

National Curriculum assessments

KEY STAGE
3

YEARS
7-9

Teacher assessment and reporting arrangements

Key Stage 3

2013



Standards
& Testing
Agency

The *Teacher assessment and reporting arrangements* (TARA) contains provisions made pursuant to Article 12(1) of the Education (National Curriculum) (Key Stage 3 Assessment Arrangements) (England) Order 2003, SI 2003/1039 (as amended by SI 2008/3081, SI 2009/1585, SI 2010/677, SI 2011/2392 and SI 2012/765). This Order is made under section 87(3) of the Education Act 2002.

The TARA gives full effect to, or otherwise supplements, the provisions made in the Order and as such has effect as if made by the Order. The TARA contains additional guidance and information on National Curriculum assessments and their administration.

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2013 Key Stage 3 *Teacher assessment and reporting arrangements*

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This publication is also available for download at www.education.gov.uk/ks3.

Contents

1. Changes for 2013	4
1.1 Teacher assessment deadline	4
1.2 Reporting teacher assessment for pupils working below level 1 of the National Curriculum	4
1.3 Information and Communication Technology (ICT) curriculum and reporting arrangements	4
2. Key dates	5
3. Introduction	6
3.1 What is the TARA?	6
3.2 Legal status of the TARA	6
3.3 How does the TARA apply to different types of schools?	6
3.4 Responsibilities	7
3.5 Optional tests for Years 7, 8 and 9	8
3.5 Concerns and complaints	9
4. Teacher assessment at the end of Key Stage 3	10
4.1 What do teachers have to do?	10
4.1.1 Making teacher assessment judgements	10
4.1.2 Calculating overall teacher assessment levels	11
4.1.3 Submitting teacher assessment data to STA	11
4.1.4 Submitting P scale data	12
4.1.5 Summary of teacher assessment requirements	12
4.2 Pupils who reach the end of a Key Stage 3 programme of study early	14
4.3 Pupils for whom the school is unable to make a teacher assessment	14
5. Reporting to parents	15
5.1 What information must the report include?	15
5.1.1 Reporting on pupils with SEN	16
5.1.2 Reporting citizenship	16
5.1.3 Reporting religious education	16
5.1.4 Reporting ICT	16
5.2 What period must the report cover?	17
5.3 Reporting on a pupil who changes schools during the academic year, or a pupil who is registered at more than one school	17
6. Keeping and maintaining records	18
6.1 Disclosure of educational records	18
6.2 Transferring records to a pupil's new school	19
6.2.1 How information should be transferred between schools	20
7. Contact details	21

1. Changes for 2013

1.1 Teacher assessment deadline

The deadline for submitting teacher assessment is Friday 28 June. This is earlier than in previous years and has been changed to bring it in line with the Key Stage 2 submission date.

1.2 Reporting teacher assessment for pupils working below level 1 of the National Curriculum

The code used to report teacher assessment for a pupil working below level 1 of the National Curriculum who does not have a special educational need changes this year. 'NOTSEN' replaces the code 'EAL' that was used in previous years. See section 4.1.4 for more information.

1.3 Information and Communication Technology (ICT) curriculum and reporting arrangements

ICT is a National Curriculum subject. Maintained schools are legally required to teach it from key stages 1–4, with a general requirement that headteachers report pupils' achievements to parents. However, the legal requirement to adhere to the programmes of study, attainment targets and statutory assessment arrangements was removed in September 2012, following a full public consultation.

This means that schools have the freedom to set their own school ICT curriculum and to report annually to parents as they see fit on pupils' achievement in this subject. The existing programmes of study and attainment targets are still available. From September 2012, schools could choose not to follow these, but to teach an ICT curriculum that may be more appropriate for their pupils.

More information about ICT disapplication can be found on the Department for Education's website at www.education.gov.uk/b0075667/national-curriculum-review-update.

2. Key dates

Monday 1 October	Test orders section of the NCA tools website opened for schools to order optional tests for Years 7, 8 and 9.
Friday 30 November	Deadline for ordering optional tests.
4-15 March	Schools that have ordered optional tests receive their materials.
Monday 13 May	Teacher assessment section of NCA tools opens for the submission of teacher assessment and P scale data.
Friday 28 June	Final deadline for submitting teacher assessment and P scale data.

3. Introduction

3.1 What is the TARA?

The *Teacher assessment and reporting arrangements* (TARA) explains the statutory requirements for the Key Stage 3 National Curriculum assessment and reporting arrangements in 2013.

The TARA is produced by the Standards and Testing Agency (STA), an executive agency of the Department for Education. It is responsible for developing and delivering all statutory assessments from early years to the end of Key Stage 3.

STA's framework document, which gives more detail on its operation, is available from the Department's website at www.education.gov.uk/sta.

The term 'parent' is used in this document as defined in section 576 of the Education Act 1996 as:

- parents of a child;
- any person who is not a parent of a child but who has parental responsibility for the child; and
- any person who has care of the child.

All references to academies include Free Schools, as in law they are academies.

All information, including dates, is correct at the time of publication and subject to change. Any changes will be communicated to schools and local authorities.

3.2 Legal status of the TARA

This document contains provisions made pursuant to Article 12 of The Education (National Curriculum) (Key Stage 3 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (as amended by SI 2009/1585, SI 2010/290, SI 2010/677, SI 2011/2392 and SI 2012/765).

This Order is made under section 87(3) of the Education Act 2002. The TARA gives full effect to, or otherwise supplements, the provisions made in the Order and as such has effect as if made by the Order. The TARA also contains information that does not form part of the law.

3.3 How does the TARA apply to different types of schools?

Maintained schools

The TARA sets out the statutory responsibilities for all maintained schools (including maintained special schools) with pupils at the end of Key Stage 3.

Academies in England

Where the funding agreement for an academy provides that it shall comply with guidance issued by the Secretary of State in relation to teacher assessments of children's performance, this ARA is that guidance and the academy must comply with it.

It is an academy trust's responsibility to ensure that the academy has fully complied with the moderation, monitoring and data submission requirements as set out in this ARA. Key Stage 3 arrangements are only applicable to those academies that provide education to pupils at these stages of learning. Academies are not required to teach the National Curriculum programmes of study in English, mathematics and science but are held to account through statutory assessments on the same basis as maintained schools.

Pupil referral units, hospital schools and pupils educated at home

For pupils still on the register at a maintained school or academy, but studying at a pupil referral unit (PRU) or hospital school, there is a requirement for the maintained school or academy to submit teacher assessment data and report results. PRUs and hospital schools are not required to submit teacher assessment data for any other pupils on their registers.

For pupils who are educated at home, teacher assessment should only be submitted if they are on the register of a maintained school, academy or independent school participating in the assessment arrangements.

Overseas schools

Service Children's Education schools have a duty to implement the National Curriculum and must ensure they comply with all aspects of this document.

Independent schools in England

Independent schools which are not academies may choose to carry out the Key Stage 3 teacher assessment and reporting arrangements, although they are not required to do so. Non-maintained special schools may submit teacher assessment data to STA if they wish, although there is no statutory requirement to do this.

3.4 Responsibilities

All those responsible for teacher assessment and reporting in Key Stage 3 should refer to the TARA, and ensure they are aware of any changes from previous years.

Headteachers

Headteachers of maintained schools have a duty to ensure that the requirements in this document are implemented at their school.

Headteachers must:

- ensure teachers and other staff comply with the teacher assessment and reporting arrangements;
- ensure teacher assessment levels for the attainment targets in English, mathematics, science and modern foreign languages are recorded for all pupils;
- ensure overall teacher assessment levels are calculated and recorded in English, mathematics, science and modern foreign languages for all pupils;
- ensure the overall subject teacher assessment levels in the core subjects (English, mathematics and science) for each eligible pupil are reported to STA; and
- provide parents with written reports on their child free of charge, and provide the opportunity for discussion at least once in each school year.

Headteachers should also ensure their school's details are up to date on the EduBase and NCA tools websites. This will ensure that their school receives communications and materials sent by STA.

Governing bodies

Governing bodies of maintained schools must carry out their functions so that the National Curriculum and the assessment arrangements are implemented in their school.

If the headteacher is temporarily or permanently absent, the governing body should ensure the deputy headteacher or delegated senior member of staff carries out the headteacher's duties as specified in this document.

Academy trusts

An academy's funding agreement will usually require that the academy trust (the body that runs the academy) complies with any guidance to ensure that pupils take part in assessments and teacher assessments of pupil's performance, as they apply to maintained schools. This TARA is that guidance.

Local authorities and other recognised bodies

Local authorities have a duty to ensure maintained schools and academies under their responsibility carry out teacher assessments and reporting arrangements appropriately.

They should ensure their schools understand and follow the statutory requirements. To do this, local authorities should offer schools and appropriate academies training and advice on all aspects of assessment at Key Stage 3.

3.5 Optional tests for Years 7, 8 and 9

Standardised optional tests are available to support teachers in assessing pupils' progress throughout Years 7, 8 and 9. They are available for Years 7, 8 and 9 in English and mathematics and Year 9 in science.

The optional tests provide additional evidence for teachers' periodic assessment of their pupils. The tests are fully integrated with the National Curriculum. As these tests have not been revised in recent years, schools do not need to order new materials if they already have materials.

Hard copies of optional test materials can be ordered from the Test orders section of the NCA tools website at www.education.gov.uk/ncatools. Schools should place their orders by Friday 30 November to receive hard copies of the materials. STA will not accept late orders. There is a charge for this service. Free downloads of the materials will be available to download after the hard copy deadline, from the STA Orderline at <http://orderline.education.gov.uk>. Hard copies of modified materials are available to order after Friday 30 November.

Teacher packs include guides with instructions for administering and marking the tests, level threshold information and one copy of the materials for assessing pupils. Schools must make their own arrangements for marking optional tests. Further information is available on the Department's website at www.education.gov.uk/assessment.

3.5 Concerns and complaints

Concerns and complaints should be raised with STA by writing to the Stakeholder relations team at STA, 53–55 Butts Road, Earlsdon Park, Coventry, CV1 3BH, or by emailing assessments@education.gov.uk.

If schools feel that their regulatory concerns have not been fully addressed by STA in line with the published procedures, regulatory concerns can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). Enquiries and concerns can be sent to Ofqual at Spring Place, Coventry Business Park, Herald Avenue, Coventry, CV5 6UB, or emailing info@ofqual.gov.uk.

4. Teacher assessment at the end of Key Stage 3

Teacher assessment is carried out as part of teaching and learning. Teacher assessment covers the full range and scope of the programmes of study.

Teacher assessment provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts (including discussion and observation); and
- takes into account strengths and weaknesses of the pupil's performance.

Core subjects for Key Stage 3 are:

- English;
- mathematics; and
- science.

More information on the submission of teacher assessments and P scale data will be available on the Department's website at www.education.gov.uk/ks3.

4.1 What do teachers have to do?

4.1.1 Making teacher assessment judgements

At the end of Key Stage 3, teachers must summarise their judgements on each pupil's attainment, taking into account their progress and performance throughout the key stage.

Teachers need to determine:

- a level for each attainment target in English, mathematics, science and modern foreign languages; and
- an overall teacher assessment subject level in each of the core and non-core subjects.

Teachers should base their judgements on the level descriptions in the National Curriculum. They should use their knowledge of a pupil's work over time to judge which level description is closest to the pupil's performance, taking into account written, practical and oral work, as well as classroom work, homework and the evidence from any tasks or tests. Teachers should consider the level descriptions of the attainment targets immediately above and below the level awarded to confirm this level is the closest match to the pupil's performance.

4.1.2 Calculating overall teacher assessment levels

To calculate an overall teacher assessment level, teachers have to aggregate the levels they have awarded for each attainment target according to weightings. They must arrive at an overall teacher assessment level and enter it into their school management information system (MIS) using the codes below. Formulae and guidance on calculating overall teacher assessment levels will be published in the Teacher assessment section of the Department's website at www.education.gov.uk/ks3.

Code	Description
1–8	Curriculum level achieved.
E	Exceptional performance.
A	Absent, or not enough information available to calculate a teacher assessment level.
D	Disapplied – used when a pupil has been disapplied from the National Curriculum, including statutory assessment requirements.
L	Pupil has left the school.
W	Working towards level 1.
F	Pupil will reach the end of the programme of study in the future.
P	Pupil has already completed the programme of study and a teacher assessment result has been reported in the past.
P scales	Visit www.education.gov.uk/assessment for more information.

4.1.3 Submitting teacher assessment data to STA

Teacher assessment and P scale data must be submitted to STA via the Teacher assessment section of NCA tools at www.education.gov.uk/ncatools by Friday 28 June.

All maintained schools have a statutory responsibility to report to STA the overall teacher assessment subject levels in the core subjects, for each eligible pupil that has reached the end of the Key Stage 3 programme of study.

If a pupil changes school during the academic year, their teacher assessment should be submitted by the school where the pupil is registered on the date that teacher assessment opens (Monday 13 May).

There is no requirement to submit teacher assessment data for non-core subjects (such as citizenship) to STA. The publication of national, regional and local authority statistics for non-core subjects ended in 2008.

4.1.4 Submitting P scale data

The use of P scales is statutory for pupils with SEN who are working below level 1 of the National Curriculum. In this context, SEN is defined in the Education Act 1996 as all those on the school's Special Needs Register.

Schools will need to use P scales to record and report the achievements of pupils with SEN in English, mathematics and science. The P scales must not be used to assess pupils with EAL at any age, unless they have additional special educational needs.

If a pupil is working below level 1 of the National Curriculum and they do not have a special educational need, then 'NOTSEN' should be reported. This includes pupils who are working below level 1 solely because they have English as an additional language. 'NOTSEN' is not a P scale, but a code to explain why a pupil working towards level 1 does not have P scales reported. 'NOTSEN' replaces the code 'EAL' that was used in previous years.

Further information about P scales and submitting teacher assessment data is available on the Department's website at www.education.gov.uk/assessment.

4.1.5 Summary of teacher assessment requirements

This table summarises what teacher assessment judgements should be recorded by schools, what should be reported to STA and what needs to be reported to parents, for each Key Stage 3 subject.

Core subjects

Subject	Record by school?	Report to STA?	Report to parents?	Additional information
English	Yes	Yes	Yes	
Speaking and listening				
Reading	Yes	No	No*	
Writing				
Mathematics	Yes	Yes	Yes	
Mathematical processes and applications				
Number and algebra	Yes	No	No*	
Geometry and measures				
Handling data				
Science	Yes	Yes	Yes	
How science works				
Organisms, their behaviour and the environment	Yes	No	No*	
Materials their properties and the Earth				
Energy, forces and space				

*There is no statutory requirement to report results to parents, but schools are free to do so.

Non-core subjects

Subject	Record by school?	Report to STA?	Report to parents?	Additional information
Modern foreign languages	Yes	No	Yes	
Listening and responding Speaking Reading and responding Writing	Yes	No	No*	
Religious education	See section 5.1.3	No	See section 5.1.3	See section 5.1.3
Citizenship	See section 5.1.2	No	See section 5.1.2	See section 5.1.2
ICT	See section 5.1.4	No	See section 5.1.4	See section 5.1.4
Art and design	Yes	No	Yes	Overall teacher assessment subject level recorded and reported to parents
Design and technology	Yes	No	Yes	Overall teacher assessment subject level recorded and reported to parents
Geography	Yes	No	Yes	Overall teacher assessment subject level recorded and reported to parents
History	Yes	No	Yes	Overall teacher assessment subject level recorded and reported to parents
Music	Yes	No	Yes	Overall teacher assessment subject level recorded and reported to parents
Physical education	Yes	No	Yes	Overall teacher assessment subject level recorded and reported to parents

*There is no statutory requirement to report results to parents, but schools are free to do so.

4.2 Pupils who reach the end of a Key Stage 3 programme of study early

If a pupil has completed the Key Stage 3 programme of study in any core subject early, schools must report the teacher assessment level in that subject in the school year in which it was completed. For example, if a pupil completes the Key Stage 3 programme of study for mathematics in Year 8 instead of Year 9, the teacher assessment should be submitted for mathematics at the end of Year 8. The remaining subjects should be reported as 'F' (to indicate that the pupil will reach the end of the programme of study in the future).

If a pupil has completed the Key Stage 3 programme of study in any core subjects in a previous year, those subjects should be reported as 'P', to indicate that the pupil was assessed in a previous year.

If schools choose to complete the Key Stage 3 programmes of study in two years and a pupil transfers at the start of Year 9 from a school which operates a three-year programme of study, the receiving school should submit a teacher assessment level for that pupil at the end of Year 9 – regardless of whether the pupil has moved onto a different programme of study.

4.3 Pupils for whom the school is unable to make a teacher assessment

For a very small number of pupils, schools will be unable to record and report teacher assessment. Some common situations and solutions include:

- Where a teacher assessment judgement cannot be made because of long periods of absence, for example because of a prolonged illness, the pupil should be recorded as 'A' (absent).
- If a pupil has recently arrived in the school and it is not possible to establish the level that the pupil is working at before submitting teacher assessment, the pupil should be recorded as 'A' (absent).
- A pupil who does not speak English should be recorded as 'W' (working towards level 1) for reading, writing, and speaking and listening, and 'A' (absent) for mathematics and science. The pupil should also be recorded as 'NOTSEN', to indicate that there is no P scale information.
- If a pupil has been disappplied from all or part of the National Curriculum, they should be recorded as 'D' for the statutory assessment arrangements that are included in the disapplication.

5. Reporting to parents

Headteachers of maintained schools must prepare annual reports for the parents of every pupil as required by the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). The headteacher also needs to make arrangements for parents to discuss the report with the pupil's teacher, if they so wish.

The Education (Independent School Standards) (England) Regulations 2010 (paragraph 24(1)(f) of Schedule 1) also require academies to send an annual written report of each registered pupil's progress and attainment in the main subject areas taught.

5.1 What information must the report include?

The report must cover:

- the pupil's achievements;
- general progress; and
- attendance record.

It must also include the following results, where appropriate:

- results of any public examinations, by subject and grade; and
- details of vocational qualifications.

In addition, the following information must also be reported to parents at the end of Key Stage 3:

- Teacher assessment levels for English, mathematics, science, design and technology, geography, history, modern foreign languages, art and design, music and physical education.
- Comparative information about the National Curriculum levels of attainment for pupils of the same age in the school.
- Comparative information about the National Curriculum levels of attainment for pupils of the same age nationally. Comparative information will comprise a national average from the previous academic year for each core subject at each level. National results tables can be found on the Pupil results section of the Department's website at www.education.gov.uk/assessment.
- A statement confirming the National Curriculum levels of attainment have been awarded in accordance with the statutory arrangements.
- Details of any National Curriculum attainment targets or subjects from which the pupil is exempt.
- A brief account of what the teacher assessment shows about the pupil's progress individually and in relation to other pupils in the same year, drawing attention to any particular strengths and weaknesses.

Parents must be given an opportunity to discuss the report. Details of how to arrange this must be included in the report.

Detailed content requirements, including specific information for Key Stage 3, is set out in Schedule 1 to the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437 that can be viewed on the government's legislation archive at www.legislation.gov.uk/uksi/2008/1747/made.

Further information is available as follows:

- Pupil support section of the Department's website:
www.education.gov.uk/schools/pupilsupport/parents/keepinginformed
- The Education (Pupil Information) (England) Regulations 2005:
www.legislation.gov.uk/uksi/2005/1437/contents/made

5.1.1 Reporting on pupils with SEN

Requirements for reporting on pupils with SEN are set out in paragraph 2 of Schedule 1 to the Education (Pupil Information) (England) Regulations 2005. This includes specific headings which schools should use when reporting on English, mathematics and science.

5.1.2 Reporting citizenship

Headteachers must provide a brief commentary of a pupil's attainment in citizenship in their annual report to parents. A 'brief commentary' means a brief account of what the teacher assessment shows about the pupil's progress individually – and in relation to other children in the same year – which draws attention to any particular strengths and weaknesses of the pupil.

There is no specific requirement for how schools must record citizenship teacher assessment data on MIS. Schools can decide the level of detail to report to parents as long as it includes a brief commentary. For example, this could be reported as either 'Working at', 'Working towards', 'Working beyond' or the eight level scales found in the National Curriculum.

5.1.3 Reporting religious education

Religious education is a statutory subject for all pupils registered at a maintained school, except for those in nursery classes and those withdrawn by their parents under section 71 of the School Standards and Framework Act 1998. It is a general requirement that schools report pupils' progress in religious education to parents but there is no required format for reporting.

Requirements for academies are set out in their funding agreements.

5.1.4 Reporting ICT

Schools no longer have to adhere to the specific National Curriculum programmes of study, attainment targets and statutory assessment arrangements for ICT. Therefore, headteachers are not required to report an overall ICT teacher assessment level to parents. There is a general requirement that headteachers report pupils' progress in ICT to parents, but there is no required format for this.

5.2 What period must the report cover?

The report must start from the day after the last report was given. It must be made available to parents before the end of the summer term.

5.3 Reporting on a pupil who changes schools during the academic year, or a pupil who is registered at more than one school

If a pupil changes school before the end of the academic year, the headteacher is still required to write an annual report, issue it to the pupil's parent and make arrangements for it to be discussed with the pupil's teacher, if the parent wishes.

To help ensure the continuity of learning for pupils whose families travel for occupational purposes or who may not have a fixed address, registration at more than one school is allowed for some pupils¹. In such cases, the headteacher at both schools must contribute to the pupil's annual report for parents and make arrangements for them to discuss it with the pupil's teacher (if so wished by the parent).

¹ The regulation which allows the dual registration of 'families that travel for occupational purposes' is regulation 9 of the Education (Pupil Registration) (England) Regulations 2006: regulation 9(3) and (4) define which school would be the base school (school of ordinary attendance). Regulation 9 (1) applies to a pupil who:

- (a) has no fixed abode for the reason that his parent is engaged in a trade or business of such a nature as to require him to travel from place to place; and
- (b) is at the time registered as a pupil at two or more schools.

6. Keeping and maintaining records

Maintained schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher;
- originating from or supplied by local authority employees (for certain schools); or
- originating from or supplied by teachers or other employees of the school.

Records processed by a teacher solely for the teacher's own use will be excluded from pupils' educational records.

Maintained schools must also keep curricular records on every pupil. Curricular records form a 'subset' of the pupil's educational record. They are a formal record of a pupil's academic achievements, their skills and abilities and the progress they make at a school. They must be updated at least once a year.

Under the Data Protection Act 1998 (DPA), all schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the DPA. This includes personal information appearing in pupils' educational records and any other personal information they hold which identifies individuals, including pupils, staff and parents.

Schools must consider the implications of the DPA, under which they are required to register as a data controller with the Information Commissioner's Office (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the DPA and advice on developing their data policies.

6.1 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools, for example the DPA and the Freedom of Information Act 2000. Access to a pupil's educational information is most appropriately covered by the right of access under the Pupil Information Regulations.

All information incorporated within a pupil's educational record constitutes personal data under the DPA. It is therefore also subject to disclosure following a written 'subject access' request by the pupil, or a parent on their behalf.

Under these Regulations, a school's governing body must ensure that a pupil's educational record is made available for parents to see within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record this must also be provided, and within 15 school days. Governing bodies can charge a fee for the copy but if they do, it must not be more than the cost of supply.

The Regulations describe some material that is exempt from disclosure to parents. This relates to information that the pupil could not lawfully be given under the Data Protection Act 1998, or to which they would have no right of access under that Act, or by virtue of any order made under section 30(2) or section 38(1) of the Act. For example, the disclosure of information which may cause serious harm to the physical or mental health or condition of the child or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility which affects their entitlement to receive such information.

For further advice:

- contact the ICO on 0303 123 1113;
- visit the ICO's website at www.ico.gov.uk/what_we_cover/promoting_data_privacy/keeping_the_register.aspx, www.ico.gov.uk/Home/for_organisations/data_protection_guide.aspx and www.ico.gov.uk/for_organisations/sector_guides/education.aspx; or
- order the ICO's guidance, free of charge from www.ico.gov.uk/tools_and_resources/request_publications.aspx.

6.2 Transferring records to a pupil's new school

If a pupil moves to another school in England, Wales, Scotland or Northern Ireland then the pupil's common transfer file and educational record must be passed to the new school as set out in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England.

The information must be transferred within 15 school days of any request from the pupil's new school.

If the new school is unknown, the Department recommends that the school should still complete the common transfer file and load it on the s2s (School to School) secure file transfer service area on the Department's website at:

www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s.

Schools that do not receive common transfer files for new pupils can ask their local authority to search this database for the files.

While academies are not subject to the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437) they are expected to follow the protocols above, as a matter of good practice.

Further information on handling records for pupils where their destination is not known is available in the Department's *Handbooks for schools and for LAs*. This can be downloaded from the Department's website at:

www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s.

6.2.1 How information should be transferred between schools

The pupil's common transfer file must be sent to the new school either:

- through the s2s secure file transfer service on the Department's website; or
- over a secure network that can only be accessed by the local authority, the governing body or a teacher at any school within that local authority.

If either school does not have the facilities to send or receive information in this format, local authorities may provide the file where there are agreed and secure local arrangements to that effect.

Further guidance on the content and sending of common transfer files can be found:

- on the Department's website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf; and
- in Schedule 2 to the Regulations at www.legislation.gov.uk/uksi/2005/1437/schedules/made.

7. Contact details

Please make sure you have your seven-digit Department for Education number before you call, for example 123/4567.

<p>National Curriculum assessments helpline For general enquiries about National Curriculum assessments</p>	<p>Tel: 0300 303 3013 Email: assessments@education.gov.uk Websites: www.education.gov.uk/assessment</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p>STA distribution helpline For enquiries about deliveries of test materials</p>	<p>Tel: 0800 169 4195</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p>STA modified test helpline For guidance on ordering modified test materials</p>	<p>Tel: 0300 303 3019 Email: schooltests@rnib.org.uk</p>	
<p>STA Orderline To access previous years' National Curriculum test materials</p>	<p>Tel: 0300 303 3015 Website: http://orderline.education.gov.uk</p>	<p>STA Orderline PO Box 29 Norwich NR3 1GN</p>
<p>Department for Education national enquiry line For enquiries about the statutory requirements for assessment, national results, performance tables and reporting to parents</p>	<p>Tel: 0370 000 2288 Website: www.education.gov.uk/contactus</p>	<p>Castle View House East Lane Runcorn Cheshire WA7 2GJ</p>
<p>Department for Education publications helpline To order single copies of the Department's materials and circulars</p>	<p>Tel: 0845 602 2260 Website: www.education.gov.uk/publications</p>	<p>PO Box 5050 Annesley Nottingham NG15 0DJ</p>
<p>EduBase To keep your school's contact details up to date</p>	<p>Website: www.education.gov.uk/edubase</p>	
<p>Information Commissioner's Office For enquiries about the Data Protection Act 1998</p>	<p>Tel: 0303 123 1113 Website: www.ico.gov.uk</p>	<p>Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF</p>
<p>Ofqual For regulatory concerns</p>	<p>Tel: 0300 303 3346 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk</p>	<p>Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB</p>

About this publication

Who is it for?

Headteachers, governing bodies and all those responsible for Key Stage 3 assessment in local authorities.

What does it cover?

- Statutory assessment and reporting requirements for Key Stage 3.

Related information

Visit the Department for Education's website at www.education.gov.uk/ks3 to access all related information.

For more copies

Printed copies of this TARA are not available. It can be downloaded from the Department's website at www.education.gov.uk/ks3.