

Key Stage 2 Assessment



Information and Guidance on
Assessment Procedures
2024-2025

Assessment and Reporting

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- At the end of Key Stage 2 children are assessed to whether they meet the 'Expected Standard' of a year 6 child.
- Children will be assessed through two different ways: **SATs testing** and **Teacher Assessment** grading.
- SATs tests are used for maths, reading and SPaG: they will grade children based on a scaled score that will indicate a final outcome of whether each child has met the expected standard for the end of Key Stage 2.
- Writing and Science are teacher assessed using evidence collected over a longer period of time.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the new curriculum was introduced (**introduced 2014, first tested 2016**)

Assessment and Reporting - School

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- We continue to use the school 'Stepping Stone' system for assessing your child's progress.
- Your child will be assessed against Age Related Expectations (AREs) for each year group.
- Children will be working at 'Entering', 'Developing' or at being 'Secure' in the objectives they are covering. Some children may move on to embedding their learning deeper and being awarded a 'Greater Depth' grade.
- These grades are to measure the progress of children from one term to the next. Children are expected to make one 'step' progress per term.

End KS2 Judgements

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- For **Writing and Science**, children will be **assessed by teachers** against End of Key Stage objectives. These are the expectations that all children need to achieve by the end of Year 6.
- These judgements are made according to the government's lists of expectations.
- Your child's class teacher will have assessed their work against these lists, and used that to judge their overall standard of work.
- Writing will be teacher assessed internally. Moderation of judgements may take place by the LA. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

End KS2 Judgements - Writing and Science

- **Writing:**

GDS – Greater depth

EXS – Expected standard

WTS – Working towards standard

Children working below the standard of the tests in writing will be assessed on 'Pre-Key Stage 2' standards.

- **Science:**

EXS – Expected standard

HNM – Has not met expected standard

Why?

- **Reading and Maths** judgements will be made from their **SATs results only**.
- The Government set the tests that all children in Year 6 have to take. SATS tests are designed to two things:
 1. To see how well schools are performing and measure the success schools have had teaching their children (tracking individual **pupil progress over time**)
 1. To see how well children individually have learnt (**pupil attainment at the end of KS2**)
- They are an assessment of the whole of Key Stage 2 curriculum, involving learning from year 3, 4, 5 and 6.

The Tests

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- Key Stage 2 SATs will take place nationally from **Monday 12th May to Thursday 15th May 2025**.
- 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.
- Timetable:

Monday 12th May	Spelling, Punctuation and Grammar Test (45 mins + 15 mins)
Tuesday 13th May	Reading test (1 hour)
Wednesday 14th May	Arithmetic test (30 mins), Reasoning test 1 (40 mins)
Thursday 15th May	Reasoning test 2 (40 mins)
Friday 16th May	NO TESTS

SATs - Scaled Scores

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The marked tests will provide the following information:

- A raw score (i.e. number of marks)
- A scaled score
- An indication of whether the national standard has been met.

In scaled scores, a score of 100 represents the national standard. The lowest is 80 and the highest is 120.

After each test is marked, it will be converted into a scaled score and that will show whether a pupil is working at the national standard, above or below it.

A pupil will need to achieve a scaled score of 100 to show that they have met the national standard on the test.

Scaled Score Examples

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	Raw Score	Scale Score Conversion
SPaG	42 out of 70	96
Reading	44 out of 50	116
Maths	72 out of 110	103

Access arrangements

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Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements. Your child's class teacher will discuss with you if they feel that access arrangements are required. These access arrangements must be part of normal classroom practice and cannot be used simply for the tests.

Access arrangements can include the following:

- Extra time (25%)
- Scribes (writing aid)
- Transcripts
- Rest breaks
- Reader (for SPaG and Maths only – not Reading)

Access arrangements

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text

Extra time

- Some children may be entitled to 25% extra time in which to complete the tests.
- Children with an EHCP are automatically entitled to 25% extra time.
- For all other children, an application for extra time **must be completed** to the STA in advance of the tests and a decision will be made. The outcome will confirm whether the pupil is eligible for additional time or whether the school could consider alternative access arrangements. It is not the decision of school of whether children can or cannot be awarded extra time.
- Schools will need to respond to 7 questions about the pupil. These questions draw on the teacher's assessment of the pupil's abilities or needs and do not relate to a specific diagnosis or condition.
- Reports from educational psychologists or other education professionals are not required in the application. Where a report is already in place, teachers can use it to inform their responses about the pupil.

Spelling, Punctuation and Grammar

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text

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar. This test lasts for 45 minutes.
- Pupils need a good working knowledge of technical vocabulary used to describe grammatical terms and punctuation marks.
- Questions in the grammar test are focused around the following areas (called 'content domains'):
 - -Grammatical terms /word classes
 - -Functions of sentences
 - -Combining words, phrases and clauses
 - -Verb forms, tenses and consistency
 - -Punctuation
 - -Vocabulary
 - -Standard English and formality
- There are a range of answer types in the grammar test, including multiple choice and short one-word answers, but there will not be any long written answers required

Spelling, Punctuation and Grammar

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text

Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

was is

was was

is is

is was

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>
John might have missed the train.	<input type="checkbox"/>	<input type="checkbox"/>
Ann can speak six languages.	<input type="checkbox"/>	<input type="checkbox"/>
You could finish your work by the end of the lesson.	<input type="checkbox"/>	<input type="checkbox"/>

Spelling, Punctuation and Grammar

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text

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

Spelling, Punctuation and Grammar

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text

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____
and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.

Reading

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- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- The test assesses whether pupils' comprehension of age appropriate texts meets the national standard. There will be numerous questions on inference, vocabulary and authorial choice.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Reading

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Questions are focused around the following areas (called 'content domains'):

- Give /explain the meaning of words in context
- Retrieve and record information/identify key details from fictions 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

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text

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

1. Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

Mathematics

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text

- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 each last for 40 minutes and focus on problem solving, fluency and applying mathematical reasoning.
- Questions cover the following areas (called 'content domains'):
 - Number and place value
 - Addition, subtraction, multiplication and division (calculations)
 - Geometry
 - properties of shapes
 - position and direction
 - Statistics
 - Measurement
 - Algebra
 - Ratio and proportion
 - Fractions, decimals and percentages.

Mathematics

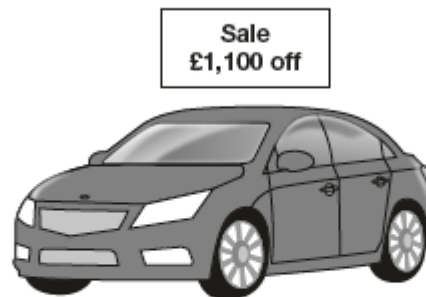
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text

In this grid, there are four multiplications.

Write the **three** missing numbers.

4	x	8	=	
x		x		
3	x		=	21
=		=		
		56		

The **original** price of this car is £8,999



Tick the fractions **less than** $\frac{5}{8}$

$\frac{1}{2}$

$\frac{2}{8}$

$\frac{3}{4}$

$\frac{7}{16}$

$\frac{24}{32}$

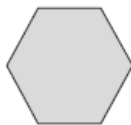
What is the **sale** price of the car?

£

17

These two shapes have the **same** perimeter.

regular hexagon



square

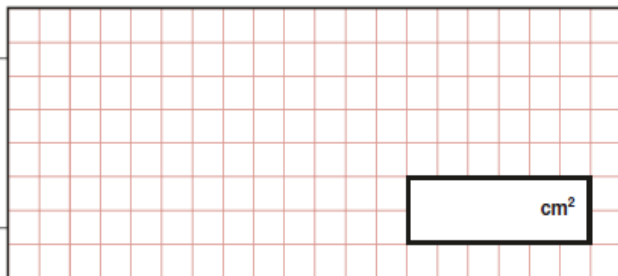


Not actual size

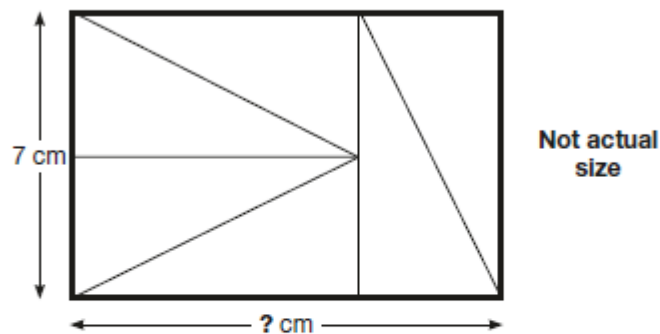
The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

Show your method



Six identical right-angled triangles are arranged to make a rectangle.



Calculate the **length** of the rectangle.

cm

How to Help Your Child

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- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks. We are setting weekly English and Maths linked to SPaG and Maths revision.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!