



Key Stage 2 SATs Information Meeting for Parents

10th February 2022

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on Monday 9th May ending on Thursday 12th May 2022.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 9th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 9th May
 - Reading – Tuesday 10th May
 - Maths (paper 1: Arithmetic) – Wednesday 11th May
 - Maths (paper 2: Reasoning) – Wednesday 11th May
 - Maths (paper 3: Reasoning) – Thursday 12th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs 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.*

When and How the SATs 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 SATs

- 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: Monday 9th May

- Spelling, Punctuation and Grammar consists of two papers.
 - 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.

e.g. that, which

Everyone loved the music _____ 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

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.

More Sample Questions

Grammar, Punctuation and Spelling Paper 1

Match up the words with the right term of description.

Words
which she always found funny
inside the restaurant
Dave took his mum out for a meal

Descriptive Term
A prepositional phrase
A main clause
A relative clause

More Sample Questions

Grammar, Punctuation and Spelling Paper 1

Label each word with the correct letter.

A - Noun

B - Verb

C - Pronoun

D - Determiner

E - Adverb

Dave hurriedly grabbed a bag of crisps before he left the house

↑

↑

↑

↑

↑

.....

Sample Spellings

Grammar, Punctuation and Spelling Paper 2

1. Mum hit her _____ with the hammer.
2. The boy had _____ keeping up with his elder sister.
3. Add eggs to your cake _____.
4. The new laptop is light and _____.
5. We put the bread _____ in the oven.
6. My favourite subject at school is _____.
7. The teacher asked the children to pay _____.
8. Ralf _____ his parents' permission to go out.
9. The astronaut felt _____ in space.
10. Ralsa was chosen to be a member of the school _____.

Qu.	Spelling
1	thumb
2	trouble
3	mixture
4	portable
5	dough
6	science
7	attention
8	obtained
9	weightless
10	council
11	suffered
12	typical
13	usually
14	cautious
15	essential
16	vague
17	adventurous
18	architect
19	descendant
20	inconceivable

Reading: Tuesday 10th May

- 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 SATs 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 Bumblebees

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



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.

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

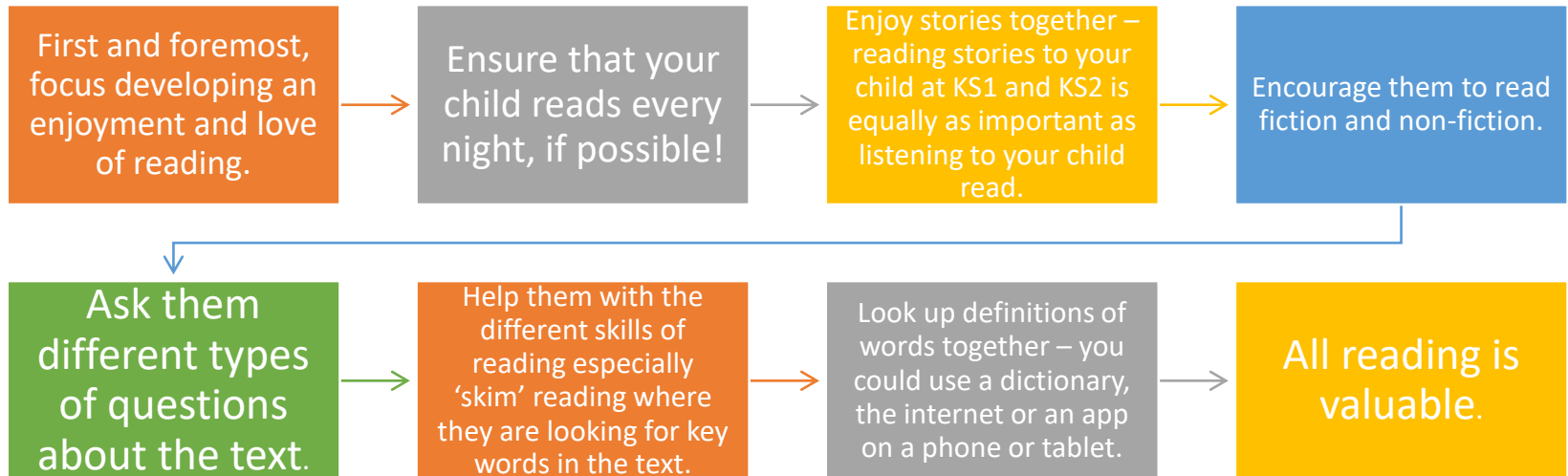
3 marks

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 space• she 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 space• she 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																	
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Reading

- Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.
- In the 2019 Reading SATs 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.

How Can You Help With Your Child's Reading?



Maths: Wednesday 11th May and Thursday 12th May 2022



The Maths assessments consist of three tests.



Paper 1: Arithmetic (30 minutes) – Wednesday 11th May



Paper 2: Reasoning (40 minutes) – Wednesday 11th May



Paper 3: Reasoning (40 minutes) – Thursday 12th May

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:

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> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ <p>OR</p> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	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> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$										<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> 2 marks
	<div style="border: 1px solid blue; width: 100px; height: 60px; margin: 0 auto;"></div>										
Show your method											

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

5.87
+ 3.123
<u>8.993</u>

8.993

☐ 1 mark

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

87
- 65
<u>22</u>

☐ 1 mark

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

$60 \div (30 - 24)$
$60 \div 6 = 10$

10

☐ 1 mark

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

$10\% \text{ of } 3,000 = 300$
$20\% \text{ of } 3,000 = 600$

600

☐ 1 mark

Maths Paper 1 (Arithmetic)

Example questions:

22	$1\frac{3}{7} - \frac{4}{7} =$	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> $\frac{6}{7}$ </div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; vertical-align: middle;"></div> 1 mark
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> $\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$ </div>	

25	3 7 8 8 8	<div style="border: 1px solid black; width: 60px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; vertical-align: middle;"></div> 2 marks
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Show your method </div>	

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 style="text-align: right;"> $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ \underline{- 740} \\ 140 \text{ (error)} \\ \underline{- 111} \\ 29 \end{array}$ </div> <p>OR</p> <div style="text-align: right;"> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ \underline{- 740} \\ 148 \\ \underline{- 148} \\ 0 \end{array}$ <div style="display: flex; justify-content: space-between; width: 100%;"> 20×37 4×37 </div> </div> <ul style="list-style-type: none"> short division algorithm, e.g. <div style="text-align: right;"> $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{)888} \end{array}$ </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>

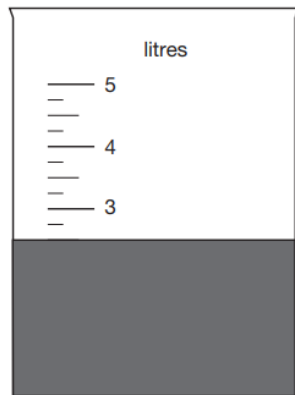
Maths Papers 2 and 3 (Reasoning)

- Paper 2 will take place on Wednesday 11th May and paper 3 will take place on Thursday 12th May. 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.

Maths Papers 2 (Reasoning)

Example questions:

7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 1/2

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.

11

109

1 mark

1 mark

Maths Papers 2 (Reasoning)

Example question:

18

Circle the **prime** number.

95 89 87

Explain how you know the other numbers are **not** prime.

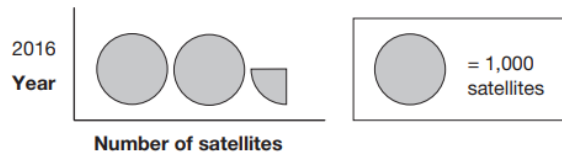
18	<p>Award ONE mark for a correct explanation of why the 95 AND 87 are NOT prime, e.g.</p> <ul style="list-style-type: none">• 87 is divisible by 3 and/or 29 AND 95 is divisible by 5 and/or 19• 87 is in the 3 times table AND 95 is in the 5 times table• 95 is divisible by five because every number in 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	<p>No mark is awarded for circling '89' alone.</p> <p>Both non-primes must be explained correctly for the award of the mark.</p> <p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none">• The other 2 numbers have more than 2 factors (vague)• 87 is divisible by 3 (incomplete). <p>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.</p> <ul style="list-style-type: none">• $3 \times 27 = 87$• 89 has three factors• no numbers go into 89
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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? 2,250

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.

400 km

1 mark

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 style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array}$ </div> <div style="text-align: center;"> $\begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ </div> </div> <p style="text-align: center;">$3,504 + 3,570 = 7,074$</p> <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>

Writing – Teacher Assessed against Statutory Assessment Requirements

Working **towards** the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the Year 3 / Year 4 spelling list, and some words from the Year 5 / Year 6 spelling list*
- write legibly.

Writing - Teacher Assessed against Statutory Assessment Requirements



Working **at** the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- 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.

Writing - Teacher Assessed against Statutory Assessment Requirements

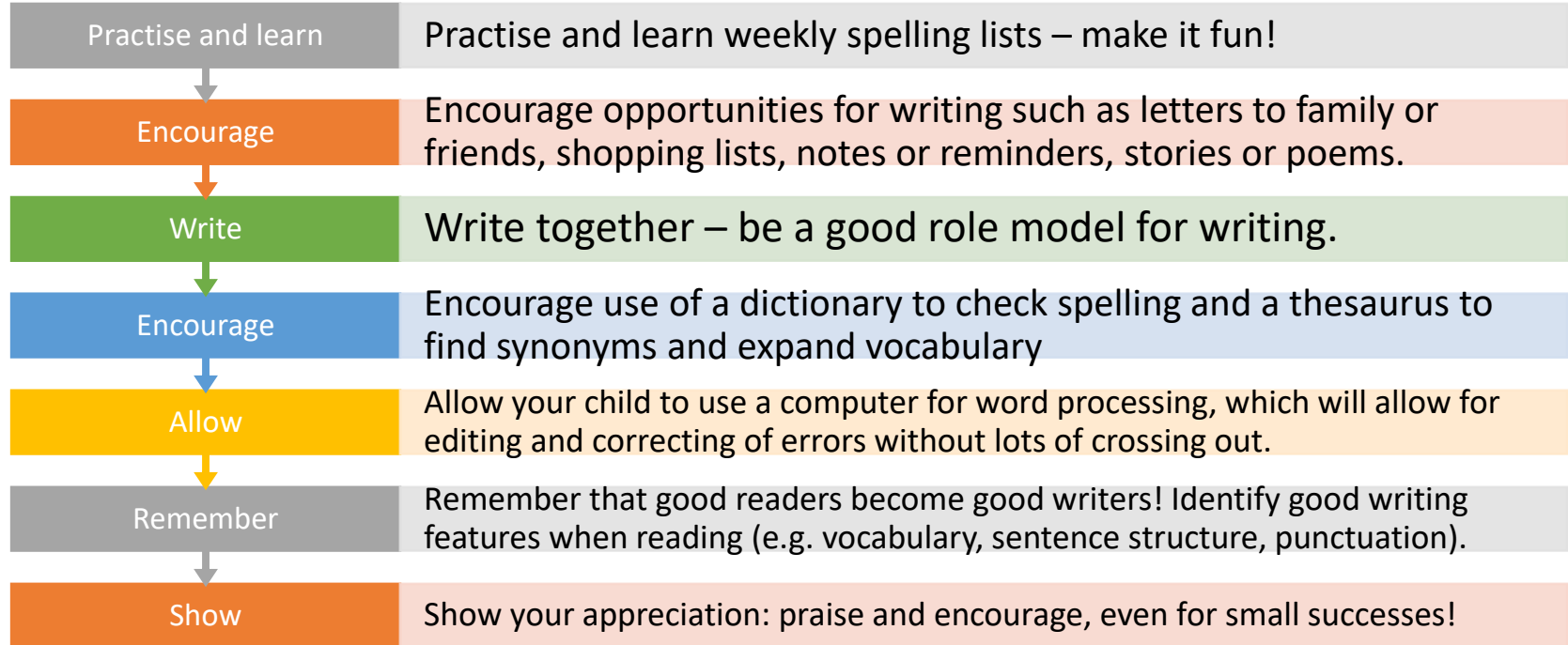


Working at Greater Depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^
- [There are no additional statements for spelling or handwriting]

How can you help your child with writing?



Supporting your child in preparing for the SATs

- 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:
 - Don't use past papers as they are used in school to prepare the children.
 - Attend any SATs 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 SATs. This will help them to relax before the SATs and give them something to look forward to after.

Supporting your child in preparing for the SATs

- Further tips:
 - Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
 - 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.
 - As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
 - There are lots of good websites with free Year 6 revision resources.
- Purple Mash <http://spellingframe.co.uk>/<http://mathsframe.co.uk/> (login required)

Things to remember about SATs

- SATs 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 will not highlight all of their amazing personal characteristics.
- SATs 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.
- SATs are only four days out of a whole Primary School career.
- In reality, there is one or two papers each day that last 30 to 60 minutes.

What to do if you are worried about your child

- SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.
- SATs anxiety 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.
- If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This is not about removing the reality of SATs but rather equipping your 10 or 11 years 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 the school so that everyone concerned can offer the support needed.
- **Talk to your child**
- Talk to your child about what aspect of SATs concerns 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**
- SATs 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 SATs
- 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 SATs, your child may reflect this view.

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.
- We offer Free breakfast to Year 6 children during the SATS Week.
- 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 SATs last for 4 days out of your whole life!

Organisation of SATS Week

All children must sit the tests at the same time.

Tests will be completed in the School Hall with any displays that may 'help' being covered over.

Some children will complete the tests individually in other rooms within school

The Results

You will receive at end of Year Six...

- ✓ Teacher Assessment for writing.
- ✓ A raw score (number of raw marks awarded).
- ✓ A scaled score in each tested subject.
- ✓ Confirmation of whether or not they attained the National Standard.
- ✓ ...As well as the normal End of Year Report.



Any Questions?

Thank you for coming!