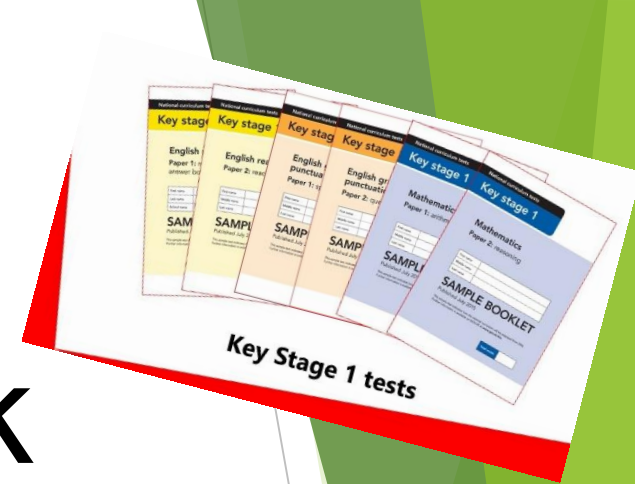




Kenmore Park Infant & Nursery School

SAT's meeting for Year 2
Parents

Tuesday 19th March 2024



Aim of the meeting.

- ▶ To introduce and explain the assessment process for Year 2 learners for the end of Key Stage 1 (the school year).
- ▶ Implications for the children and staff
- ▶ Explain how and when the children will be assessed during the summer term.

End of Year 2 SATs

- ▶ At the end of Year 2, children will take SATs (**Non- Statutory Assessment Tests from 2024**) in:
 - ▶ English reading
 - ▶ English grammar, punctuation and spelling (which is now optional to schools from summer 2017)
 - ▶ Mathematics
 - ▶ Writing (**Teacher assessment only**)

Frameworks for Teacher Assessment

- ▶ For English reading, writing and mathematics at KS 1, there are 3 standards:
- ▶ -working towards the expected standards
- ▶ -working at the expected standards
- ▶ -working at greater depth within the expected standard
- ▶ (each standard contains a number of the 'pupil can' statements which need to be met).

KS 1 reading test

Paper	Description	Total number of marks	Timing
Paper 1: English Reading test (lower demand)	Paper 1 : reading booklet with reading questions and answer space combined	Paper 1: 20 marks	Paper 1: 30 minutes (approximately – includes reading time)
Paper 2: English reading test (higher demand)	Paper 2: Reading booklet and separate answer booklet	Paper 2: 20 marks Total: 40 marks.	Paper 2: 40 minutes (approximately includes reading time)

- ▶ The text covers a range of fiction (story), non-fiction (factual information) and poetry.
- ▶ The questions get progressively harder towards the end of the test.
- ▶ **All children are expected to attempt both the reading papers.**

Example
Past
paper

2022 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt
and answer booklet

First name	
Middle name	
Last name	

Total marks

--



When they went to the seaside to visit Gran, Lenny made sure there was an extra bucket and spade for Duck. They paddled together and built sandcastles.

When it was time to go home, somewhere in the rush of packing, Duck got lost.



1 Who lived at the seaside?

Tick **one**.

Dad ☐

Duck ☐

Lenny ☐

Gran ☐



1 mark

2 Write **two** things Lenny took to the seaside.

1. _____

2. _____



1 mark



Many years later, when Lenny was a grown-up, he had a little boy of his own, called Jack.

One summer, Lenny took Jack to visit Gran. It was raining, and Jack was very bored.

Lenny said, "When I was little, I always loved exploring. Why don't you see what you can find?"

Jack crawled inside Gran's wardrobes. He looked underneath all the beds. Then he found some little stairs, and climbed all the way up to the attic room...

5 What was the weather like when Jack went exploring?



1 mark

6 Why did Jack go exploring?

Tick **one**.

because Gran was lost

☐

because he wanted to find Duck

☐

because Lenny gave him the idea

☐

because Gran told him to

☐


1 mark

7 Draw **three** lines to match what Jack did to where he did it.

crawled

underneath beds

climbed

inside wardrobes

looked

up to the attic



1 mark

Make your own pepper shaker

You could try making a vegetable instrument of your own. These instructions tell you how.

1. Choose one pepper – it doesn't matter what colour you use.
2. Ask an adult to cut off the top of the pepper using a knife.
3. Clear out the seeds from inside.
4. Add some uncooked rice so that it rattles.
5. Pop the top back on. Otherwise, you might make a mess!
6. Shake it to make a sound.



- 19 Number these instructions from 1 to 4 to show how to make a pepper into a musical instrument.

Take the seeds out of the pepper.

☐

Put the top on the pepper.

☐

Ask an adult to cut off the top of the pepper.

☐

Put some rice inside the pepper.

☐

1 mark

- 20 Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
You should blow this instrument to make a sound.	<input type="checkbox"/>	<input type="checkbox"/>
You should put the top on the pepper before shaking it.	<input type="checkbox"/>	<input type="checkbox"/>
You must use a green pepper to make this instrument.	<input type="checkbox"/>	<input type="checkbox"/>



1 mark

End of test

2022 national curriculum tests

Key stage 1

English reading

Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks

--



Festivals



The Hurricane Tree

Reading Booklet

2022 key stage 1 English reading booklet



Festivals

What are festivals?

Festivals are special days or times of the year when people celebrate. People might have time off work or school. At festivals, people dance and sing. Sometimes, they wear beautiful costumes and take part in parades. Often, you will see fireworks at festivals.

People all over the world celebrate many different festivals. Below, you can read about some of them.

Harvest festivals

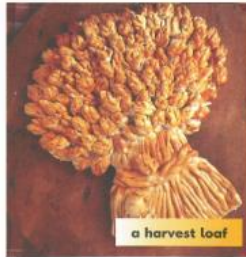
Harvest festivals are held in many countries. They celebrate the food that has been grown and harvested to last throughout the winter.

In this country, harvest festivals take place at the end of September. Many schools make displays of food and flowers. They also give food to charity.

Sometimes, bakers will make special harvest loaves. These loaves are shaped like wheat to celebrate the harvest. Wheat is important because it is used in many types of food, including bread.



a parade



a harvest loaf



a food box for charity

New Year festivals

New Year festivals celebrate the end of one year and the beginning of the new one.

Hogmanay

In Scotland, people call the New Year festival Hogmanay and they celebrate it on the last day of the year. At Hogmanay, there are dazzling firework displays and lots of singing and dancing.

Chinese New Year

The Chinese New Year festival is celebrated on the first day of the new year in the traditional Chinese calendar. This day changes every year but it is always in January or February.

At Chinese New Year, people celebrate with music and dancing. They often have wonderful parades. In the parades, huge puppets move through the streets and people wave colourful flags. The most impressive puppet is the dragon. In Chinese legends, dragons are friendly and bring good luck. In the parades, the dragon puppet always comes last.

After the parades, people let off firecrackers (noisy fireworks). Everyone has fun!



a Chinese dragon puppet

Flower festivals

Flower festivals are held all over the world in spring and summer. They usually celebrate the arrival of spring and the new flowers that grow.

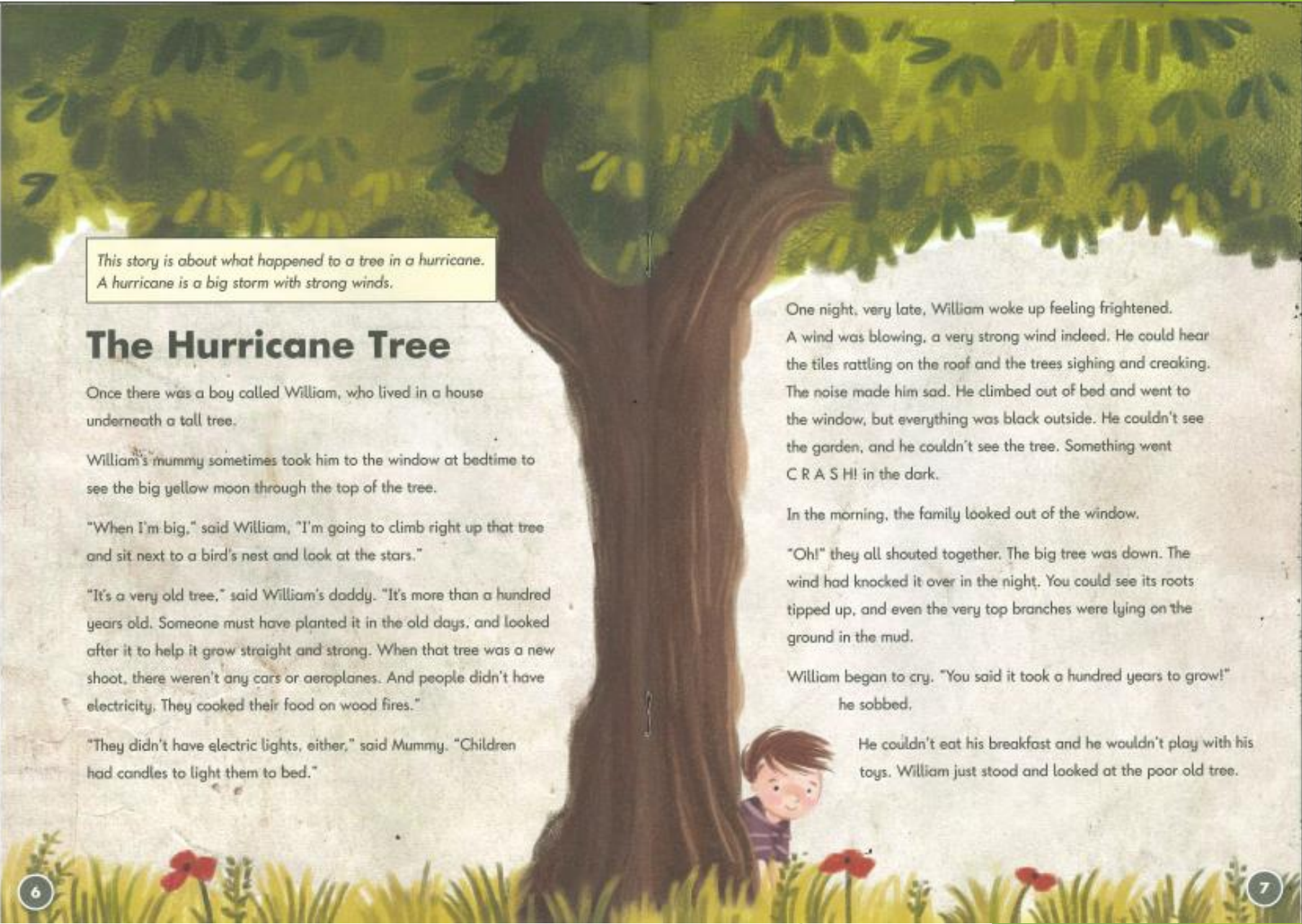
In a country called the Netherlands, people decorate boats and lorries (called floats) with tulips and other flowers. The Netherlands is famous for its tulips.

In a country called Italy, people make huge carpets of flowers in the streets. The flowers stay in place for days or even weeks. At the end of the festival, children are allowed to play in the flowers.

On an island called Jersey, people make giant models of animals, boats and cars out of flowers and take these models on a parade through the island's towns. There is music and dancing. At night, the models are covered in lights and they make the streets sparkle. At the end of the parade, there is a huge firework display.



a street covered in flowers



*This story is about what happened to a tree in a hurricane.
A hurricane is a big storm with strong winds.*

The Hurricane Tree

Once there was a boy called William, who lived in a house underneath a tall tree.

William's mummy sometimes took him to the window at bedtime to see the big yellow moon through the top of the tree.

"When I'm big," said William, "I'm going to climb right up that tree and sit next to a bird's nest and look at the stars."

"It's a very old tree," said William's daddy. "It's more than a hundred years old. Someone must have planted it in the old days, and looked after it to help it grow straight and strong. When that tree was a new shoot, there weren't any cars or aeroplanes. And people didn't have electricity. They cooked their food on wood fires."

"They didn't have electric lights, either," said Mummy. "Children had candles to light them to bed."

One night, very late, William woke up feeling frightened. A wind was blowing, a very strong wind indeed. He could hear the tiles rattling on the roof and the trees sighing and creaking. The noise made him sad. He climbed out of bed and went to the window, but everything was black outside. He couldn't see the garden, and he couldn't see the tree. Something went C R A S H! in the dark.

In the morning, the family looked out of the window.

"Oh!" they all shouted together. The big tree was down. The wind had knocked it over in the night. You could see its roots tipped up, and even the very top branches were lying on the ground in the mud.

William began to cry. "You said it took a hundred years to grow!" he sobbed.

He couldn't eat his breakfast and he wouldn't play with his toys. William just stood and looked at the poor old tree.

(page 4)

3 Why do bakers sometimes make bread in the shape of wheat?

Tick **one**.

to celebrate New Year

☐

because children in schools enjoy eating it

☐

to celebrate a harvest

☐

because it makes the bread taste better

☐☐

1 mark

(page 5)

4 What **two** things can you see at **both** the Chinese New Year and Hogmanay festivals?

1. _____

2. _____

☐

2 marks

(page 5)

5 Why might people in China hope to see a dragon?

☐

1 mark

(page 5)

6 How do people in Italy celebrate their festival?

Tick **one**.

use tulips to decorate boats

☐

cover the streets with flowers

☐

make giant models of animals

☐

have a firework display

☐☐

1 mark

Different types of questions

Question types	Examples
Multiple choice	What kind of day was it? Tick one
Ranking/ordering	Number the sentences below from 1-4 to show the order they happen in the story.
Matching	Draw lines to match the words below to their meaning.
Labelling	Illustrative examples: Label the text to show the...
Find & copy	Find and copy the word that means the same as 'given away'.
Short response	What does the bear eat?
Open-ended responses	What are plastics made from today? Give two things.

The KS 1 grammar, punctuation and spelling test (not statutory)

Papers	Total number of marks	Timing
Paper 1: spelling (20 words)	Paper 1: 20 marks	Paper 1: 15 minutes (approximately)
Paper 2: Grammar, punctuation and vocabulary	Paper 2: 20 marks	Paper 2: 20 minutes (approximately)

Example Past paper

2022 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

Total marks

--

Spelling

P. _____ is sports day?

1. We had a picnic on the _____.

2. There is a _____ in the harbour.

3. This _____ is delicious.

4. We _____ to go to the school disco.

5. Sam tried to _____ his balance on the beam.

6. The astronaut went into _____.

7. I _____ milk at playtime.

8. The band play the music _____.

9. My friend can wiggle his _____.

10. I have to get dressed in a _____ if I wake up late.

11. You need a lot of _____ to play tennis.

12. Ellie loves sitting at the _____ of the bus.

13. Some children _____ to school by bus.

14. We put the _____ away.

15. We measured one _____ of the shape.

16. Doctor Jones works in a _____.

17. The smoke went up the _____.

18. August is often the _____ month of the year.

19. Danny likes going to _____.

20. The watch was too big for my _____.

End of spelling test

Different types of questions for paper 2

Question types	Examples
‘Identify....’	Tick the word that completes the sentence
‘Match...’	Draw lines to match the groups of words that have the same meaning.
‘Complete/correct/rewrite...’	Write these verbs in the past tense. Copy the sentence below. Add a full stop and capital letter.
‘Write...’	Write Joe’s question to his mum in the speech bubble. Remember to use correct punctuation.
‘Explain...’	Why do the underlined words start with a capital letter?

What types of words?

- ▶ Children are expected to know what the following are:
- ▶ **A noun** (People, places, things/objects)
- ▶ **A verb** (doing and being verbs)
- ▶ **An adjective** (describing words)
- ▶ **An adverb** (describes or gives more information about a verb)

3

Add a suffix to make the word safe an **adverb**.

Josie and her mum crossed the road safe_____.



1 mark

4

Circle one **full stop** that can be replaced with the word because.

I want to be a vet. I like animals. Mr Smith says it is
hard work. Mum thinks that I will enjoy the job.



1 mark

12

Which sentence uses a **comma** correctly?Tick **one**.

Bring a pencil a ruler and, a book to school.

☐

Bring a pencil a ruler, and a book to school.

☐

Bring, a pencil a ruler and a book to school.

☐

Bring a pencil, a ruler and a book to school.

☐

1 mark

13

Draw a line to match each word to a **suffix** to make a different word.**Word****Suffix**

enjoy



es

bunch



est

hope



ment

slow



ful



1 mark

Assess the ability to apply!

- ▶ **Write a sentence with:**
- ▶ A noun and adverb
- ▶ An adjective and a noun
- ▶ A verb and adjective

Mathematics

Component	Description	Number of papers	Number of marks	Approximate timings of paper
Paper 1: Arithmetic	Assess pupils confidence and mathematical fluency with whole numbers, place value and counting	1	25	20 minutes
Paper 2: Mathematical reasoning	Mathematical fluency, solving mathematical problems and mathematical reasoning	1	35	35 minutes
	TOTAL	2	60	Recommended 55 minutes

Example Past paper

2022 national curriculum tests

Key stage 1

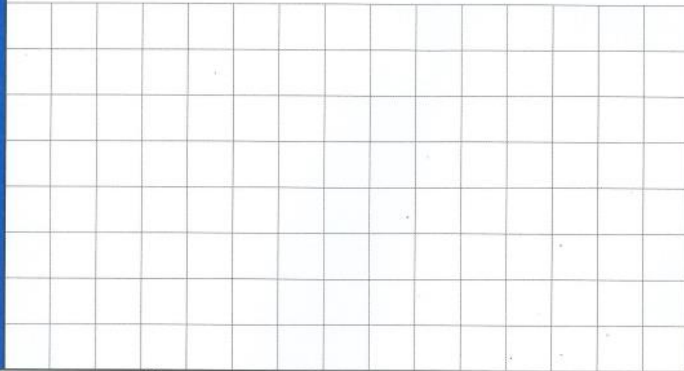
Mathematics

Paper 1: arithmetic

First name	
Middle name	
Last name	

17

$$45 + 16 = \boxed{}$$



1 mark

19

$$60 + \boxed{} = 89$$



1 mark

18

$$\frac{1}{4} \text{ of } 16 = \boxed{}$$



1 mark

20

$$\boxed{} + 25 = 37$$



1 mark

Maths example Questions

▶ $6 + 8 = \square$

▶ $13 + 6 = \square$

▶ $\square + 3 = 7$

▶ $\square + 7 = 27$

▶ $5 \times \square = 10 \times 2$

▶ $43 - \square = 25$

2022 national curriculum tests

Key stage 1

Mathematics

Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks	
-------------	--

- 6 Match each label to the correct part of the date.

One is done for you.

date

Tuesday	28th	April	2020
---------	------	-------	------

label

day of the month	day of the week	year	month
---------------------	--------------------	------	-------



- 7 Put these numbers in order from smallest to largest.

One is done for you.

76 84 27 45 ~~18~~

18				
----	--	--	--	--

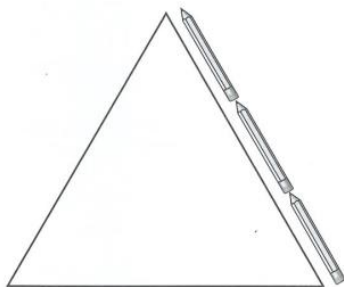
smallest

largest



- This triangle has three sides of **equal length**.

Three pencils fit along one side of the triangle.



How many pencils fit around **all three sides** of the triangle?

pencils

1 mark

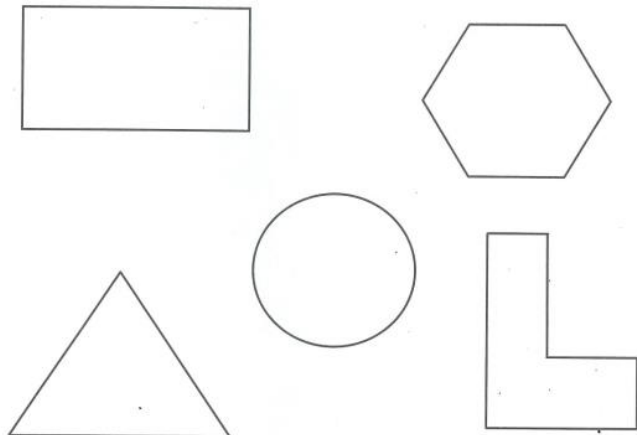
- 14** Here are two number patterns.

There are **three** missing numbers.

Write them in the empty boxes.

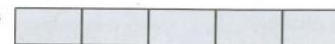
[illegible]

- 21 Draw a cross on the shape that does **not** have a line of symmetry.



1 mark

22



A wall has **5** bricks in each row.

How many bricks are there in **6** rows?

bricks

1 mark

- 23 Look at these number cards.



Choose **three** of the number cards to make this subtraction correct.

$$\boxed{} - \boxed{} = \boxed{}$$

1 mark

25

Match the sums that have the same answer.

One is done for you.

$20 + 8$

$30 + 28$

$50 + 8$

$70 + 18$

$80 + 8$

$10 + 18$

$90 + 8$

$50 + 48$



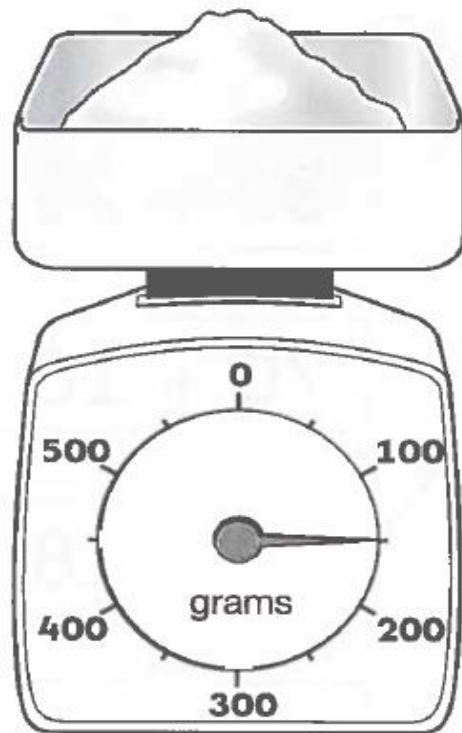
31

Tick the clock face that shows **ten past twelve**.







24

How much does the sugar weigh?

 g

- 15 Draw a line to match each measurement to the correct unit.

One is done for you.

measurement	unit
 the length of a pencil	kg
 the mass of a bag of potatoes	°C
 the capacity of a cup	cm
 the temperature outside	ml

1 mark

- 16 Complete the table to show how many tens and ones are in each number,

One is done for you.

Number	Tens	Ones
87	8	7
23		
5		

27 Complete the number sentences.

$$\boxed{7} + 7 = 14$$

$$\boxed{} + 7 = 24$$

$$\boxed{27} + 7 = \boxed{}$$

$$\boxed{} + 7 = 44$$

1 mark

28



pencil
15p



rubber
25p

Kemi has **£1**

She buys a **pencil** and a **rubber**.

How much **change** does Kemi get from **£1**?

Show
your
working

$\boxed{}$ p

2 marks

Writing

- ▶ The interim Assessment framework is used to make a teacher assessment judgement at the end of KS 1
- ▶ 3 strands
- ▶ Working towards the expected standard
- ▶ Working at the expected standard
- ▶ Working at greater depth within the expected standard.

Marking

- ▶ Although the tests are set externally, they are marked by school staff.
- ▶ Instead of levels, children are given a teacher assessment outcome.
- ▶ The tests are used to support the teacher assessments.
- ▶ At the end of the 2016 assessments scaled scores were derived following the submission of live data in June 2017. **These are reviewed each year and the expected mark can change!**
- ▶ The expected standard will always be set at 100.
- ▶ The raw scores (number of marks) will be converted to a scaled score which will indicate whether a child has **met** or **not met** expectation.

2023 Conversion tables

- ▶ For maths the children needed to achieve a raw score of **35 (2023)** but **37(2016)** marks out of a possible total of 60 (from both papers) to achieve a scaled score of 100 which would equate to working at the expected standard.
- ▶ In **reading** the raw score **was 25 (2023)** 26 (2022) and **22 in 2016 !**
- ▶ **SPAG** was **23 (2023)** & **25 in 2016.**

Mathematics

Raw score	Scaled score
0	No scaled score
1	No scaled score
2	No scaled score
3	85
4	85
5	85
6	85
7	85
8	86
9	86
10	87
11	88
12	89
13	89
14	90
15	90
16	91
17	91
18	92
19	93
20	93
21	94
22	94
23	94
24	95
25	95
26	96
27	96
28	97
29	97
30	98

Raw score	Scaled score
31	98
32	98
33	99
34	99
35	100
36	100
37	101
38	101
39	102
40	102
41	103
42	103
43	104
44	104
45	105
46	105
47	106
48	106
49	107
50	108
51	108
52	109
53	110
54	111
55	111
56	112
57	114
58	115
59	115
60	115

Teacher Assessment

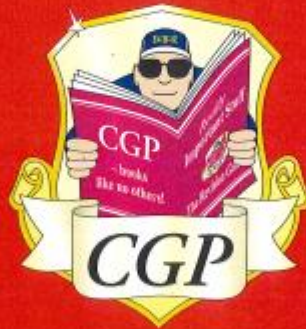
- ▶ This is used to build up a picture of your child's learning and achievements.
- ▶ Children will receive an overall result saying whether they have achieved the required standard in the tests.
- ▶ Working **below** the expected standard
- ▶ Working at the **expected** standard
- ▶ Working at **greater depth**
- ▶ The DfE aims for 85% of children to reach the required standard.

Finally

- ▶ How can you help?
- ▶ Support with the homework tasks the class teacher set but don't do the work for your child. The teachers need to know what your child can do independently and where more teaching is required to consolidate.
- ▶ We are taking orders for SATs preparation books which you can work through with your children from now until May.

CGP

Key Stage One
Maths



The Study Book

Multiplying

Multiplying just means doing something times something else.

The Order Of The Numbers Doesn't Matter

You could count the number of "false teeth with eyes" toys in groups of 3.

4 groups of 3
or 4×3



Or in groups of 4.

3 groups of 4
or 3×4



The answers are both 12.



The order in which you multiply numbers doesn't matter.

Example



How many swimmers are there?

There are 4 groups of 2 swimmers,

so there are $4 \times 2 = 8$ swimmers altogether.

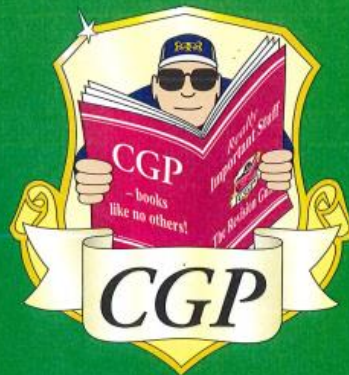
Dive Into These...

- 1) Carefully copy these worms onto a big bit of paper.
- 2) Divide the worms into groups of 2.
- 3) How many groups are there?



CGP

Key Stage One **Maths**



Year **2**

Targeted Study & Question Book

Multiplying

Use Equal Groups to Multiply

3 dogs have 2 bones each. How many bones are there altogether?



There are 3 groups of 2.



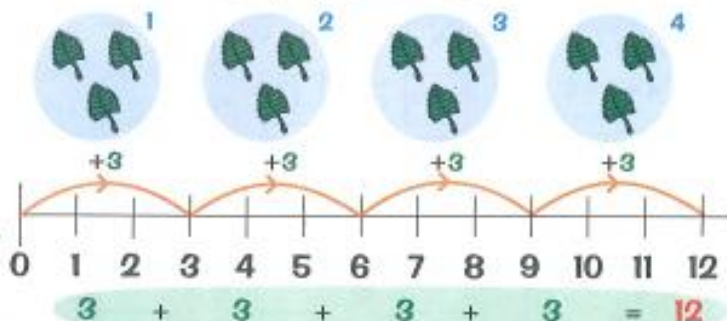
Write this as
 $3 \times 2 = 6$
 3 times 2 = 6

Use a Number Line to Multiply

There are 4 piles of 3 leaves. Work out 4 multiplied by 3.

4 groups of 3 is the same as adding 3 four times.

Start at 0 and count right (→) in groups of 3.



$$4 \times 3 = 12$$

Multiplying

1 Fill in the missing numbers.



There are groups of birds.

There are $\times 5 =$ birds altogether.

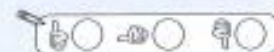
2 Join each addition to its matching multiplication.

$4 + 4 + 4 + 4 + 4$	2×4
$4 + 4$	5×4
$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4$	1×4
4	10×4

3 Show 6×2 on the number line. Circle the number you end on.

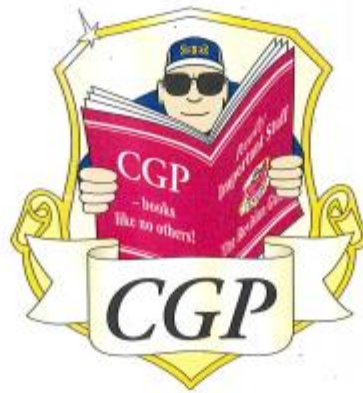


"I can multiply using picture problems and mental maths."



CGP

Key Stage One **Maths**



The Question Book

Multiplying

Q1 There are 12 flowers growing on the elephant's back.

a) Split them up into four groups.

b) Complete this multiplication.

$$4 \times \dots\dots\dots = 12$$



Q2 Work out the following multiplications.

a) $3 \times 5 = \dots\dots\dots$

b) $4 \times 3 = \dots\dots\dots$

c) $5 \times 3 = \dots\dots\dots$

d) $8 \times 1 = \dots\dots\dots$

Remember
you can multiply
in any order.

Q3 There are 4 tea bags in each teapot.

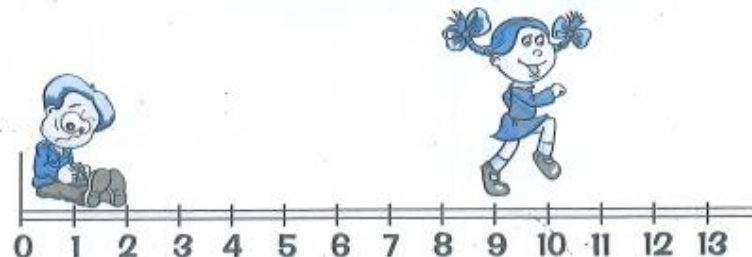
How many tea bags will be in five teapots?



.....

Multiplying on a Number Line

Q1 Helen and Tom couldn't remember their 3 times table. "I know!" said Helen, "the number line will help us!"



Helen hops along the number line three numbers at a time.

How many times did Helen have to hop from 0 to reach 12?

.....

Count the **jumps**
on the number line,
not the numbers.

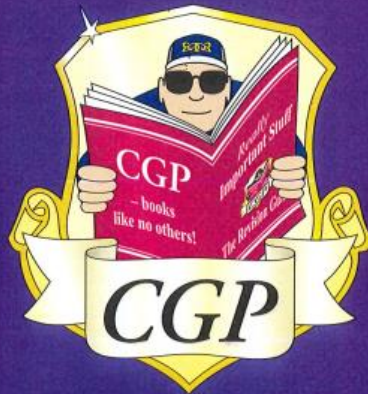
Q2 Fluffy the rabbit is jumping 2 numbers at a time from 0 to 12.

Write the numbers where she lands on the number line.



CGP

KS1 English Grammar, Punctuation and Spelling



SATS Study & Practice Book

Suffixes — Plurals

Suffixes are letters added to the **ends** of words. To make singular words **plural**, you can add 's' or 'es'.

For most words, add an 's'. Add 'es' to words ending in o, s, x, z, ch or sh.

For words ending in a **consonant** and then 'y', you **remove** the 'y' and add 'ies'.



Turn these words into **plurals**.



lady	_____	ladies
tax	_____	taxes
volcano	_____	volcanoes
newspaper	_____	newspapers

'd' is a consonant, so remove the 'y' and add 'ies'.

'tax' ends in an 'x' so 'es' is added to make it a plural.

Here, 's' is added to make the word a plural.



1 Turn these words into **plurals**.

pan _____	witch _____
tray _____	potato _____
waltz _____	family _____

2 Read the following text. Circle the seven **incorrect** plurals.

In large cities, there is always lots of traffic. The roads are full of cars, lorries, bikes and buses. It's not all bad — cities have shops full of toys, dresses and watches.

Suffixes — Plurals

3

Write the **correct** plurals of the words you circled in question 2 in the box below.



4

Circle the correct spelling to complete each sentence.

Both of the **partys** / **parties** were lots of fun.

I packed my things into **boxes** / **boxs**.

The **echos** / **echoes** could be heard throughout the cave.

My dog has got gigantic **ears** / **eares**.



5

Add 's' or 'es' to the most appropriate word to complete the sentence.

There are lots of _____ in our vegetable patch.

skill

garden

ceiling

tomato

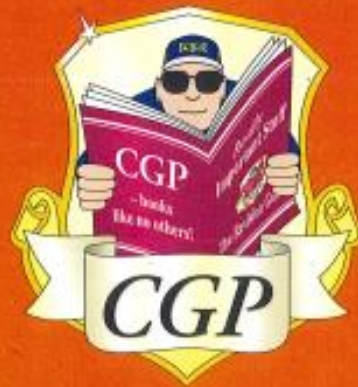
Plurals — the more the merrier...

Try to remember the **rules** for writing plurals.



CGP

KS1 English **Reading**



SATS Study & Practice Book

The Lizard and the Peach



Remember to read the story **carefully**.

Read this story and **answer** the questions.

The Lizard and the Peach

One day, a lizard was sitting in the sun and thinking about dinner. "I'm sick of flies," he moaned, "All I ever eat is flies. Nothing but horrible crunchy flies. They don't even taste of anything." The lizard looked up at the peach tree overhead. One huge peach dangled down from a low branch. "That peach looks delicious," thought the lizard, licking his dry lips with his long tongue.

- 1 Why does the lizard want to eat the peach?

Look at how the lizard feels and what he's thinking to help answer the question.

He imagined how soft and juicy the peach would be. Nibbling at the peach would be a hundred times better than eating tasteless flies.

The lizard scuttled over to the peach tree.

"That peach doesn't look too far away.

If I jump, I'll be able to reach it," thought the lizard happily.



- 2 Why was the lizard happy?

The Lizard and the Peach

Read the next part of the story and **answer** the questions.

He stepped back and took a run at it. He leapt into the air with his lizard feet spread out to catch hold of the peach. Unfortunately, the peach was a little bit higher than he'd thought. His belly made a slapping sound when it hit the ground.

The lizard dusted himself off and tried again. The same thing happened. He fell flat on his face. After half an hour of jumping, the lizard was very frustrated.

- 3 What does the word '**frustrated**' mean?

- 4 Look at the whole text and put these events in **order**, using the numbers 1 to 4.

The lizard kept failing to reach the peach. ☐

The lizard was bored of eating flies. ☒

The lizard jumped at the tree. ☐

The lizard spotted a peach. ☐



- 5 What do you think happens next? **Why?**

Answer the question, pal...

If the question asks 'Why?', you must **explain** your answer.



Books for ordering

Book	Cost (Total price for all 5 books £26.35) (£1.34 discount if you purchase set of 5 @ £25)
KS 1 Maths – study Book	£4.95
KS 1 maths – The Question Book	£4.95
KS 1 English – Grammar, Punctuation and spelling (SATS Study & Practice Book)	£5.50
KS 1 English – Reading (SATS Study & Practice Book)	£4.95
KS 1 Maths (SATS Study & Practice Book)	£5.99
Buy all 5 books - TOTAL	£25.00

Orders and payments can be made this evening with the class teachers or visit the school office.

Deadline for ordering
From 19.03.24 to **20.03.24**
(last day), so that delivery is in before we break up for Easter.

Any Questions??????

- ▶ You can also email any questions to me via the office email on office@kpins.harrow.sch.uk and put the **subject** as **SAT's question**.
- ▶ Finally before you leave please complete the **evaluation** for the session.

Thank you for attending I hope you found the session useful.



Thank you for attending.

The END

Please complete and hand in the evaluation form at the end of the session - your feedback is important to us. Thank you