Year 6 Secondary Transition and SATs 2027 Presentation for Parents, Carers & Guardians

Secondary Transition – Hounslow

Apply for a new year 7 secondary place

> You can apply for a new Year 7 secondary school place for September 2027 if your child was born between 1 September 2015 and 31 August 2016.
>
> If you're unsure, you can check which application you should use for your child at their age.

You can apply from Monday 1 September 2026.

The application deadline is midnight on Saturday 31 October 2026.

If we receive your application after the dealine, it will be classed as late and only considered after all on-time applications have been processed.

Apply for a Year 7 place

Contact us

Email: admissions@hounslow.gov.uk

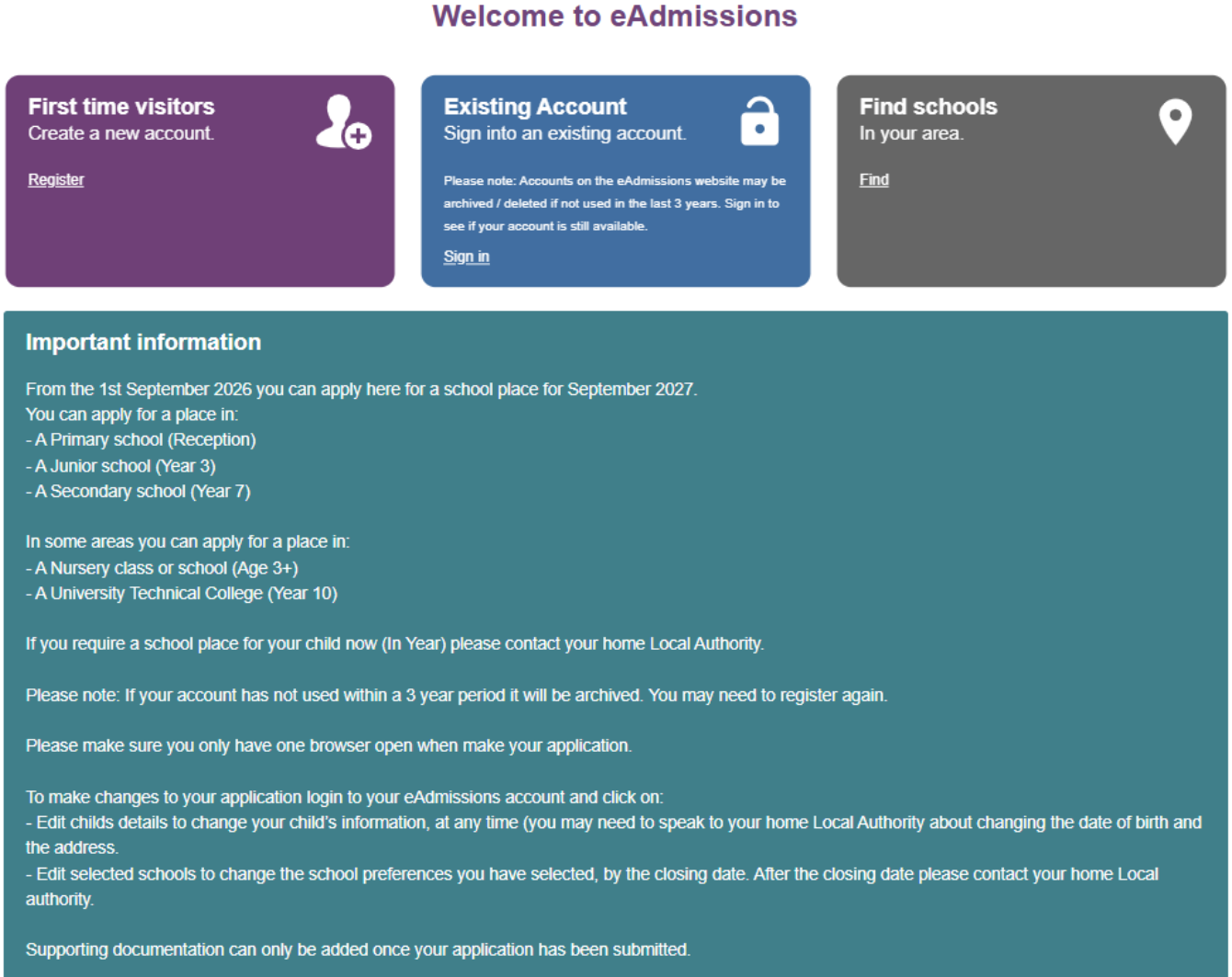
Please check spam/junk folders for email responses

Telephone: 020 8583 2711

School admissions team
Hounslow House
7 Bath Road
Hounslow
Middlesex
TW3 3EB

eAdmissions

If your child has an Education Health Care Plan (EHCP), **you do not need to make an online application. Please make sure you contact** the SEN team in your home Local Authority **ASAP –** Learning Support and Assessment team on 020 8583 2672 or SEN@hounslow.gov.uk



Helpful Information

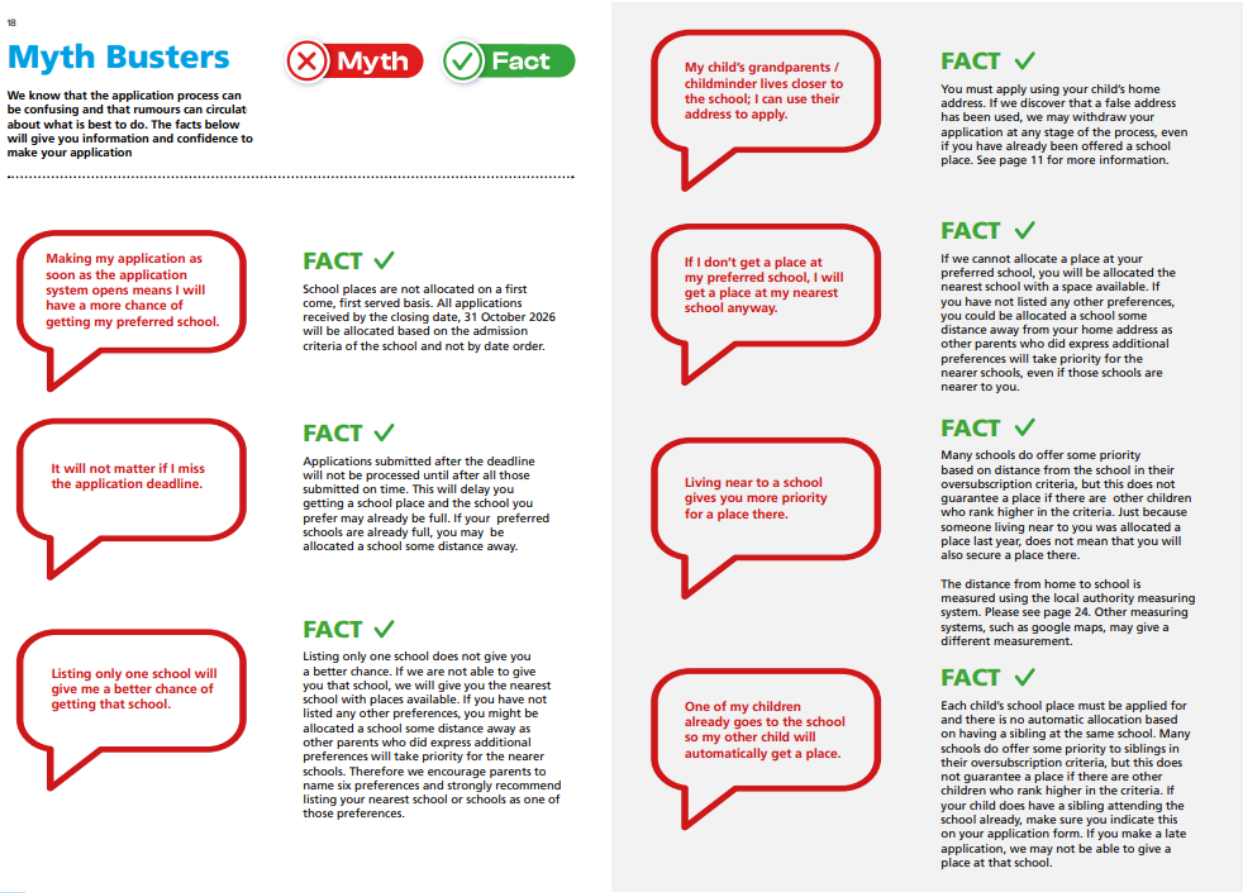
- On the Hounslow admissions site, you will find a range of helpful information
- This includes Secondary Transfer brochures, information about how places were allocated last year, support for the eAdmissions site and a map of secondary schools in the local area.
- If you are applying to Surrey Secondary schools (for example Thomas Knyvett or Bishop Wand etc.), this will need to be completed via the Surrey Admissions page.
- Some schools (faith schools etc.) will require a Supplementary Information Form (SIF) to be completed along with the main admissions form.

The following schools require you to submit a SIF:

- The Green School for Girls
- The Green School for Boys
- Gumley House School FCJ
- Gunnersbury Catholic School
- Nishkam School West London
- Reach Academy Hanworth Park
- St Mark's Catholic School

Myth Busting

Be aware of some common myths around Secondary Transition and applications



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Myth Busters

Myth Fact

We know that the application process can be confusing and that rumours can circulat about what is best to do. The facts below will give you information and confidence to make your application

Making my application as soon as the application system opens means I will have a more chance of getting my preferred school.

FACT ✓

School places are not allocated on a first come, first served basis. All applications received by the closing date, 31 October 2026 will be allocated based on the admission criteria of the school and not by date order.

It will not matter if I miss the application deadline.

FACT ✓

Applications submitted after the deadline will not be processed until after all those submitted on time. This will delay you getting a school place and the school you prefer may already be full. If your preferred schools are already full, you may be allocated a school some distance away.

Listing only one school will give me a better chance of getting that school.

FACT ✓

Listing only one school does not give you a better chance. If we are not able to give you that school, we will give you the nearest school with places available. If you have not listed any other preferences, you might be allocated a school some distance away as other parents who did express additional preferences will take priority for the nearer schools. Therefore we encourage parents to name six preferences and strongly recommend listing your nearest school or schools as one of those preferences.

My child's grandparents / childminder lives closer to the school; I can use their address to apply.

FACT ✓

You must apply using your child's home address. If we discover that a false address has been used, we may withdraw your application at any stage of the process, even if you have already been offered a school place. See page 11 for more information.

If I don't get a place at my preferred school, I will get a place at my nearest school anyway.

FACT ✓

If we cannot allocate a place at your preferred school, you will be allocated the nearest school with a space available. If you have not listed any other preferences, you could be allocated a school some distance away from your home address as other parents who did express additional preferences will take priority for the nearer schools, even if those schools are nearer to you.

Living near to a school gives you more priority for a place there.

FACT ✓

Many schools do offer some priority based on distance from the school in their oversubscription criteria, but this does not guarantee a place if there are other children who rank higher in the criteria. Just because someone living near to you was allocated a place last year, does not mean that you will also secure a place there.

The distance from home to school is measured using the local authority measuring system. Please see page 24. Other measuring systems, such as google maps, may give a different measurement.

One of my children already goes to the school so my other child will automatically get a place.

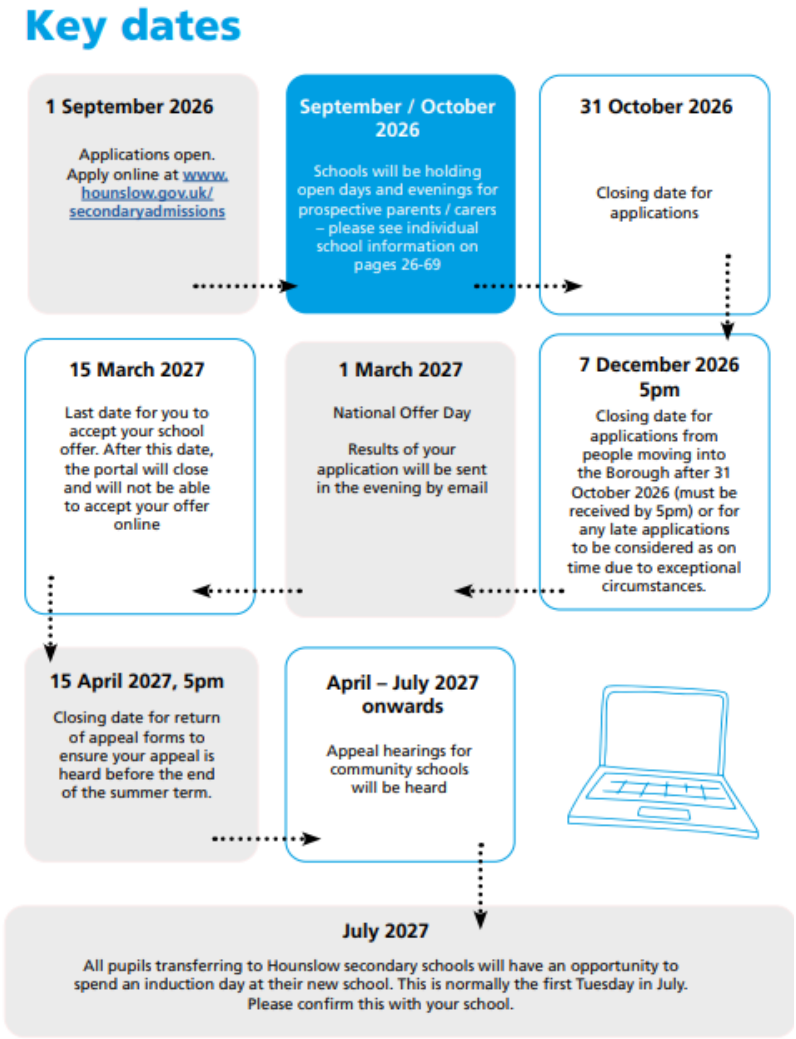
FACT ✓

Each child's school place must be applied for and there is no automatic allocation based on having a sibling at the same school. Many schools do offer some priority to siblings in their oversubscription criteria, but this does not guarantee a place if there are other children who rank higher in the criteria. If your child does have a sibling attending the school already, make sure you indicate this on your application form. If you make a late application, we may not be able to give a place at that school.

Key Dates

Late Applications

The application deadline is **midnight on Saturday 31 October 2026.**
If Hounslow Borough receive your application after the deadline, it will be classed as late and only considered after all on-time applications have been processed.



Top Tips

- Visit the schools (open evenings and open days!)
- Talk to parents and families…
- Be cautious when reading Ofsted judgements and outcomes… Don’t rely on these alone.
- Make sure you meet the application deadline!
- Don’t just put one school choice down!
- **When offer day comes, don’t reject the place if you are unhappy with it. Accept the place and use the Hounslow appeals service.**

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on Monday 10th May ending on Thursday 13th May.
- The SATs papers consist of:
  - Grammar, punctuation and spelling (paper 1: GPS) – Monday 10th May
  - Grammar, punctuation and spelling (paper 2: Spelling) – Monday 10th May
  - Reading – Tuesday 11th May
  - Maths (paper 1: Arithmetic) – Wednesday 12th May
  - Maths (paper 2: Reasoning) – Wednesday 12th May
  - Maths (paper 3: Reasoning) – Thursday 13th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

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

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:
  - 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 arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, which would be agreed by the Standards Testing Agency.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed).
Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

The 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.

Grammar, Punctuation and Spelling: Monday 10th May

Grammar, punctuation and spelling consists of two papers.

- Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). 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).

Grammar, Punctuation and Spelling: Paper 1 (GPS)

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.

This test requires a range of answer types but does not require longer formal answers.

Grammar, Punctuation and Spelling: Paper 1 (GPS)

Example questions:

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. ☐

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

e.g. Although, while _____ 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.

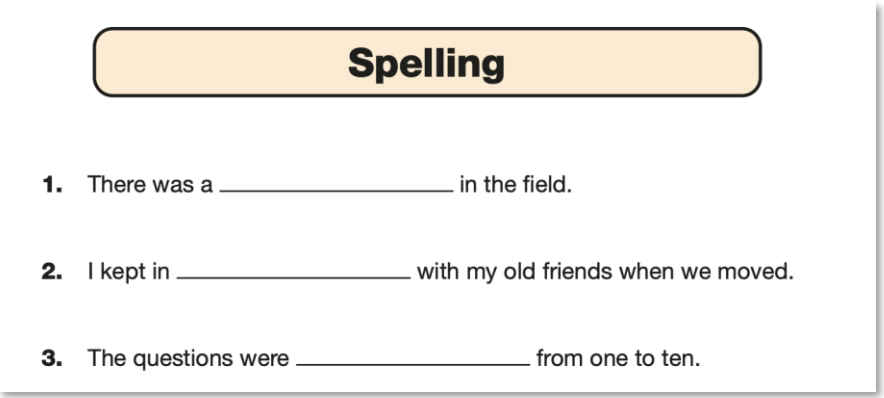
e.g. Over two thousand years ago, Britain was invaded by the Romans.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

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

Example questions:



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.

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**.

Reading: Tuesday 11th 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.

Reading

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. _____

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	Look at the first paragraph. How can you tell Priya was feeling nervous? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks: **1.** Priya's heart beating fast, e.g. • *Priya's heart started to race* • *her heart was beating really quickly.* **2.** Priya taking a deep breath / trying to calm herself down, e.g. • *she took a deep breath* • *Priya was trying to calm herself* • *she must be nervous because she needs to calm down.* **3.** Priya telling herself there is nothing to worry about, e.g. • *she tells herself it must be something harmless* • *she tries to reassure herself.* **4.** Priya waking with a start, e.g. • *she woke with a start.*	**Up to 2m**

Reading

Example questions:

Based on text 2: Bats Under the Bridge

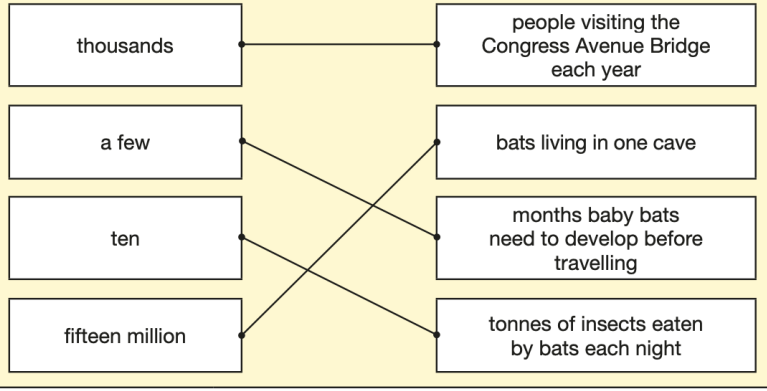
22 Draw **four** lines to match an amount on the left to a fact on the right.

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
22	Draw **four** lines to match an amount on the left to a fact on the right. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for all correctly matched:	1m



Reading

Example questions:
3 mark question

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	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. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 3 marks** for **two** acceptable points, at least **one** with evidence. **Award 2 marks** for either **two** acceptable points, or **one** acceptable point with evidence. **Award 1 mark** for **one** acceptable point.	Up to 3m

Acceptable points (personality)	Likely evidence
1. he is unfriendly / rude / surly	• *unfriendly eyes* • *'What's it to you?'* • *strode off without another word* • *didn't bother to look at Innis whilst replying* • *he didn't look at him when he replied.*
2. he is independent / brave / calm	• *he was on his own* • *not concerned he might be walking towards the wolf* • *he didn't seem to be shocked that there was a wolf about.*
3. he is curious	• *the only questions asked were about wolves* • *'How far?'* • *'Where exactly?'* • *he stops when Innis mentions the wolf.*
4. he is mysterious / strange	• *he doesn't talk much* • *he wiped the snow off, turned and strode off* • *he appeared out of nowhere* • *he didn't tell Innis much about himself.*
5. he is secretive / defensive	• *he didn't tell Innis anything about himself* • *strode off without another word* • *'What's it to you?'*
6. he is determined / single-minded / self-centred	• *was only interested in the wolf* • *strode off without another word* • *he only paid attention to what he was interested in* • *he only interacted when he realised that Innis had useful information.*

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.

In the 2025 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 30% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 48% 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 12th May and Thursday 13th May

The maths assessments consist of three tests.

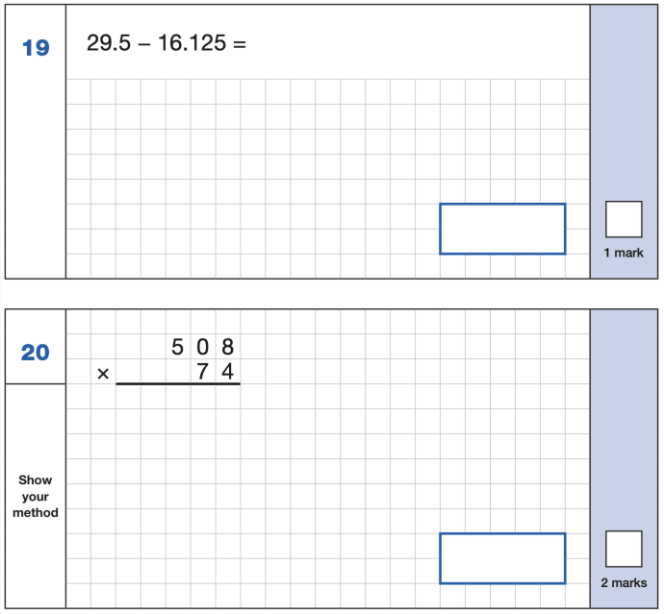
- Paper 1: Arithmetic (30 minutes) – Wednesday 12th May
- Paper 2: Reasoning (40 minutes) – Wednesday 12th May
- Paper 3: Reasoning (40 minutes) – Thursday 13th May

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	Award **TWO** marks for the correct answer of 37,592 If the answer is incorrect, award **ONE** mark for the formal method of long multiplication with no more than **ONE** arithmetic error, e.g. • 508 × 74 = 2032, 35560, 37582 *(error)* **OR** • 508 × 74 = 2032, 35060, 37092 *(error)*	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. **Do not** award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens. 508 × 74 = 2032, 3556 *(place value error)*, 5588

Maths Paper 1 (Arithmetic)

Example 1 mark 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 $70 + 48 \div 6 =$

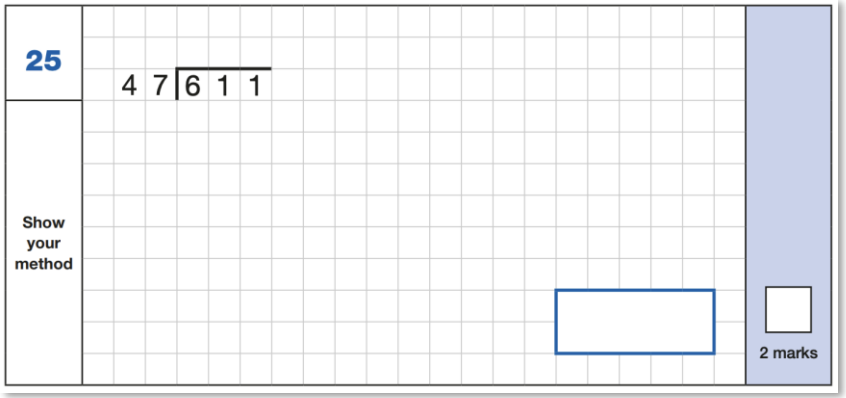
$48 \div 6 = 8$
$70 + 8 = 78$

78

1 mark

Maths Paper 1 (Arithmetic)

Example 2 mark question:



Qu.	Requirement	Mark	Additional guidance
25	Award **TWO** marks for the correct answer of 13 If the answer is incorrect, award **ONE** mark for the formal methods of division with no more than **ONE** arithmetic error, i.e. • long division algorithm, e.g. 15 r25 47 | 611 – 470 260 *(error)* – 235 25 **OR** 18 *(error)* 47 | 611 – 470 10 × 47 141 – 141 3 × 47 0 • short division algorithm, e.g. 1 5r6 *(error)* 47 | 61^{24}1	Up to 2m	Working must be carried through to reach a final answer for the award of **ONE** mark. 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.

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 12th May and paper 3 will take place on Thursday 13th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

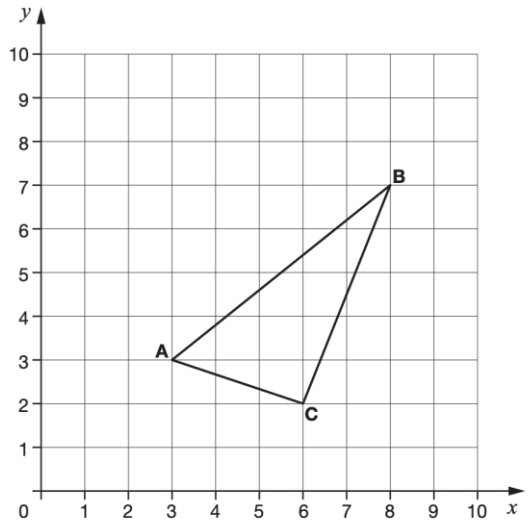
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- 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.

Maths Papers 2 (Reasoning)

Example questions:

3



ABC is a triangle.

What are the coordinates of point **C**?

(6 , 2)

1 mark

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

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

24,400

1 mark

Maths Papers 2 (Reasoning)

Example questions:

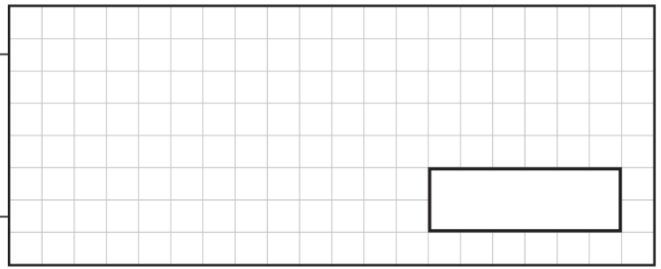
17 The manager of a flower shop orders 4 boxes of red roses.

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** • $50 \div 6 = 8$ r2 (8 r 2) × 4 = 32 r8 **OR** Award **ONE** mark for sight of: • $33\frac{1}{3}$ **OR** $33.\dot{3}$ **OR** 33.33r **OR** 33.3 **OR** 33r2 (as evidence of completing 200 ÷ 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 ÷ 6 = 31 r8 Acceptable rounded answers would be 31 **OR** 32 For the 'sight of' mark, accept equivalent fractions. Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

Example questions:

9 Jack says,



Explain why Jack is **not** correct.

1 mark

9	Award **ONE** mark for an explanation that recognises that 32 is not a multiple of 3, e.g. • 32 is not in the 3× table • 32 ÷ 3 = 10 r2 or 10.66 (which are not whole numbers) • if you count in multiples of 3 from 0, you won't get 32 • 3 + 2 = 5, 5 is not a multiple of 3 so he is wrong. **OR** For a description that includes one or both of the multiples of 3 either side of 32, e.g. • if you do 10 × 3 = 30 and 11 × 3 = 33 there is no 32 • 10 × 3 = 30 and 32 is 2 away.	1m	**Do not** 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. **Do not** accept vague or incomplete explanations, e.g. • If you multiply by 3 you will get 30, not 32 • 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33 • 32 is not a factor of 3 **Do not** accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.

Maths Papers 3 (Reasoning)

Example question:

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	Award **THREE** marks for the correct answer of 323 Award **TWO** marks for: • An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. 25 × 34 100 750 950 *(error)* 62% of 950 = 589 950 – 589 = 361 **OR** • 34 × 25 = 950 (*error*) 95 × 3 = 285 9.5 × 8 = 76 285 + 76 = 361 **OR** • sight of 527 (as evidence of calculating 62% of 850) Award **ONE** mark for: • evidence of an appropriate method with more than one error. **OR** • sight of 850 (as evidence of the multiplication step completed correctly)	**Up to 3m**	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. **TWO** marks will be awarded if an appropriate method with the misread number is followed through correctly. **ONE** mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one error. Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded **TWO** marks. Answer need not be obtained for the award of **ONE** mark.

What we do at Bedfont to support Year 6 children

- High-quality lessons taught daily
- Weekly explicit grammar lessons, as well as embedded learning in writing lessons
- Daily interventions
- Weekly interventions
- Set homework weekly to embed learning -

Sumdog for Maths or a paper copy, weekly spellings in purple spelling homework book, 5 reading record entries per week.

- SATs-style practise questions in Reading, Maths and Grammar lessons

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)!

Tips:

- Don't use past papers as they are used in school to prepare the children – if they use these and get higher scores, this won't help with the interventions the children actually need.
- Attend any SATs meetings at school (or read any literature sent home).
- Talk to your child's class teacher at Parents' Evening 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.

Supporting your child in preparing for the SATs

Further tips:

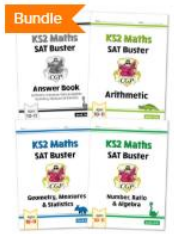
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available (CGP Books)
- Try to make sure your child is in school as much as possible to ensure they are not missing out on vital learning and revision.
- Ensure that your child completes their weekly homework. This is designed to ensure that they have adequate skills and knowledge to be successful in their SATs.
- This includes their weekly spellings; this is to ensure that they make progress within their writing as well as grammar.
- Daily reading for around 20 minutes is crucial to improve their fluency and confidence.
- Please attend parents' evening as this will be an opportunity to discuss individual and personalised targets for your child so they can be best supported.
- Assessments will be brought home after we have looked through them in school.

Additional Support Available

CGP Books – great support tool for key skills and regular practice.

We will add methods, good websites and helpful resources to google classroom.

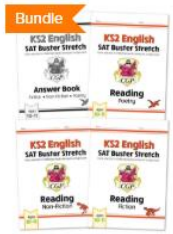
Papers sent home – review these with children to celebrate their successes and work on any areas for improvement.



Quick View

KS2 Maths SAT Buster Book 1 Bundle - includes answers (for the 2026 tests)

M6SBB24



Quick View

KS2 English Reading SAT Buster Stretch Bundle - includes answers (for the 2026 tests)



Quick View

KS2 English SPaG SAT Buster Book 2 Bundle - includes answers (for the 2026 tests)

If there are any parent workshops held throughout the year about the curriculum try to attend as they will help you to support at home.

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons or hobbies
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

Advice we will give to Year 6 children

- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don’t panic. There may be questions you think you can’t answer. Take a deep breath. Read it again. You can always move on and go back to it later. It’s often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!



Thank you!
The Entire Year 6 Team

Bedfont Baccalaureate

A leavers' award to acknowledge <u>all</u> your achievements

(academic, sport, music, art, community based, pupil leadership)



There will be 3 main elements to the Bedfont Primary School Baccalaureate:

CORE CONTENT | PERSONAL PROJECT | PERSONAL DEVELOPMENT PROGRAMME

ACCREDITED
NATIONAL BACCALAUREATE TRUST

CORE CONTENT **(Learning)**	This element includes: - **All your subject curriculum learning** - **Wider enrichment** (Year group assemblies, in-school workshops, local area projects, swimming, Bikeability, Y6 Enterprise week) - **Trips and visits** (Natural History Museum, Gurdwara, local parks and open spaces, Science Museum)
PERSONAL PROJECT **(Presentation)**	This element includes: **An independent project carried out by you to answer one of these questions:** ***What does being healthy mean?** ***How do you keep yourself safe?** These topics tie in with curriculum learning You can decide how you want to present your findings on the question you choose, in a creative and engaging way. It can be a PowerPoint presentation, on Google Slides, a poster, a piece of artwork, a model.
PERSONAL DEVELOPMENT PROGRAMME **(Credits)**	This element includes: **Identifying various ways that you have participated in the following areas in order to gain credits.** -Outdoor Activities -Community Service -Leadership Activities -Cultural Activities There are at least 260 credits on offer across the 4 areas and you need to aim for at least 120 credits (minimum of 15 in each area).

DIPLOMA CERTIFICATE

ACCREDITED
NATIONAL BACCALAUREATE TRUST

This is to certify that

MISS HOLMES

has successfully completed the
Bedfont Baccalaureate

JULY 2026

Gemma Donnelly

Mrs G Donnelly, Headteacher

SILVER



Curiosity Confidence Creativity Compassion Cooperation Calmness

Core Content (Learning)

CORE CONTENT (Learning)	This element includes: - **All your subject curriculum learning** - **Wider enrichment** (Year group assemblies, in-school workshops, local area projects, swimming, Bikeability, Y6 Enterprise week) - **Trips and visits** (Natural History Museum, Gurdwara, local parks and open spaces, Science Museum)

Personal Project (Presentation)

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Personal Development Programme (credits)

PERSONAL DEVELOPMENT PROGRAMME (Credits)	This element includes: **Identifying various ways that you have participated in the following areas in order to gain credits.** -Outdoor Activities -Community Service -Leadership Activities -Cultural Activities There are at least 260 credits on offer across the 4 areas and you need to aim for at least 120 credits (minimum of 15 in each area).

Personal Project (Presentation)

- **What does being healthy mean?**

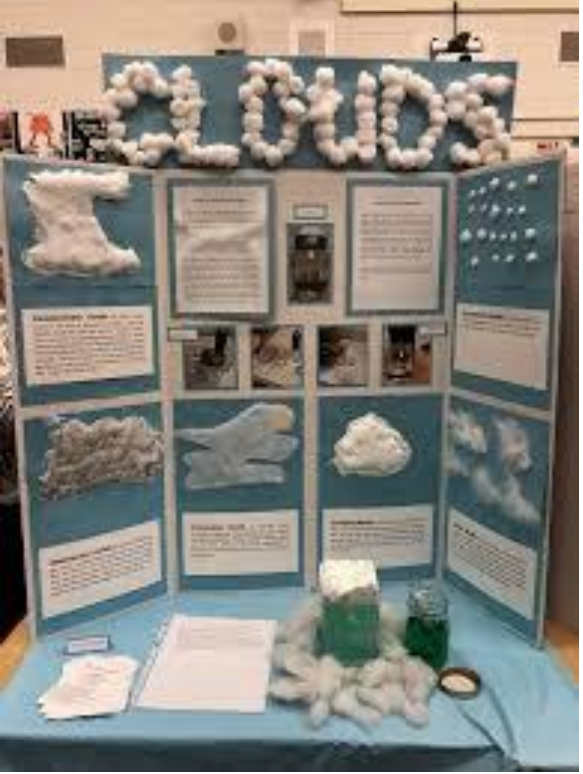
- **How do you keep yourself safe?**





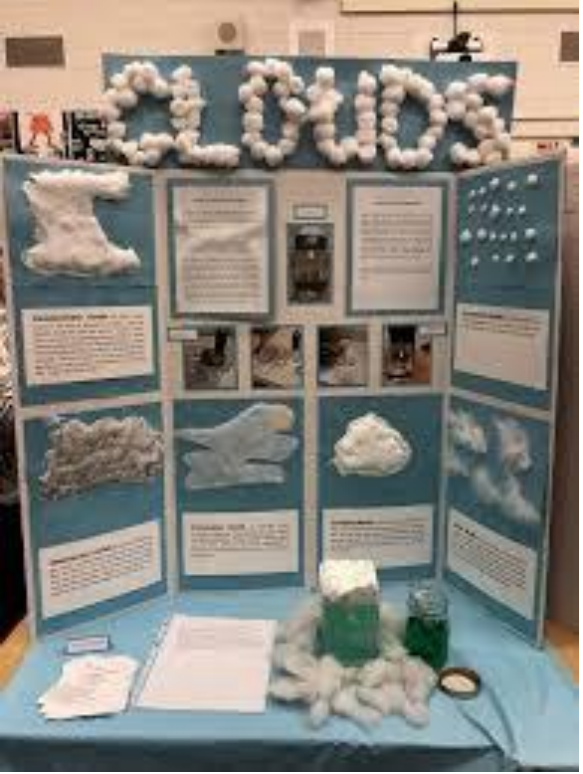


Curiosity Confidence Creativity Compassion Cooperation Calmness


CLOUDS


HEALTH AND CLEANLINESS
YOGA CLUB


YEAR FOUR
4V


CLOUDS


HEALTH AND CLEANLINESS
YOGA CLUB


YEAR FOUR
4V

Health Benefits Of Football

Improves mental well-being

Improves blood lipid profile and reduces cholesterol

Improves heart function and reduces blood pressure



Improves endurance and fitness

Increases muscle strength

Increases insulin sensitivity

Improves flexibility

Assists weight loss

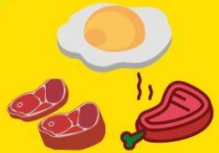
Increases bone density

Healthy Snacks For Young Football Players

(Before, During, And After The Game)

BEFORE THE GAME

Combining carbohydrates and protein will provide more extended energy if a kid has more time before the activity begins.



DURING HALFTIME OF THE GAME

Fresh fruit is an excellent choice because it is simple to prepare, includes many water and nutrients, and appeals to many children.



AFTER THE GAME

Following a game or a severe practice, children want enough water, as well as a balance of carbohydrates and protein to restore what they've lost.



mhusseinfootballacademy.com

+447877038634

Curiosity Confidence Creativity Compassion Cooperation Calmness


SUGAR
SCIENCE


Healthy Food
Biscuit
Egg
Kuih
Bread
Cheese
Fruits
Fish
Vegetables
Unhealthy Food
Pizza
Doughnut
Ice-cream
Macaron
Cake
Lollipop


pearly
whites
RESULTS
MATERIALS
CONCLUSION
GONE
BAD

Presentation Day for Personal Projects









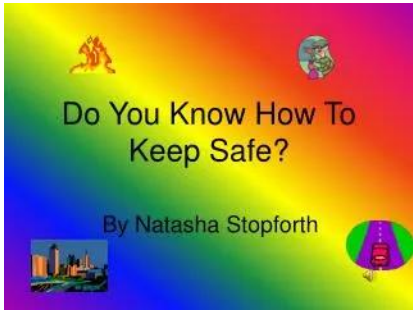
Presenting your Personal Project

- Poster
- Mini display
- Artwork
- Model
- Game
- PowerPoint/Google Slides/Canva
- Video
- Book/Booklet













Personal Development Programme (credits)

- Outdoor Activities
- Community Service
- Leadership Activities
- Cultural Activities

Outdoor Activities – examples of ways to earn credits (5-10)

Representing Bedfont at Sports events	
Participation in all elements of UKS2 Activity Week	
Swimming (full engagement in lessons)	
Scouting Organisations or similar – regular member	
Bedfont Sports/Gardening Club – regular member/attendance	
External Sports Club – regular member/attendance	
External Sports Competitions/Events	
HAF/Holiday Club attendance	

Community Service – examples of ways to earn credits (5-10)

Singing at community events	
Sustainability Project (including litter picking) in or out of school	
Energy Garden Volunteering	
Surplus to Supper club support	
Bags2School support	
Penpals in the local community	
Wider Charity initiatives	
Neighbourhood/household support (shopping/tidying for a neighbour, household chores)	

Pupil Leadership – examples of ways to earn credits (5-10)

Pupil Leadership (School Council, Wellbeing Ambassador, Year 6 Prefect, Art Leader, Digital Leader, clubs support)	
EYFS/KS1 Sports Day leader	
Enterprise	
National Breakfast Programme	
Sports Leaders	
Lead a Bedfont Club?	
External Leadership Roles (Activity groups)	

Cultural Activities – examples of ways to earn credits (5-10)

Full engagement in Cultural focused assemblies/celebrations in school	
Gallery/Museum visits	
Poetry/Reading/Art competition entries	
Musical performance to school/parent	
In-school instrument lessons (guitar, Rocksteady)	
Y6 Production	
External Clubs (Music, Dance, Choir, Drama, Art)	
Young Voices	
Choir	

Personal Development Programme - EVIDENCE

PDP Area	Opportunity/Activity	PDP Suggested Credit Weighting	Link to School Values		My ACTIVITY Use this section to record your activity
Outdoor Activities	Representing Bedfont at Sports Events	10 credits	co-operation confidence		I took part in a Y5 football tournament.
	Participation in all elements of UKS2 Residential (including in-school alternatives)	15 credits	co-operation	confidence	
			compassion	calmness	
	Swimming - full engagement in lessons (or external provision)	10 credits	confidence		I swim every week at Feltham Leisure Centre (Level 5)
	Scouting Organisations (or similar) - regular member	10 credits	co-operation	confidence	I attend _____ cub group on Thursday evenings.
			compassion	calmness	I have also been part of the Remembrance Parade with my cub group
			curiosity	creativity	

Curiosity Confidence Creativity Compassion Cooperation Calmness