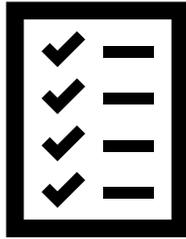


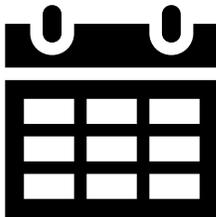
End of KS2 Assessments & Standon Bowers Overview

Thursday 26th February 2026

What are SATs?

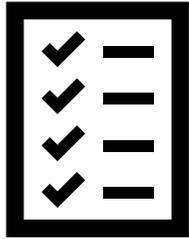


End of Key Stage 2 standardised assessment.

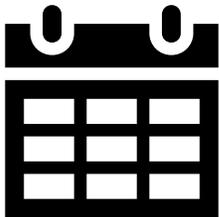


SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.

What are SATs?



End of Key Stage 2 standardised assessment.



SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.

What are SATs?

Monday 11th May

Spelling

Grammar and Punctuation

Tuesday 12th May

Reading

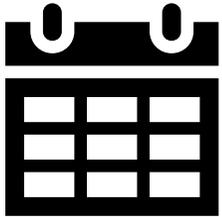
Wednesday 13th May

Maths (Paper 1: Arithmetic)

Maths (Paper 2: Reasoning)

Thursday 14th May

Maths (Paper 3: Reasoning)



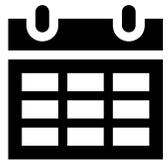
What are SATs?



Writing (and Science) is assessed using evidence collected throughout Year 6. **There is no Year 6 SATs writing test.**



After the tests are completed, the papers are sent away to be marked **externally.**



The assessments **must** be completed on the specified dates. The results are then sent to the school in **July.**

The Key Stage 2 tests will be taken on set dates unless your child is poorly, in which case they may be able to take them up to 5 school days afterwards

What are SATs?

Each test lasts no longer than **60 minutes**:

Spelling, punctuation and grammar (Paper 1: Grammar/Punctuation) – **45 minutes**

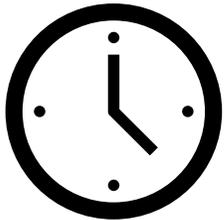
Spelling, punctuation and grammar (Paper 2: Spelling) – around **15 minutes**

Reading – **60 minutes**

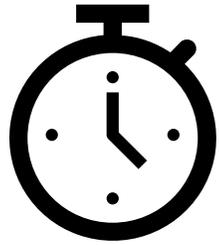
Maths (paper 1: Arithmetic) – **30 minutes**

Maths (paper 2: Reasoning) – **40 minutes**

Maths (paper 3: Reasoning) – **40 minutes**



Specific Arrangements

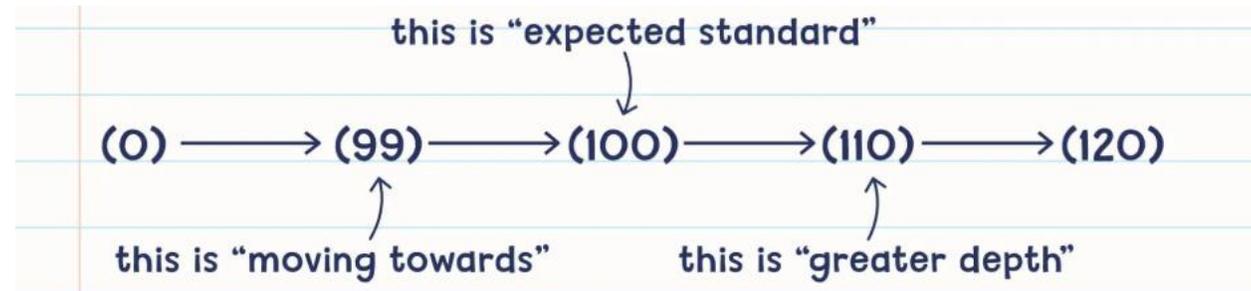


To be assessed and applied for by the school

The Results

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.



Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

Spelling, Punctuation and Grammar 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**.

SPaG – Paper 1 – Punctuation & Grammar

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



Example Questions

8

Insert a **relative pronoun** to complete the sentence below.

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.

1 mark

SPaG – Paper 2 - Spelling



There is a spelling script that accompanies this.

Example:

“The word is creature. The dragon is an imaginary creature. The word is creature.”

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Reading

There is one reading test that lasts for **60 minutes** and children will be assessed on their responses to three different texts:



It's worth a total of **50 marks**.

It will always have at least **one non-fiction** text, and at least **one fiction** text.

The third text is **usually** the toughest.

Pupils will answer a set of questions about each text.

Reading

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.

Example Text Passage

Questions 1 – 13 are about *The Park* (pages 4–5)

Example 1 mark retrieval question

1

What is Ajay doing when the post arrives?

1 mark

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none"> <i>just about to tuck into his tea and toast</i> <i>having his breakfast</i> <i>drinking tea.</i> 	1m

Mark Scheme – How to achieve the 1 mark.

Example Text Passage



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.

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

1 mark

Example 1 mark retrieval question.

Mark Scheme – How to achieve the 1 mark.

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m

32

What impressions do you get of Piper's house?

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

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks

Example Inference Question – note the significance of 3 marks being awarded.

This cannot be achieved without evidence being used to justify the impressions that the children have.

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1" data-bbox="723 529 1819 1182"> <thead> <tr> <th data-bbox="723 529 1072 625">Acceptable points (impressions)</th> <th data-bbox="1072 529 1819 625">Likely evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="723 625 1072 689">1. it is rickety / old</td> <td data-bbox="1072 625 1819 689"> <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling </td> </tr> <tr> <td data-bbox="723 689 1072 791">2. it is small / tiny</td> <td data-bbox="1072 689 1819 791"> <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at </td> </tr> <tr> <td data-bbox="723 791 1072 892">3. it is warm / cosy</td> <td data-bbox="1072 791 1819 892"> <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> </td> </tr> <tr> <td data-bbox="723 892 1072 956">4. it is untidy / cluttered</td> <td data-bbox="1072 892 1819 956"> <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> </td> </tr> <tr> <td data-bbox="723 956 1072 1021">5. it is old fashioned</td> <td data-bbox="1072 956 1819 1021"> <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove </td> </tr> <tr> <td data-bbox="723 1021 1072 1122">6. it is isolated</td> <td data-bbox="1072 1021 1819 1122"> <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> </td> </tr> <tr> <td data-bbox="723 1122 1072 1182">7. it is safe</td> <td data-bbox="1072 1122 1819 1182"> <ul style="list-style-type: none"> the storm coming outside is dangerous </td> </tr> </tbody> </table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling 	2. it is small / tiny	<ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at 	3. it is warm / cosy	<ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> 	4. it is untidy / cluttered	<ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> 	5. it is old fashioned	<ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove 	6. it is isolated	<ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> 	7. it is safe	<ul style="list-style-type: none"> the storm coming outside is dangerous 	Up to 3m
Acceptable points (impressions)	Likely evidence																	
1. it is rickety / old	<ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling 																	
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Reading

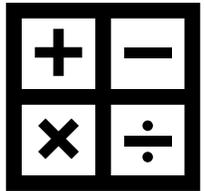
3 most popular strands of questioning since **2016**.



- **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**.

These types of questions need to be focussed on – retrieval, inference and explaining the meaning of words in context (reading around new words helps to unpick meaning).

KS2 Maths SATs consist of three tests:



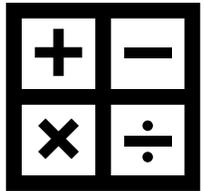
Paper 1: Arithmetic (30 minutes)

Paper 2: Reasoning (40 minutes)

Paper 3: Reasoning (40 minutes)

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), percentages of amounts and calculating with decimals and fractions.

Example question:

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <p>• $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$</p> <p>OR</p> <p>• $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$</p>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$
23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$		
Show your method	<div style="border: 1px solid red; width: 100%; height: 100%; background-color: #f0f0f0; position: relative;"> <div style="position: absolute; top: 0; right: 0; border: 1px solid blue; width: 80px; height: 40px;"></div> </div>		<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div> <p>2 marks</p>

Maths

Example questions:

6 $5.87 + 3.123 =$

5.870	
+ 3.123	
<u>8.993</u>	

1 mark

11 $= 87 - 65$

87	
- 65	
<u>22</u>	

1 mark

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

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

1 mark

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

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

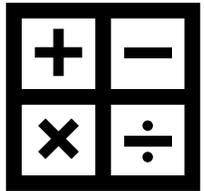
1 mark

Maths Papers 2 and 3 (Reasoning)

Paper 2 and Paper 3 take place on separate days.

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:

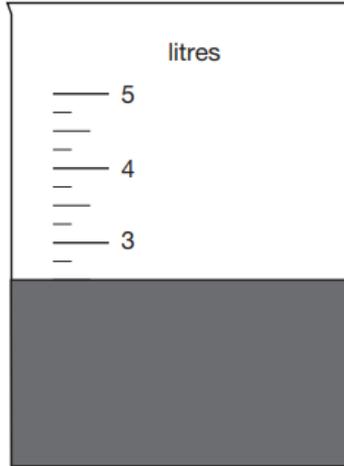


- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 and 3 (Reasoning)

Example questions:

- 7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 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

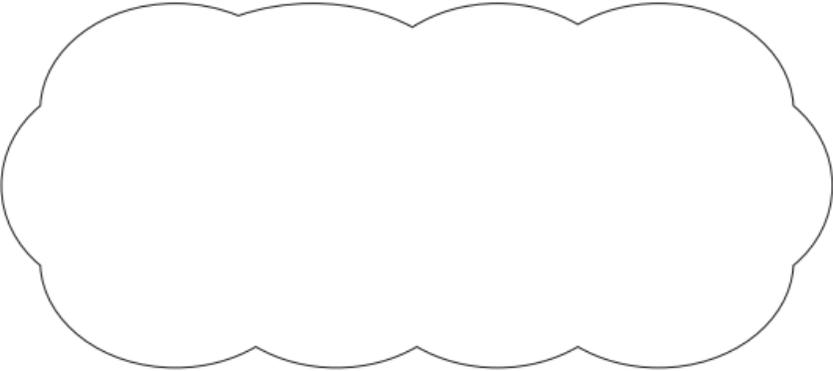
Maths Papers 2 and 3 (Reasoning)

Example questions:

18 Circle the **prime** number.

95 89 87

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



1 mark

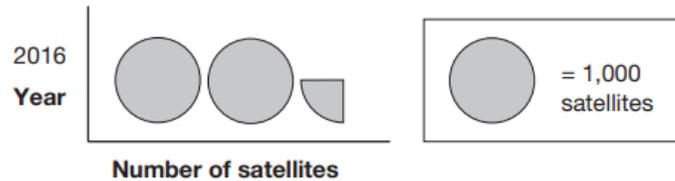
18	<p>Award ONE mark for a correct explanation of why the 95 AND 87 are NOT prime, e.g.</p> <ul style="list-style-type: none"> • 87 is divisible by 3 and/or 29 AND 95 is divisible by 5 and/or 19 • 87 is in the 3 times table AND 95 is in the 5 times table • 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87 • $8 + 7 = 15$ and 15 is divisible by 3 AND 95 is divisible by 5 	1m	<p>No mark is awarded for circling '89' alone.</p> <p>Both non-primes must be explained correctly for the award of the mark.</p> <p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none"> • The other 2 numbers have more than 2 factors (vague) • 87 is divisible by 3 (incomplete). <p>Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.</p> <ul style="list-style-type: none"> • $3 \times 27 = 87$ • 89 has three factors • no numbers go into 89
-----------	--	-----------	---

Maths Papers 2 and 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

Did you know?



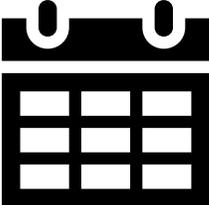
Between 52 and 63% of content on past maths papers have been from years 3, 4 and 5 content domains.



Any Questions?

Revision?

Standon Bowers Residential



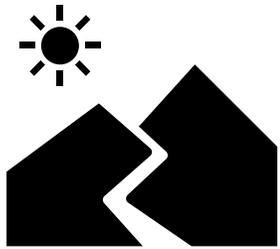
Why now?

STANDON BOWERS
Standon Bowers Outdoor Centre, Weston Lane,
Standon, Stafford, ST21 6RD

	CAMPING AREA		INDOOR CAVING		BUSHCRAFT AREA		HIGH ROPES
	BMX TRACK		CLIMBING WALL		DORMITORIES		CONSERVATION AREA

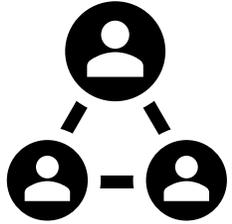
Standon Bowers Residential

Example timetable for a 3 day residential:



MONDAY	Morning 10am – 12:30pm	Arrive and Introductions Settle in and Tour of Centre		
	Afternoon 1:45pm – 5pm	Bridge Building Blindfold Trail	Blindfold Trail Bridge Building	
	Evening 7:00pm – 8:30pm	Scavenger Hunt (School Staff)		
TUESDAY	Morning 9:30am – 12:30pm	BMX Orienteering	High Ropes	
	Afternoon 1:45pm – 5pm	High Ropes	BMX Orienteering	
	Evening 7:00pm – 8:30pm	Campfire		
WEDNESDAY	Morning 9:15am	Meet Centre Instructor in accommodation Final room departure check		
	9:30am – 12:30pm	Climbing		
	Afternoon 1:15pm-1:30pm	Farewell Presentation Depart 1:30pm		

Standon Bowers Residential



Staff – 2 school staff and SB Leaders.



Dietary requirements will need to be provided.



Kit list shared before trip.



Standon Bowers Residential – Example Kit List

Accommodation		
Dormitory	Camping	
Single duvet cover, single sheet and two pillowcases. <i>(Entrust will provide a duvet and two pillows)</i>	Sleeping bag, pillow with pillowcase <i>(Entrust will supply sleeping mats)</i>	
Item	Number	Packed at Home
<i>(Example) T Shirts</i>	4	✓
Underwear		
Socks, including warm, full length long socks for walking		
T-shirts		
Trousers/tracksuit bottoms and shorts		
Warm jumpers		
Outdoor trainers		
Walking boots (if you have them)		
Wellington Boots		
Indoor Activity Trainers		
Residential footwear (e.g. slippers or sliders)		
Waterproof and warm outdoor coat		
Nightwear		
Hat, gloves, scarf		
Sun hat, sunglasses, sun cream		
Wash kit		
Towel		
Water bottle – 1 litre, leak proof is good		
Torch		
Packed Lunch for first day of the visit *No food containing nuts please*		
Additional Items		
Pocket money for souvenirs		
Plastic bags for wet and dirty clothes		
Lip Salve		
Medication if required. Labelled and given to the Visit Leader		
Pens, pencils and a book to read		



Standon Bowers Residential – Example Kit List

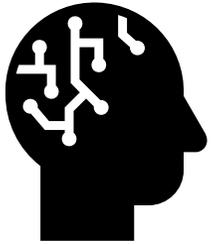
Medication:

Please ensure you bring any prescribed medicines you may need including Asthma Inhalers and hay fever tablets. Children often suffer from chaffed lips in colder weather and a small pot of Vaseline or a lip balm is advisable.

IMPORTANT INFORMATION

*Please do not bring mobile phones or other valuables such as iPods, games devices etc.; school staff will arrange contact with home if necessary. Entrust Outdoors cannot be held responsible for loss or damage of personal items. **Please do not bring knives of any kind, including penknives or multitools – these will not be necessary.** Cameras can be brought but they must be used sensibly to avoid safeguarding issues in dorms etc. Sweets, drinks, and snacks should only be brought after consultation with your visit leaders. Food and drink is not allowed in the dormitories and there may be other visitors on site who may have allergies which may react to your snacks. **No products containing nuts in any event please.***

Any Questions?



Available on the school website