



# Year 6 SATs 2025 Presentation for Parents, Carers & Guardians

## 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 12<sup>th</sup> May** ending on **Thursday 15<sup>th</sup> May**.
- The SATs papers consist of:
  - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) - Monday 12<sup>th</sup> May
  - Spelling, punctuation and grammar (paper 2: Spelling test) - Monday 12<sup>th</sup> May
  - Reading - Tuesday 13<sup>th</sup> May
  - Maths (paper 1: Arithmetic) - Wednesday 14<sup>th</sup> May
  - Maths (paper 2: Reasoning) - Wednesday 14<sup>th</sup> May
  - Maths (paper 3: Reasoning) - Thursday 15<sup>th</sup> 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.
- Tests take place in the children's usual teaching rooms, with their usual teacher.
- Children are given a light snack before and have breaks in between tests if there are multiple tests in one morning.
- 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.

A scaled score of 110 or more shows that the pupils is achieving the higher standard.

## The results

Schools will be able to access the results on Tuesday 8<sup>th</sup> July. These will then need to be collated to be shared with pupils and parents by the end of that week.

The example to the right shows the information sent home from school, Science will not be included this year.

Pupils will receive their results from their usual teacher on the same day they are sent home to parents.

Name: Anna Wilson Form class: 6HT

	Raw Score	Scaled Score	Outcome	Teacher Assessment
<b>Reading</b>	40	109	EXS	
<b>Writing</b>				EXS
<b>Grammar, Punctuation and Spelling</b>	65	119	EXS	
<b>Maths</b>	99	111	EXS	
<b>Science</b>				EXS

Outcome codes for Reading, Maths, GPS and Science

EXS: has met the expected standard

HNM: has not met the expected standard

|

Outcome codes for Writing

GDS: working at a greater depth

EXS: has met the expected standard

WTS: working towards the expected standard

## Spelling, Punctuation and Grammar: Monday 12<sup>th</sup> 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.

## Reading: Tuesday 13<sup>th</sup> 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.

## Word count

KS2 Reading SATs papers analysis by @_MissieBee												Learning by Questions	
<i>'Pass' marks and total word counts (reading booklet + answer booklet) rounded to the nearest 100</i>													
	2017		2018		2019		2022		2023		2024		
	Extract	Questions	Ex.	Qu.	Ex.	Qu.	Ex.	Qu.	Ex.	Qu.	Ex.	Qu.	
Words	1937	1203	1488	1077	2168	1020	1553	975	2046	1174	2012	1061	
Total	~3100		~2600		~3200		~2500		~3200		~3100		
EXS	52%		56%		56%		58%		48%		TBC 09/07/24		

## 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><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"><li>• <i>just about to tuck into his tea and toast</i></li><li>• <i>having his breakfast</i></li><li>• <i>drinking tea.</i></li></ul>	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?

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1 mark



### 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.

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to either of the following:</p> <ol style="list-style-type: none"><li>it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><li><i>because it releases trapped pollen that they wouldn't have been able to get out</i></li><li><i>it makes a buzz that gets more pollen than other bees do</i></li><li><i>it helps release more pollen.</i></li></ul></li><li>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><li><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i></li><li><i>it means we can buy more common foods cheaper</i></li><li><i>it would be harder to grow beans.</i></li></ul></li></ol>	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 <b>two</b> impressions, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td> <ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul> </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul> </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul> </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul> </td> </tr> </tbody> </table>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"> <li>there are widening cracks in the planks in the ceiling</li> </ul>	2. it is small / tiny	<ul style="list-style-type: none"> <li>she wishes she had a bigger work space</li> <li>she has to eat at the same table that she works at</li> </ul>	3. it is warm / cosy	<ul style="list-style-type: none"> <li>there is a fire / stove</li> <li><i>comfortable nest</i></li> </ul>	4. it is untidy / cluttered	<ul style="list-style-type: none"> <li><i>Piston rings, bolts, and cylinders littered its surface</i></li> </ul>	5. it is old fashioned	<ul style="list-style-type: none"> <li>no electricity / kerosene lamps / cast-iron stove</li> </ul>	6. it is isolated	<ul style="list-style-type: none"> <li>it is situated among fields</li> <li><i>to go outside and watch the fields</i></li> </ul>	7. it is safe	<ul style="list-style-type: none"> <li>the storm coming outside is dangerous</li> </ul>	Up to 3m
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	<p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence.</p> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence.</p> <p><b>Award 1 mark</b> for <b>one</b> acceptable point.</p>																	

# 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 recent Reading SATs papers the majority of marks could be gained from answering questions involving:

- giving and explaining the meaning of words in context;
- retrieving and recording information or identifying key details from a text;
- 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.

KS2 Reading SATs papers analysis by @_MissieBee % of questions by content domain						
Content domain	'17	'18	'19	'22	'23	'24
2a	20	20	12	10	18	10
2b	28	26	42	38	32	38
2c	4	6	2	4	2	2
2d	44	44	36	44	46	44
2e	0	0	0	2	0	0
2f	2	0	0	2	2	0
2g	2	0	6	0	0	0
2h	0	4	2	0	0	6

Content domain reference	
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 words and phrases
2h	make comparisons within the text

## 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<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Maths: Wednesday 14<sup>th</sup> and Thursday 15<sup>th</sup> May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) - Wednesday 14<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) - Wednesday 14<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) - Thursday 15<sup>th</sup> 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:

<b>23</b>	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <input type="checkbox"/> 2 marks
Show your method		

Qu.	Requirement	Mark	Additional guidance
23	<p>Award <b>TWO</b> marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <p>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}</math></p> <p>OR</p> <p>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}</math></p>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p><b>Do not</b> award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

# Maths Paper 1 (Arithmetic)

Example questions:

**6**  $5.87 + 3.123 =$

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

1 mark

**11**  =  $87 - 65$

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

1 mark

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

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

1 mark

**18** 20% of 3,000 =

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

1 mark



$$\begin{array}{r} 024 \\ \hline 37 \overline{)888} \\ -74 \downarrow \\ \hline 148 \\ -148 \\ \hline 0 \end{array}$$

30	7		
60	+ 14	=	74
90	21		
120	+ 28	=	148
150	35		
180	42		
210	49		
240	56		
270	63		
300	70		

## Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 14<sup>th</sup> May and paper 3 will take place on Thursday 15<sup>th</sup> 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,

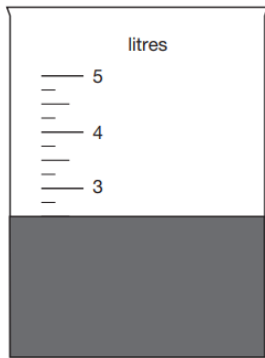
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

## 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  $\frac{1}{2}$

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

25

53

109

1 mark

1 mark

## Maths Papers 2 (Reasoning)

### Example question:

18

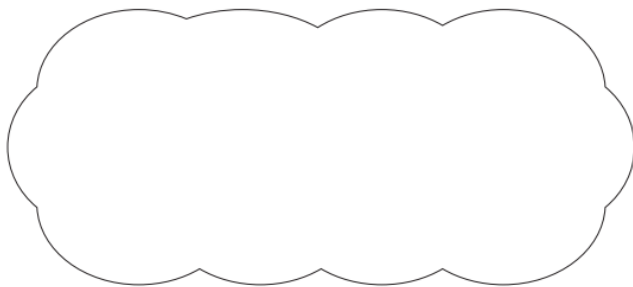
Circle the **prime** number.

95

89

87

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



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 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.

- 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.

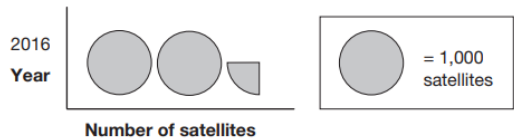
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

## 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?

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

<div style="border: 1px solid black; padding: 5px; display: inline-block;">beads</div>
--

3 marks

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

## 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 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, there's 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 isn't about removing the reality of SATs 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 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 to 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.

## FAQs following the meeting

### Will there be interventions in school to support pupils?

Yes there will be specific interventions in school in the run up to SATS to support pupils. Some interventions are already taking place during form time and more will begin after half term. These are small, focussed groups led by subject staff. Not all children will take part in these groups.

### How will children be given their results?

The children's usual teachers will give them their results in person away from the rest of the class. We feel it is important that staff are able to have these personal conversations.

### What should I do if my child is ill during the SATS?

Let school know as soon as possible, we are able to arrange a timetable variation for children to take the test up to 5 days after the scheduled date. If children do take the test at a later date they need to avoid contact with their peers until the test is taken.

### How will my children's SATS results be used?

As with all assessments, the results from SATS will be used to give a snapshot of children's attainment at a specific time. As the SATS are a standardised national test, the results (along with other information) are used by secondary schools to measure pupil progress and make predictions about GCSE performance.



# Year 6 SATs 2025 Presentation for Parents, Carers & Guardians

Any questions?