Information Evening
2018 SATs
E-Safety

Loddon Primary Federation

Spring 2018

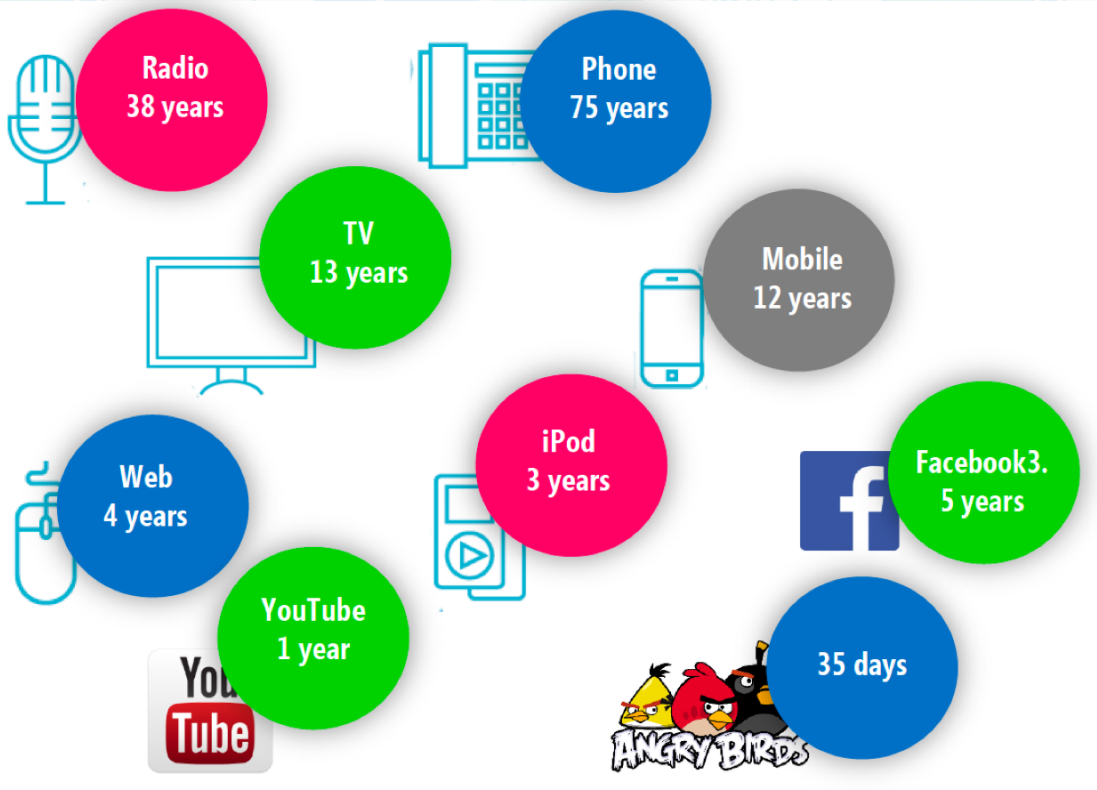# E-Safety

Do you feel left behind when it comes to the latest Apps that your children are using?

Parenting in the digital age

www.internetmatters.org

Penetration rate – Years to reach approx. 50 million user

There are lots of positives

Online games can enhance teamwork and creativity

Add to the child's store of knowledge

Households with computers perform better academically

Improve both visual intelligence and hand-eye coordination

But technology can also affect children's development

- **Sleep cycles** are affected by blue light from screens
- Screen-based entertainment increases central nervous system arousal
- Millennials are **more forgetful** than OAP's
- One study found that the **more distracted** you are the less able you are to experience empathy

Key Life Moments

Children

Age 3-4
1% own a mobile phone, 16% own a tablet, 0% have a social media profile

Age 5 – 7
67% of children are online.
Average time spent per week: 8 hours 42 minutes
3% have a social media profile
Children start to browse internet for school work and general browsing

Under 10
Internet use limited to gaming, streaming video and TV and video calling

Age 8 – 11
90% of children are online, 49% own a tablet
Average time spent per week: 12 hours and 54 minutes
56% play games online, 12% against people who they've never met

Age 10 - 11
Phone ownership rises from 21% to 43%,

43% of 11 year olds have a social media profile and are messaging, sharing and liking throughout the day

Age 12 - 13
Phone ownership rises from 50% to 74%
74% of 13 year olds have a social media profile

12-15
98% of children are online
Average time spent per week: 20 hours and 6 minutes
27% play games against people they've never met

Secondary school children use an average of 5 social networks

Learn to read & write

Start Secondary school

4   5   6   7   8   9   10   11   12   13   14   15   16

Parents

Age 3-4
55% of parents think the benefits of the internet outweigh the risks
10% think their child knows more about the internet than they do

Age 5-7
35% of parents have never spoken to their children about managing risks online
4% never supervise online access and use

Under 10
Parental concern is limited to sexual content, inappropriate content, violent content and strangers/grooming

Age 8-11
68% of parents think the benefits of the internet outweigh the risks
41% think their child knows more about the internet than they do
34% are concerned about their child being bullied through their mobile phone

Age 10-13
Parental concerns around online bullying increase

Age 5-15
42% of parents have no awareness of content filters

Age 5 – 15
16% of parents have never spoken to their child about managing risks online

Age 12-15
8% of parents do nothing to regulate or monitor their child's activity online

And there are of course risks

	Content (Child as receiver of mass productions)	**Contact** (Child as participant in adult-led activity)	**Conduct** (Child participation, perpetrator or victim)
Aggressive	Violent	Harassment	Cyberbullying
Sexual	Pornographic	Grooming, sexual abuse	Sexual harassment, 'sexting'
Values	Racist / hateful	Ideological persuasion	Harmful user generated content
Commercial	Marketing	Personal data misuse	Gambling, copyright infringement

Risk is not Harm. Positive action can limit the risks becoming harmful.

1. Understand the risk
2. Communicate regularly
3. Keep risks in proportion
4. Agree helpful mediation strategies
5. Develop coping strategies that foster resilience
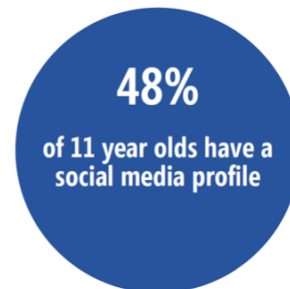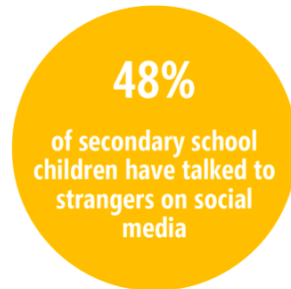
Dealing with inappropriate content

4.7m
URL's showing pornographic content
More than 12% of the internet

11yrs
Average age to first view porn online

1/3
of children have seen explicit images by age of 10

What to talk about
- They can come to you if they see anything that upsets them
- If they have seen pornography…that it presents an unrealistic image of sex and relationships
- The importance of respect for each other and the meaning of consent

Top tips / tools to use
- Parental controls on home broadband
- Content lock on mobile networks
- Safe search on Google (& other browsers) & YouTube; child –friendly search engines

Dealing with inappropriate contact

48%
of secondary school children have talked to strangers on social media

48%
of 11 year olds have a social media profile

What to talk about
- Sometimes people hide behind fake profiles for dishonest reasons
- Agree how they will respond to requests from people they don't know in real life
- Never ever to meet up with anyone they don't know in real life

Top tips / tools to use
- Set up safe social media profiles that don't share personal information
- Turn off geo location settings on devices
- Use the strongest privacy settings on social media
- Learn how to report / block / mute

Dealing with inappropriate Conduct

25% of children will experience cyberbullying

**50%** of children say someone has been nasty online

What to talk about

- Talk to a trusted adult if they experience anything upsetting online
- Think carefully about sharing images of others
- Be responsible online, remembering they are creating their own digital footprint

Top tips / tools to use

- Report inappropriate posts/content to the social media providers
- Think carefully about using monitoring apps that identify inappropriate behaviour

Dealing with 'sexting'
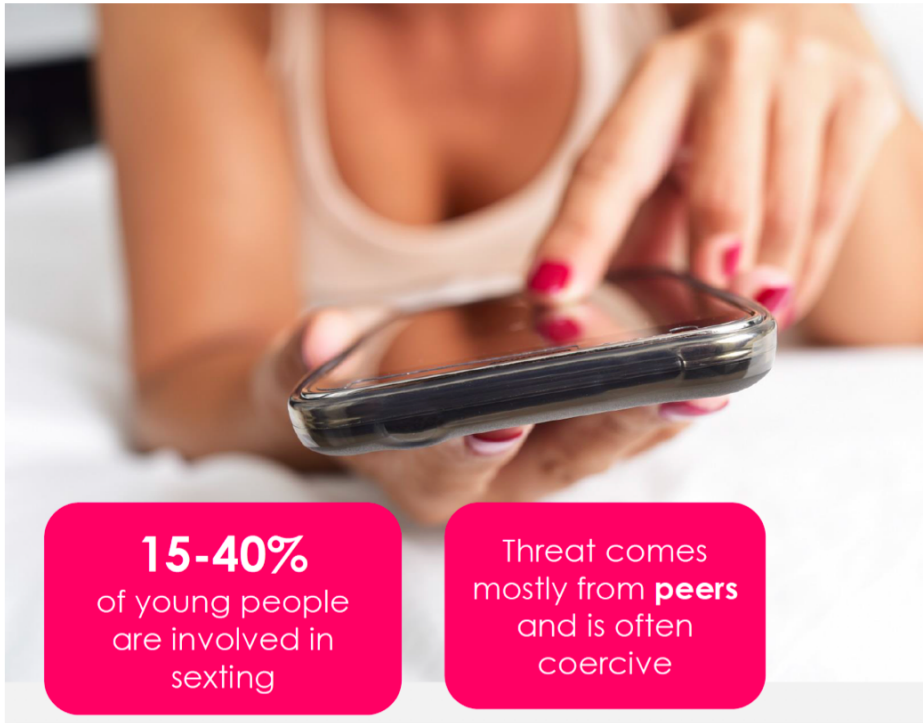
15-40% of young people are involved in sexting

Threat comes mostly from **peers** and is often coercive

What to talk about

- It's hard to control where images might be shared
- It's illegal to create or share a sexual image of a child under 18

Top tips / tools to use

- The T-shirt test – if you wouldn't wear the picture on your T-shirt, don't share online
- If you child is involved in sexting contact CEOP & Childline who can help to remove images

What are children taught at school?

Use technology safely, respectfully and responsibly;
Recognise acceptable/unacceptable behaviour;
Identify a range of ways to report concerns about content and contact.

Computing Curriculum
PSHE Curriculum
Assemblies
Filtering and monitoring system
Curriculum and Safeguarding is assessed as part of OFSTED framework

Other useful support services

Child Exploitation & Online Protection Centre
•For concerns about online sexual abuse or the way someone has been communicating online ceop.police.uk/CEOP-Reporting/

•**NSPCC Net Aware**
•A guide to social networks that children use net-aware.org.uk/#

•**Childline 0800 1111**
•24 hour free helpline service for children and young people

Questions

2018 SATs

Key stage 2 frameworks: standards

For English writing pupils will be grouped into 4 categories:

- working towards the expected standard

- working at the expected standard

- working at greater depth within the expected standard or

- a category for pupils who do not meet the 'working towards the expected standard'

For English reading, mathematics and science pupils will be grouped into 2 categories:

- working at the expected standard *or*

- a category for pupils who do not meet the standard

KS2 SATS

- Set week across the country Week beginning 14th May 2018
- Reading paper
- Grammar and punctuation paper
- Spelling test
- Arithmetic paper
- 2 Reasoning maths tests
- No 'Level' 6 papers, instead some harder questions in all 3 subjects
- Science -To provide evidence that pupils demonstrate consistent attainment of all of the statements within the standard, teachers will need to draw on assessment judgements that have been made earlier. This will include all elements of the key stage 2 science curriculum that have been taught before the final year 2 years of the key stage.
- Random sampling Science tests take place every 2 year. The next sample tests will be in 2018.

READING

Working at the expected standard

The pupil can:
• read age-appropriate books with confidence and fluency (including whole novels)
• read aloud with intonation that shows understanding
• work out the meaning of words from the context
• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
• predict what might happen from details stated and implied
• retrieve information from non-fiction
• summarise main ideas, identifying key details and using quotations for illustration
• evaluate how authors use language, including figurative language, considering the impact on the reader
• make comparisons within and across books.

How do we prepare our children?

- ♦ **Weekly guided reading sessions**
- ♦ **Booster reading sessions led by a teacher or Teaching Assistant**
- ♦ **Test practice questions**
- ♦ **Mock SATs week**

	Breakdown of Reading Content Domains						
	2a: Give / explain the meaning of words in context.	2b: Retrieve and record information / identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph.	2d: Make inferences from the text / explain and justify inferences with evidence from the text.	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.
	11	15	1	17	3	1	2
0	9.09%	40.00%	0.00%	29.41%	33.33%	0.00%	50.00%
0	81.82%	86.67%	0.00%	82.35%	66.67%	100.00%	0.00%
0	45.45%	66.67%	0.00%	52.94%	0.00%	0.00%	0.00%
0	9.09%	13.33%	0.00%	11.76%	0.00%	100.00%	50.00%
0	54.55%	60.00%	0.00%	35.29%	33.33%	100.00%	100.00%
0	81.82%	93.33%	100.00%	94.12%	100.00%	100.00%	100.00%
0	63.64%	100.00%	0.00%	52.94%	66.67%	0.00%	50.00%
0	81.82%	93.33%	0.00%	64.71%	66.67%	100.00%	100.00%
0	45.45%	46.67%	0.00%	35.29%	33.33%	0.00%	100.00%

WRITING

- **For 2017 to 2018, the Government have introduced revised teacher assessment frameworks in English writing only, which include:**

- **A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made.**

- **Revised 'pupil can' statements – a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive.**

- **All changes are in line with the attainment targets for the key stage 2 programme of study.**

• spelling some words correctly* (year 5 and 6)					

End of key stage 2 statutory assessment – Working at the expected standard					
The pupil can write for a range of purposes and audiences:		**Short Story**			**Additional Evidence**	**Criteria Met**
• creating atmosphere, and integrating dialogue to convey character and advance the action					
• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly					
• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs					
• using passive verbs mostly appropriately					
• using modal verbs mostly appropriately					
• using a wide range of clause structures, sometimes varying their position within the sentence					
• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision					
• using mostly correctly	inverted commas				
	commas for clarity				
	punctuation for parenthesis				
• making some correct use of	Semi- colons				
	dashes				
	hyphens				
	colons				
• spelling most words correctly* (year 5 and 6)					

SPaG / GAPS – Grammar, Punctuation and Spellings

♦ *The children need to:*

• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)

♦ • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

♦ • maintain legibility in joined handwriting when writing at speed

5 Circle **all** the **determiners** in the sentence below.

There wasn't much juice left in the fridge, so I bought a new bottle.

1 mark

6 Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

Maths

Children need to show that they have met ***all the statements in the maths framework, to meet the 'working at the expected standard'.***

The framework has a greater emphasis on reasoning, algebra and formal methods of calculation

25

Show your method

$$1\ 3\ \boxed{3}\ 0\ 1\ 6$$

2 marks

21

$7,505 \div 5 =$

1 mark

16 Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show your method

£

2 marks

19 **One gram** of gold costs £32.94

What is the cost of **half a kilogram** of gold?

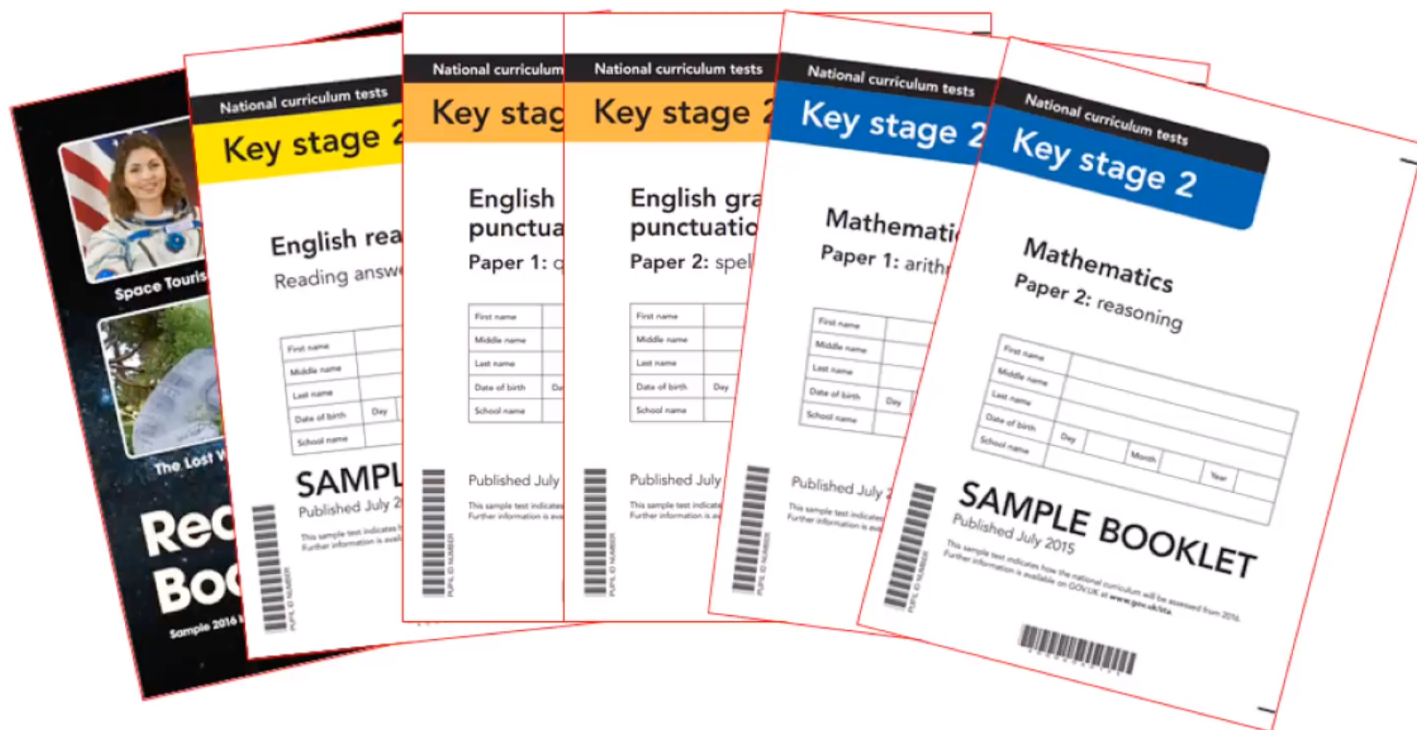Show your method

£

2 marks

How do we prepare our children?

Timed arithmetic tests

Booster Maths sessions led by a teacher or Teaching Assistant

Test practice questions

Mock SATs week

Breakdown of Mathematics Content Domains								
11	39	24	8	4	11	7	2	4
N: Number and Place Value	C: +, -, ×, ÷ (calculations)	F: Fractions, Decimals, Percentages	R: Ratio and Proportion	A: Algebra	M: Measurement	G: Geometry/Properties of Shape	P: Geometry/ Position and Direction	S: Statistics
91%	90%	75%	63%	25%	91%	86%	0%	75%
91%	90%	79%	100%	100%	82%	71%	50%	100%
91%	92%	92%	100%	75%	91%	71%	100%	100%
91%	77%	83%	38%	50%	91%	71%	50%	75%
82%	74%	88%	88%	75%	27%	100%	100%	25%
91%	82%	54%	63%	50%	55%	57%	0%	100%
91%	64%	75%	50%	100%	64%	57%	50%	75%
91%	97%	96%	88%	100%	100%	86%	100%	100%

Key Stage 2 tests