
| 19 | <p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none">evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. <div><div>$\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array}$</div><div>$\begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$</div><div>$3,504 + 3,570 = 7,074$</div></div> <p>Award ONE mark for:</p> <ul style="list-style-type: none">evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none">sight of 3,604 as evidence of long multiplication step (68×53) completed correctly. <p>OR</p> <ul style="list-style-type: none">sight of 3,570 as evidence of long multiplication step (105×34) completed correctly. | Up to 3m | <p>Answer need not be obtained for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.</p> |



Supporting your child in preparing for the assessments

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- Attend any meetings at school (or read any literature sent home).
- Talk to your child's class teacher if you have any concerns rather than worry your child.
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- Give your child a quiet, distraction free space to complete homework or study.
- Give your child time to go outside and reduce screen time.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Plan something nice and fun for the weekends before and after the assessments. This will help them to relax before the tests and give them something to look forward to after.



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Supporting your child in preparing for the assessments

Further tips:

- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- There are plenty of free or inexpensive practice materials for parents available.
- If you're looking to support your child further with maths at home, there are lots of good websites with free Year 6 revision resources. Start with thirdspacelearning.com/blog/category/for-parents/ or register free for the Third Space Learning Maths Hub (mathshub.thirdspacelearning.com)



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The importance of sleep

Screen time and digital technology use **can affect how quickly your child falls asleep and how long your child sleeps**. This happens for several reasons:

- Screen time in the hour before bed can stimulate your child.
- Research suggests that 'blue light' from televisions, computer screens, phones and tablets suppresses melatonin levels and delays sleepiness. It is also thought to suppress the state of deep sleep which is important for learning and health.
- Your child might be tempted to stay up late to chat to friends or play games.
- Your child might be disturbed in the night by notifications, messages or calls.



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Some ways to reduce the negative effects of screen time on your child's sleep:

- **Avoid digital technology use in the hour before bedtime.** This includes mobile phones, tablets, computer screens and TV. Encourage reading or quiet play instead.
- Limit and monitor violent content at any time of day. This can affect sleep regardless of the time and length of use.
- Encourage your child to connect with friends during the day rather than late in the evening.
- Encourage your child to replace daytime screen time with outdoor physical activity or play. This can improve sleep at night.
- Have a family rule that mobile phones and other devices are left in a family room overnight.



Things to remember about the KS2 Assessments

These assessments focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

The assessments don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

The assessments are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.



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What to do if you are worried about your child

Assessments often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

Anxiety about the assessments should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons
- Be a reason not to attend school.

Let us know if you think your child may need additional support. This isn't about removing the reality of the tests but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to us so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of the assessments concern them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

KS2 Assessments are obviously linked to school. Don't be surprised if your child would prefer seek reassurance from teachers over family members.

Try not to project your own anxieties or views about the assessments

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in standardised testing in primary school, your child may reflect this view.



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Advice for Year 6 children

- Listen to your teacher.
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 Assessments last for 4 days out of your whole life!

"Stay focused in class so you don't have loads of extra studying to do at home!" – Year 7 pupil's advice.



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