



Y6 SATs and Robinwood.

Presentation for families



Statutory Assessment Tests



SATS



SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2 that test your child on the National Curriculum.

What are the SATs?

- The SATs take place over four days, starting on Monday 12th May ending on Thursday 15th May.
- There is no Year 6 SATs writing tests but it is assessed and moderated throughout the year and Science is assessed using Teacher Assessments and book evidence.

The SATs papers consist of:

SPAG: (Spelling, punctuation and grammar)

- Paper 1: Grammar/ Punctuation/ Spelling) 45 minutes
- Paper 2: Spelling test). 15 minutes

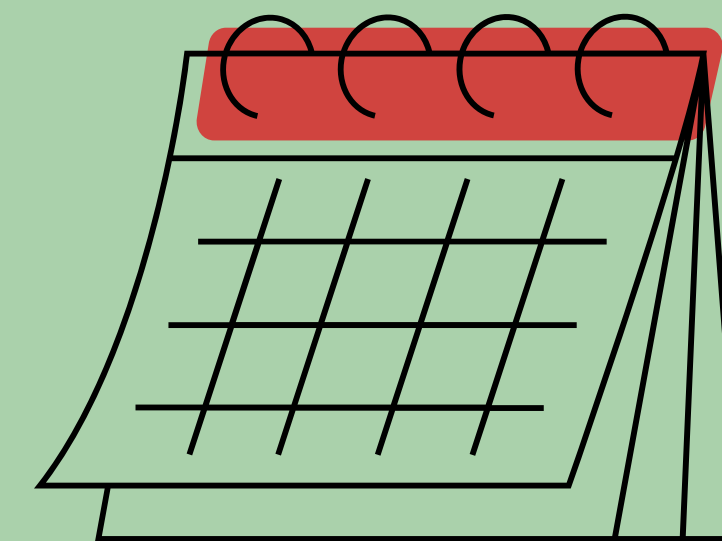
Reading:

1 paper. 60 minutes

Maths:

- Paper 1: Arithmetic). 30 minutes
- Paper 2: Reasoning) 40 minutes
- Paper 3: Reasoning) 40 minutes



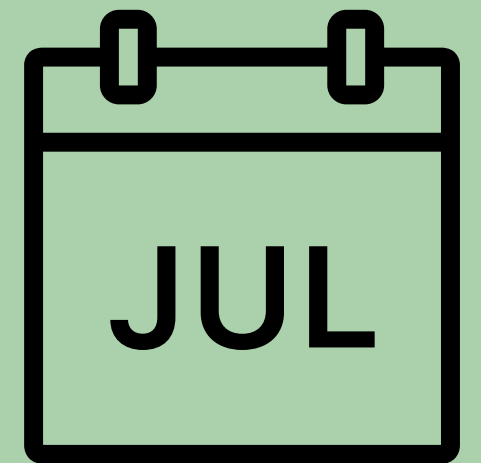
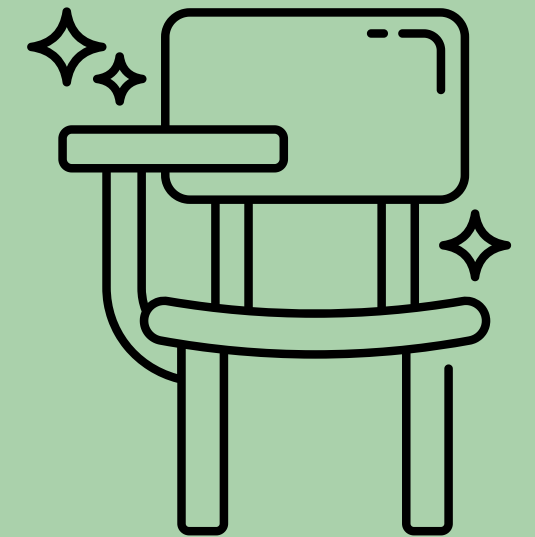


Date	Exam
Monday 12 May 2025	Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2
Tuesday 13 May 2025	English Reading
Wednesday 14 May 2025	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 15 May 2025	Maths Paper 3 (Reasoning)

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.
- Each test lasts no longer than 60 minutes (Unless you have an EHC – optional more time)



- End of KS2 assessments no longer use levels. Pupils will instead be judged against the National Standard.
- After completing the tests, pupils will be given a scaled score. 100 will represent the National Standard.
- A child's raw score (test scores) will be converted to a scaled score and this will determine whether or not they are at, above or below the National Standard.



Raw score	Scaled score
49	99
50	99
51	99
52	99
53	99
54	100
55	100
56	100
57	100
58	101
59	101
60	101

Expected standard

To achieve a scaled score of 100, the raw score required is 54. This is equivalent to a pass mark of 49.1%.

Greater depth

To achieve a scaled score of 110, the raw score required is at least 93. This is equivalent to a score of 84.5%.



SPAG (Spelling, Punctuation and Grammar):

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).

2018 national curriculum tests

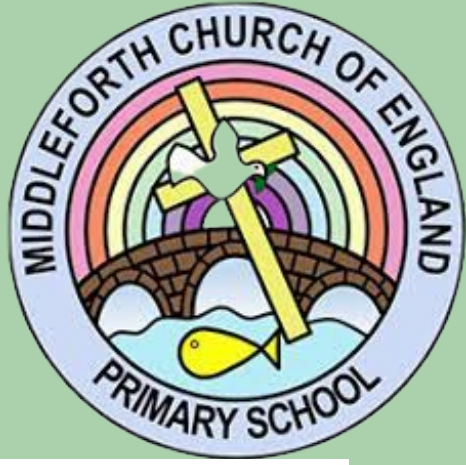
Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name	
Middle name	
Last name	





SPAG (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.

2018 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

Paper 1: questions

First name	
Middle name	
Last name	





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.

Everyone loved the music _____ was played last night.

1 mark

e.g. that, which

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

e.g. The first sentence is about two people and the second sentence is about three people.

The second sentence is using commas in a list.

Spelling, Punctuation and Grammar: Paper 2

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

Example questions:



- 1. Our dogs are _____ and full of energy.
- 2. The swans nested on an _____ in the lake.
- 3. We met a _____ writer.
- 4. The linen fabric had a rough _____.

Qu.	Spelling	Mark	Content domain reference
1	young	1	S40 – the /ʌ/ sound spelt <i>ou</i>
2	island	1	S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
3	famous	1	S46 – the suffix <i>–ous</i>
4	texture	1	S44 – words with endings sounding like /ʒə/ or /tʃə/

2024 Spelling script

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

Our dogs are **young** and full of energy.

The word is **young**.

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

The swans nested on an **island** in the lake.

The word is **island**.

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

We met a **famous** writer.

The word is **famous**.

Spelling 4: The word is **texture**.

The linen fabric had a rough **texture**.

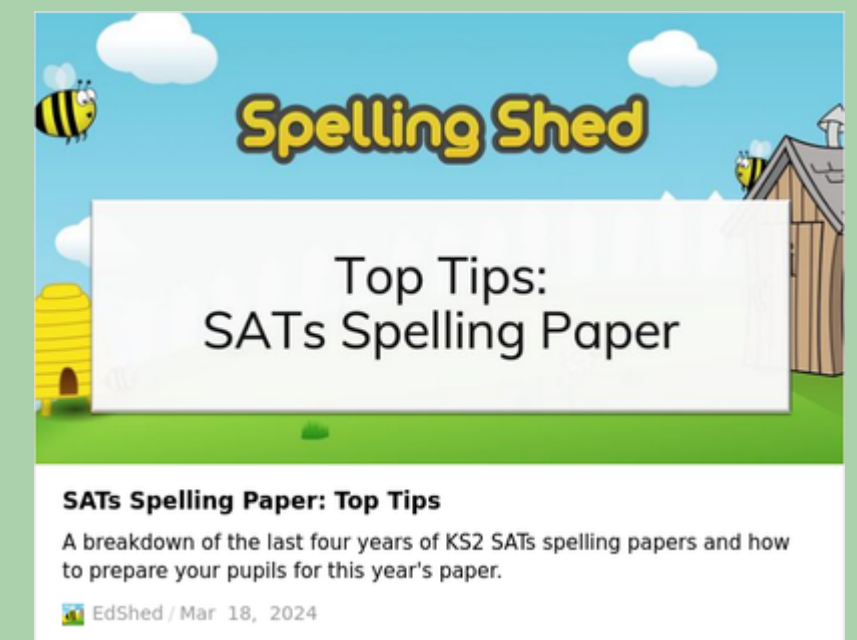
The word is **texture**.

The 20 spellings should be read as follows:

1. Give the spelling number.
2. Say: *The word is...*
3. Read the context sentence.
4. Repeat: *The word is...*

	2023	2022	2019	2018
KS1	2	3^	2^	1
Year 3 + 4 Pattern	11* (3)	11* (3)	10 (5)	13 (3)
Year 3 + 4 Statutory	0	1^	1^	0
Year 5 + 6 Pattern	7 (6)	5 (3)	5 (2)	6 (3)
Year 5 + 6 Statutory	0	0	2	0

The table above shows an analysis of the last four spelling papers compared to the National Curriculum (2014) objectives. You can see in all four that at least 50% of the words featured Year 3 and 4 patterns.





SPRING 1

Week 1: 'ough': tough, although, plough, cough, thought, rough, though, thorough, enough, ought

Week 2: Year 5/6 list: develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty

Week 3: -cial and -tial: official, special, commercial, artificial, financial, social, racial, partial, confidential, influential, substantial, essential, torrential

Week 4: Children select words from their own personal spelling lists that they need to practise.

Week 5: Year 5/6 list: frequently, government, guarantee, harass, hinderance, identity, immediately, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle

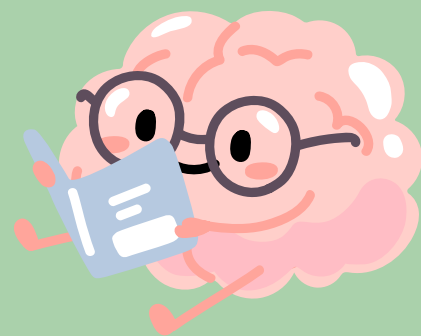
Week 6: Year 5/6 list: necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue



Reading: 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):

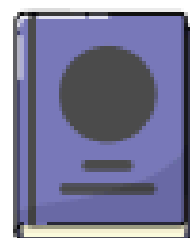


Author Choice	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
Vocabulary	2a:	Give/explain the meaning of words in context.
Compare, Contrast & Comment	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
Retrieval	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
Inference	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
Summary	2c:	Summarise main ideas from more than one paragraph.
Prediction	2e:	Predict what might happen from details stated and implied.



2a

2a – give / explain the meaning of words in context



Vocabulary

2b

2b – retrieve and record information / identify key details from fiction and non-fiction



Retrieve



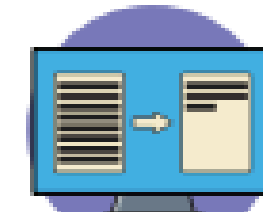
Question

123

Sequence

2c

2c – summarise main ideas from more than one paragraph



Summarise

2d

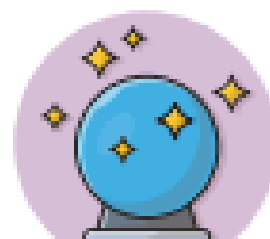
2d – make inferences from the text / explain and justify inferences with evidence from the text



Infer

2e

2e – predict what might happen from details stated and implied



Predict

2f

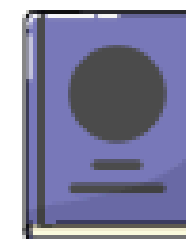
2f – identify / explain how information / narrative content is related and contributes to meaning as a whole



Explain

2g

2g – identify / explain how meaning is enhanced through choice of words and phrases



Vocabulary

2h

2h – make comparisons within the text



Compare

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

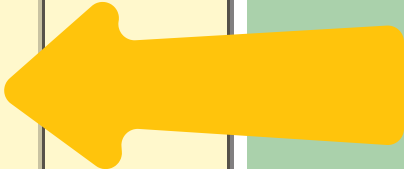
Questions 1 – 13 are about *The Park* (pages 4 – 5)

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.

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



Reading_

Example questions:
Based on text 2: Fact Sheet: About Bumblebees



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>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

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

1 mark

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 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><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></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 spaceshe 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																	
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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.

When reading with your child at home try focusing on these types of questions.



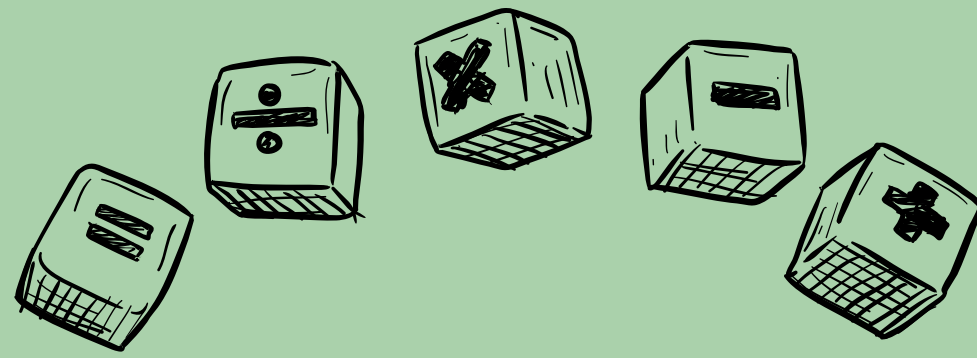
In the 2019 Reading SATs paper:

12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;

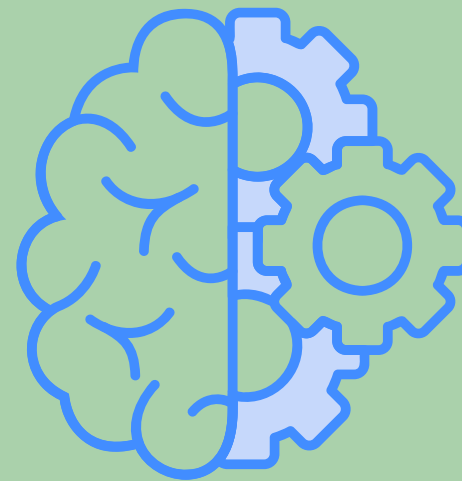
42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;

36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

Maths:



- The maths assessments consist of three tests.
- Paper 1: Arithmetic (30 minutes)
- Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)



2022 national curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

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 BODMAS/BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

23

×

836

27

Show your method

2 marks

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> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic).



Example questions:

6 $5.87 + 3.123 =$

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

8.993

☐
1 mark

11 $\boxed{22} = 87 - 65$

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

☐
1 mark

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

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

10

☐
1 mark

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

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

600

☐
1 mark

Maths Paper 1 (Arithmetic).



Example questions:

22

$1\frac{3}{7} - \frac{4}{7} =$

-

=

1 mark

25

37

888

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none">long division algorithm, e.g. <div><div><div>23 r29</div><div>37 888</div><div>- 740</div><div>140 (error)</div><div>- 111</div><div>29</div></div><div>OR</div><div><div>42 (error)</div><div>37 888</div><div>- 740</div><div>148</div><div>- 148</div><div>0</div></div><div><div>20 x 37</div><div>4 x 37</div></div></div> <ul style="list-style-type: none">short division algorithm, e.g. <div><div>2 3 r27 (error)</div><div>37 88¹⁴8</div></div>	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>

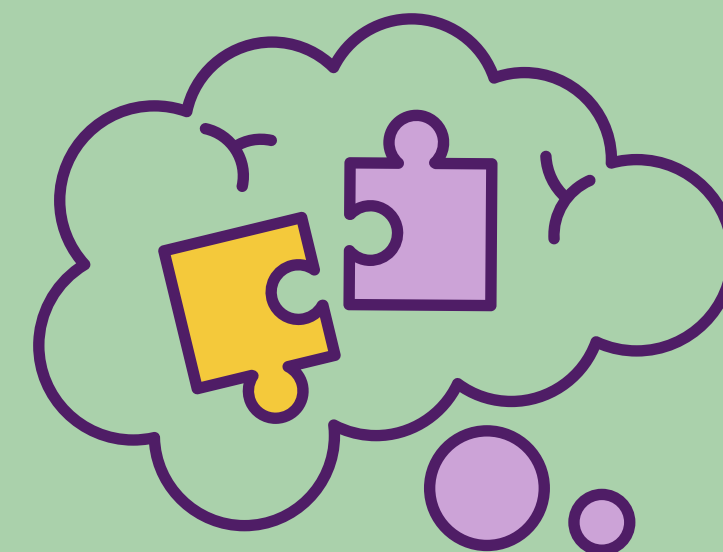
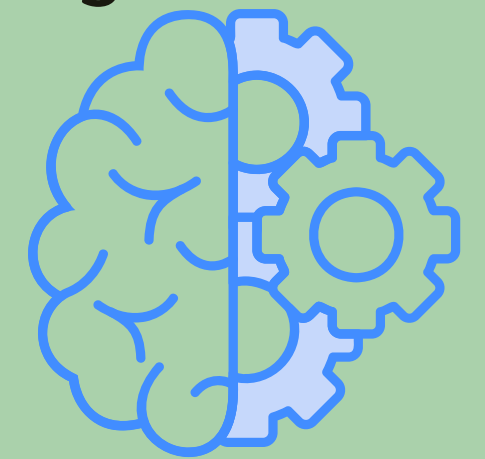
Maths Papers 2 and 3 (Reasoning)

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.

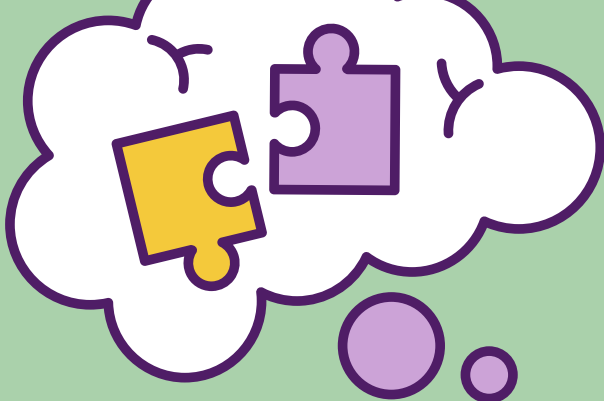
They cover a wide range of mathematical topics from key stage 2 including,

- 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.

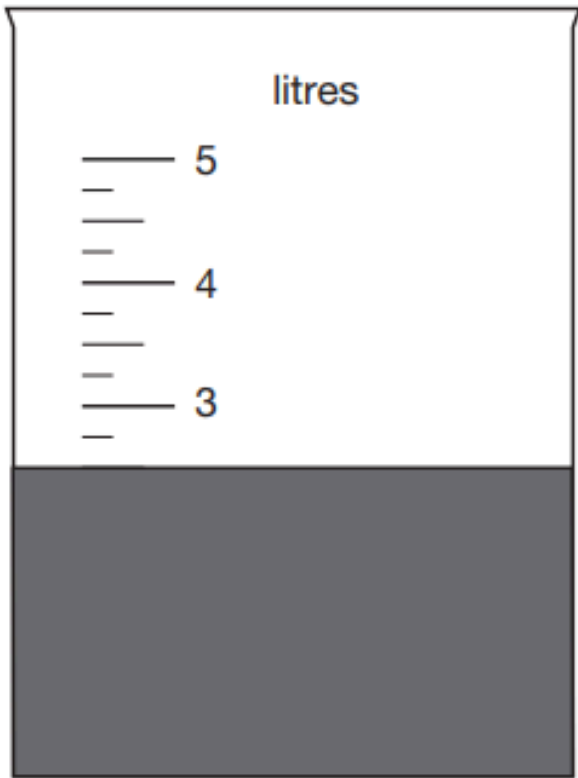


Maths Papers 2 (Reasoning).

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.

A large, white, cloud-shaped box with a black outline, intended for the student to write their explanation for why 95 and 87 are not prime numbers.

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

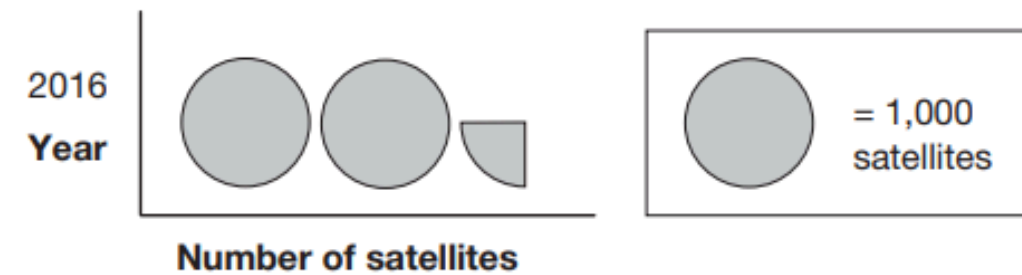
Maths Papers 3 (Reasoning)



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

beads

3 marks

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

How can you help your child at home?



small step
everyday

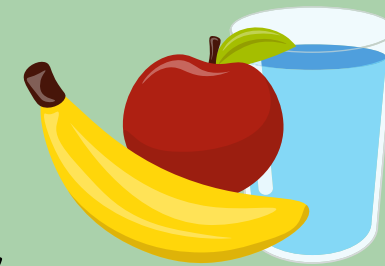


Supporting your child in preparing for the SATs



Key points / Tips:

- Relax! It can be a lot for pupils at times...
- Don't use past papers at home (unless they want to!)
- Positivity.
- Talk to me with any concerns or questions.
- Ensure your child is eating and drinking well and getting a good amount of sleep.
- Ensure your child has the best possible attendance at school.
- Reading, spelling and arithmetic are always good to practice.



Make sure your child has a good sleep and healthy breakfast every morning of SATS... we will provide even more! (Early opening!).

Look on the class page on the school website.
Keep up to date on Dojo
Look on the DirectGov site
Use reputable websites (BBc bitsize)

Use links for SATS revision



Year 6 2024 - 2025

Ms Howarth

Great websites for Year 6

MATHS

Arithmetic - <https://myminimaths.co.uk/year-6-arithmetic-practice-papers/>

This website has lot's of practice papers for the arithmetic SATs Test (with answers). Great for pract

Times Tables Rockstars - <https://trockstars.com> - We have also invested in pupil licenses for Time sections of either the website or the app and practise their times tables revision at home. Each has have logins for this

Corbett Maths - revision practise - <https://corbettmaths.com/>

BBC Bitesize

- **Bitesize - Mathematics - Handling Data** You can do a lot with the information you find. Learn a Includes frequency diagrams, mean, mode and median and probabilitiy.
- **Bitesize - Mathematics - Shape, space and measure**. Find out about angles, lines and graphs. also covered.
- **Bitesize - Mathematics - Number work** Activities to support work on decimals, fractions, percer

Mathematics - Crickweb Interactive games to develop skills in all areas of maths.



<

vocabularyninja

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Following

Message

Email

+0

Arithmetic

Writing

Comprehen...

Vocabulary

CPD / INS

KS2 SATs Solved
Just watched

416

KS2 SATs Solved
SPaG - Question 3

403

KS2 SATs Solved
SPaG - Question 2

396

KS2 SATs Solved
SPaG - Question 1

988

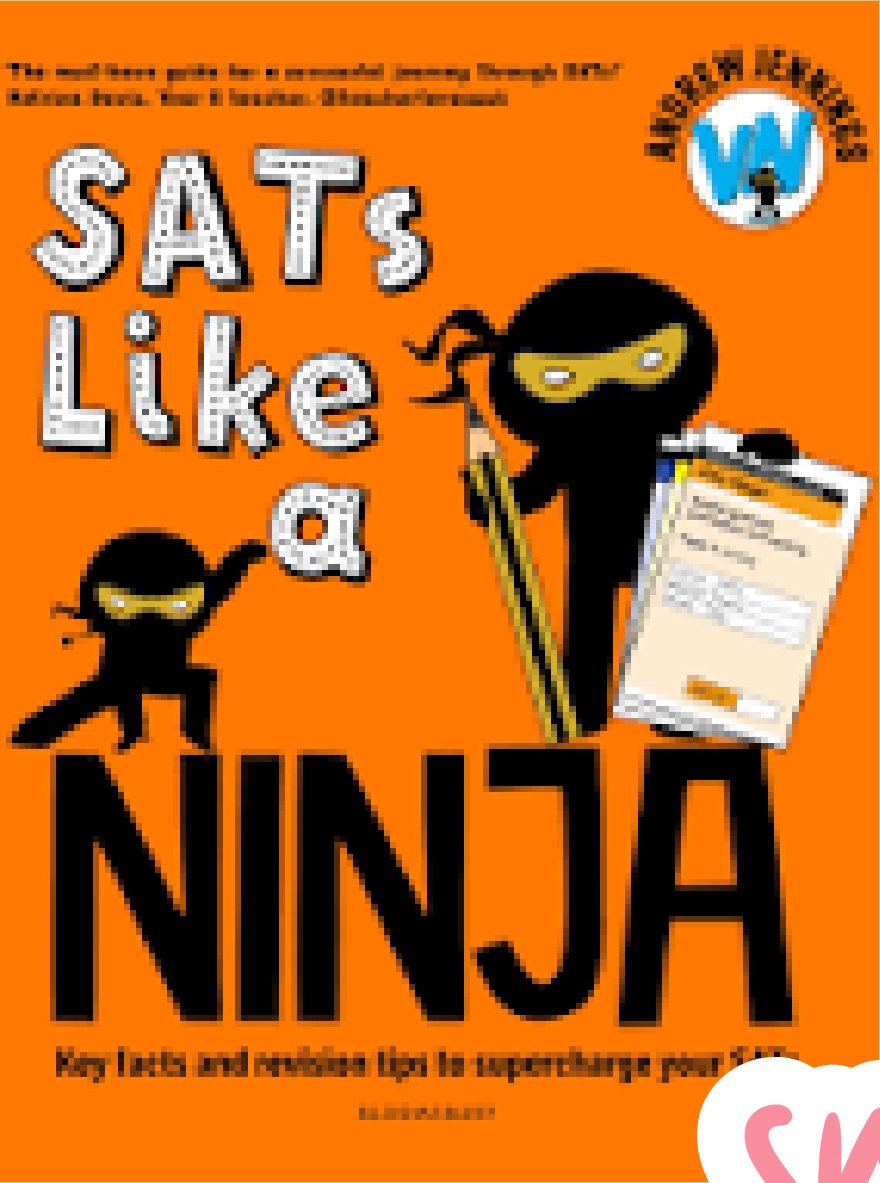
www.youtube.com/@vocabularyninja

16 WEEKS TO SATS
ARITHMETIC SERIES

1,571

Read Like a NINJA!

3,818



Success
Takes
Consistency

small step
everyday



Access arrangements!

The government want all pupils to access SATS, of working at Key Stage Two level.

If your child has an EHCP or IEP – access arrangements can be made:

Access arrangements may look like this:

- Extra type
- Transcription
- Not all tests are completed in the hall.
- Some children may have 1:1
- Some will be in small groups (Social, Emotional & Mental Health)
- Options of a reader for some pupils for SPAG and Maths Reasoning (IEP)
- Option of a scribe/transcribe for some pupils all tests. (IEP)

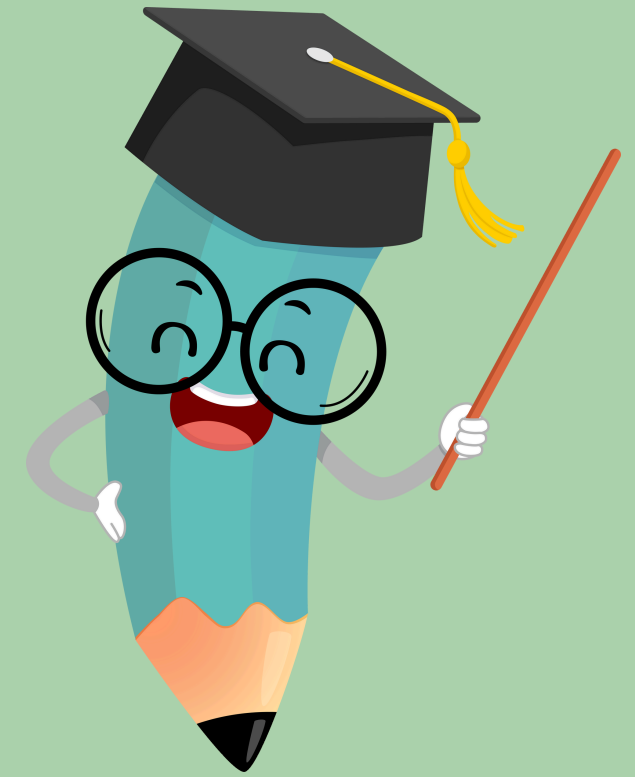


We want the best for your children and to support them as much as we possible can and are able.



Parents evening discussions (or tonight!).

- The previous slide will be explained at Parents Evening for those who it effects.
- These are options and does not mean we HAVE to use them... it is what is the best fit for your child?
- We submit documents for the above unless an emergency! (In previous years, there have been sprained wrists & neck damage!)



REMEMBER!

SATs focus on what children know about SPAG, Reading Comprehension and Maths:

They will not reflect how talented they are at science, geography, art, PE... and they certainly won't highlight all of their characteristics.

SATs don't tell the whole story:

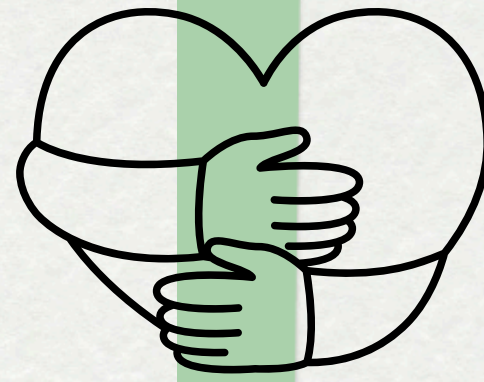
Their results will say if they did or did not meet a certain standard – but that doesn't tell us the whole story. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

Transition to High School:

SATS scores are used in transition meetings and can enable high schools to gain an understanding of academically where the child is at – but it is not final. Teacher/school assessment is more valuable and transition meetings between head of years and Miss Howarth matter more.



So Year 6, the time has finally come,
The dreaded SATs are here,
But this is what you've worked for,
Since you moved up in to this year.



So all we ask of each of you,
Is to try the best you can,
But no matter the score you'll get,
We'll always be your fan!

These tests will tell us what you've learned,
And what you can recall,
But there's a million things,
The SATs won't tell us at all.

They won't tell us how you dance,
Or draw, or sing, or run,
Or tell us just how great you are,
At any other things you've done.

The SATs don't measure super-ness,
Or how kind or brave you are,
They're just a way of helping to see,
All you've learned so far.

You've worked your socks off this year through,
And now the time has come
By this time next week, you can say,
Phew, the SATs are done.

So rest up, eat lots and get some sleep,
So you're ready and raring to go,
To show those SATs test who's the boss,
And show them what you know!

But remember that when they're over,
It doesn't matter how you've done,
Because you are wonderful, brilliant and fab,
And you'll be amazing in your lives to come!
Believe in yourself. You are all amazing!



Thank you for your attendance.

- Please feel free to ask any general questions about SATs
- Speak to me in private about your child
- Look through the notes and materials



Year 6 Robinwood 2025 Presentation for Parents



Location:

Dobroyd Castle is set high up on the Todmorden moors enjoying some fantastic views of the surrounding area. It is a historic, grade two listed building, with wonderful architecture including a breathtaking main entrance hall. The 17 acres of grounds, which accommodate Robinwood adventure and teamwork activities, are also the home for a wide range of wildlife including deer, rabbits and many more.

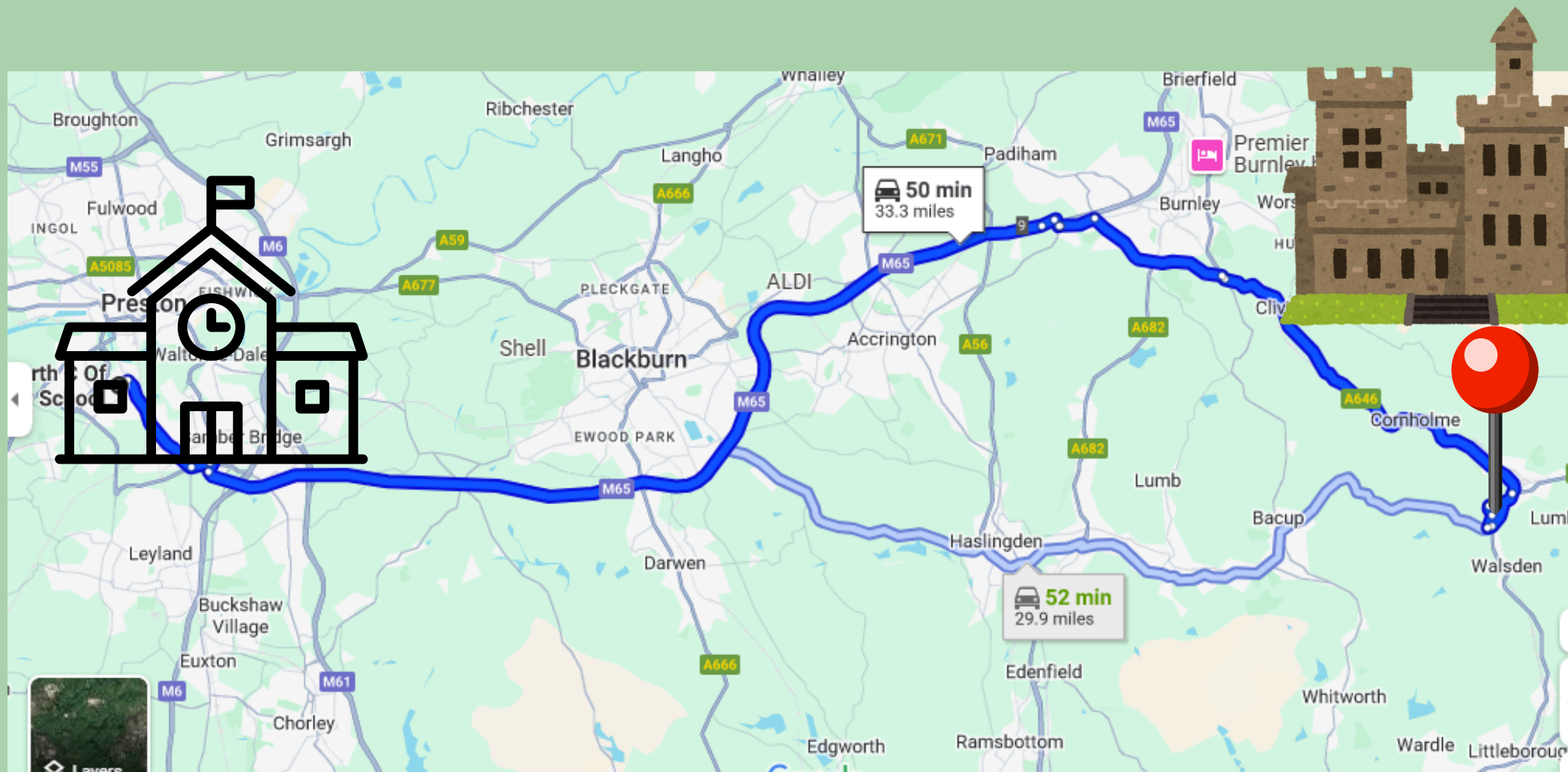


Dobroyd Castle

Dobroyd Castle is set high up on the Todmorden moors enjoying some fantastic views of the surrounding area.

Robinwood





Our Castle based activity centre is in Todmorden, a small town in the middle of the Pennines.

Dobroyd Castle is a 19th century mansion, standing in 17 acres of grounds and is set amongst the moors of the South Pennines overlooking Todmorden.

We have created a shallow sheltered lake next to the activity centre, which provides the ideal environment for adventurers to do Raft Building and Canoeing. It is designed so that you are always close to the bank, but it is also big enough to run challenging activity sessions, developing new skills and having plenty of fun at the same time.

Our covered sports hall provides some fantastic indoor activity areas. It houses Climbing walls and Trapeze areas, Archery ranges and Crate Challenge and in a separate building we have artificial Caving areas. We have three different themed problem solving areas; Quest, the Dungeon and Piranha Pool - our staff team love developing these areas to ensure the challenges really capture your imagination.



In the wooded areas of the grounds we have Zip Wires, Giant Swings, an Obstacle Course and Night Line.

Within our accommodation, you sleep in dormitories with between 2 and 12 beds; nearby there are toilet and washing facilities each with separate shower cubicles for privacy.

Dobroyd Castle can cater for up to 280 adventures at a time.

When? 3rd- 5th March 2025.

Arrival time: 10:40 (At castle)

Departure time: 14:00 (From castle)

Where? Dobroyd Castle, Todmorden

Return to school: Around 3:30pm

Who (Staff)? Miss Howarth, Mrs Allton and 2 others.



Robinwood Activity Centre is at Dobroyd Castle
Todmorden in Yorkshire.

When we arrive, this is what I will see.



Estimated Itinerary_

- 3 groups with similar timetable.
- 2 -week before finalised version



Mon

Lunch 11:50 to 12:20	Piranha Pool 13:00 to 14:20	Quest 14:30 to 15:30	Crate Challenge 15:40 to 17:00	Night Line 17:10 to 18:20	Evening Meal 18:20 to 19:20	Team Challenge 19:30 start
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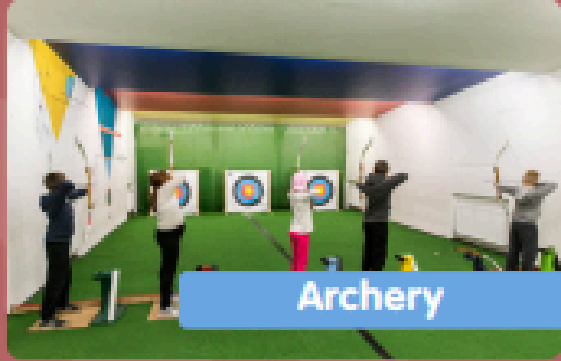
Tue

Breakfast 08:20 to 09:00	Challenge Course 09:00 to 10:00	Canoeing 10:10 to 11:20	Lunch 11:50 to 12:20	Course Leader Whole School Meeting 12:30 to 13:00	Climbing 13:10 to 14:20	Zip Wire 14:30 to 15:40	Giant Swing 15:50 to 17:00	Evening Meal 17:10 to 18:10	Trapeze 18:20 to 19:30	Team Challenge 19:30 start
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Wed

Breakfast 07:30 to 08:10	Archery 09:10 to 10:20	Dungeon 10:30 to 11:20	Caving 11:30 to 12:30	Lunch 12:30 to 13:00
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Archery

Following an introduction and demonstration, children receive individual coaching for their first arrows until they have the skills needed to get arrows on target.



Canoeing

Canoeing takes place on very sheltered shallow water, with the children close to the bank at all times. The Canadian canoes used are very stable and accommodate up to 3 children in each canoe.



Caving

Specially designed indoor caving systems at all of our centres are constructed for realism and adventure, but also to introduce the activity at just right the right level.



Challenge Course

Challenge Courses typically run through wooded areas of the grounds and incorporate many different challenges for the group.



Climbing

Purpose built indoor climbing walls create the safest possible environment for young people to be introduced to climbing.



Crate Challenge

Crate Challenge is a high activity with the emphasis on teamwork. Groups are given the challenge of building a crate tower together.



Dungeon

The group need to escape from the Dungeon; a place full of cobwebs, spooky noises, skeletons and other horrors. They can only do this through excellent teamwork.



Giant Swing

Adventure and teamwork combine on the Giant Swing. Two children wearing harnesses go on the swing together, and swing through the air!



Nightline

With blindfold in place the children put one hand on the rope and then follow it wherever it goes. It goes to all sorts of interesting places!



Piranha Pool

This session involves different 'crystal maze' type challenges, going back and forth across our 'Piranha Pool', without falling in.



Quest

There are a series of problems for each activity group to overcome and if they can manage to do this the Quest is achieved.



Team Challenge

In Team Challenge we get a number of activity groups together for various inter-group challenges.



Trapeze

Climb up to a platform around 5 metres above the ground, then leap off and catch a bar, which is dangling a short distance in front of you.



Zip Wire

Zip Wire is a real thrill activity, which is great for group support and encouragement, individual confidence and achievement.

robin wood
we make
**a really positive
DIFFERENCE
developing children**

LET'S GO

ADVENTURE

Monday 3rd March

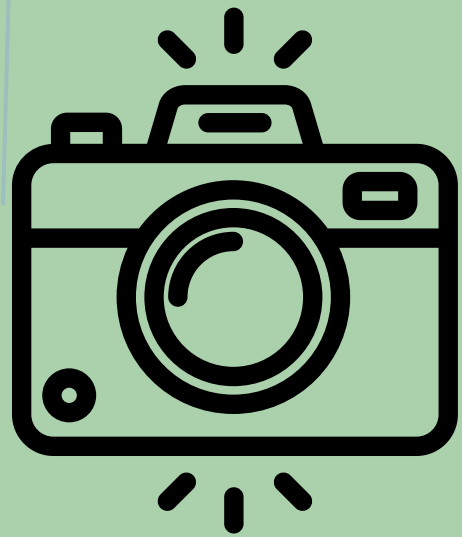
Please arrive at school at 8:40 AM with EVERYTHING.

Breakfast club? Two nights away...



Travel and medication – if needed. We will administer, you need to sort in a clear plastic bag with dates and times. Please let us know of anyone with travel sickness and ensure they have medication with sufficient time.

Tuesday 4th March



Dojo updates from staff.



Enjoy your peace and quiet!



Wednesday 5th March



Collection at 3:30pm, please be on time.

Children will be tired and ready for their own bed!

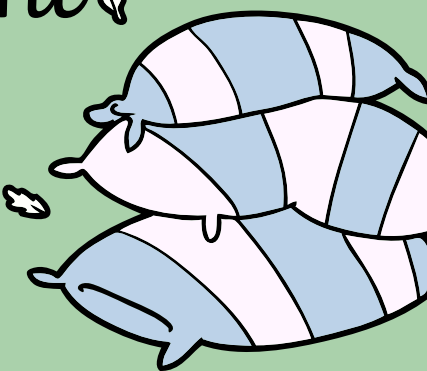




Sleeping arrangements



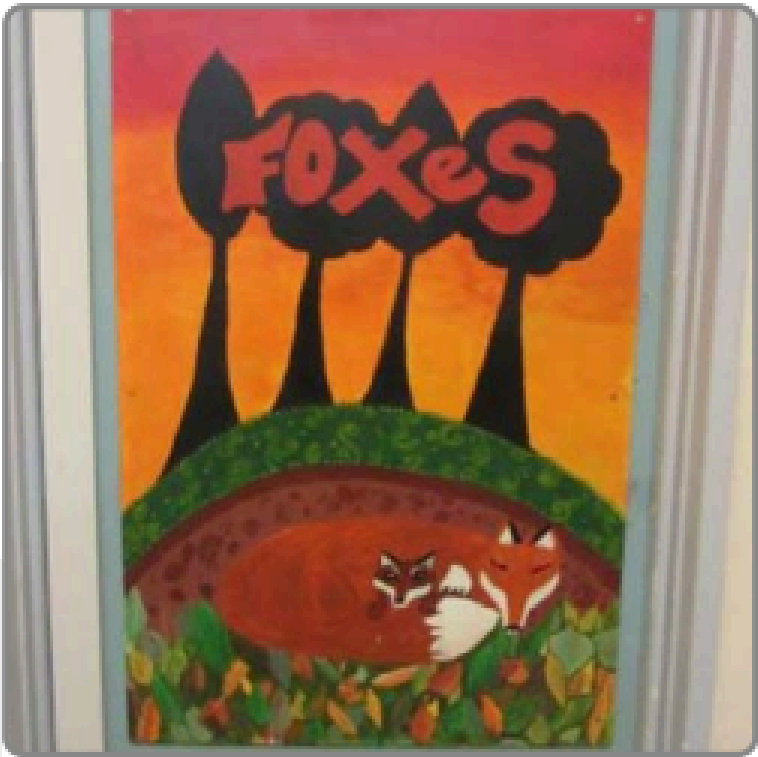
- Dormitories are heated, have toilets and call buttons for emergencies.
- There are separate dormitories for boys and girls. Dormitories sleep a variety of numbers of children in bunk beds.
- We receive the dormitory numbers / layouts just before the trip – pupils choose one person, I sort the rest.
- Please let us know of any issues your child may have around bed time if it has not been written on the personal information form, be it sleepwalking, bedwetting or needing to have a light on.
- Robinwood Night shift staff on duty throughout (if required) and in constant contact with Miss Howarth and staff members on site.



These are examples of where I might sleep.
The bedrooms all have a name to help me
remember which one I am in.



This is a bedroom door with the name on it.



There are helpful instructions inside the bedrooms



If I need help at night, I can press a button
that tells the Robinwood night staff that I need
somebody to come to my room. It won't wake
anybody up in my room if I press it.



The toilets all have locks on the door.
The toilets near my bedroom looks like this.



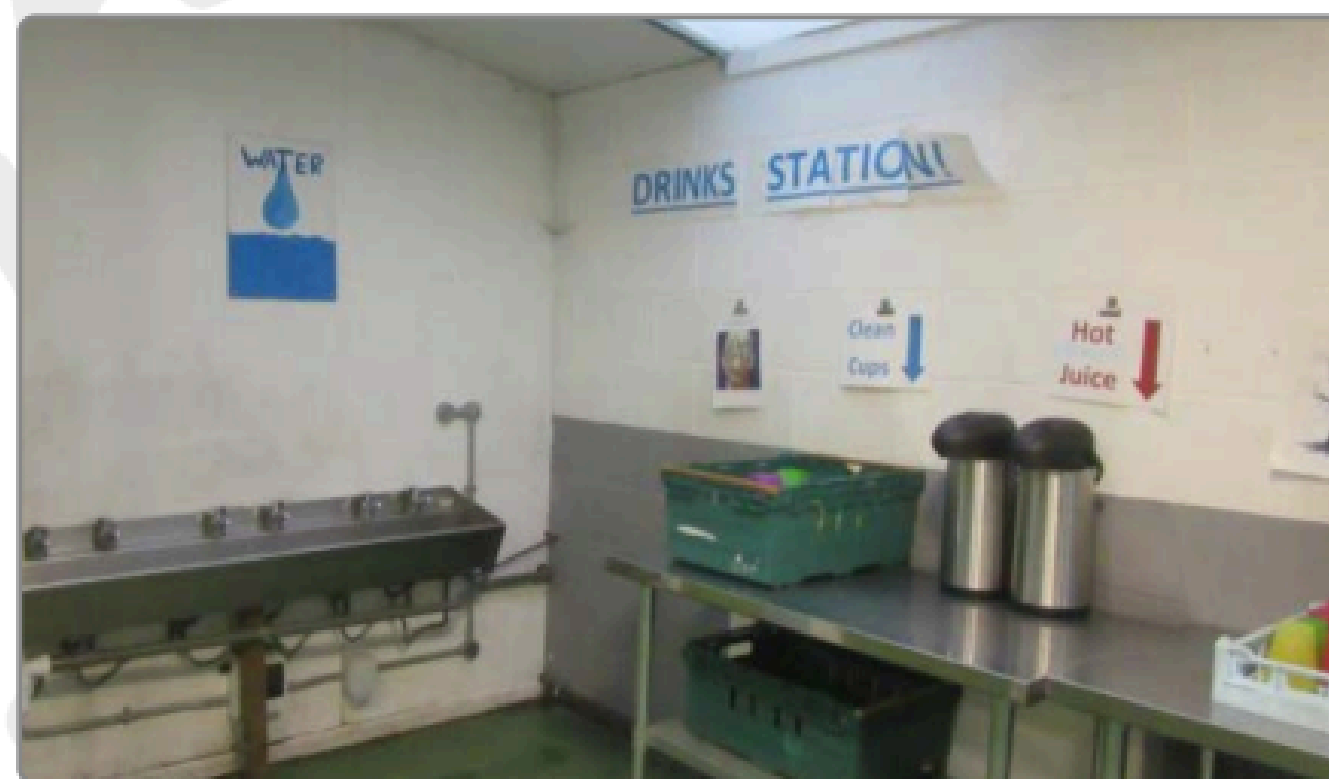
The toilets and showers I will use in the day time
look like this.



My group will be given a timetable for our
visit that will look a little bit like this.



When it's time for a drink, I can have one at
the Drink Station.



Food

- Variety of food on offer – cater for all.
- Breakfast as normal – hot and/or cold.
- Lunch choices
- Evening meal
- Able to get pieces of fruit and drinks of juice (warm and cold) / water throughout the day as and when needed (every break!)
- Please let me know if not on forms about any specific dietary needs.



Fruit & Snacks

Break time snacks are provided and fruit is always available.

Dietary & Allergens

There is always a vegetarian option and we regularly cater for special diets such as coeliac disease (gluten free), lactose free, dairy free and halal.

A carb count breakdown is available on our schools dashboard.

Please let us know in advance of any dietary needs.



Children's Menu

Dobroyd Castle

Lunch

Pizza
Crisps
Biscuit
Orange Slices
Carrot & Cucumber Sticks

Dinner

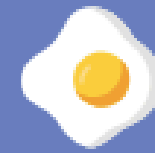
Fish Fingers & Chips
Curry, Chips & Samosas
Peas & Sweetcorn
Salad
Ice Cream

Hot Chocolate and a biscuit in the evening



Breakfast

Sausage
Potato Bites
Beans
Toast
Choice of Cereals
Fruit



Lunch

Jumbo Hot Dog
Chicken Burger
Sandwich (cheese, ham or jam)
Doughnut/Crisps
Orange Slices
Carrot & Cucumber Sticks



Dinner

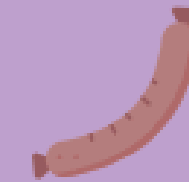
Pasta Bolognese
Tomato Pasta
Baked Potato (with choice of fillings)
Garlic Bread
Salad
Cookie



Hot Chocolate and a biscuit in the evening

Breakfast

Sausage
Potato Bites
Beans
Toast
Choice of Cereals
Fruit



Lunch

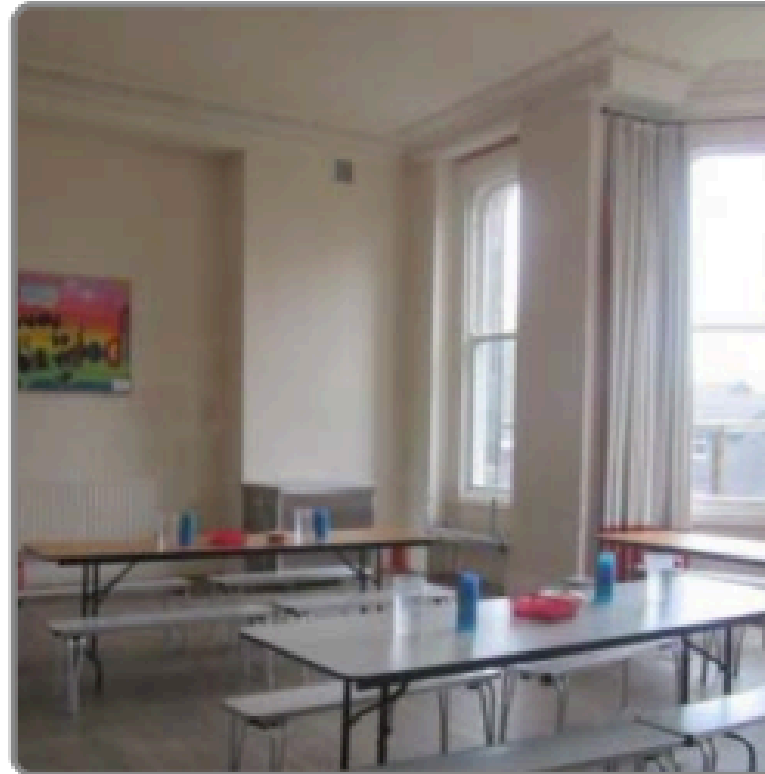
Sausage Roll
Cheese & Onion Pasty
Salad
Crisps/Biscuit
Orange Slices
Carrot & Cucumber Sticks



Water and juice are provided at meal times and water points can be found across the centre to refill water bottles.



These are the main dining rooms where we eat our meals.



These are my options:

Evening meal Day 1:

Fish fingers & chips
Curry & chips
Peas & sweetcorn available
Ice Cream

Lunch Day 2:

Hot dog
Chicken burger
Sandwich with filling
(cheese, ham or jam)
Crisps
Doughnut
Fruit

Evening meal Day 2:

Pasta bolognese
Tomato pasta
Baked potato (with choice of
filling)
Salad available
Cookie

Lunch Day 3:

Sausage roll
Cheese & onion pasty
Sandwich with filling
(cheese, ham or jam)
Crisps
Fruit
Biscuit

Clothing



I can borrow waterproofs and fleeces when I need them for water activities or if it's raining or cold.






When I have finished with my wet clothes, after a shower I leave them in the group bins to be washed.



- Water Bottle
- 4 Comfortable long-sleeved tops (sweatshirts/jumpers/hoodies/fleeces)
- 3 T-shirts (not vest type)
- 3 Pairs of trousers (not restrictive; sportswear is good/ideally not jeans)
- 1 Pairs of shorts (knee length)
- 5 Sets of underwear
- 6 Pairs of socks
- 2 Pairs of trainers
- 2 Towels
- 1 Waterproof coat
- 1 Warm hat
- 1 Pair of warm gloves
- 1 Set of nightwear
- 1 Bag of toiletries
- 1 Black bin liner



REMEMBER

- Be over prepared (not too big of a bag!) – 
- clothing / equipment / medication.
- Good breakfast eaten. 
- Drop off at 8:40am in school (register and toilet for an 09:00am set off) on Monday 3rd March 
- Pick up around 3:30pm on Wednesday 5th March.



Feelings - anxious, nervous, excited...

Character building – take risks, try new things, what's the worst that could happen?

Let your light shine!



Forms to take home!



SATS – 

- parent guide and week timetable
-



Robinwood –

- Child information form
- Clothing List
- Food Menu

Additional information on Dojo and the presentation.

Forms to take home!



SATS – 

- parent guide and week timetable
-



Robinwood –

- Child information form
- Clothing List
- Food Menu

Additional information on Dojo and the presentation.



Forms to take home!

SATS – 

- parent guide

LET'S GO

ADVENTURE

Robinwood –

- Child information form
- Clothing List
- Food Menu

KS2 SATs 2025:

Information for Parents
and Carers



take a
small step
EVERYDAY

Additional information on Dojo and the presentation.



Any questions for the whole group?



Any specific questions
about your child's needs
please speak to me in
private.