

Key Stage 2 SATs

(Statutory Assessment Tests)
will be held in the week beginning:

Tuesday 9th May 2023



The Tests

Date	Tests
Tues 9th May	Grammar, Spelling and Punctuation Paper 1 - 45 mins Spelling Paper 2 - approx. 15 mins
Wed 10th May	Reading - 60 mins
Thurs 11th May	Maths - Paper 1 Arithmetic - 30 mins Maths - Paper 2 Reasoning - 40 mins
Fri 12 th May	Maths - Paper 3 Reasoning - 40 mins

Writing Assessment:

Writing is assessed using evidence collected throughout Year 6.
There is no Year 6 SATs writing test.

Scaled Scores

- A scaled score of **100** and above, represents the **Expected Standard**.
- Scaled scores range from 80 – 120.
- In July, along with their report, each pupil will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the expected standard.
 - Plus, a **teacher assessment** of whether or not they attained the expected standard.

Higher Attaining Pupils

- There are no separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.
- A scaled score of 110 – 120, demonstrates a pupil is working at **greater depth** in that subject.

Additional Arrangements

Specific arrangements for SATs:

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- An adult to read for them;
- An adult to scribe (write) for them;
- Written or spoken translations of the mathematics reasoning papers;
- 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).

Spelling, Punctuation and Grammar

- **Paper 1: Punctuation, Vocabulary and Grammar** test:
Tuesday 9th May 9:15am
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- The paper will focus on the following areas:
 - Grammatical terms/ word classes;
 - Functions of sentences;
 - Combining words, phrases and clauses;
 - Verb forms, tenses and consistency;
 - Punctuation;
 - Vocabulary;
 - Standard English and formality.

Sample Questions

Grammar, Punctuation and Spelling Paper 1

4

Which sentence must end with a question mark?

Tick one.

Shall we go round the fitness trail in the park

We could go tomorrow if you like

What I really like is the rope bridge

Let me know what you would like to do

1 mark

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Sample Questions

Grammar, Punctuation and Spelling Paper 1

37

Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, While it rained all afternoon, the picnic was a success.

1 mark

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

41

Rewrite the sentence below so that it is in the **active voice**. Remember to punctuate your sentence correctly.

The results were announced by the judges.

e.g. Switch off the lights! Please turn off the lights

1 mark

Spelling, Punctuation and Grammar

- **Paper 2: Spelling test** is administered containing 20 words, lasting approximately 15 minutes, although it is not strictly timed. Children will be given as much time as necessary to complete the test. *Tuesday 9th 11am.*

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

2022 Spelling script

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Reading

- The Reading Test (*Wednesday 10th 9:15am*) consists of a single test paper with three different set texts for the children to read. These could be any combination of non-fiction, fiction, and/or poetry.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- Questions are designed to assess the comprehension and understanding of a child's reading.

Reading

- The Reading 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.

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____
2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"

Ground: Lornton FC, Low Road, Lornton

Capacity: 500

Plays in: The Nettie Honeyball Women's League

Sponsor: Sweet Peas Garden Centre, Mowborough

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the two names?</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g.</p> <ul style="list-style-type: none">• <i>The Parsnips</i>• <i>Parsnips</i>• <i>Parrs under 11s</i>• <i>Parrs</i>.	1m

Reading

- The reading SATs paper requires a range of answer styles.

17 Look at page 9.

Vladik is always changing his *Drallion* performance.

Give **two** ways that these changes to his performance happen.

1. _____

2. _____

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Drallion</i> performance.</p> <p>Give two ways that these changes to his performance happen.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none">• <i>changes happen naturally</i>• <i>he just does the changes and he doesn't even realise.</i>2. Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none">• <i>he modifies them on purpose</i>• <i>they happen deliberately.</i>3. Vladik adding a trick, e.g.<ul style="list-style-type: none">• <i>putting in a new trick.</i>	Up to 2m

Reading

- The reading SATs paper requires a range of answer styles.

33

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

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

1. _____

2. _____

3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none">1. curious2. imaginative3. confused4. unafraid5. solitary / content with her own company6. observant <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence]• 2. <i>That she is good at noticing things that go on.</i> [AP6] <p>• 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1]</p> <ul style="list-style-type: none">• 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none">• 1. <i>Brave because she did the right thing in the situation.</i> [AP4]• 2. <i>She was a person who definitely kept herself to herself.</i> [AP5] <p>• 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence]</p> <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none">• 1. <i>She likes to find out about other people.</i> [AP1]	Up to 3m

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 2022 Reading SATs paper:

- 10% of marks – giving and explaining the meaning of words in context;
- 38% of marks – retrieving and recording information or identifying key details from a text;
- 44% of marks – making inferences from a text and justifying those inferences with text evidence.

When reading with your child at home, it might be useful to try and focus on these types of questions.

Mathematics

- **Paper 1 'Arithmetic'**: (*Thursday 11th 9:15am*) lasting for 30 minutes, the test is worth 40 marks and covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.

Mathematics

Example Questions:

32 $2\frac{1}{2} - \frac{2}{3} =$

1 mark

33

$$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
32	$1\frac{5}{6}$ OR $\frac{11}{6}$	1m	Accept equivalent mixed numbers, fractions or an exact decimal equivalent, e.g. $1.8\bar{3}$ (accept any unambiguous indication of the recurring digits). Do not accept rounded or truncated decimals.
33	Award TWO marks for the correct answer of 273,226 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. <ul style="list-style-type: none"> • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 244680 \\ \hline 273126 \end{array}$ (error) OR • $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28544 \text{ (error)} \\ 244680 \\ \hline 273224 \end{array}$ 	Up to 2m	Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: $\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline 28546 \\ 24488 \text{ (place value error)} \\ \hline 53014 \end{array}$

Mathematics

Example Questions:

6 $6.48 + 8.6 =$

$$\begin{array}{r} 6.48 \\ + 8.6 \\ \hline 15.08 \\ \end{array}$$

1 mark

15 $= 596 \times 7$

$$\begin{array}{r} 596 \\ \times 7 \\ \hline 4172 \\ \end{array}$$

1 mark

27 $15\% \text{ of } 3,200 =$

$$\begin{array}{l} 10\% \text{ of } 3,200 = 320 \\ 5\% \text{ of } 3,200 = 160 \\ 15\% \text{ of } 3,200 = 480 \end{array}$$

1 mark

35 $6 + 4 \div 2 =$

$$\begin{array}{l} 4 \div 2 = 2 \\ 6 + 2 = 8 \end{array}$$

1 mark

Mathematics

Example Questions:

29	73 3066	
Show your method		<input type="text"/>
		2 marks

29 Award **TWO** marks for the correct answer of 42.

If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e.

- long division algorithm, e.g.

$$\begin{array}{r} 41 \text{ r}67 \\ 73 \overline{)3066} \\ \underline{-2920} \\ 140 \text{ (error)} \\ \underline{-73} \\ 67 \end{array}$$

OR

$$\begin{array}{r} 32 \text{ (error)} \\ 73 \overline{)3066} \\ \underline{-730} \quad 10 \times 73 \\ 2336 \\ \underline{-2190} \quad 30 \times 73 \\ 146 \\ \underline{146} \quad 2 \times 73 \\ 0 \end{array}$$

- short division algorithm, e.g.

$$73 \overline{)306} \overset{14}{6} \text{ (error)}$$

Up to 2m

Working must be carried through to reach a final answer for the award of **ONE** mark.

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.

Mathematics

Papers 2 (Thursday 11th 11am) **and 3** (Friday 12th 9:15am) **cover 'Problem Solving and Reasoning'**: each lasts 40 minutes with a total of 35 marks each. Pupils will still require calculation skills but will be required to demonstrate their ability to solve problems and their mathematical reasoning. They cover a wide range of topics from key stage 2:

- 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.

Sample Questions

Maths Paper 2 Reasoning

6 Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

2.25 litres

1 mark

7 In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

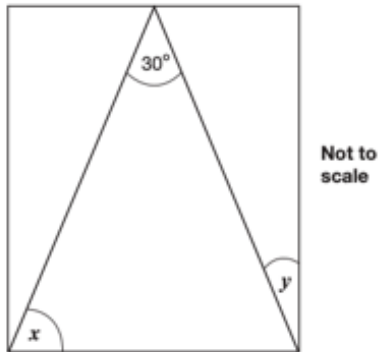
6/10

1 mark

Sample Questions

Maths Paper 2 Reasoning

24 Here is an isosceles triangle inside a rectangle.



Calculate the sizes of angles x and y .

Show
your
method

$x =$

$y =$

2 marks

24 Award **TWO** marks for the correct answer of $x = 75$ **AND** $y = 15$

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g.

- $180 - 30 = 150$
 $150 \div 2 = 70$ (error)
 $90 - 70$

OR

Award **ONE** mark for either correct x **OR** y .

Up to
2m

Answer need not be obtained for the award of **ONE** mark.

If there is no evidence of an appropriate method and the values for x **AND** y are incorrect, accept for **ONE** mark $x + y = 90$, unless x is between 65–69 (inclusive) **AND** y is between 21–25 (inclusive).

Sample Questions

Paper 3 : Reasoning

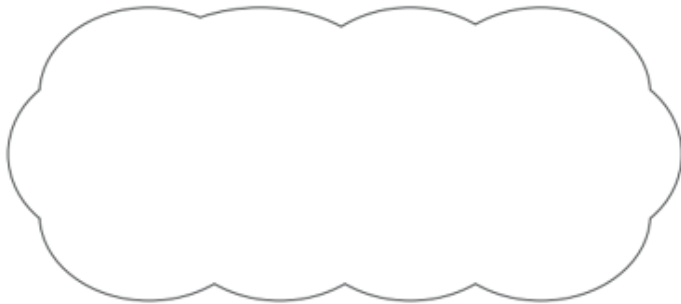
19

Jack says,

When you square a prime number, the answer has only two factors.



Explain why Jack is **not** correct.



1 mark

19 Award **ONE** mark for a correct explanation, e.g.

- It has 3 factors – the prime number, 1 and the square of the prime number.
- The prime number has 2 factors; the squared prime number will be divisible by one, itself and the prime number.
- All prime numbers squared have 3 factors.

OR

A correct explanation that gives a counter example, e.g.

- 5 is prime
 $5^2 = 25$
25 has 3 factors: 1, 5 and 25, not two
- 7^2 has more than 2 factors – 1, 7 and 49
- $121 = 1 \times 121 = 11 \times 11$
- $3^2 = 9$
9 – 1, 9, 3
- $5^2 = 25$
Factors of 25 = 1, 5, 25
All squared primes have 3 factors.

1m

Do not accept vague or incomplete explanations, e.g.

- A square number doesn't have 2 factors (repeat of the question)
- $2^2 = 4$ (incomplete)
- Prime numbers have 2 factors only (incomplete)
- Prime numbers squared have more than 2 factors (vague)

Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation, e.g.

- $49 = 1, 7, 49$
- 5 squared is 25
1, 5, 5, 25
25 has four factors
- All prime numbers squared have more than 3 factors

Sample Questions

Paper 3 : Reasoning

20

This table shows how many people finished the New York Marathon in each of the first four decades it was held.

New York Marathon	
Decade	Total number of people who finished
1st decade	24,863
2nd decade	170,932
3rd decade	282,420
4th decade	350,824

What is the mean number of people who finished the marathon per decade? Round your answer to the nearest hundred.

Show your method

3 marks

Qu.	Requirement	Mark	Additional guidance
20	<p>Award THREE marks for the correct answer of 207,300</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 error, e.g. $\begin{array}{r} 24,863 \\ 170,932 \\ 282,420 \\ + 350,824 \\ \hline 828,939 \text{ (error)} \end{array}$ $828,939 \div 4 = 207,234 \text{ r}3$ Rounded to the nearest hundred $= 207,200$ <p>OR</p> <ul style="list-style-type: none"> sight of $207,259 \text{ r}3$ OR $207,259 \frac{3}{4}$ OR $207,259.75$ <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. 	Up to 3m	<p>Answer need not be obtained or rounded 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 error.</p>

Writing — Working towards the Expected Standard

I can write for a range of purposes.

I can use paragraphs to organise my ideas.

I can describe characters and settings.

You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.

I can structure non-fiction writing.

e.g. headings, sub-headings, bullet points

I can use the following punctuation mostly correctly:

Capital letters

Full stops.

Question marks.

Commas for a list.

Apostrophes for contraction.

I can spell most words from the Year 3/4 spelling list:

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

Writing Assessment:

Writing is assessed using evidence collected throughout Year 6.

There is no Year 6 SATs writing test.

I can spell some words from the Year 5/6 spelling list:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediately, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

I can write clearly and legibly.

Writing – Working at the Expected Standard

WORKING AT THE EXPECTED STANDARD



I can write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it.

e.g. writing informally and in the first person in a diary

I can describe settings, characters and atmosphere.

You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.

I can include dialogue to convey character and advance the action.

e.g. include emotions, actions and characters' thoughts in your dialogue.

With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.

I can use the appropriate vocabulary and grammatical structures for my writing.

e.g. writing informally and in the first person in a diary, using contracted forms in dialogue etc.

I can build cohesion within and across paragraphs using the following:

Co-ordinating conjunctions.

e.g. for, and, nor, but, or, yet, so

Subordinating conjunctions.

e.g. although, after, as, when, if, that, even though, because, until, unless, since

Adverbials.

e.g. include when and where the verb happened.

As the clock struck midnight, the shadow moved across the graveyard.

Pronouns to avoid repetition.

e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.

I can use tenses correctly and consistently.

Writing

I can use a range of punctuation mostly correctly:

Inverted commas.

Apostrophes for possession.

Commas for fronted adverbials.

Commas for clauses.

Commas in a list.

Brackets, dashes and commas (parenthesis).

Commas for clarity.

Hyphens.

Semi-colons.

Colons.

I can spell most words from the Year 5/6 spelling list:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

I can use a dictionary to check the spelling of uncommon or more ambitious words.

I can write neatly and legibly with joined letters.

Writing — Working at Greater Depth within the Expected Standard

All of the objectives at Expected Standard as well as the following:

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD



I can write effectively for different purposes and audiences, selecting the appropriate form.

I can use different grammar structures and vocabulary to control the level of formality in my writing.

e.g. informal writing - use of contracted forms, colloquial language/slang etc.

I can use a full range of punctuation correctly:

Inverted commas.

Apostrophes for possession.

Commas for fronted adverbials.

Brackets, dashes and commas (parenthesis).

Commas for clarity.

Hyphens.

Semi-colons.

Colons.

How to Help Your Child

- First and foremost, support and reassure your child: **praise, encourage and give out as much positivity as possible.**
- Ensure your child has the best possible attendance at school.
- Support your child with homework and revision tasks – encourage them to ask if they are unsure.
- Keep revision light – go over key skills (times tables, real word mental maths) is a good way to do this.
- We have completed our mock assessments, therefore using questions from past papers to support any last minute revision or practice would be a useful tool at home.

Tips for the week itself...

- Make sure they have enough sleep and get up in good time to come to school.
- Your child will be asked to attend school a little earlier on the morning of Tuesday 9th – about 8:30am – to share in a pre-SATs shared breakfast and chat time. A letter will confirm this.
- Each morning at home, make sure they eat a good breakfast and bring healthy snacks and drinks for the remainder of the day.
- Spend time relaxing and enjoying usual leisure activities – this is very important!
- **Illness during SATs week – contact school at the earliest opportunity.**

Remember...

- **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 won't 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, that's one or two papers each day that last 15 to 60 minutes.

SATs are merely a snapshot in time which can be affected by so many factors... There is much, much more to each and every one of your children and this is something I reinforce daily.

Finally...

Thank you for taking the time to read this information.



If you have any concerns or questions relating to SATs and your child, please contact the school office who will direct you to either myself or Mrs Prest as appropriate.

Thank you 😊