

KEY STAGE

3

YEARS

7–9

Teacher assessment and reporting arrangements

2011



National curriculum assessments

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 and SI 2009/1585). This Order is made under sections 87(3) and 87(11) 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.

Please discard and recycle the previous printed versions of this guidance.

We want our website and publications to be widely accessible, so please contact us if we are not meeting your needs.

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Introduction

1.1 What is the TARA?

The *Teacher assessment and reporting arrangements* (TARA) sets out the statutory requirements and provides information and guidance on the key stage 3 teacher assessment and reporting arrangements in 2011.

1.2 Legal status of the TARA

The 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 and SI 2009/1585). This Order is made under sections 87(3) and 87(11) of the Education Act 2002. The TARA gives full effect to, or otherwise supplements, the provisions made in the Order and contains additional guidance and information.

1.3 Who needs to have the TARA?

All those involved with teacher assessment and reporting in key stage 3 need to refer to the TARA to ensure they understand their responsibilities and are aware of any changes from previous years.

1.4 Responsibilities

The TARA sets out the statutory responsibilities of maintained schools for teacher assessment and reporting in key stage 3. Academies are required to follow these arrangements if they are set out in their funding agreements. Further information about the responsibilities of academies is available on page 3 of the TARA.

Headteachers

Headteachers of maintained schools have a duty to make sure the national curriculum is implemented in their schools. Headteachers also have a duty to make sure the assessment arrangements specified in the national curriculum are implemented.

Headteachers:

- should ensure teachers and other staff comply with the teacher assessment and reporting arrangements
- should ensure teacher assessment levels for the attainment targets in the core subjects are recorded for all pupils
- should ensure the overall subject levels, based on teacher assessment levels in the attainment targets in the core subjects, are calculated and recorded for all pupils
- should ensure teacher assessment levels for core and non-core subjects are reported to parents or persons with parental responsibility* for all pupils
- must provide parents or persons with parental responsibility with written reports on, and the opportunity to discuss, their child's progress at least once in each school year, as noted in The Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

*Parents or persons with parental responsibility also includes carers and guardians. This applies throughout the 2011 key stage 3 TARA.

Teachers of pupils in key stage 3

Teachers must comply with the provisions of the 2011 key stage 3 TARA when carrying out assessment and reporting functions.

Governing bodies

Governing bodies of maintained schools have a duty to exercise their functions with a view to making sure 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 the TARA.

Local authorities

Local authorities have a duty to ensure maintained schools 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 training and advice on all aspects of assessment at key stage 3.

Independent schools in England

Independent schools (not being academies) may choose to carry out the key stage 3 teacher assessment and reporting arrangements, although they are not required to do so.

Academies in England

Academies must comply with key stage 3 national curriculum assessment arrangements if this is a requirement of their funding agreement. Academies must also follow the guidance within the TARA if their funding agreement states that they must comply with the Secretary of State's guidance for assessments and teacher assessments of pupils' performance.

Academies are no longer required to teach the national curriculum programmes of study in English, mathematics and science but they must teach these subjects as part of a broad and balanced curriculum. Academies must fully comply with the assessment and monitoring requirements as set out in this TARA. Key stage 3 arrangements only apply to those academies that provide education to pupils at these stages of learning.

Pupil referral units, hospital schools and pupils educated at home

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

For pupils who are educated at home, there is no requirement to submit teacher assessment unless the pupils are on the register of a maintained school, academy or independent school participating in the assessment arrangements.

Overseas schools

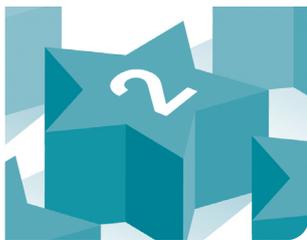
Overseas schools can purchase copies of the year 7, 8 and 9 optional tests from the QCDA website at <http://orderline.qcda.gov.uk/international>.

Service Children's Education schools have a duty to implement the national curriculum and must ensure they comply with all aspects of the 2011 key stage 3 TARA.

1.5 Concerns and complaints

Concerns and complaints should be raised with QCDA in the first instance by writing to the service response manager at QCDA, 53–55 Butts Road, Earlsdon Park, Coventry, CV1 3BH, or by emailing assessments@qcda.gov.uk.

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



Optional tests for years 7, 8 and 9

2.1 What are optional tests?

Optional tests are designed to help teachers raise standards throughout key stage 3 by providing further evidence to support their teacher assessment. Tests should be marked internally and results will not be collected or published.

2.2 What optional tests are available?

Optional tests are available for years 7, 8 and 9 English and mathematics, and for year 9 science. All of the year 9 tests are new for 2011 and contain innovative questions designed to reflect the 2008 programme of study. The year 7 and 8 mathematics tests have been updated for 2011 with new test questions and practical teaching suggestions. The year 7 and 8 English materials have been updated for 2011 with new teacher guidance. Please note that the year 7 and 8 English pupil packs remain the same as last year.

For further information about optional tests please download the new 2011 brochures from the QCDA website at www.qcda.gov.uk/y789.

2.3 Ordering optional tests

To order optional tests, including modified versions of the tests, visit the 'Test orders' section of the *NCA tools* website at www.qcda.gov.uk/ncatools. The deadline for ordering optional tests is Friday 26 November 2010. Orders will be delivered to schools between Monday 14 and Friday 25 March 2011.



Teacher assessment at the end of key stage 3

Key dates

April 2011	Guidance on submission of teacher assessment and P scale data published on the QCDA website at www.qcda.gov.uk/teacherassessment .
Tuesday 3 May 2011	Teacher assessment data can be submitted from this date.
Friday 8 July 2011	Deadline for submission of teacher assessment and P scale data.

3.1 What is teacher assessment?

Teacher assessment is essential to national curriculum assessment and reporting arrangements and is carried out as part of teaching and learning. Teacher assessment covers the full range and scope of the programmes of study. It takes into account evidence of attainment in a variety of contexts, including discussion and observation.

Where 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). Schools should report the teacher assessment levels for these subjects at a later date, when the pupil has completed the programme of study.

Where 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.

For further details, see the teacher assessment codes table on page 9.

3.2 What do teachers have to assess?

At the end of key stage 3, teachers must summarise their judgements for each eligible pupil, taking into account the pupil's 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
- an overall 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.

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
- takes into account strengths and weaknesses of the pupil's performance.

When making judgements, teachers might find it helpful to visit the QCDA *National curriculum in action* website at www.qcda.gov.uk/ncinaction.

Teachers can use this website to:

- support their judgements
- discuss assessments with colleagues
- create example materials to print out and share with colleagues.

3.3 P scales for pupils with special educational needs

The use of P scales is statutory for pupils with special educational needs who are working below level 1 of the national curriculum. In this context, special educational needs is defined in the Education Act 1996 as all those on the school's Special Needs Register. Schools must use P scales to record and report the attainment of those pupils in English, mathematics and science. The P scales must not be used to assess pupils with English as an additional language (EAL) at any age unless they also have special educational needs. For further information and guidance on P scales, please visit the QCDA website at www.qcda.gov.uk/pscales.

3.4 Calculating overall subject levels

To calculate an overall subject level, teachers have to aggregate the assessment levels they have awarded for each attainment target according to weightings. They must arrive at a teacher assessment and enter this information into their school management information system using the range of codes provided on page 9. For further information and guidance on calculating overall subject levels, please visit the QCDA website at www.qcda.gov.uk/subjectlevels.

3.5 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 a teacher assessment.

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.

If a pupil has been disapplied 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.

3.6 Submitting teacher assessment to QCDA

Maintained schools must submit their teacher assessment for the key stage 3 core subjects English, mathematics and science.

Academies must comply with key stage 3 assessment arrangements for reporting, monitoring and moderation if this is a requirement of their funding agreement. When an academy's funding agreement states that the academy must report information to an organisation selected by the Secretary of State, the academy must provide information on pupils and teacher assessment to QCDA.

When an academy's funding agreement states that the academy will submit to monitoring and moderation of their assessment arrangements, as set out by the Secretary of State, the academy must follow the monitoring and moderation arrangements that apply to maintained schools.

Independent schools (not being academies) that are participating in the assessment and reporting arrangements must submit their teacher assessment to QCDA.

All maintained special schools are required to make a teacher assessment submission even if some, or all, of their cohort is disapplied from the national curriculum.

Teacher assessment is submitted to QCDA on the 'Teacher assessment' section of the *NCA tools* website at www.qcda.gov.uk/ncatools. Teacher assessment and P scale data must be submitted by Friday 8 July 2011. More information on the submission of teacher assessment and P scale data can be found on the QCDA website at www.qcda.gov.uk/teacherassessment.

3.7 What records do schools have to keep?

Schools must keep curricular records on every pupil and update these at least once each year, and ensure that educational records are maintained, as noted in The Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

When keeping educational and curricular records, schools should consider the implications of the Data Protection Act 1998, under which they may need to register themselves as data controllers. For advice on this, contact the Information Commissioner's Office on 01625 545 700 or visit www.ico.gov.uk.



Reporting and using pupils' results

Teacher assessment codes

1–8	Curriculum level achieved.
E	Exceptional performance.
A	Absence, 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 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.qcda.gov.uk/pscales for full details.

4.1 Reporting teacher assessment

Schools have a statutory responsibility to report the overall subject teacher assessment levels for each eligible pupil to QCDA.

Schools must submit their teacher assessment, including overall attainment levels, to QCDA on the 'Teacher assessment' section of the *NCA tools* website at www.qcda.gov.uk/ncatools. The deadline for submitting teacher assessment is Friday 8 July 2011.

P scales

P scale data for pupils with special educational needs who are on the schools Special Needs Register and working towards level 1 should be submitted with teacher assessment by Friday 8 July 2011.

More information on how to submit teacher assessment and P scale data can be found on the QCDA website at www.qcda.gov.uk/teacherassessment.

4.2 Reporting pupils' achievements to parents or persons with parental responsibility

Headteachers are responsible for preparing and providing a copy of the headteacher's annual report to parents or persons with parental responsibility prior to the end of the summer term of each school year. The pupil reports must contain the minimum content required, as prescribed in The Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

Where any of the required information is not received by the headteacher until after the summer term, this will need to be sent within 15 school days of receiving it.

The headteacher must also make arrangements for the recipient(s) of the report to discuss its content with their child's teacher, if they so wish.

What must be reported to parents or persons with parental responsibility?

The following information must be reported to parents or persons with parental responsibility each year during key stage 3:

- Brief details of achievements in all subjects and other activities forming part of the school curriculum.
- Comments on general progress.
- Results of any public examinations taken (by subject and grade) and details of any vocational qualifications and credit towards such qualifications obtained by the pupil.
- Attendance record, providing the number of possible attendances and, of those, the percentage of unauthorised absences.
- Arrangements for discussing the report.

In addition to the above, the following information must be reported to parents or persons with parental responsibility at some point during the final year of key stage 3:

- Teacher assessment levels for English, mathematics, science, design and technology, geography, history, ICT, 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 QCDA website at www.qcda.gov.uk/tests.
- 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.

QCDA provides templates to assist schools in meeting the reporting requirements. These forms are available on the 'Pupil results' section of the QCDA website at www.qcda.gov.uk/tests.

Parents or persons with parental responsibility must be given an opportunity to discuss the report. Details of how to arrange this must be included in the report.

Reporting religious education

Religious education is a statutory subject for all pupils except those withdrawn by their parents or persons with parental responsibility under section 71 of the School Standards and Framework Act 1998. It is not a subject within the national curriculum and there are no national statutory programmes of study, assessment requirements, or collection of national data.

It is a general requirement that schools report pupils' progress in religious education to their parents or persons with parental responsibility, but there is no required format for national reporting.

QCDA has published non-statutory guidance on religious education for local authorities and schools. *Religious education: the non-statutory national framework* provides guidance for schools and local authorities on assessing progress in religious education using two attainment targets and a non-statutory eight-level scale, which may be used for reporting progress. This guidance can be downloaded from www.mycurriculum.com. Copies can also be ordered from the QCDA orderline at <http://orderline.qcda.gov.uk> or by calling 0300 303 3015 and quoting reference QCA/04/1336.

4.3 Pupils who transfer to a new school

There is a statutory requirement to send specified information about a pupil who is moving schools, to the new school. Together with the pupil's educational record, a common transfer file should be transferred no later than 15 school days after the pupil ceases to be registered at the old school. The content of the common transfer file must be as noted in The Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

Detailed guidance on compiling and sending the common transfer file is available on the Department for Education (DfE) website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf. This section of the website outlines the statutory information that must form part of the common transfer file.

Schools are required to transfer the information to any school in England, Wales, Scotland and Northern Ireland. The means of transfer to a school in Wales, Scotland or Northern Ireland must be in line with the arrangements for transfer between schools in England.

Pupils that have left a school must be marked as 'L' (left the school) for their teacher assessment by the old school.

Governing body responsibilities

The governing body must send the pupil's educational record and the defined items of data that comprise the common transfer file to the pupil's new school. This is commonly delegated by governing bodies to headteachers.

The governing body should contact the pupil's parents or persons with parental responsibility to find out the pupil's new school. If this is unsuccessful, the common

transfer file should be sent to the DfE's *School to School* (s2s) website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s. Schools that do not receive a common transfer file for new pupils can ask local authority representatives to search this website for the file. In this case, it should be sent within 15 school days of any request from the pupil's new school.

How should the information be sent to the new school?

Where both the old and new school have the necessary facilities, the common transfer file must be sent to the new school, either:

- through the secure file transfer service on the DfE website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s,

or

- over a secure network that can only be accessed by the local authority, governing body or a teacher at any school within that local authority.

Local authorities may provide the file where there are agreed local arrangements.

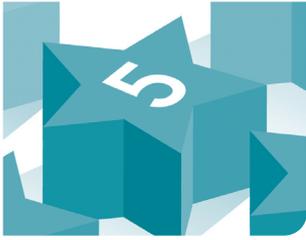
4.4 Transfer from key stage 3 to key stage 4

Where pupils transfer to a new school at the end of key stage 3, it can be useful for teachers in key stage 3 schools to agree with colleagues in key stage 4 schools the most appropriate time for the assessment information to be transferred. In general, this is likely to be before the end of the term preceding transfer. The common transfer file should be used to provide this information.

Between completing assessments and the end of term, schools may:

- continue teaching aspects of the programme of study, often with activities that enrich pupils' understanding, provide opportunities for independent investigation or enable study in greater depth of specific aspects
- work with pupils on target setting and action planning
- provide wider experiences, such as links with industry or residentials
- provide induction for, or make an early start on, examination courses, for example GCSEs.

The reporting arrangements for key stage 4 remain the same for 2011 and this information is available on the DfE website at www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/pupilreportsks3and4.



Useful contact details

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

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For enquiries about national curriculum assessments

National curriculum assessments helpline For general enquiries about key stage 3 teacher assessment.	Tel: 0300 303 3013 Fax: 0300 303 3014 Email: assessments@qcda.gov.uk Website: www.qcda.gov.uk/tests	QCDA 53–55 Butts Road Earlsdon Park Coventry CV1 3BH
QCDA enquiry line For general enquiries about the work of QCDA and any issues regarding the regulation of the national curriculum assessments.	Tel: 0300 303 3011 Fax: 0300 303 3014 Email: info@qcda.gov.uk Website: www.qcda.gov.uk	QCDA 53–55 Butts Road Earlsdon Park Coventry CV1 3BH
QCDA orderline To order QCDA publications and previous years' statutory test materials.	Tel: 0300 303 3015 Fax: 0300 303 3016 Website: http://orderline.qcda.gov.uk	QCDA orderline PO Box 29 Norwich NR3 1GN
QCDA modified test agency For enquiries about modified test materials for years 7, 8 and 9.	Tel: 0844 500 6727 Fax: 0844 500 6451	

Other useful contacts

Ofqual Office of Qualifications and Examinations Regulation.	Tel: 0300 303 3346 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk	Ofqual Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB
DfE national enquiry line For enquiries about the statutory requirements for assessment, national results and reporting to parents or persons with parental responsibility.	Tel: 0870 000 2288 Website: www.education.gov.uk/contactus	Department for Education Castle View House East Lane Runcorn Cheshire WA7 2GJ
DfE publications helpline To order single copies of DfE materials and DfE circulars.	Tel: 0845 602 2260 Fax: 0845 603 3360	DfE publications PO Box 5050 Annesley Nottingham NG15 0DJ
Information Commissioner's Office For enquiries about the Data Protection Act 1998.	Tel: 01625 545 700 Email: mail@ico.gsi.gov.uk Website: www.ico.gov.uk	Information Commissioner's Office Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF

About this publication

Who is it for?

- Headteachers
- English, mathematics and science heads of department
- Key stage 3 English, mathematics and science teachers
- Key stage 3 assessment coordinators / exams officers
- Special educational needs coordinators
- Teachers of pupils in years 7, 8 and 9

What is it about?

- Teacher assessment and reporting requirements throughout key stage 3
- End of key stage 3 assessment and reporting requirements
- Requirements for reporting results to parents or persons with parental responsibility

What is it for?

The TARA sets out statutory arrangements and provides information and guidance on teacher assessment for key stage 3 in 2011.

Related publications

2011 early years foundation stage and key stage 1 *Assessment and reporting arrangements* (QCDA/10/4851).

2011 key stage 2 *Assessment and reporting arrangements* (QCDA/10/4852).

Information and contacts

See section 5 'Useful contact details' or visit www.qcda.gov.uk/tests.

QCDA/10/4853

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