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KEY STAGE
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YEARS
3-6

National Curriculum assessments

Test administrators' guide

Levels 3-5 and level 6 tests

2013



Standards
& Testing
Agency

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2013 Key Stage 2 levels 3-5 and level 6 tests *Test administrators' guide*

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This publication is also available for download at www.education.gov.uk/ks2.

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1 Introduction

The *Test administrators' guide* provides guidance for schools participating in the 2013 Key Stage 2 National Curriculum assessments. It includes instructions for administering levels 3-5 and level 6 Key Stage 2 tests and returning test scripts (answer booklets or test papers containing children's answers) for marking. The information in this guide builds on sections 6-9 of the 2013 Key Stage 2 *Assessment and reporting arrangements* (ARA).

Headteachers are responsible for ensuring all test administrators (anyone responsible for, or involved with, test administration) are familiar with the arrangements in this document. Headteachers and test administrators should comply with the *Test administrators' guide*. Schools that do not comply could be subject to investigation of maladministration.

This guide should be taken into each room where the tests will be taking place, as it contains important information for test administrators.

Test administrators' guides for administering the modified versions of the tests to children with visual or hearing impairment are available on the Department for Education's website at www.education.gov.uk/ks2.

If you have any queries, contact the National Curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

1.1 Changes for 2013

The *Guide to handling test papers and scripts* will not be published this year. Information previously published there will be provided in the *Test administrators' guide*.

This *Test administrators' guide* also provides all information on administering the level 6 tests.

Children must be registered for the level 6 tests by Friday 22 March. Any children not registered for the level 6 tests by this date will **not** be able to participate in them. If you administer tests to children that have not been registered for the level 6 tests by the deadline they will not be given a test result.

The attendance registers for the levels 3-5 tests will not be pre-populated to show which children are working below the level of the test (code 'B'), unable to access the test ('T') or have left the school ('L'). You must enter these codes accordingly if children do not take a test. See section 2.3.1 for more information on checking and amending the levels 3-5 attendance registers.

Schools will not receive printed mark scheme packs for the standard versions of the tests or mark scheme amendments for the modified tests. These will be published on the NCA tools website at www.education.gov.uk/ncatools after all test scripts have been collected for marking.

1.2 Arrangements for Service Children's Education schools

Service Children's Education (SCE) schools should refer to the instructions in this document noting that:

- SCE schools will receive deliveries of test materials and stationery items, including marker labels, from Monday 29 April. Schools that have ordered modified test materials will receive these as part of their test materials delivery.
- Please contact SCE HQ directly to confirm receipt of your materials. If you have not received your delivery by Friday 3 May contact SCE HQ immediately.
- Specific guidance on dispatching test scripts for marking will be provided in the *Instructions for the dispatch of test scripts for Service Children's Education (SCE) schools to markers in the United Kingdom*. This document will be included with the test materials and stationery items.

SCE schools administering the Key Stage 2 tests can contact the National Curriculum assessments helpline on +44 161 234 9226.

2 Receiving test materials

2.1 Security of test materials

It is the headteacher's duty to ensure test materials are kept secure at all times. Test materials include test papers, answer booklets and the stationery items used to administer the tests, such as attendance registers, script return bags and labels. Keeping the test materials secure ensures that the confidentiality and integrity of the tests is maintained so that no child has an unfair advantage over another.

If you suspect a breach of security regarding the test materials, the incident must be reported immediately to the National Curriculum assessments helpline on 0300 303 3013. The Standards and Testing Agency (STA) will then investigate the incident and take action where appropriate.

2.2 Checking deliveries of test materials

Test materials will be delivered to schools during the week commencing 29 April. The quantities of materials is based on your school's pupil registration information.

Modified test materials, if ordered, will be delivered in the same consignment as standard test materials and will include:

- modified large print, Braille and enlarged print versions of test materials;
- stimulus material for the levels 3-5 mental mathematics test for children with a hearing impairment and children who use sign language; and
- additional stationery items for dispatching Braille test scripts.

You should check your delivery as soon as it is received.

How to check test paper packs

Two members of school staff should undertake this check together. The packs of test papers **must not** be opened. Any packs of test papers that are unsealed or damaged on arrival must be reported immediately to the National Curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of the damaged packages to STA.

Check the number of test paper packs against the accompanying delivery note. This will be included in the first box of each consignment. The content of each pack is described in detail on the front. Use this information to confirm the number and type of packs received and annotate your delivery note accordingly. You must keep your copy of the delivery note as you will be asked to produce it if you have a monitoring visit.

How to check stationery packs

The contents of the stationery packs are listed on the pack cover sheet. You may open the stationery packs to confirm that the correct materials are enclosed.

If you have not received all of your test materials by Tuesday 7 May or if your order is incorrect, please contact the National Curriculum assessments helpline as soon as possible.

Deliveries will not include mark scheme packs for the standard versions of the tests or mark scheme amendments for the modified tests. These will be published on the NCA tools website at www.education.gov.uk/ncatools after all test scripts have been collected for marking.

The following advice will help to ensure the test materials are kept securely:

- Once you have checked your delivery, reseal the materials in the original boxes.
- Store the boxes in a secure, locked cupboard. Allocate responsibility for this (including keeping the key to the cupboard and logging requests for access to the test materials) to a member of staff who is not involved with the actual administration of the tests.
- Keep your annotated copy of the delivery note in an accessible place in case you receive a monitoring visit.
- Conduct regular checks of the boxes to ensure they have not been tampered with.
- Check individual test packs have not been opened before the test date.
- Ensure all people who handle the test materials understand their sensitivity.

Further guidance on storing test materials securely is available on the Keeping Key Stage 2 test materials secure page of the Department's website at www.education.gov.uk/ks2.

2.3 Checking and amending attendance registers

Attendance registers will be pre-printed with your school name, DfE number and each child's details provided by your school during the pupil registration process. When you receive your stationery packs, you should check that all of your attendance registers have been included and that the details on them are correct. If there are ten or more errors on an attendance register please contact the National Curriculum assessments helpline on 0300 303 3013 to discuss a reprint.

2.3.1 Levels 3-5 tests

You will receive three attendance registers as follows:

- English reading test;
- English grammar, punctuation and spelling test; and
- mathematics tests.

Attendance registers will not be pre-populated to show which children are working below the level of the test (code 'B'), unable to access the test ('T'), or have left the school ('L'). You must use a black ballpoint pen to enter the correct code as confirmation that the children did not take the test. Examples of children who are working at the level of the tests but who are unable to access them are given in section 5.3 of the 2013 Key Stage 2 ARA. The attendance register must be completed and returned even if all children are below the level of the test or absent.

As the English reading test and the English grammar, punctuation and spelling tests assess different aspects of the National Curriculum for English, a child can be recorded as working below the level for one test but working at the level for the other. This does not apply for

mathematics, for example you cannot enter a child for the levels 3-5 mathematics Test A and register them as working below the level for Test B.

The attendance register guidance that accompanies the attendance registers provides instructions on how to make amendments and add additional children. Any additional children should also be entered on the Pupil registration section of the NCA tools website at www.education.gov.uk/ncatools. Please ensure this is done by Friday 17 May.

2.3.2 Level 6 tests

If you registered children for the level 6 tests by Friday 22 March you will receive an attendance register for the relevant tests.

Attendance registers for the level 6 tests will not be pre-populated with attendance register codes. You must use a black ballpoint pen to enter codes for any children who have left the school ('L') or were entered for the test but have been withdrawn ('W'). If you decide to withdraw all of your children from one or more of the level 6 tests then the attendance register(s) must still be completed and returned.

The codes 'L' or 'W' will not be reflected in a school's achievement and attainment tables. Children who are marked as either 'W' or 'A' (absent) for the level 6 tests will be awarded a level based on their attainment in the levels 3-5 tests.

You cannot enter children for the level 6 tests after the deadline for completing pupil registration (Friday 22 March). Additional children should not be added to the attendance register or sit the test in place of any children withdrawn from the tests.

3 Planning for the tests

Before the tests take place headteachers should consider who will administer them, what access arrangements may be needed, what equipment is required and where the tests will be administered. This section gives an overview to help you prepare; section 4 gives detailed instructions for administering each test.

3.1 Preparing test administrators

STA encourages schools to hold training sessions for those involved in administering the Key Stage 2 tests.

Test administrators should familiarise themselves with sections 6-9 of the 2013 Key Stage 2 ARA and the Key Stage 2 section of the Department's website at www.education.gov.uk/ks2.

Headteachers should consider the number of test administrators needed for each room where the tests are being administered. Arrangements should be in place in case a child needs to be removed, for example if they are disruptive or become ill. If a test administrator is a relative of a child they are supervising, there must be at least one other test administrator (not related to the child) present at all times.

Headteachers should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures. STA recommends that there are at least two test administrators in each room where the tests are administered.

3.2 Access arrangements

Test administrators should be trained how to administer any access arrangements. The 2013 Key Stage 2 ARA provides an overview of the access arrangements that are available. Detailed guidance on how to use each type of access arrangement is available on the Department's website at www.education.gov.uk/accessarrangements.

Relatives, carers or guardians of children who need access arrangements must not be involved in administering the tests to those children.

If you use access arrangements, you should consider whether it will be necessary to administer the tests to children in a separate room to the main group.

In the case of a monitoring visit, you will be asked to show evidence that each child using access arrangements, for example a prompter, has an associated special educational need and that resources are routinely committed to providing this support.

You should also consider explaining to the parents of any children using access arrangements what support can be given in the tests. This should help to avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

3.3 Equipment for the tests

It is important to make sure that all equipment is ready and working in advance of the tests. This section lists everything you will need for test week; section 4 specifies the equipment required for each test.

Children will require the following for one or more of the tests:

- pens, pencils, pencil sharpeners and erasers (black pens or **2B** pencils are recommended for the level 6 tests)
- spare paper
- rulers (showing centimetres and millimetres)
- protractors or angle measurers
- tracing paper
- mirrors
- calculators that are normally used in class

Children must not use gel, glitter or red pens as they are illegible when scanned for on-screen marking. (The English grammar, punctuation and spelling test and the level 6 tests will be marked on screen.)

Test administrators will need the following in each room where the levels 3-5 mental mathematics test is being administered:

- a CD player
- a stopwatch, watch or clock with a second hand

Dictionaries and other reference material

Dictionaries, bilingual word lists and electronic spell checkers can only be used as shown in the tables for each test, providing this is normal classroom practice (see sections 4.3-4.6).

Children must not use a thesaurus during any of the tests.

3.4 Preparing the room

Any rooms where tests will take place should be prepared before children are admitted. You should:

- remove or cover any displays or materials that could help children in the tests;
- ensure seating arrangements will allow all children to work quietly and independently;
- make sure children will not be able to view other children's test papers;
- ensure a clock is provided in the room to help children pace themselves during the tests; and
- ensure there is a board at the front of the room for writing key information on.

Test administrators should write the full school name and DfE number on a board at the front of the class. Children should copy this on to their answer booklet or test paper and any additional paper used in the English reading tests. This information will make it easier to track test scripts during the marking process, especially if schools or children have similar names.

3.5 Timetable variations for children who cannot take the test at the scheduled time

Some children may need to take the test at a different time from the rest of the cohort. Where this is the case either a timetable variation or a notification of a timetable variation will be required.

- Application forms for a **timetable variation** must be submitted to STA **and** the response received before the test is administered.
- A **notification of a timetable variation** must be submitted to STA before the test is administered.

If a child arrives late or is absent on the day of a test and has either had contact with children who have taken the test, or access to the internet, the child must not be allowed to take the test and must be marked as absent on the attendance register.

You must complete the appropriate form on the Access arrangements section of the NCA tools website at www.education.gov.uk/ncatools. Guidance on making an application or completing a notification of a timetable variation is available on the Department's website at www.education.gov.uk/ks2.

The table overleaf summarises how timetable variations are to be used.

Summary of how to use timetable variations

Child's circumstance	Action required	Timetable variation or notification of a timetable variation required?
A child arrives late but before the rest of the children have completed the test.	The child should be given the full time to complete the test.	No
A child arrives after the test has been completed, but before the rest of the cohort has left the test room.	The child should be kept isolated from the rest of the cohort until the child's rescheduled test has been administered.	No
A child arrives after the test has been completed and the children have left the test room.	The child should be kept isolated from the rest of the cohort until the child's rescheduled test has been administered.	Notification of a timetable variation
The school is unable to administer a test to the whole cohort in one sitting.	The school may administer the test in two or more sittings. No child should have the opportunity to communicate with any child who has already taken the test.	Notification of a timetable variation
A child is absent on the day of a test and returns to school within five school days of the published test date.	To ensure the integrity of the test, the school must first confirm that the child has not had any contact with any other child who has already sat the test or had access to the internet.	Timetable variation

4 Administering the tests

4.1 The test timetable

Date	Levels 3-5 tests	Level 6 tests
Monday 13 May	English reading test	English reading test
Tuesday 14 May	English grammar, punctuation and spelling test Paper 1: Short answer questions Paper 2: Spelling task	English grammar, punctuation and spelling test Paper 1: Extended task Paper 2: Short answer questions Paper 3: Spelling task
Wednesday 15 May	Mathematics Mental mathematics test Test A	
Thursday 16 May	Mathematics Test B	Mathematics Paper 1 Paper 2

If a school is administering both the levels 3-5 and level 6 tests in a subject, the levels 3-5 test **must** be administered first. STA recommends administering the levels 3-5 tests in the morning and level 6 tests in the afternoon.

4.2 Opening the test packs

Test packs should only be opened in the test room and when the test is due to start. Information on when modified test materials can be opened is printed on the front sheet of each modified test pack.

Test packs can be opened up to one hour before the start of a particular test only if:

- a written translation is required for a mathematics test; or
- a test paper needs to be adapted to meet individual children's needs.

You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the annulment of children's results.

Schools that need to open test packs more than one hour early should have applied for permission from STA by Monday 25 February. Schools will be informed of the outcome by Friday 19 April.

Care should be taken to ensure that the correct test packs are opened. If an incorrect test pack is opened accidentally you must call the National Curriculum assessments helpline on 0300 303 3013 for advice on securing the test materials.

Once the test pack has been opened, teachers and test administrators **must not**:

- discuss the content of the test papers with anyone; or
- use question-specific information to prepare children for the test.

4.2.1 Insufficient test papers

If you require additional levels 3-5 test papers on the day of the test, your headteacher must contact the National Curriculum assessments helpline on 0300 303 3013 for advice and to request permission to photocopy them.

Level 6 tests must only be administered to children registered for the tests by Friday 22 March. Level 6 test papers must not be photocopied to provide materials for children that were not entered for the tests during the pupil registration process.

4.3 Administering tests on Monday 13 May

The tests scheduled to be administered on Monday 13 May are:

- **Levels 3-5 English reading test**
- **Level 6 English reading test**

If a school is administering both the levels 3-5 and level 6 English reading tests, the levels 3-5 test **must** be administered first. STA recommends administering the levels 3-5 test in the morning and the level 6 test in the afternoon.

4.3.1 Levels 3-5 English reading test

Format	<p>This test consists of an answer booklet and reading booklet. Children will have:</p> <ul style="list-style-type: none"> • 15 minutes reading time during which they can make notes on the reading booklet but must not open the answer booklet. • 45 minutes to complete the test, answering the questions in the answer booklet.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> • pens or pencils, pencil sharpeners and erasers <p>Children may be provided with spare lined paper. They should write their name, school name and DfE number on any additional paper they use.</p> <p>Children may use monolingual English electronic spell checkers if this is normal classroom practice.</p>
Assistance	<p>The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the answer booklet to ensure that all children understand them.</p> <p>If a child asks a question about test content, you must not explain subject-specific terms or expressions. Examples of how to answer children's questions are in section 4.7.</p>
Before the test begins	<ul style="list-style-type: none"> • Make a note of any individual needs, for example, children who are allowed additional time. • Write the school's name and DfE number on a board that is visible to all children.

<p>At the start of the test</p>	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of this test is provided with the test packs. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> ● Check that children do not have mobile phones or other disruptive items. ● Check that children do not have any materials or equipment that may give them extra help. ● Check that spacing is appropriate and that no child can see another child's answer booklet. ● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. ● Tell the children the duration of the test. ● Write the start and finish times on a board so that all the children can see them. ● Ensure each child has one copy of the reading booklet and one copy of the answer booklet. ● Read aloud the instructions on page 3 of the answer booklet. ● Once the children have had their reading time you should instruct them to clearly write their name, date of birth, school and DfE number on the answer booklet cover. ● Tell the children to pay particular attention to instructions within test questions. ● Check whether the children have any questions.
<p>After the test</p>	<ul style="list-style-type: none"> ● Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. ● The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. ● The test scripts must be stored in the grey script return bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> ● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. ● Keep or photocopy test scripts for any reason. <p>Levels 3-5 English reading test scripts must not be combined and packed in script return bags with level 6 reading test scripts.</p>

Instructions for completing the attendance register and sending levels 3-5 tests for marking are in sections 5-7.

4.3.2 Level 6 English reading test

Format	<p>This test consists of an answer booklet and reading booklet. Children will have:</p> <ul style="list-style-type: none"> • 10 minutes reading time during which they can make notes on the reading booklet but must not open the answer booklet. • 50 minutes to complete the test, answering the questions in the answer booklet.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> • pens or 2B pencils, pencil sharpeners and erasers <p>Children may be provided with spare lined paper. They should write their name, school name and DfE number on any additional paper they use.</p> <p>Children may use monolingual English electronic spell checkers if this is normal classroom practice.</p>
Assistance	<p>The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the answer booklet to ensure that all children understand them.</p> <p>If a child asks a question about test content, you must not explain subject-specific terms or expressions. Examples of how to answer children's questions are in section 4.7.</p>
Before the test begins	<ul style="list-style-type: none"> • Make a note of any individual needs, for example, children who are allowed additional time. • Write the school's name and DfE number on a board that is visible to all children.
At the start of the test	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of the English reading test is provided with the test materials. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> • Check that children do not have mobile phones or other disruptive items. • Check that children do not have any materials or equipment that may give them extra help. • Check that spacing is appropriate and that no child can see another child's answer booklet. • Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. • Tell the children the duration of the test. • Write the start and finish times on a board so that all the children can see them.

<p>At the start of the test (continued)</p>	<ul style="list-style-type: none"> ● Ensure each child has one copy of the reading booklet and one copy of the answer booklet. ● Read aloud the instructions on page 3 of the answer booklet. ● Once the children have had their reading time you should instruct them to clearly write their name, date of birth, school and DfE number on the answer booklet cover. ● Tell the children to pay particular attention to instructions within test questions. ● Check whether the children have any questions.
<p>After the test</p>	<ul style="list-style-type: none"> ● Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. ● The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. ● The test scripts must be stored in the yellow inner bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> ● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. ● Keep or photocopy test scripts for any reason. <p>Level 6 English reading test scripts must not be combined and packed in script return bags with levels 3-5 English reading test scripts.</p>

Instructions for completing the attendance register and sending level 6 tests for marking are in sections 5-7.

4.4 Administering tests on Tuesday 14 May

The tests scheduled to be administered on Tuesday 14 May are:

- **Levels 3-5 English grammar, punctuation and spelling test**
- **Level 6 English grammar, punctuation and spelling test**

If a school is administering both the levels 3-5 and level 6 English grammar, punctuation and spelling test, the levels 3-5 test **must** be administered first. STA recommends administering the levels 3-5 test in the morning and the level 6 test in the afternoon.

4.4.1 Levels 3-5 English grammar, punctuation and spelling test

The levels 3-5 English grammar, punctuation and spelling test consists of two written test papers (Paper 1: Short answer questions and Paper 2: Spelling task). The papers **must** be administered in this order.

Paper 1: Short answer questions

Format	Children will have 45 minutes to complete the test, answering the questions in the test paper.
Equipment	Equipment required: <ul style="list-style-type: none"> • pens or pencils, pencil sharpeners and erasers Dictionaries, monolingual English electronic spell checkers, bilingual word lists and electronic spell checkers are not allowed during this test.
Assistance	<ul style="list-style-type: none"> • If a child requests it, a question may be read to them on a one-to-one basis. However you should take care not to overemphasise where, for example, punctuation should go. • You may explain or rephrase a question provided you do not give away subject specific information. For example if a question asks "Insert a pair of commas", 'insert' may be explained but not 'commas'. You must not give alternative explanations, for example explain inverted commas as speech marks, or name punctuation. Examples of how to answer children's questions are in section 4.7. • Some words used in the test are given in bold. This is to emphasise what is required. It does not imply that these words can be explained.
Before the test begins	<ul style="list-style-type: none"> • Make a note of any individual needs, for example, children who are allowed additional time or a reader. • Write the school's name and DfE number on a board that is visible to all children.
At the start of the test	It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 1: Short answer questions is provided with the test papers. Examples are also available on the Department's website at www.education.gov.uk/ks2 . <ul style="list-style-type: none"> • Check that children do not have mobile phones or other disruptive items.

<p>At the start of the test (continued)</p>	<ul style="list-style-type: none"> ● Check that children do not have any materials or equipment that may give them extra help. ● Check that spacing is appropriate and that no child can see another child's test paper. ● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. ● Tell the children the duration of the test. ● Write the start and finish times on a board so that all the children can see them. ● Ensure each child has one copy of the Paper 1: Short answer questions test paper. ● Read aloud the instructions on page 3 of the test paper. ● Instruct the children to clearly write their name, date of birth, school and DfE number on the cover of the test paper. ● Tell the children to pay particular attention to instructions within test questions. ● Check whether the children have any questions.
<p>After the test</p>	<ul style="list-style-type: none"> ● Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. ● The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. ● The test scripts must be stored in the grey script return bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> ● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. ● Keep or photocopy test scripts for any reason. <p>Levels 3-5 English grammar, punctuation and spelling test scripts must not be combined and packed in script return bags with level 6 English grammar, punctuation and spelling test scripts.</p>

Paper 2: Spelling task

<p>Format</p>	<p>Children will have approximately 15 minutes to complete the test (not strictly timed), writing the missing 20 words in the test paper.</p>
<p>Equipment</p>	<p>Equipment required:</p> <ul style="list-style-type: none"> ● pens or pencils, pencil sharpeners and erasers <p>Dictionaries, monolingual English electronic spell checkers, bilingual word lists and electronic spell checkers are not allowed during this test.</p>

Assistance	<ul style="list-style-type: none"> Children should not require any assistance during the administration of Paper 2: Spelling task. You should take care not to overemphasise spelling when reading out the words that children need to spell.
Before the test begins	Write the school's name and DfE number on a board that is visible to all children.
At the start of the test	<p>It is important to brief children fully at the start of each test. An example of how to introduce the test is included in Paper 2: Spelling task administrator instructions. This will be provided with the test papers. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> Check that children do not have mobile phones or other disruptive items. Check that children do not have any materials or equipment that may give them extra help. Check that spacing is appropriate and that no child can see another child's test paper. Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. Tell the children the duration of the test. Write the start and finish times on a board so that all the children can see them. Ensure each child has a copy of the Paper 2: Spelling test paper. Read aloud the instructions on the cover of the test paper. Instruct the children to clearly write their name, date of birth, school and DfE number on the cover of the test paper. Check whether the children have any questions.
After the test	<ul style="list-style-type: none"> Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. The test scripts must be stored in the grey script return bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. Keep or photocopy test scripts for any reason. <p>Levels 3-5 English grammar, punctuation and spelling test scripts must not be combined with level 6 English grammar, punctuation and spelling test scripts.</p>

Instructions for completing the attendance register and sending levels 3-5 tests for marking are in sections 5-7.

4.4.2 Level 6 English grammar, punctuation and spelling test

The level 6 English grammar, punctuation and spelling test consists of three written test papers (Paper 1: Extended task, Paper 2: Short answer questions and Paper 3: Spelling task). The papers **must** be administered in this order.

Paper 1: Extended task

Format	Children will have 30 minutes to write an extended piece of writing in the answer booklet.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> • pens or 2B pencils, pencil sharpeners and erasers <p>Dictionaries, monolingual English electronic spell checkers, bilingual word lists and electronic spell checkers are not allowed during this test.</p> <p>Additional paper must not be provided for planning purposes. Planning can be carried out on the answer booklet in the instructions section. Planning notes will not be marked.</p>
Assistance	Examples of how to answer children's questions are in section 4.7.
Before the test begins	<ul style="list-style-type: none"> • Make a note of any individual needs, for example, children who are allowed additional time or a reader. • Clearly write the school's name and DfE number on a board that is visible to all children.
At the start of the test	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 1: Extended task is provided with the test materials. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> • Check that children do not have mobile phones or other disruptive items. • Check that children do not have any materials or equipment that may give them extra help. • Check that spacing is appropriate and that no child can see another child's answer booklet. • Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. • Tell the children the duration of the test. • Write the start and finish times on a board so that all the children can see them. • Ensure each child has one copy of the Paper 1: Extended task answer booklet. • Read aloud the instructions on page 3. • Check whether the children have any questions.

After the test	<ul style="list-style-type: none"> • Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. • The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. • The test scripts must be stored in the cream inner bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> • Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. • Keep or photocopy test scripts for any reason. <p>Level 6 English grammar, punctuation and spelling test scripts must not be combined and packed in script return bags with levels 3-5 English grammar, punctuation and spelling test scripts.</p>
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Paper 2: Short answer questions

Format	Children will have 20 minutes to complete the test, answering the questions in the test paper.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> • pens or 2B pencils, pencil sharpeners and erasers <p>Dictionaries, monolingual English electronic spell checkers, bilingual word lists and electronic spell checkers are not allowed during this test.</p>
Assistance	<ul style="list-style-type: none"> • If a child requests it, a question may be read to them on a one-to-one basis. However you should take care not to overemphasise where, for example, punctuation should go. • You may explain or rephrase a question provided you do not give away subject specific information. For example if a question asks "Insert a pair of commas", 'insert' may be explained but not 'commas'. You must not give alternative explanations, for example explain inverted commas as speech marks, or name punctuation. Examples of how to answer children's questions are in section 4.7. • Some words used in the test are given in bold. This is to emphasise what is required. It does not imply that these words can be explained.
Before the test begins	<ul style="list-style-type: none"> • Make a note of any individual needs, for example, children who are allowed additional time or a reader. • Write the school's name and DfE number on a board that is visible to all children.
At the start of the test	It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 2: Short answer questions is provided with the test materials. Examples are also available on the Department's website at www.education.gov.uk/ks2 .

<p>At the start of the test (continued)</p>	<ul style="list-style-type: none"> ● Check that children do not have mobile phones or other disruptive items. ● Check that children do not have any materials or equipment that may give them extra help. ● Check that spacing is appropriate and that no child can see another child's test paper. ● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. ● Tell the children the duration of the test. ● Write the start and finish times on a board so that all the children can see them. ● Ensure each child has one copy of the Paper 2: Short answer questions test paper. ● Tell the children to clearly write their name, date of birth, school and DfE number on the cover of the test paper. ● Read aloud the instructions on page 3 of the test paper. ● Tell the children to pay particular attention to instructions within test questions. ● Check whether the children have any questions.
<p>After the test</p>	<ul style="list-style-type: none"> ● Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. ● The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. ● The test scripts must be stored in the cream inner bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> ● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. ● Keep or photocopy test scripts for any reason. <p>Level 6 English grammar, punctuation and spelling test scripts must not be combined and packed in script return bags with levels 3-5 English grammar, punctuation and spelling test scripts.</p>

Paper 3: Spelling task

Format	Children will have approximately ten minutes to complete the test (not strictly timed), writing the missing 15 words in the test paper.
Equipment	Equipment required: <ul style="list-style-type: none"> • pens or 2B pencils, pencil sharpeners and erasers Dictionaries, monolingual English electronic spell checkers, bilingual word lists and electronic spell checkers are not allowed during this test.
Assistance	<ul style="list-style-type: none"> • Children should not require any assistance during the administration of Paper 3: Spelling task. • You should take care not to overemphasise spelling when reading out the words that children need to spell.
Before the test begins	Clearly write the school's name and DfE number on a board that is visible to all children.
At the start of the test	It is important to brief children fully at the start of each test. An example of how to introduce the test is included in Paper 3: Spelling task administrator instructions. This will be provided with the test papers. Examples are also available on the Department's website at www.education.gov.uk/ks2 . <ul style="list-style-type: none"> • Check that children do not have mobile phones or other disruptive items. • Check that children do not have any materials or equipment that may give them extra help. • Check that spacing is appropriate and that no child can see another child's test paper. • Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. • Write the start and finish times on a board so that all the children can see them. • Ensure each child has a copy of the Paper 3: Spelling test paper. • Check whether the children have any questions.
After the test	<ul style="list-style-type: none"> • Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. • The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. • The test scripts must be stored in the cream inner bags provided and kept in a secure place (such as a locked cupboard) until they are collected.

After the test (continued)	<p>Do not:</p> <ul style="list-style-type: none">• Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.• Keep or photocopy test scripts for any reason. <p>Level 6 English grammar, punctuation and spelling scripts must not be combined and packed in script return bags with levels 3-5 English grammar, punctuation and spelling scripts.</p>
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Instructions for completing the attendance register and sending level 6 tests for marking are in sections 5-7.

4.5 Administering tests on Wednesday 15 May

The tests scheduled to be administered on Wednesday 15 May are:

- **Levels 3-5 mathematics**
 - **Mental mathematics test**
 - **Test A - calculators not allowed**

Schools can choose which order these tests are administered in.

4.5.1 Levels 3-5 mental mathematics and Test A

Mental mathematics test

Format	<ul style="list-style-type: none"> • The CD provided contains 20 questions to be played to the children. • Children write their answers on the answer sheet.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> • CD player to play the test CD • pens or pencils - STA recommends that children do not use erasers and instead cross out any answers that they do not want the marker to consider • a stopwatch or clock with a second hand in case it is necessary to use the transcript <p>Additional paper for working out must not be provided. Where appropriate children should show their working on the answer sheet.</p> <p>Dictionaries, bilingual word lists and electronic spell checkers are not allowed during this test.</p>
Assistance	Children should not require any assistance during the administration of the mental mathematics test.
Before the test begins	<ul style="list-style-type: none"> • Write the school's name and DfE number on a board that is visible to all children. • The mental mathematics test must be administered using the CD provided. This includes the instructions for the children and the questions. You should only read from the transcript in the event of a power cut or a fault with the CD or CD player. If the transcript is used then the timings of the test must be adhered to using a stopwatch, watch or clock that measures in seconds.
At the start of the test	<p>It is important to brief children fully at the start of each test. Instructions are provided with the test materials. An example of how to introduce the test is included in the Mental mathematics test transcript which is provided with the test papers. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> • Check that children do not have mobile phones or other disruptive items. • Check that children do not have any materials or equipment that may give them extra help.

<p>At the start of the test (continued)</p>	<ul style="list-style-type: none"> ● Check that spacing is appropriate and that no child can see another child's answer sheet. ● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. ● Tell the children the duration of the test. ● Ensure each child has a copy of the answer sheet for the mental mathematics test. ● Tell the children to clearly write their name, date of birth, school and DfE number on the cover of the answer sheet. ● Check whether the children have any questions.
<p>Additional information</p>	<ul style="list-style-type: none"> ● There are two occasions to pause the mental mathematics CD recording, which are indicated by a beep. The first occasion is near the beginning of the recording once the instructions have been given. The second is after the practice question. ● If you wish to use the transcript for children with hearing impairments you should request permission by using the 'Message us' page of the Access arrangements section of the NCA tools website at www.education.gov.uk/nca_tools.
<p>After the test</p>	<ul style="list-style-type: none"> ● Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. ● The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. ● The test scripts must be stored in the grey script return bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> ● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. ● Keep or photocopy test scripts for any reason. <p>Levels 3-5 mathematics test scripts must not be combined and packed in script return bags with level 6 mathematics test scripts.</p>

Mathematics Test A

Format	<ul style="list-style-type: none"> • Children will have 45 minutes to complete the test. • Calculators are not allowed in Test A.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> • pens or pencils, pencil sharpeners and erasers • rulers (showing centimetres and millimetres) • protractors or angle measurers • tracing paper • mirrors <p>Children may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"> • bilingual dictionaries or electronic translators • bilingual word lists • monolingual English electronic spell checkers <p>Additional paper for working out must not be provided. Where appropriate, children should show their working in the test papers.</p>
Assistance	<ul style="list-style-type: none"> • If a child requests it, a question may be read to the child on a one-to-one basis. • If a child asks for clarification of the mathematical symbols or notation used in a question, you may read these to the child, but you must not indicate the operation or process involved. Examples of how to answer children's questions are in section 4.7. • At a child's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the child by interpreting it.
Before the test begins	<ul style="list-style-type: none"> • Make a note of any individual needs, for example, children who are allowed additional time or a reader. • Write the school's name and DfE number on a board that is visible to all children.
At the start of the test	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of Test A is provided with the test papers. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> • Check that children do not have mobile phones or other disruptive items. • Check that children do not have any materials or equipment that may give them extra help. • Check that spacing is appropriate and that no child can see another child's test paper.

<p>At the start of the test</p>	<ul style="list-style-type: none"> ● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. ● Tell the children the duration of the test. ● Write the start and finish times on a board so that all the children can see them. ● Ensure each child has a copy of the test paper for mathematics Test A. ● Read aloud the instructions on page 3 of the test paper. ● Tell the children to clearly write their name, date of birth, school and DfE number on the cover of the test paper. ● Tell the children to pay particular attention to instructions within test questions. ● Check whether the children have any questions.
<p>After the test</p>	<p>Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script.</p> <ul style="list-style-type: none"> ● The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. ● The test scripts must be stored in the grey script return bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> ● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. ● Keep or photocopy test scripts for any reason. <p>Levels 3-5 mathematics test scripts must not be combined and packed in script return bags with level 6 mathematics test scripts.</p> <p>It is important that the completed scripts for the levels 3-5 mental mathematics test and mathematics Test A are securely stored overnight until Test B has been administered and scripts are packaged/sealed in their grey bag. Failure to comply with this may result in maladministration and results could be annulled.</p>

Instructions for completing the attendance register and sending levels 3-5 tests for marking are in sections 5-7.

4.6 Administering tests on Thursday 16 May

The tests scheduled to be administered on Thursday 16 May are:

- **Levels 3-5 mathematics**
 - **Test B – calculators allowed**
- **Level 6 mathematics**
 - **Paper 1 – calculators not allowed**
 - **Paper 2 – calculators allowed**

If a school is administering both the levels 3-5 and level 6 mathematics tests, the levels 3-5 test **must** be administered first. STA recommends administering the levels 3-5 test in the morning and the level 6 tests in the afternoon.

4.6.1 Levels 3-5 mathematics Test B

Format	<ul style="list-style-type: none"> • Children will have 45 minutes to complete the test. • Calculators are allowed in Test B.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> • pens or pencils, pencil sharpeners and erasers • rulers (showing centimetres and millimetres) • protractors or angle measurers • tracing paper • mirrors • calculators <p>Children may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"> • bilingual dictionaries or electronic translators • bilingual word lists • monolingual English electronic spell checkers <p>Additional paper for working out must not be provided. Where appropriate, children should show their working in the test papers.</p>
Assistance	<ul style="list-style-type: none"> • If a child requests it, a question may be read to the child on a one-to-one basis. • If a child asks for clarification of the mathematical symbols or notation used in a question, you may read these to the child, but you must not indicate the operation or process involved. Examples of how to answer children's questions are in section 4.7. • At a child's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the child by interpreting it.

Before the test begins	<ul style="list-style-type: none"> • Make a note of any individual needs, for example, children who are allowed additional time or a reader. • Write the school's name and DfE number on a board that is visible to all children.
At the start of the test	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of Test B is provided with the test papers. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> • Check that children do not have mobile phones or other disruptive items. • Check that children do not have any materials or equipment that may give them extra help. • Check that spacing is appropriate and that no child can see another child's test paper. • Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. • Tell the children the duration of the test. • Write the start and finish times on a board so that all the children can see them. • Ensure each child has a copy of the test paper for mathematics Test B. • Read aloud the instructions on page 3 of the test paper. • Tell the children to clearly write their name, date of birth, school and DfE number on the cover of the test paper. • Tell the children to pay particular attention to instructions within test questions. • Check whether the children have any questions.
After the test	<ul style="list-style-type: none"> • Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. • The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. • The test scripts must be stored in the grey script return bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> • Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. • Keep or photocopy test scripts for any reason. <p>Levels 3-5 mathematics test scripts must not be combined and packed in script return bags with level 6 mathematics test scripts.</p>

Instructions for completing the attendance register and sending levels 3–5 tests for marking are in sections 5–7.

4.6.2 Level 6 mathematics Paper 1 and Paper 2

It is expected that both Paper 1 and Paper 2 will be administered in one session with a short break in between the test papers.

Format	<ul style="list-style-type: none"> Children will have 30 minutes to complete each test paper. Calculators are not allowed in Paper 1. They are allowed in Paper 2.
Equipment	<p>Equipment required:</p> <ul style="list-style-type: none"> pens or 2B pencils, pencil sharpeners and erasers rulers (showing centimetres and millimetres) protractors or angle measurers tracing paper mirrors calculators - for Paper 2 only. <p>Children may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"> bilingual dictionaries or electronic translators bilingual word lists monolingual English electronic spell checkers <p>Additional paper for working out must not be provided. Where appropriate, children should show their working in the test papers.</p>
Assistance	<ul style="list-style-type: none"> If a child requests it, a question may be read to the child on a one-to-one basis. If a child asks for clarification of the mathematical symbols or notation used in a question, you may read these to the child, but you must not indicate the operation or process involved. Examples of how to answer children's questions are in section 4.7. At a child's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the child by interpreting it.
Before the test begins	<ul style="list-style-type: none"> Make a note of any individual needs, for example, children who are allowed additional time or a reader. Write the school's name and DfE number on a board that is visible to all children.

<p>At the start of the test</p>	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 1 and Paper 2 is provided with the test papers. Examples are also available on the Department's website at www.education.gov.uk/ks2.</p> <ul style="list-style-type: none"> ● Check that children do not have mobile phones or other disruptive items. ● Check that children do not have any materials or equipment that may give them extra help. ● Check that spacing is appropriate and that no child can see another child's answers. ● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room. ● Tell the children the duration of the test. ● Write the start and finish times on a board so that all the children can see them. ● Ensure each child has a copy of the correct mathematics test paper. ● Read aloud the instructions on page 3 of the test paper. ● Tell the children to clearly write their name, date of birth, school and DfE number on the cover of the test paper. ● Tell the children to pay particular attention to instructions within test questions. ● Check whether the children have any questions.
<p>After the tests</p>	<ul style="list-style-type: none"> ● Where applicable, you should ensure that access arrangements forms are inserted inside the relevant child's test script. ● The test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. ● The test scripts must be stored in the blue inner bags provided and kept in a secure place (such as a locked cupboard) until they are collected. <p>Do not:</p> <ul style="list-style-type: none"> ● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled. ● Keep or photocopy test scripts for any reason. <p>Level 6 mathematics test scripts must not be combined and packed in script return bags with levels 3-5 mathematics test scripts.</p>

Instructions for completing the attendance register and sending level 6 tests for marking are in sections 5-7.

4.7 Answering children's questions during the tests

You must ensure that nothing you say or do during a test could be interpreted as giving children an advantage. The examples given here illustrate how to deal with some common situations.

Q. What does 'give a reason' mean?

A. It means you have to say why you think it works out like that.

Q. How do I spell 'quickly'?

A. I can't tell you how to spell it, but have a go at sounding it out and write that down.

Q. I don't understand the question on the English reading paper.

A. Read the question again and underline key words that tell you what to do.

Q. What does 'comma'/'quadrilateral' mean?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Q. What does '>' or '<' mean?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Q. What is ',' or '?'?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Q. What is '+'?

A. That's a plus sign. I can't tell you what it means but try to remember. We can talk about it after the test.

Q. What is '0.6'?

A. That's nought point six.

If any everyday context or words related to a question are unfamiliar to a child, you may show them related objects or pictures or describe the related context.

4.8 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, child safety must always be your first consideration. This section provides guidance on what to do in some common situations. If any of these occur during the course of a test you should brief your headteacher on how the incident was dealt with once the test is over.

If a fire alarm goes off

Stop the test and note the time. Evacuate the room following school procedures and tell the children to remain calm and silent. The children should be supervised at all times to ensure they do not talk about the test. The test papers should be left in the test room.

Once it is safe to do so, children may continue with the test, using the correct amount of remaining time. If the children do talk to each other about the test, you must call the National Curriculum assessments helpline on 0300 303 3013 for advice before you continue.

If a child is unwell

Stop the test for the individual child and note the time. After a rest break, if the child is well enough, he or she should be given the correct amount of remaining time to continue with the test. The test must be completed on the same day. If the child is too ill to continue the test, send the partially completed test script for marking.

If the test script is spoiled, give the child a new test paper. A member of staff should make a transcript by copying the answers from the spoiled test script on to the new test paper (see section 4.9). You should do this once the child has completed the test and under test conditions. If the test script is unreadable, ask the child for their answers at the end of the test and record them in a different colour on the new test paper. You must complete a use of a transcript form; this can be downloaded from the Department's website at www.education.gov.uk/accessarrangements. The form must be inserted inside the new test script when it is sent for marking. Do not send the original spoiled test script for marking.

If other children have been disturbed, you may stop the test for all the children in the room. Make sure you make a note of the time so that the children receive the correct amount of remaining time. If necessary, move the children to another room, ensuring they remain silent.

If a child needs to leave the test room during the tests

All children taking the test must be supervised at all times. If a child needs to leave the test room, a test administrator should accompany the child.

When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility of at least one test administrator needing to leave the room with a child.

If a mobile phone rings or a child is found to be using one

Children must not have any items that may cause disturbances during the tests. You may consider collecting mobile phones from children before the tests.

If a mobile phone makes any sound, it should be removed from the child. After the test, follow the school's own behaviour and disciplinary procedures.

If the child has gained an advantage as a result of using the mobile phone, follow the guidance below. If the child has gained no advantage, there is no need to contact STA.

If a child is caught cheating

Record details of the incident, including the child's name, the name of the test and any specific questions in which the child was advantaged by cheating. If appropriate, move the child to another location for the remainder of the test.

If you believe the child has gained an advantage as a result of cheating, notify STA of the incident using the notification of a child cheating form. This is available on the Access arrangements section of the NCA tools website at www.education.gov.uk/ncatools.

By completing the form, the headteacher agrees to either:

- the removal of marks by STA for the specific questions where the child has gained an advantage; or
- the annulment of the child's result in that test by STA.

The child's test scripts must be collated with the other children's test scripts. Do not enclose any information regarding the incident.

You do not need to notify STA if the child has disrupted the test but not cheated, or if the child has attempted to cheat but gained no advantage from their actions. You should follow your school's behaviour policy in dealing with such incidents.

If a child is being disruptive

If a child's behaviour is disturbing other children, stop the test, note the time and remove the child. You can decide whether the disruptive child should continue the test in a separate room. If the test is not completed, the partially completed test script should be sent for marking.

Give the other children a few moments to refocus and then continue the test. Give the children the correct amount of remaining time.

If test papers are incorrectly collated or the print is illegible

Stop the test for the affected children, making a note of the time, and tell them that you will organise replacement papers. Once the replacements are provided, give the children the remaining time to complete the test. Children must not be allowed to start the test again.

All schools receive additional copies of each test paper. If there are insufficient additional copies, you should contact the National Curriculum assessments helpline on 0300 303 3013 for approval to make a photocopy. At the end of the test, insert the replacement test paper inside the original and inform the headteacher of the action you took.

If something goes wrong with the CD player or if there is a power cut during the levels 3-5 mental mathematics test

Stop the test, making a note of the time. Tell the children to stay silent and remain seated. Try to find a replacement CD player or find out when power should be restored. As a last resort, use the transcript included with the test papers to administer the rest of the test. Restart the test at the appropriate place, following the timings for each question. You should use a stopwatch, watch or a clock with a second hand.

If an incorrect test has been administered

Keep the children under test conditions and contact the National Curriculum assessments helpline on 0300 303 3013 for advice.

4.9 Transcribing test scripts

If it will be very difficult for a marker to read a child's writing, you can transcribe all or part of the child's test script. The original test script must always be sent for marking with the transcript. If the marker can read the child's writing, they will mark the original work. Braille test scripts should not be transcribed.

When transcribing a child's answers, test administrators must adhere to the following:

- a transcript can only be made at the end of the test
- the transcript must be made with a blue or black ballpoint pen and must be different to the colour used by the child
- the transcription must be made with the child present, before the child leaves the test room
- the child should be kept separate from the rest of the cohort until the transcript is complete
- care must be taken to ensure that no child's answers are changed
- all punctuation and phrasing must be the child's own
- no assistance with spelling may be given in any of the tests
- extensive or full transcripts should be transcribed on to a new test paper
- the child's original test script must be sent for marking, along with a completed copy of the use of a transcript form. This can be downloaded from the Department's website at www.education.gov.uk/accessarrangements.

Children who cannot read their own writing should use a word processor or scribe if this is part of normal classroom practice.

Level 6 tests

When you have finished transcribing the child's answers:

- Write 'Transcript' in large letters above the child's name on the front of the test script containing the transcription.
- Place the test script containing the transcription inside the child's original test script.
- Complete the use of a transcript form and place it inside the child's original test script.

5 Completing the attendance registers

Test administrators should follow the steps below to ensure that attendance registers are completed and returned correctly, and that all test scripts are accounted for. Further instructions are provided with the attendance registers themselves.

- After each test has finished, collect the test scripts and place them in the same order as the names appear on the attendance registers.
- Using a black ballpoint pen, enter the correct code in each test column for every child on the list. Attendance register codes and their descriptions are printed on the attendance registers.
- Check that each name on the attendance register matches the name on the child's test script. If the child has used an alternative name on their test script, write the official name from the attendance register on the test script next to the alternative name.
- **Levels 3-5 tests only:**
 - Any additional children taking the test should be entered in the blank lines provided, using a black ballpoint pen. They should also be entered on the Pupil registration section of the NCA tools website at www.education.gov.uk/ncatools.
 - Any children working below the level of the test should also be added to the attendance register.
- **Level 6 tests only:**
 - Do not add children to the attendance register.
 - If you have withdrawn all of your children from one or more of the level 6 tests then the attendance register(s) must still be completed and returned.

After you have completed the attendance registers for all tests, your headteacher should use the information to record the number of children who sat each test (including Braille versions) on the headteacher's declaration form on the NCA tools website. It is a statutory requirement for this form to be completed and submitted by the headteacher once all test scripts have been sent for marking. Further information on completing the headteacher's declaration form is provided in section 8.

If you have any questions about completing attendance registers please contact the National Curriculum assessments helpline on 0300 303 3013.

6 Packing and storing test scripts for collection

6.1 General instructions

Sections 6.3 and 6.4 give specific advice on packaging the levels 3-5 tests and the level 6 tests.

Remember the following points to ensure your school's test scripts and attendance registers are sent correctly for marking.

- Use the attendance registers to make a record of the total number of children who sat the tests, including any children who sat Braille versions, before you start packing test scripts. This data is needed for the headteacher's declaration form (see section 8).
- Staples or paperclips must not be used to attach forms to test scripts. No other correspondence should be included when the test scripts are sent for marking.
- Levels 3-5 test scripts and/or attendance registers must not be packaged with level 6 test scripts.
- English reading and English grammar, punctuation and spelling test scripts and/or attendance registers must not be packed together.
- All mathematics test scripts must be packed together for each level.
- Test scripts awaiting collection must be kept in a locked cupboard until they are collected.
- If your school is using a timetable variation, extra care should be taken to ensure the security of the test scripts is maintained until all children have taken the test. Failure to do this could lead to allegations of maladministration. Make sure the test scripts are securely stored in a locked cupboard until all children have taken the test. After that, the full set of test scripts should be sent for marking. You do not need to inform markers that a child has used a timetable variation.

6.2 Modified test scripts

Modified large print, enlarged print and level 6 Braille test scripts should be packed with the standard test scripts.

Schools with levels 3-5 Braille test scripts will receive specific dispatch instructions with their test material deliveries. These will provide information on:

- how to use the additional stationery items;
- how to annotate the standard attendance registers for children taking Braille versions of the tests;
- how to prepare and complete the Braille test attendance registers for each subject;
- dispatching the Braille test scripts to Braille markers; and
- specialist markers assigned to mark Braille test scripts.

6.3 Levels 3-5 tests

You will need the following to pack the test scripts for a particular subject:

- all test scripts
- the completed attendance register
- any access arrangements forms inserted inside the relevant child's test script
- the levels 3-5 stationery pack (which contains the grey script return bags, red attendance register envelopes and labels)

If your marker labels are damaged, contact the National Curriculum assessments helpline on 0300 303 3013. Additional script return bags and Parcelforce Worldwide labels can be ordered using the stationery request website at www.nct-materials.com.

The following process is illustrated for the English grammar, punctuation and spelling test in Appendix 1.

Step 1: Collate the test scripts.

Collate the test scripts in the same order as the children's names on the attendance register. Test scripts for the English grammar, punctuation and spelling test should be collated in the order that the papers were taken so that all Paper 1: Short answer questions test scripts are placed on top of the Paper 2: Spelling task test scripts.

Step 2: Pack the attendance register.

Seal the attendance register in the red attendance register envelope.

Step 3: Pack the grey script return bag(s).

Place the attendance register envelope on top of the test scripts. Place the test scripts and attendance register envelope into the grey script return bag. You may use more than one script return bag per test. If you do, make sure the attendance register envelope is placed in the first numbered bag.

Step 4: Seal the script return bag(s).

Once all children have taken the test, including any taking a timetable variation, seal the script return bags. These have self-adhesive seals, but you may reinforce the seal with clear tape. Do not use string as it obscures the barcodes on the labels. Do not use staples to seal the script return bags or attach two script return bags together, as they can easily become separated.

Step 5: Label the script return bag(s).

If you have used more than one script return bag, label each one (for example '1 of 3', '2 of 3' and '3 of 3').

Label each bag as follows:

- The large label shows the name and address. Stick one large label to each script return bag.
- The two smaller consignment number labels show the Parcelforce Worldwide consignment number used to 'track and trace' the parcel. Peel off one of the small consignment number labels and place it in the space provided on the Parcelforce Worldwide proof of posting receipt.



You should keep the proof of posting receipt in an accessible place as you may be asked to produce it in the case of a monitoring visit.

6.4 Level 6 tests

You will need the following to pack the test scripts for a particular subject:

- all of the test scripts
- the completed attendance register
- any access arrangements forms inserted into the relevant child's test script
- the level 6 stationery pack (which contains the bags, packing boxes and labels)

If you require additional bags, boxes or labels for the level 6 tests, contact the National Curriculum assessment helpline on 0300 303 3013.

The following process is illustrated in Appendix 2.

Step 1: Collate the test scripts.

Collate the test scripts in the same order as the children's names on the attendance register. Test scripts for the English grammar, punctuation and spelling test should be collated in the order that the papers were taken so that the Paper 1: Extended task test scripts are placed on top of the Paper 2: Short answer questions test scripts, on top of the Paper 3: Spelling task test scripts.

Step 2: Pack and seal the inner bag(s).

Place the attendance register on top of the test scripts. Once all children have taken the test, including any taking a timetable variation, pack the test scripts and attendance register into the correct inner bag and seal it.

Test	Inner bag
English reading	Yellow
English grammar, punctuation and spelling	Cream
Mathematics	Blue

The inner bags have self-adhesive seals, but you may reinforce the seal with clear tape. You may use more than one inner bag per test. If you do, make sure the attendance register is placed in the first bag.

Step 3: Label the inner bag(s).

Attach the appropriate label to the inner bag in the position indicated.

Step 4: Pack the box.

Place the inner bag(s) into the packing box. Do not tape the packing box shut or stick labels to it.

Step 5: Pack the green script return bag(s).

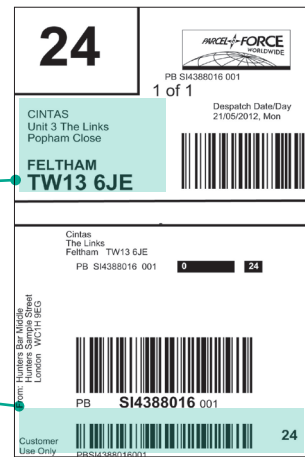
Place the packing box inside the green script return bag. The green script return bags have self-adhesive seals, but you may reinforce the seal with clear tape. Do not use string as it obscures the barcodes on the labels. Do not use staples to seal the script return bags or attach two script return bags together, as they can easily become separated.

Step 6: Label the green script return bag(s).

Label each bag with the Parcelforce Worldwide label:

- The large label shows the address to which the test scripts should be returned. Stick one large label to each script return bag.
- The small consignment number label shows the Parcelforce Worldwide consignment number used to 'track and trace' the parcel. Stick this label in the space provided on the proof of posting receipt.

You should keep the proof of posting receipt in an accessible place as you may be asked to produce it in the case of a monitoring visit.



7 Test script collections

7.1 Tracking your test script delivery

The proof of posting receipts are provided so that you can track the delivery of your test scripts. You should complete and keep them once you have packed, labelled and addressed the script return bags. To do this:

- ensure every script return bag has its corresponding small consignment number label affixed to the receipt;
- check each label is completely visible; and
- record the total number of script return bags sent for marking on the receipt (this must equal the number of small consignment number labels attached).

When the test scripts are collected:

- sign the school signature box and enter the date of dispatch (the day the test scripts are collected) on the receipt;
- ensure the driver signs the receipt; and
- return the signed copy to your headteacher.

To track and confirm delivery of your test scripts, visit the 'Track your parcel' section of the Parcelforce Worldwide website at www.parcelforce.com/track-trace. You will need to enter the consignment number from your proof of posting receipt.

7.2 Collection dates and times

If you have administered the test(s) to the whole cohort according to the timetable specified in the 2013 Key Stage 2 ARA then you do not need to arrange collections. Parcelforce Worldwide will visit schools on the dates shown in the table below. These are the only collections which should be used. You must not take test scripts to the Post Office or use any other carrier for mailing.

Please ensure that your sealed script return bags are ready for collection on the appropriate dates, shown in the timetable overleaf.

The complete set of test scripts for a test (including any administered to children under a timetable variation) must be dispatched at the same time.

For the levels 3-5 tests you do not need to wait until all tests have been completed before you send the test scripts for marking, for example once all children have completed the English reading test you may send those scripts for marking. (See section 6.3 for packing instructions.)

You **must** wait until **all level 6 tests** have been completed before sending these test scripts for marking. (See section 6.4 for packing instructions.)

DfE number	Test script collection dates
Schools with a DfE number that ends with an even digit (including 0)	Between 9am and 4pm <ul style="list-style-type: none"> Thursday 16 May Monday 20 May
Schools with a DfE number that ends with an odd digit	Between 9am and 4pm <ul style="list-style-type: none"> Wednesday 15 May Friday 17 May

Schools that have test scripts remaining after Friday 17 May will receive an additional collection on Monday 20 May. All test scripts must be sent for marking before schools break up for the half term holidays.

If your school misses a scheduled collection, and has not applied for a timetable variation, the sealed test script return bags should be stored securely until the next scheduled collection date. For further information, or if you have uncollected test scripts after the last scheduled collection date, contact the National Curriculum assessments helpline on 0300 303 3013.

7.3 Collections following a timetable variation

Levels 3-5 tests

If you have submitted a notification of a timetable variation or have had an application for a timetable variation approved by STA, test scripts for the rest of the cohort must not be sent for marking until after the last child has sat the test. Therefore, if a child has had approval to take a test a day after the scheduled collection date, you must wait until the next collection date before dispatching the test scripts. If a child takes a test after the final scheduled collection date of Monday 20 May, you should book a separate collection to send all scripts to the appropriate marker by:

- calling the Parcelforce Worldwide timetable variation helpline on 0800 980 3860; or
- visiting the Parcelforce Worldwide website at www.parcelforce.com/education/sta and following the 'Arrange an ad hoc collection' link.

All test scripts must be sent for marking before schools break up for the half term holidays.

When booking your collection, please have your school's DfE number and address details to hand as well as a contact name, phone number, collection date and collection location, for example your school's main reception.

Level 6 tests

STA will monitor applications for timetable variations and arrange further collections if necessary. If you wish to request a collection, contact the National Curriculum assessments helpline on 0300 303 3013.

8 Completing the headteacher's declaration form

Headteachers have a statutory obligation under the Education Act 2002 to complete and submit the headteacher's declaration form. The form will be available from 5pm on Thursday 16 May on the Pupil registration section of the NCA tools website at www.education.gov.uk/ncatools. It must be submitted online by Friday 24 May. Only complete the form after all levels 3-5 and level 6 test scripts, including those from timetable variations, have been collected for marking.

To complete the headteacher's declaration form the headteacher, or a delegated senior member of staff, must:

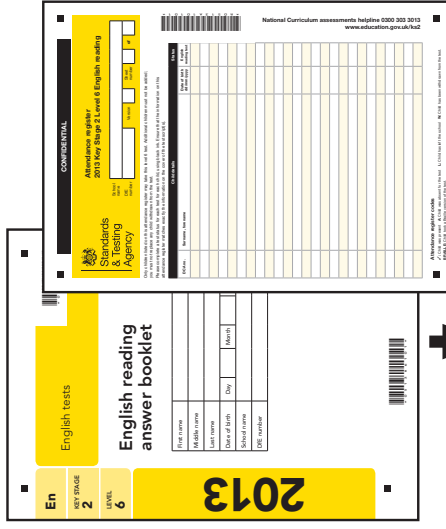
- Select 'Headteacher's declaration form' from the left-hand menu in the Pupil registration section of NCA tools.
- Use the information from the attendance registers to record the total number of children who sat the levels 3-5 and level 6 tests, including those who took Braille versions of the tests. If no children in the cohort have sat a test, schools must indicate this by entering the appropriate code.
- Complete the tick boxes to confirm whether:
 - the tests have been administered in accordance with the statutory requirements as set out in the 2013 Key Stage 2 ARA; and
 - the confidentiality of the tests has been maintained or that any security issues have been reported to STA.
- Complete their name and role before selecting 'Submit'.

The headteacher's declaration form cannot be changed after it has been submitted.

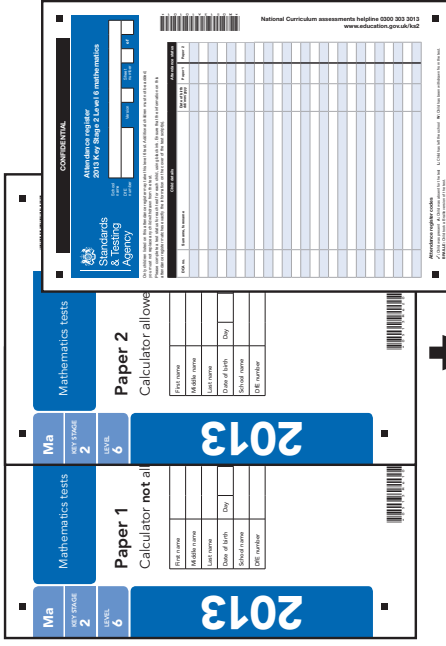
If for any reason the headteacher, or delegated senior member of staff, cannot complete the headteacher's declaration form, they should notify the National Curriculum assessments helpline on 0300 303 3013.

Appendix 2: 2013 Key Stage 2 Level 6 packing process

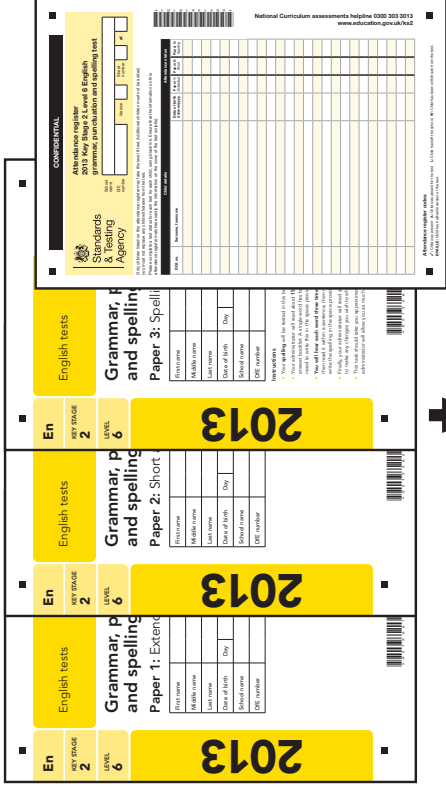
Level 6 English reading test scripts and attendance register



Level 6 mathematics test scripts and attendance register



Level 6 English grammar, punctuation and spelling test scripts and attendance register



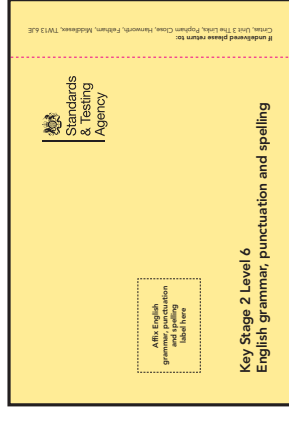
English reading inner bag



Mathematics inner bag



English grammar, punctuation and spelling inner bag



Green script return bag





About this publication

Who is it for?

Headteachers, test administrators and Key Stage 2 assessment and special educational needs coordinators. Test administrators should familiarise themselves with its content before administering the tests.

What does it cover?

- Guidance on administering the Key Stage 2 tests
- Guidance on handling, packing and labelling test materials
- How to complete attendance registers
- How to complete the headteacher's declaration form
- Specific guidance for Service Children's Education schools

Related information

Visit the Department for Education's website at www.education.gov.uk/ks2 for all related information.

For more copies

Additional printed copies of this document are not available. It can be downloaded from the Department's website at www.education.gov.uk/ks2 and the stationery request website at www.nct-materials.com.