



2025 SATs Meeting for Parents



What are SATs?

- Statutory Assessment Tests are test set by the Government to measure how well pupils and schools are performing in a particular year and over time.
- They are compulsory for all pupils in Year 6.
- They have to be administered according to the timetable and rules published by the Government.

What are SATs?

- SATs are important and children should aim to do well in them.
- The expected standard is the level children need to confidently access the secondary curriculum.
- Whilst we want pupils to work hard, do their best and achieve well, we do not want them to be worried or stressed about these tests. We have been practising so they know what to expect.
- If they worry, they are likely to perform worse.

When will they take place?

- Most of the Year 6 SATs will take place in the week beginning the 12th May 2025.
- Tests have to take place in the morning of the specified date.
- They cover: Grammar, Punctuation and Spelling, Reading and Maths.
- Writing is assessed using evidence collected throughout Year 6, so there is **no Year 6 SATs writing test**. We will submit our Writing Teaching Assessment levels for Writing in June to the Local Authority and the Government.

How are the SATs carried out?

- The tests will 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 after the test has ended.
- Afterwards, the completed papers are sent away to be marked externally. It is important that answers are legible.
- The children's results are sent back to school in early July.

Monday	Tuesday	Wednesday	Thursday
12 th May	13 th May	14 th May	15 th May
Grammar, Punctuation and Spelling	Reading	Maths	Maths
Short questions - 45 mins Spellings - 15 mins	1 hour	Arithmetic- 30mins Reasoning 1- 40 mins	Reasoning 2- 40 mins

On the day

- All equipment will be provided for pupils.
- Pupils must attend and they must be on time! We have very little flexibility about delaying the start of tests.
- If a child misses a test, there is limited possibility for resitting the test at another time. We also need to keep them separate from friends until they have completed the tests.
- The children will be with teachers they know during the tests.
- Tests will be over by lunchtime each day.
- Pupils should be rested before the tests.

Reading

The test includes three different texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**. The texts get progressively harder.

The paper requires a range of answering styles, including responding to **multiple choice questions, one-word answers**, and multiple mark questions which require **more formal paragraph-length answers**.

Over the last few years, the length of the texts has increased so that the children have to read a substantial amount in a short time. Practising fluency and reading out loud can help them have the stamina they need to read all the material.

It tests retrieval, inference and understanding of vocabulary in context.

Maths

- Will be made up of an arithmetic paper and two reasoning papers.
- Arithmetic covers the **four operations** (division, multiplication, **addition**, subtraction), **BIDMAS**, **place value**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.
- Reasoning requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Writing

- Writing will be assessed via teacher assessment, considering all the writing they have done all year, rather than through a test.
- Children will have to demonstrate they can confidently apply all the specified objectives in a range of genre and across a range of registers.
- They will be assessed as being:
 - **Working towards the expected standard**
 - **Working at the expected standard**
 - **Working at greater depth or the higher standard**
- If children are not able to demonstrate **all** of the criteria, they will not be able to be judged as working at the expected standard. This includes handwriting
- As a result, it is important that children ensure all their work is of the highest standard possible.

Writing

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.²

- Children must independently demonstrate all of these criteria in a range of pieces of writing to be working at the expected standard.
- Spelling is a key measure.

What to expect

- Children will be assessed to see if they have reached the expected standard in each subject separately, and as a combined measure (R+W+M).
- For Reading, Maths and Grammar they will be given:
 - **A raw score** – the actual mark they achieved (out of 50 for reading, out of 110 for maths, out of 70 for GPS)
 - **A scaled score** – a score which allows comparisons across schools and across years.

A scaled score of 100+ means a child is working at the expected standard for their age.

A scaled score of 110+ means a child is working at greater depth.

the highest possible scaled score is 120

- For writing, they will receive working towards, expected, working at greater depth.

What to expect

- If pupils do not meet the expected standard, they should have support in secondary school to help them catch up to that standard and so they do not fall behind with the KS3 curriculum.
- Results of SATs are also used by secondary schools to place pupils in sets.

What will be reported to you

- Results will be available in July, shortly before we break up. You will receive a report that tells you:

*Your child's raw score for each subject (ie how many marks they got in each test)

*Your child's scaled score for each test which tells you if they have met the standard. (A score of 100 means met the standard. Less than 100 means they have not met the standard. A score of 110 or more means Greater Depth.)

*A statement to say if your child has met the standard in each test.

*The school's average scaled score.

Support for pupils

- We are running booster sessions and can help by sending materials home for you to practise with your child at home. Please – little and often is best. Children will have received maths workbooks and will be told by their teacher each day which pages they should work on. The children are expected to bring the completed work back the next day.
- Where appropriate, pupils, (including those with SEND) will receive support. This might include extra time, breaking the test up into smaller chunks, support with transcription.
- It is possible to break up the test into smaller chunks for pupils who find it difficult to sit through the whole test.
- If your child experiences any major upset in the lead up to SATs, please let us know as we may be able to apply for special consideration.

How to help with Literacy Revision

- Help with learning spellings – rules, homophones and exception words.
- Encourage children to read: (fiction and a variety of non-fiction forms - leaflets, recipes, instructions, etc).
- Get children to read out loud to improve fluency and speed.
- Talk about stories: how characters behave and why / story structure – beginnings, development, ending.
- Support children by looking at their writing in particular and encouraging them to use the features on the criteria list.

How to help with Numeracy

- Basics – tables, place value, 4 operations, written arithmetic
- Practise mental maths and arithmetic everyday
- Estimating answers
- Words – maths vocabulary and correct spelling of these
- Encourage careful reading of questions and checking of answers in homework
- Revisewise website – BBC, Woodlands Junior

Study Tips

- Get plenty of sleep. Go to bed at a reasonable time.
- Choose a place to revise where you will not be distracted.
- Drink plenty of water. You will concentrate for longer.
- Take a short break every 30 minutes.
- If you get stuck on something, come back to it later or ask your caregiver/parent to help.
- Reward yourself for working hard.
- Work in short sessions but often!

How you can help

- Reassure your child about the tests and make sure they are not over stressed.
- Make sure they complete any past papers or revision work sent home.
- Make sure they attend booster classes regularly and complete all homework.
- Support their studies and revision.
- Make sure they attend that week
- Make sure they are on time every day that week as we will be starting promptly soon after 9am.
- Make sure that your child has a good breakfast each morning.
- Encourage them to ask or tell a teacher if anything worries them.

Please remember

- SATs are important but they do not tell the whole story of your child's achievements. They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.
- They only make up a few hours, over a few days. We will celebrate all their achievements over the year and at the end of the year.
- Maybe plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to.