

# KS2 SATs Meeting

Thursday 23<sup>rd</sup> April 2026

# What are the SATs?

- ▶ Standardised Assessment Tests given at the end of KS2
- ▶ The SATs take place over 4 days, starting on Monday 11<sup>th</sup> May and end on Thursday 14<sup>th</sup> May

Monday 11 <sup>th</sup> May	Tuesday 12 <sup>th</sup> May	Wednesday 13 <sup>th</sup> May	Thursday 14 <sup>th</sup> May	Friday 15 <sup>th</sup> May
<b>Spelling, punctuation and grammar</b> Paper 1: Grammar/Punctuation (45 Minutes)  Paper 2: Spelling (15 minutes)	<b>Reading</b> (60 minutes)	<b>Maths</b>  Paper 1: Arithmetic (30 minutes)  Paper 2: Reasoning (40 minutes)	<b>Maths</b>  Paper 3: Reasoning (40 minutes)	No tests

# What are the SATs?

- ▶ 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
- ▶ Once completed, the papers are sent away to be marked externally
- ▶ The results are then sent to schools in July

# Writing

- ▶ There is no writing SATs test
- ▶ Writing assessments will be formed from judgements made by the teacher, looking at evidence from writing collected over the course of the year
- ▶ The teacher will moderate their assessments with other professionals to make sure there is a consistent standard across the country
- ▶ Final judgements will be reported to parents at the same time as the other assessment results

# Specific arrangements for SATs

There are some extreme circumstances where children may be allotted specific arrangements, including:

- ▶ Additional (extra) time
- ▶ Tests being opened early to be modified
- ▶ An adult to scribe (write) for them
- ▶ An adult to read for them
- ▶ The use of prompts or rest breaks

**Any parents or carers of children who are eligible for these specific arrangements will be notified in due course.**

# 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
- ▶ A judgement on if the National Standard has been met

Raw scores are converted 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

Scaled scores range from 80 to 120:

- ▶ A scaled score of 99 or less would indicate a pupil is working below the national standard
- ▶ A scaled score of 100 or above would indicate a pupil is working at the national standard
- ▶ A scaled score of 110 or above would indicate a pupil is working beyond (or above) the national standard

# Spelling, Punctuation and Grammar: Paper 1

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

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

# 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 Paper

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.

# Reading Paper

The reading 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

# 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>	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<input style="width: 50px; height: 20px;" type="text"/> 2 marks
Show your method	<div style="border: 1px solid red; width: 100%; height: 100%;"></div>	

Qu.	Requirement	Mark	Additional guidance
23	Award <b>TWO</b> marks for the correct answer of 22,572  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. <ul style="list-style-type: none"> <li>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}</math></li> <li>OR</li> <li>• <math display="block">\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}</math></li> </ul>	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.  <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: $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

# Maths: Paper 1 (Arithmetic)

Example questions:

**6**  $5.87 + 3.123 =$

$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$	<input type="text" value="8.993"/>	<input type="checkbox"/>
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1 mark

**11**  =  $87 - 65$

$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$	<input type="text" value="22"/>	<input type="checkbox"/>
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1 mark

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

$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$	<input type="text" value="10"/>	<input type="checkbox"/>
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1 mark

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

$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$	<input type="text" value="600"/>	<input type="checkbox"/>
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1 mark

# Maths: Paper 2 and 3 (Reasoning)

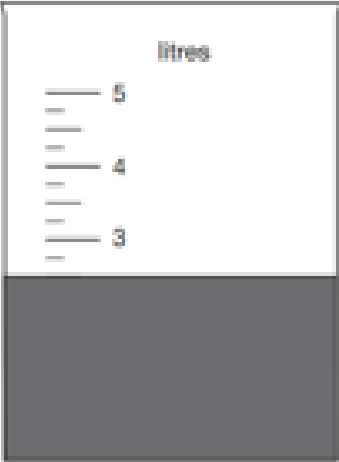
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- ▶ 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: Paper 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 or 2  $\frac{1}{2}$

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.

1 mark

1 mark

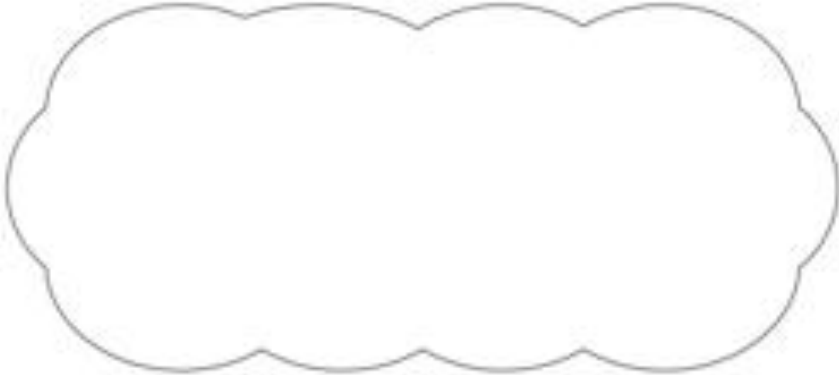
# Maths: Paper 2 and 3 (Reasoning)

## Example question:

**18** Circle the prime number.

95                  89                  87

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



1 mark

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

Help children not to feel worried or pressured about SATS. All that is asked is that they try their best, but please reassure children that the SATS should not be causing anxiety. Do give lots of praise and encouragement!

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
- ▶ 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!

# What will happen on the day?

- ▶ Children should arrive at school at normal time
- ▶ Breakfast will be provided on each morning of the SATs tests
- ▶ Tables will be set apart from each other
- ▶ Calm atmosphere!

# 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 are one or two papers each day that last 30 to 60 minutes.

Any questions?

