



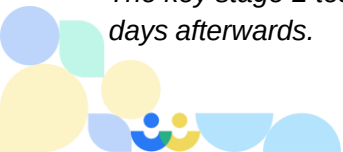
Year 6 SATs 2023/24

Presentation for Parents, Carers &
Guardians

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 13th May** ending on **Thursday 16th May 2024**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 13th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 13th May
 - Reading – Tuesday 14th May
 - Maths (paper 1: Arithmetic) – Wednesday 15th May
 - Maths (paper 2: Reasoning) – Wednesday 15th May
 - Maths (paper 3: Reasoning) – Thursday 16th 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, including:

- Additional (extra) time;
- Tests being opened early to be modified;
- Pre-ordered modified scripts with enlarged print;
- An adult to scribe (write) for them;
- Using word processors independently;
- An adult to read for them (including a translator);
- The use of prompts or rest breaks;
- Arrangements for children who are ill or injured at the time of the tests.

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.





English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120



The results

English grammar, punctuation and spelling

36+

Raw score	Scaled score
0-2	No scaled score
3	80
4	81
5	82
6	83
7	84
8	85
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	90
17	91
18	91
19	92
20	92
21	93
22	93

Raw score	Scaled score
26	95
27	96
28	96
29	97
30	97
31	97
32	98
33	98
34	99
35	99
36	100
37	100
38	101
39	101
40	101
41	102
42	102
43	103
44	103
45	104
46	104
47	105

Raw score	Scaled score
51	107
52	108
53	108
54	109
55	110
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	119
66	120
67	120
68	120
69	120
70	120



The results

Raw score	Scaled score
0-2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	83
9	83
10	84
11	85
12	85
13	86
14	86
15	87
16	88
17	88
18	88
19	89
20	89
21	90
22	90
23	91
24	91
25	91
26	92
27	92

Raw score	Scaled score
41	96
42	96
43	97
44	97
45	97
46	97
47	98
48	98
49	98
50	98
51	98
52	99
53	99
54	99
55	99
56	100
57	100
58	100
59	100
60	101
61	101
62	101
63	101
64	101
65	102
66	102
67	102

Raw score	Scaled score
81	106
82	106
83	106
84	106
85	107
86	107
87	107
88	108
89	108
90	108
91	109
92	109
93	109
94	110
95	110
96	110
97	111
98	111
99	112
100	112
101	113
102	113
103	114
104	115
105	116
106	117
107	118



Spelling, Punctuation and Grammar: Monday 13th May

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).



Spelling, Punctuation and Grammar: Paper 1

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.



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.

e.g. that, which

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.

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

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: Tuesday 14th 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 1–13 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	What is Ajay doing when the post arrives? Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for reference to him eating (his breakfast), e.g. • <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

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

1 mark



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	In what way is <i>buzz pollination</i> more useful than other forms of pollination? Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for reference to either of the following: - it releases pollen that would otherwise stay inside the flower, e.g. <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. <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

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	What impressions do you get of Piper's house? Give two impressions, using evidence from the text to support your answer. Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td> - there are widening cracks in the planks in the ceiling </td></tr><tr><td>2. it is small / tiny</td><td> - she wishes she had a bigger work space - she has to eat at the same table that she works at </td></tr><tr><td>3. it is warm / cosy</td><td> - there is a fire / stove <i>comfortable nest</i> </td></tr><tr><td>4. it is untidy / cluttered</td><td> <i>Piston rings, bolts, and cylinders littered its surface</i> </td></tr><tr><td>5. it is old fashioned</td><td> - no electricity / kerosene lamps / cast-iron stove </td></tr><tr><td>6. it is isolated</td><td> - it is situated among fields <i>to go outside and watch the fields</i> </td></tr><tr><td>7. it is safe</td><td> - the storm coming outside is dangerous </td></tr></table> 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.	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	there are widening cracks in the planks in the ceiling	2. it is small / tiny	- she wishes she had a bigger work space - she has to eat at the same table that she works at	3. it is warm / cosy	- there is a fire / stove <i>comfortable nest</i>	4. it is untidy / cluttered	<i>Piston rings, bolts, and cylinders littered its surface</i>	5. it is old fashioned	no electricity / kerosene lamps / cast-iron stove	6. it is isolated	- it is situated among fields <i>to go outside and watch the fields</i>	7. it is safe	the storm coming outside is dangerous	Up to 3m
Acceptable points (impressions)	Likely evidence																	
1. it is rickety / old	there are widening cracks in the planks in the ceiling																	
2. it is small / tiny	- she wishes she had a bigger work space - she has to eat at the same table that she works at																	
3. it is warm / cosy	- there is a fire / stove <i>comfortable nest</i>																	
4. it is untidy / cluttered	<i>Piston rings, bolts, and cylinders littered its surface</i>																	
5. it is old fashioned	no electricity / kerosene lamps / cast-iron stove																	
6. it is isolated	- it is situated among fields <i>to go outside and watch the fields</i>																	
7. it is safe	the storm coming outside is dangerous																	

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 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.

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



Maths: Wednesday 15th May and Thursday 16th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May



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:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	
Show your method		

2 marks

Qu.	Requirement	Mark	Additional guidance
23	Award TWO marks for the correct answer of 22,572 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	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: $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

5.87
+ 3.123
8.993

8.993

☐ 1 mark

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

87
- 65
22

☐ 1 mark

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

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

10

☐ 1 mark

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

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

600

☐ 1 mark

22	$1\frac{3}{7} - \frac{4}{7} =$	
	$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$	$\frac{6}{7}$

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. 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.

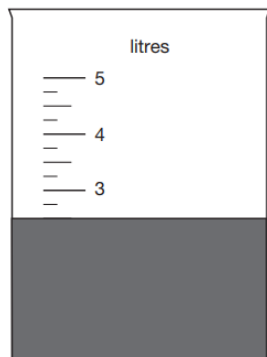


Maths Papers 2 (Reasoning)

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½

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

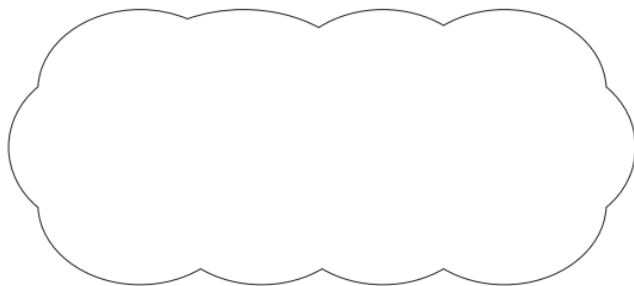
Circle the **prime** number.

95

89

87

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



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

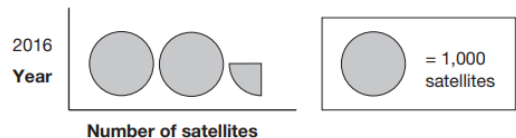


Maths Papers 3 (Reasoning)

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

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.

Tips:

- Don't use past papers as they are used in school to prepare the children.
- Support your child to be independent with their homework.
- Give your child a quiet, distraction free space to complete homework or study.
- Talk to me if you have any concerns rather than worry your child.
- Encourage your child to talk to me or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- 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:

- Create a revision timetable that works for you and your child. For some families, 10 to 20 minute activities over a few days works best. For others, a longer study session one day a week might be better.
- Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.
- As we said before, avoid using past papers. There are plenty of free or inexpensive SATs practice materials for parents available.
- If you're looking to support your child further at home, there are lots of good websites and resources available, e.g. CGP



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.



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
- 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.

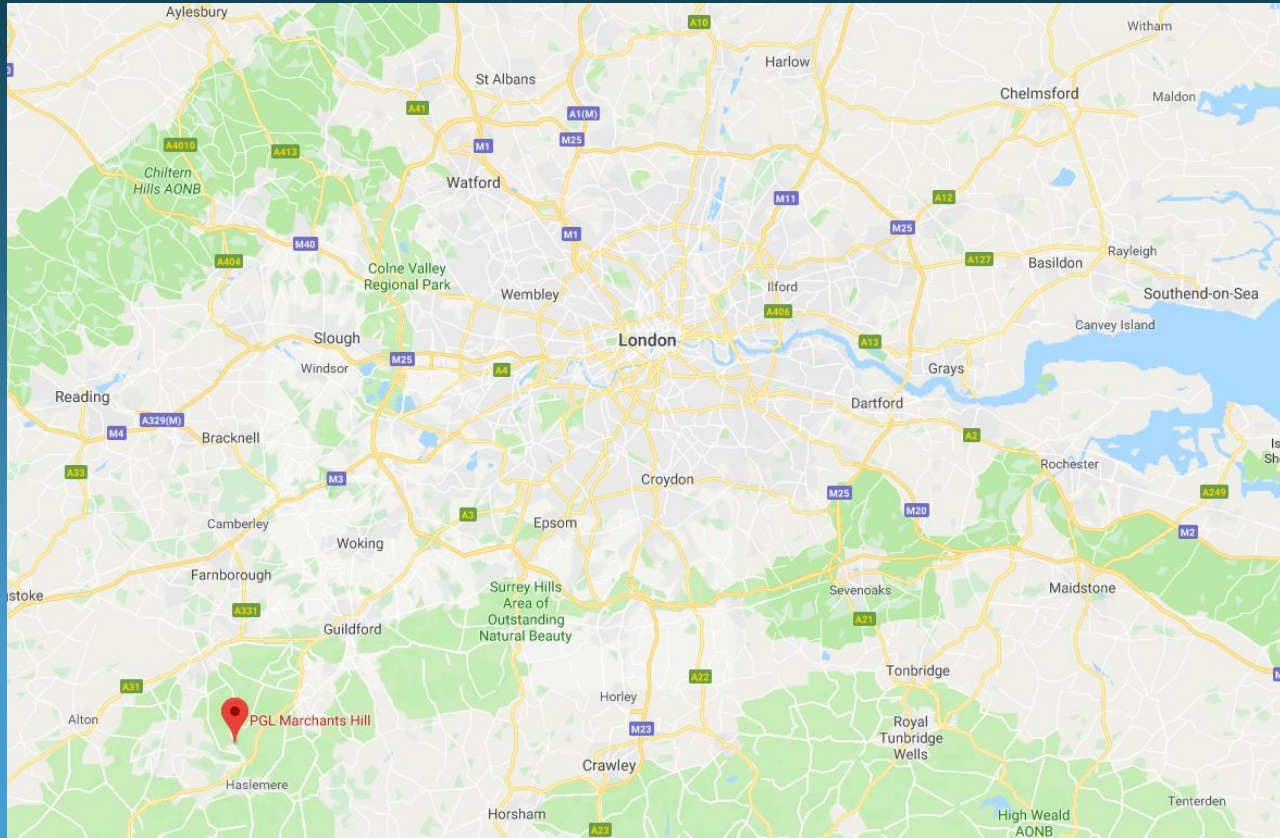


PGL – Marchant's Hill



Monday 3rd June 2024 – Friday 7th June 2024

Location:



Accommodation:



- All rooms are for 6 children and are en-suite.
- Children will let me know the names of children they'd like to have in their room and I will make the selections to ensure children are with at least one of their choices.
- Adults will have accommodation in the same block as the children and will be easily contactable at all times.

Safety:

- The centre is secured with fences and a locked/manned security gate.
- 24-hour first aid stations. Staff are first-aid trained.
- Security patrols from PGL staff during the night and children will be able to easily locate a member of school staff if there is a problem.
- We will, of course, be in contact with you if there is anything you need to be aware of.

Year 6 – PGL CODE OF CONDUCT

This Code of Conduct has been designed so that all individuals and groups are able to take full responsibility for their conduct during their stay at a PGL Centre.

The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, when in school.

We insist that all individuals and groups:

- Treat each other with respect at all times regardless of nationality, creed, ethnic origins, gender, race, religious beliefs, age or disability.
- Never do anything to compromise their own or anyone else's safety at any time.
- Are present and pay attention to the safety talk at the start of each activity.
- Listen to and follow the instructions of adults at all times.
- Never use any equipment or activity area unless given permission or a qualified instructor is present.
- Keep their accommodation clean and tidy at all times and report any damage found to the group leader.
- Do not disturb any other PGL guest or staff member by being loud or noisy during the early hours of the morning or late at night.
- Remain in their rooms between the hours of 10pm – 6.30am (with the exception of reporting an emergency to the group leader).
- Do not enter a room that is not theirs at any point during the trip without the prior consent of a supervising adult.
- Show consideration for their environment, and treat all areas of the centre with respect.
- Alert a member of staff to any behaviour or action that is in breach of the code of conduct.

Sanctions

Staff will monitor the behaviour of all pupils at all times. Pupils breaking the code of conduct will be reported to the group leader and face the following sanctions:

Daytime Activities

- Stage 1: Breaking one rule of the code of conduct = Withdrawal from the next available activity planned, and/or down time.
- Stage 2: Breaking a further rule of the code of conduct = Withdrawal of a second activity and/or down time.
- Stage 3: Breaking a third rule of the code of conduct = Contacting parents/carers to collect the individual from the residential and the trip for them will end at that point.

Staff may also use their discretion to jump to the third stage sanction at any point if they feel the safety of the child or others is at risk.

Night-time

Pupils are unsupervised in their rooms during the night. It is therefore imperative that behaviour at these times is impeccable and not causing disruption, distress or danger to others. At the group leader's discretion:

- Parents/carers will be contacted and will be asked to collect their child at the end of each day, take them home to stay overnight and bring them back in the morning prior to the activities for the day.

Meals:

- Meals are held in the central dining room, where there will be unlimited salad on top of at least 3 daily choices.
- All meals offer a cooked option and there is PLENTY of choice for even the most selective eater. If there are any particular issues, please include this on the medical forms when they are sent out to you.
- Allergy and other information about meals will be sent, and will be catered for.





Daytime Activities:

- Giant Swing
- Climbing
- Rifle Shooting
- Zip Wire
- Aeroball
- Abseiling
- Raft Building
- Jacob's Ladder
- Challenge Course
- Orienteering
- Trapeze



Evening Activities:

- Ambush
- Capture the Flag
- Campfire
- Disco

Provisional timetable:

	Group	Meeting Point	Group Leader	Session 1 8:50 - 10:20	Session 2 10:30 - 12:00	Session 3 14:00 - 15:30	Session 4 15:40 - 17:10	Evening 19:30 - 21:00
Monday	1						Arrive on Centre	Ambush (AMB3-BTHBW)
	2						Arrive on Centre	Ambush (AMB3-BTHBW)
	3						Arrive on Centre	Ambush (AMB3-BTHBW)
Tuesday	1			Giant Swing (GS1)	Problem Solving (PS1)	Climbing (CL2)	Rifle Shooting (R1)	Capture The Flag (CTF5-AREA4b)
	2			Problem Solving (PS1)	Giant Swing (GS1)	Rifle Shooting (R1)	Climbing (CL2)	Capture The Flag (CTF5-AREA4b)
	3			Climbing (CL3)	Problem Solving (PS2)	Giant Swing (GS2)	Rifle Shooting (R2)	Capture The Flag (CTF5-AREA4b)
Wednesday	1			Zip Wire (ZW1)	Aeroball (AE3)	Abseiling (AB1)	Buggy Building (BB1)	Campfire (CF1)
	2			Aeroball (AE3)	Zip Wire (ZW1)	Buggy Building (BB1)	Abseiling (AB1)	Campfire (CF1)
	3			Buggy Building (BB1)	Abseiling (AB1)	Zip Wire (ZW4)	Aeroball (AE1)	Campfire (CF1)
Thursday	1			Jacob's Ladder (JL1)	Challenge Course (CC1)	Trapeze (TR1)	Orienteering (OR4)	Disco (DIS1-SH)
	2			Challenge Course (CC1)	Jacob's Ladder (JL1)	Orienteering (OR4)	Trapeze (TR1)	Disco (DIS1-SH)
	3			Trapeze (TR5)	Challenge Course (CC3)	Jacob's Ladder (JL1)	Orienteering (OR5)	Disco (DIS1-SH)
Friday	1			Raft Building (RB1)	Raft Building (RB1)	Depart		
	2			Raft Building (RB2)	Raft Building (RB2)	Depart		

	Group	Meeting Point	Group Leader	Session 1 8:50 - 10:20	Session 2 10:30 - 12:00	Session 3 14:00 - 15:30	Session 4 15:40 - 17:10	Evening 19:30 - 21:00
	3			Raft Building (RB3)	Raft Building (RB3)	Depart		

Kit list:

Clothing:

Take plenty of clothing in case of wet weather. Clothing should be old.

- Nightwear
- Underwear
- Socks, including over ankle length
- 2 or more fleeces / Sweatshirts
- 3 T-shirts (not vest-style tops)
- 1 Long sleeved T-shirt
- 3 pairs of old trousers (not jeans) 2 for activities, one for evening
- 2 pairs of shorts
- 2 pairs of trainers (1 for wet activities – not 'croc's' or wellies)
- 1 pair of shoes or trainers for indoors
- Waterproof jacket
- Baseball cap / Hat
- Swimwear and change of old clothes for wet activities
- 1 set of disco clothes

Kit list:

Other Essentials:

- Duvet and pillows
- Wash bag incl. soap, toothbrush, toothpaste, deodorant (no aerosols) etc.
- 2 Large towels
- Plastic bottle for drinks
- Sunscreen
- Small Bag/Rucksack
- Labelled plastic bags / bin liners (for wet items)
- Hair ties (to securely tie back long hair)

Also a good idea:

- Torch & batteries
- Pen & paper
- Reading book

Getting Prepared

1. Medication - Any medication your child needs should be brought to the school office first thing in the morning on Monday 6th June along with a completed medication form.
2. Refer to kit list for help with what to pack. The children usually have a disco on their final night so one smart outfit will be needed for this.
3. No electronic devices please, including mobile phones. However, children are permitted to bring a camera with them which they will be responsible for.

Getting Prepared

5. Money – children can bring a maximum of £20 to spend at the tuck shop. They will be responsible for this and should keep it in a named wallet/purse.