



## Year 6 SATs

*Information Evening for Parents and Carers*

Miss Goodfellow and Mr Garwood

# What are SATs and when will they take place?

- SATs are the Standardised Assessment Tests that are given to children at the end of KS2.
- They take place over four days, between **Monday 13<sup>th</sup> May and Thursday 16<sup>th</sup> May.**

Date	Subject	Test papers
Monday 13 May	English grammar, punctuation and spelling	Paper 1: Questions Paper 1: Spelling
Tuesday 14 May	English reading	English reading
Wednesday 15 May	Mathematics	Paper 1: Arithmetic Paper 2: Reasoning
Thursday 16 May	Mathematics	Paper 3: Reasoning

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

# How will SATs be administered?

- 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 Access Arrangements

Access arrangements should be based primarily on normal classroom practice and must never advantage or disadvantage pupils.

- 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.

# 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.**

All parents and carers will receive a written report at the end of this academic year (late July), which shows your child's scaled score. It will also state if your child is working at the expected standard.

Teacher assessment judgements will also be reported to parents and carers.

# Teacher assessment of English writing

- We have a statutory duty to report a **TA judgement in English writing** at the end of KS2.
- This data is submitted to the LA (Hertfordshire) and the DfE (Department for Education).
- For KS2 English writing the teacher assessment framework contains three standards:
  - **working towards the expected standard**
  - **working at the expected standard**
  - **working at greater depth**
- The pre-key stage standards are used for statutory assessment of pupils at the end of KS2 who are working below the overall standard of the national curriculum assessments. They follow the same principles as the TA frameworks and contain a number of 'pupil can' statements.
- The pre-key stage two standards for English reading, English writing and mathematics are called:
  - **Standard 6** (working at the KS1 expected standard)
  - **Standard 5** (working towards the KS1 expected standard)
  - **Standard 4**
  - **Standard 3**
  - **Standard 2**
  - **Standard 1**

## How do we ensure our Teacher Assessments are robust?

- Regular internal moderation between the Year 6 teaching team and Senior Leadership.
- Teachers attend external moderation clusters between local schools.
- 25% of schools are externally moderated by the LA (throughout June 2024)

# Grammar, Punctuation and Spelling: Monday 13<sup>th</sup> May

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.
- 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.



1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

1 mark

39

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

\_\_\_\_\_ football is his favourite sport, James also enjoys  
watching tennis on TV.

1 mark

49

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

\_\_\_\_\_

1 mark

36

Insert a **comma** and a **dash** in the correct places in the sentence below.

Before we leave school our class wants to start a  
vegetable garden the first in our school's history.

# Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

## 2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

## Spelling

1. There was a \_\_\_\_\_ in the field.
2. I kept in \_\_\_\_\_ with my old friends when we moved.
3. The questions were \_\_\_\_\_ from one to ten.

# Reading: Tuesday 14<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.**

# The reading SATs paper requires a range of answer styles. Example questions:

Questions 1–12 are about *A Noise in the Night*  
(pages 4–5)

**1** Look at the first paragraph.  
How can you tell Priya was feeling nervous?

Write **two** ways.

1. \_\_\_\_\_
2. \_\_\_\_\_

2 marks

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

## A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write <b>two</b> ways.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none"> <li>1. Priya's heart beating fast, e.g.                             <ul style="list-style-type: none"> <li>• <i>Priya's heart started to race</i></li> <li>• <i>her heart was beating really quickly.</i></li> </ul> </li> <li>2. Priya taking a deep breath / trying to calm herself down, e.g.                             <ul style="list-style-type: none"> <li>• <i>she took a deep breath</i></li> <li>• <i>Priya was trying to calm herself</i></li> <li>• <i>she must be nervous because she needs to calm down.</i></li> </ul> </li> <li>3. Priya telling herself there is nothing to worry about, e.g.                             <ul style="list-style-type: none"> <li>• <i>she tells herself it must be something harmless</i></li> <li>• <i>she tries to reassure herself.</i></li> </ul> </li> <li>4. Priya waking with a start, e.g.                             <ul style="list-style-type: none"> <li>• <i>she woke with a start.</i></li> </ul> </li> </ol>	Up to 2m

The reading SATs paper requires a range of answer styles. Example questions:

**22** Draw **four** lines to match an amount on the left to a fact on the right.

thousands	•	people visiting the Congress Avenue Bridge each year
a few	•	bats living in one cave
ten	•	months baby bats need to develop before travelling
fifteen million	•	tonnes of insects eaten by bats each night

1 mark

**Section 2: Bats Under the Bridge**

Qu.	Requirement	Mark												
<b>22</b>	<p>Draw <b>four</b> lines to match an amount on the left to a fact on the right.</p> <p><b>Content domain:</b> 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for all correctly matched:</p> <table border="0" style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">thousands</td> <td style="width: 20px; text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">people visiting the Congress Avenue Bridge each year</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">a few</td> <td style="width: 20px; text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">bats living in one cave</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">ten</td> <td style="width: 20px; text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">months baby bats need to develop before travelling</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">fifteen million</td> <td style="width: 20px; text-align: center;">•</td> <td style="border: 1px solid black; padding: 5px; width: 150px; height: 70px; text-align: center;">tonnes of insects eaten by bats each night</td> </tr> </table>	thousands	•	people visiting the Congress Avenue Bridge each year	a few	•	bats living in one cave	ten	•	months baby bats need to develop before travelling	fifteen million	•	tonnes of insects eaten by bats each night	<b>1m</b>
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**38** Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence
_____	_____
_____	_____
_____	_____
_____	_____

3 marks

**Section 3: A Howl at Dusk**

Qu.	Requirement	Mark														
38	<p>Look at the paragraph beginning: <i>Innis sat up...</i> to the end of the text.</p> <p>Innis meets the boy. What do you learn about the boy's personality?</p> <p>Give <b>two</b> things, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <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>	Up to 3m														
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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 2023 Reading SATs paper,

- **18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;**
- **32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;**
- **46% 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.

## **Maths: Wednesday 15<sup>th</sup> May and Thursday 16<sup>th</sup> May**

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 15<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 16<sup>th</sup> May



# Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

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 questions:

19	13.375	1m	
20	<p>Award <b>TWO</b> marks for the correct answer of 37,592</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetic error, e.g.</p> <ul style="list-style-type: none"> <li>• <math display="block">\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}</math></li> <li>OR</li> <li>• <math display="block">\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}</math></li> </ul>	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> $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$

19	29.5 - 16.125 =	
	<input style="width: 100px; height: 20px;" type="text"/>	1 mark
20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	
Show your method	<input style="width: 100px; height: 20px;" type="text"/>	2 marks

## Example questions:

7

$$7.8 + 6.953 =$$

$$\begin{array}{r} 7.800 \\ + 6.958 \\ \hline 14.758 \\ 1 \end{array}$$

14.758

1 mark

12

$$801 - \boxed{6} = 795$$

Mental method:  
Count on from 795 to 801

1 mark

16

$$\frac{3}{16} + \frac{5}{8} =$$

$$\frac{5}{8} = \frac{10}{16}$$

$$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$$

$\frac{13}{16}$

1 mark

23

$$70 + 48 \div 6 =$$

$$\begin{array}{l} 48 \div 6 = 8 \\ 70 + 8 = 78 \end{array}$$

78

1 mark

# Example questions:

25

$$47 \overline{) 611}$$

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award <b>TWO</b> marks for the correct answer of 13</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetic error, i.e.</p> <ul style="list-style-type: none"><li>long division algorithm, e.g.</li></ul> $\begin{array}{r} 15 \text{ r}25 \\ 47 \overline{) 611} \\ - \underline{470} \\ 260 \text{ (error)} \\ - \underline{235} \\ 25 \end{array}$ <p><b>OR</b></p> $\begin{array}{r} 18 \text{ (error)} \\ 47 \overline{) 611} \\ - \underline{470} \\ 141 \\ - \underline{141} \\ 0 \end{array} \quad \begin{array}{l} 10 \times 47 \\ 3 \times 47 \end{array}$ <ul style="list-style-type: none"><li>short division algorithm, e.g.</li></ul> $\begin{array}{r} 1 \text{ 5r}6 \text{ (error)} \\ 47 \overline{) 61^{24}1} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods <b>must</b> be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure <b>must</b> be less than the divisor.</p>

# Maths Papers 2 and 3 (Reasoning)

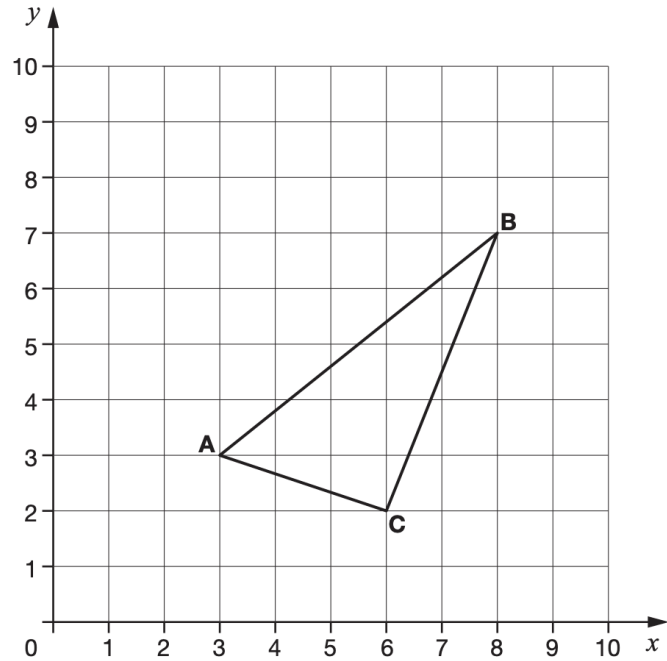
**Paper 2** will take place on **Wednesday 15<sup>th</sup> May** and **Paper 3** will take place on **Thursday 16<sup>th</sup> May**. These tests have a total of **35 marks** each and lasts for **40 minutes** each.

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.**

## Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

(   ,   )

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

1 mark

# Example questions:

17

The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show  
your  
method

2 marks

17

Award **TWO** marks for the correct answer of 33

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

- $4 \times 50 = 200$   
 $200 \div 6 = 30$  (error)

OR

- $50 \div 6 = 8 \text{ r}2$   
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

OR

Award **ONE** mark for sight of:

- $33\frac{1}{3}$  OR  $33.\dot{3}$  OR  $33.33\text{r}$  OR  $33.3$   
OR  $33\text{r}2$

(as evidence of completing  $200 \div 6$  correctly without interpreting the remainder in context)

Up to  
2m

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

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$


Acceptable rounded answers would be 31 OR 32

For the 'sight of' mark, accept equivalent fractions.

Award **ONE** mark for an answer of 34.

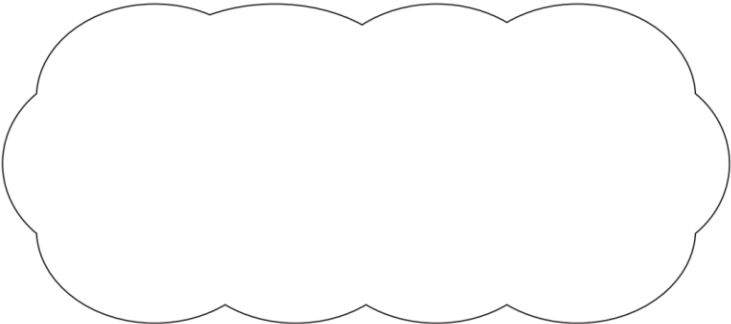
# Example questions:

9 Jack says,



I multiplied a whole number by 3  
My answer was 32

Explain why Jack is **not** correct.



1 mark

<p>9</p>	<p>Award <b>ONE</b> mark for an explanation that recognises that 32 is not a multiple of 3, e.g.</p> <ul style="list-style-type: none"><li>• 32 is not in the 3× table</li><li>• <math>32 \div 3 = 10 \text{ r}2</math> or 10.66 (which are not whole numbers)</li><li>• if you count in multiples of 3 from 0, you won't get 32</li><li>• <math>3 + 2 = 5</math>, 5 is not a multiple of 3 so he is wrong.</li></ul> <p><b>OR</b></p> <p>For a description that includes one or both of the multiples of 3 either side of 32, e.g.</p> <ul style="list-style-type: none"><li>• if you do <math>10 \times 3 = 30</math> and <math>11 \times 3 = 33</math> there is no 32</li><li>• <math>10 \times 3 = 30</math> and 32 is 2 away.</li></ul>	<p>1m</p>	<p><b>Do not</b> accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.</p> <p><b>Do not</b> accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none"><li>• If you multiply by 3 you will get 30, not 32</li><li>• 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33</li><li>• 32 is not a factor of 3</li></ul> <p><b>Do not</b> accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.</p>
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# Example questions:

**21** There are 25 classes in a school.  
Each class has 34 pupils.  
62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show your method

pupils

3 marks

Qu.	Requirement	Mark	Additional guidance
21	<p>Award <b>THREE</b> marks for the correct answer of 323</p> <p>Award <b>TWO</b> marks for:</p> <ul style="list-style-type: none"> <li>An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g.</li> </ul> $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ <p>62% of 950 = 589 950 – 589 = 361</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>34 × 25 = 950 (error) 95 × 3 = 285 9.5 × 8 = 76 285 + 76 = 361</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>sight of 527 (as evidence of calculating 62% of 850)</li> </ul> <p>Award <b>ONE</b> mark for:</p> <ul style="list-style-type: none"> <li>evidence of an appropriate method with more than one error.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>sight of 850 (as evidence of the multiplication step completed correctly)</li> </ul>	Up to 3m	<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 error.</p> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded <b>TWO</b> marks.</p> <p>Answer need not be obtained for the award of <b>ONE</b> mark.</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)! Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Tips:

- 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.

# What if my child is ill or late during SATs week?

**ALL PUPILS MUST BE IN SCHOOL THROUGHOUT SATS WEEK**

**ALL PUPILS MUST BE IN SCHOOL BY 8:45am**

**If your child does not usually attend breakfast club, from Monday 13<sup>th</sup> May until Thursday 16<sup>th</sup> May 2024, all pupils in Year 6 are welcome to attend from 8am for free.**

- If there is an emergency, ring the school to inform us of what time you expect to arrive and bring your child in ASAP.
- They may have to sit the test on their own or not receive a result.
- Check they are genuinely ill and not just nervous.

# 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. Your school may be able to provide you with more detailed feedback.

**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.

## Any questions?

Thank you for your continued support in your child's learning.

If you have any questions, please do not hesitate to contact your child's class teacher. We are more than happy to speak to you about your child's learning.

If you are not able to speak with the class teacher face-to-face, then messages can be forwarded via the school office at [admin@bowmansgreen.herts.sch.uk](mailto:admin@bowmansgreen.herts.sch.uk) or 01727 767772. A member of the Year 6 team will then contact you as soon as possible.