

2019 national curriculum assessments

Key stage 1

Assessment and Reporting Arrangements (ARA)

October 2018



Standards
& Testing
Agency

Contents

Section 1: Introduction	5
1.1 About this guidance	5
1.2 Who is this guidance for?	5
1.3 Legal status	5
1.4 Expiry	5
Section 2: Changes for 2018 to 2019	6
2.1 Teacher assessment frameworks	6
2.2 Moderation services for academies	6
2.3 Moderation services for participating independent schools	7
2.4 Test orders from special schools, PRUs, hospital schools and secure units	7
Section 3: Important dates	8
3.1 Important dates for 2018	8
3.2 Important dates for 2019	9
Section 4: Responsibilities	11
4.1 Headteachers' responsibilities	11
4.2 Local authorities' responsibilities	15
4.3 Teachers' responsibilities	17
4.4 Governing bodies' responsibilities	17
4.5 Academy trusts' responsibilities	17
Section 5: 2019 national curriculum tests	18
5.1 Overview of tests	18
5.2 Scaled scores	20
5.3 Practice test materials	20
5.4 Test frameworks	20
5.5 Test orders	21
5.6 Modified test materials	21
5.7 Delivery of test materials	22
Section 6: Test participation	24
6.1 Participating pupils	24

6.2 Access arrangements	25
6.3 Pupils with English as an additional language	26
Section 7: Test administration	27
7.1 When to administer the tests	27
7.2 Security of test materials	27
7.3 Making modifications to tests	28
7.4 Administering the tests	28
7.5 Marking the tests	28
7.6 Using test results	29
Section 8: Phonics screening check	30
8.1 Overview of the check	30
8.2 Important dates	30
8.3 Check participation	31
8.4 Check materials	32
8.5 Security of check materials	32
8.6 Administering the check	33
8.7 Monitoring the check	34
8.8 Reporting check results	35
8.9 How results will be used	36
Section 9: Teacher assessment	37
9.1 Overview of teacher assessment	37
9.2 Important dates	37
9.3 What teachers must assess	38
9.4 Teacher assessment frameworks	38
9.5 Pre-key stage standards	39
9.6 External moderation of teacher assessment	40
9.7 Submitting teacher assessment	43
9.8 English writing TA standardisation training and exercises for LAs	43
9.9 Pupils who move schools	44
9.10 How DfE uses TA	44

Section 10: Maladministration	45
10.1 Maladministration of the tests	45
10.2 Maladministration of the phonics screening check	46
10.3 Maladministration of teacher assessment	46
Section 11: Reporting to parents	47
11.1 Annual reports	47
11.2 What reports must cover	47
Section 12: Keeping and maintaining records	50
12.1 Pupils' educational records	50
12.2 Disclosure of educational records	51
12.3 Transferring records to a pupil's new school	51
Section 13: Legal requirements and responsibilities	53
13.1 Application of ARA to different types of school	53
13.2 Regulatory concerns	56
Section 14: Further information	57
14.1 Useful websites and links	57
14.2 Additional resources	58
14.3 Help and support	58

Section 1: Introduction

1.1 About this guidance

This guidance sets out the statutory requirements for key stage 1 (KS1) national curriculum assessment and reporting for the 2018 to 2019 academic year. It is produced by the [Standards and Testing Agency](#)¹ (STA), an executive agency of the Department for Education (DfE).

The assessment and reporting arrangements apply to maintained schools, maintained special schools, academies (including free schools), pupil referral units (PRUs), hospital schools, Service Children's Education (SCE) schools and participating independent schools with pupils in KS1. Full details of how the ARA applies to different types of school are included in section 13.1.

1.2 Who is this guidance for?

- Teachers and all staff responsible for end of KS1 assessment and the phonics screening check
- Headteachers and senior leadership teams
- Governors and trustees
- Local authority (LA) assessment co-ordinators

1.3 Legal status

The ARA contains provisions made in terms of Article 9 of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#)². This Order is made under the Secretary of State's powers as provided for by [section 87 of the Education Act 2002](#)³.

This document gives full effect to the provisions made in the Order concerning KS1 assessment and has effect as if made by the Order. The ARA also contains guidance and information that does not form part of the law. Section 13 contains further guidance on legal requirements and responsibilities.

1.4 Expiry

This guidance is relevant until the end of the 2018 to 2019 academic year.

¹ www.gov.uk/sta

² www.legislation.gov.uk/uksi/2004/2783/contents/made

³ www.legislation.gov.uk/ukpga/2002/32/section/87

Section 2: Changes for 2018 to 2019

2.1 Teacher assessment frameworks

The English reading, mathematics and science [frameworks](#)⁴ have been modified for use from the 2018 to 2019 academic year onwards.

The 'pupil can' statements have been refined for clarity, based on feedback from teachers and other educational experts, to ensure that they appropriately represent the key aspects of the national curriculum and reflect classroom practice.

The English writing frameworks are the same as those introduced for the 2017 to 2018 academic year.

Pre-key stage standards

The [pre-key stage standards](#)⁵ are to be used for assessing pupils engaged in subject-specific study, who are working below the standard of national curriculum assessments.

The 'pupil can' statements have been revised to ensure they appropriately represent the key aspects of each subject, allow for progression towards the national curriculum and better reflect classroom practice.

P scales 1 to 4 should continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS1.

2.2 Moderation services for academies

The process for academies to notify STA about which LA they intend to use for moderating their teacher assessment (TA) and monitoring the phonics screening check has changed.

All academies will be presumed to be working with their geographical LA. Academies must have a written agreement in place with their chosen LA by Friday 14 December. If academies wish to use a non-geographical LA, they must notify STA which LA this will be, through [NCA tools](#)⁶, by Friday 14 December.

⁴ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

⁵ www.gov.uk/government/publications/pre-key-stage-1-standards

⁶ <https://ncatools.education.gov.uk>

2.3 Moderation services for participating independent schools

The process for participating independent schools to notify STA about which LA they intend to use for moderating their TA has changed.

Participating independent schools that wish to publish and compare their national curriculum assessment results with local or national data, must have a written agreement in place with the LA that will complete external moderation of their TA.

The school must provide confirmation of their chosen LA through NCA tools before the deadline of Friday 14 December. If this is not confirmed, STA will remove the school's test order and the school will not receive KS1 test materials.

If an independent school chooses to participate in one or more of the KS1 tests, they should also submit TA outcomes in those subject(s) to their chosen LA for inclusion in the national summary of results.

2.4 Test orders from special schools, PRUs, hospital schools and secure units

In order to receive test materials, special schools, PRUs, hospital schools and secure units must now place test orders on NCA tools if any pupils are expected to take the tests. Test orders must be made by Friday 23 November.

This is a change from previous years when schools were required to confirm that they did not need test materials if all pupils were working below the standard of the tests, or if all pupils were unable to access the tests.

Section 3: Important dates

These dates may be subject to change.

3.1 Important dates for 2018

October	<ul style="list-style-type: none"> • STA moderation training in English writing for LAs.
Monday 29 October	<ul style="list-style-type: none"> • ‘Test orders’ section of NCA tools⁷ opens. • Maintained schools and academies (including free schools) should order modified versions of the KS1 tests, if required, by Friday 23 November. STA bases quantities of standard test materials for English reading and mathematics on schools’ autumn census data. • Independent schools participating in the KS1 assessments must place test orders on NCA tools for both standard and modified versions, and issue privacy notices to parents. • Special schools, PRUs, hospital schools and secure units should place test orders, if any pupils are working at the standard of the tests and are able to access the tests, to ensure test materials are sent to them.
November to January	<ul style="list-style-type: none"> • STA TA moderation standardisation exercise in English writing for LAs.
Friday 23 November	<ul style="list-style-type: none"> • ‘Test orders’ section of NCA tools closes. • Deadline for maintained schools and academies (including free schools) to order modified versions of the KS1 tests. • Deadline for participating independent schools to order standard and modified versions of the KS1 tests and issue privacy notices to parents. • Deadline for special schools, PRUs, hospital schools and secure units to place test orders, if any pupils are working at the standard of the tests and are able to access the tests.

⁷ <https://ncatools.education.gov.uk>

	<ul style="list-style-type: none"> • Deadline for schools to submit their holiday dates for the 2018 to 2019 academic year in the 'Test orders' section of NCA tools.
December	<ul style="list-style-type: none"> • KS1 access arrangements guidance⁸ published.
Friday 14 December	<ul style="list-style-type: none"> • Deadline for academies to have a written agreement in place with their chosen LA (for monitoring the phonics screening check and external moderation of their KS1 TA), and have reported this information to STA via NCA tools if this is not their geographical LA. • Deadline for participating independent schools to report to STA via NCA tools that they have a written agreement in place with the LA that will complete external moderation of their KS1 TA. Independent schools that do not report which LA they have an agreement with will not be able to complete pupil registration and will not receive test materials.

3.2 Important dates for 2019

Monday 25 February	<ul style="list-style-type: none"> • LAs informed by STA on, or shortly after this date, if they will receive an external moderation visit.
March	<ul style="list-style-type: none"> • KS1 test administration guidance⁹ published.
Monday 25 March to Friday 29 March	<ul style="list-style-type: none"> • Schools receive KS1 test materials for English reading and mathematics, including any modified test orders.
April	<ul style="list-style-type: none"> • Phonics screening check administration guidance¹⁰ published.
May	<ul style="list-style-type: none"> • KS1 test administration window.
Wednesday 1 May	<ul style="list-style-type: none"> • KS1 test materials (excluding braille) and mark schemes, including the optional English grammar, punctuation and spelling test, are available to download from NCA tools.
Friday 10 May	<ul style="list-style-type: none"> • Deadline for ordering braille versions of the phonics screening check from the modified test agency on 0300 303 3019.

⁸ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

⁹ www.gov.uk/government/collections/key-stage-1-test-administration

¹⁰ www.gov.uk/government/collections/phonics-screening-check-administration

Friday 17 May	<ul style="list-style-type: none"> Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit for TA.
Monday 20 May to Friday 24 May	<ul style="list-style-type: none"> Schools receive phonics screening check materials.
Monday 3 June	<ul style="list-style-type: none"> Raw score to scaled score conversion tables for KS1 tests available on GOV.UK¹¹ and NCA tools. KS1 test materials available on GOV.UK. KS1 headteacher's declaration form (HDF) available to schools on NCA tools.
Tuesday 4 June to Thursday 27 June	<ul style="list-style-type: none"> LAs undertake external moderation of KS1 TA.
Monday 10 June	<ul style="list-style-type: none"> Phonics screening check materials (excluding braille) available to download from NCA tools. Phonics screening check HDF available to schools on NCA tools.
Monday 10 June to Friday 14 June	<ul style="list-style-type: none"> Schools administer the phonics screening check.
Monday 17 June to Friday 21 June	<ul style="list-style-type: none"> Timetable variation week for pupils who were absent for the phonics screening check.
Monday 24 June	<ul style="list-style-type: none"> Phonics screening check materials and threshold mark published on GOV.UK.
Thursday 27 June	<ul style="list-style-type: none"> Deadline for schools to submit KS1 TA data to LAs. Deadline for schools to submit the KS1 HDF on NCA tools. Deadline for schools to submit the phonics screening check HDF on NCA tools.
By the end of the summer term	<ul style="list-style-type: none"> Schools must submit their phonics screening check results to their LA by the deadline specified by the LA.
Friday 26 July	<ul style="list-style-type: none"> Deadline for LAs to submit phonics screening check and KS1 TA data to DfE using COLLECT¹².

¹¹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

¹² <https://sa.education.gov.uk>

Section 4: Responsibilities

4.1 Headteachers' responsibilities

All references to headteachers should be taken to include acting headteachers or anyone with delegated authority in the absence of the headteacher.

Headteachers at participating schools have a duty to ensure that:

- the requirements in the ARA are implemented in their school
- teachers and other staff comply with the ARA
- the deadlines in the ARA are met
- the needs of all pupils are considered and suitable access arrangements are put in place to enable them to take part in the tests where possible (see section 6.2)

If headteachers do not comply with the provisions of this ARA and other published guidance this could result in the school being investigated for maladministration.

KS1 tests

Headteachers at maintained schools, academies (including free schools) and participating independent schools must:

- consider whether any pupils will need modified versions of the tests and, if so, place a test order on [NCA tools](https://ncatools.education.gov.uk)¹³ by Friday 23 November
- identify which pupils will take the end of KS1 tests in May 2019
- keep test materials secure and treat them as confidential until Monday 3 June
- ensure specific content from test materials is not used to prepare pupils
- ensure test administrators are appropriately trained and administer the tests according to the published guidance
- ensure pupils have the correct test materials and equipment
- ensure the English reading and mathematics tests are administered within the May 2019 test window
- ensure access arrangements are administered according to STA's guidance

¹³ <https://ncatools.education.gov.uk>

- notify STA of any incident that may have affected the integrity, security or confidentiality of the tests
- ensure tests are marked accurately and consistently according to the mark schemes and marking guidance
- ensure the English reading and mathematics test results are used to inform TA
- complete and submit the KS1 HDF on NCA tools by Thursday 27 June (see below)

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for moderating their TA by Friday 14 December
- notify STA if they intend to use a non-geographical LA by Friday 14 December

Headteachers at participating independent schools that wish to receive test materials must also:

- issue a privacy notice to the parents of any pupil participating in one or more of the tests, and receive approval, before placing a test order by Friday 23 November
- place orders for standard and modified tests on NCA tools by Friday 23 November
- have a written agreement in place with their chosen LA for moderating their KS1 TA, and have reported this information to STA by Friday 14 December

If an independent school fails to meet any of these deadlines, they will not be able to participate in the tests.

Headteacher's declaration form

Headteachers must complete and submit the KS1 HDF on NCA tools, as detailed in Article 5(1) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) Order 2004](#)¹⁴. This requirement applies to all maintained schools, including specialist provision schools, even if all pupils are working below the standard of the KS1 tests or are unable to access them.

The HDF either confirms that the English reading and mathematics tests have been administered and marked according to the published guidance and the results have been used to inform TA, or that any issues have been reported to STA. The form will

¹⁴ www.legislation.gov.uk/ukxi/2004/2783/contents/made

be available from Monday 3 June and must be submitted by Thursday 27 June. Failure to complete the HDF by the deadline may result in a maladministration investigation.

Phonics screening check

Headteachers at maintained schools and academies must:

- identify which year 1 pupils should take the check, including any registered at maintained nursery schools who will reach the age of 6 before the end of the school year
- identify any pupils who should take the check in year 2 because they did not meet the required standard in year 1 or did not take it in year 1
- ensure that any pupils who did not meet the standard of the check in year 2 continue to receive support in phonics
- consider whether any pupils will need braille versions of the check and order them from the modified test agency on 0300 303 3019 by Friday 10 May
- consider whether any pupils will need modified versions of the check (not including braille) and download them from NCA tools during the check period
- keep check materials secure and treat them as confidential until Monday 24 June
- ensure the check is administered once to each pupil within the check window starting on Monday 10 June
- ensure all check administrators are appropriately trained to administer and score the check according to the statutory guidance, and have viewed the training video
- ensure the check is administered by a check administrator known to the pupils
- ensure pupils' responses are scored accurately and consistently
- report any incident which affects the integrity, security or confidentiality of the check to STA
- comply with national data submission requirements by submitting their check results to the LA by the deadline communicated to them by the LA
- complete and submit the phonics HDF on NCA tools by Thursday 27 June

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for monitoring their phonics screening check and inform STA if they intend to use a non-geographical LA by Friday 14 December

Headteacher's declaration form

Headteachers must complete and submit the phonics screening check HDF on NCA tools, as detailed in Article 5A(1)(c) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) Order 2004](#)¹⁵. This requirement applies to all maintained schools, including specialist provision schools, even if all pupils are working below the standard of the check or are unable to access the check.

The HDF either confirms that the check has been administered and scored according to the published guidance, or that any issues have been reported to STA. The form will be available from Monday 10 June and must be completed by Thursday 27 June. Failure to complete the HDF by the deadline may result in a maladministration investigation.

Teacher assessment and moderation

Headteachers at maintained schools, academies and participating independent schools must:

- give those carrying out TA sufficient opportunity to become familiar with the TA frameworks and the pre-key stage standards, using funds available within the school's overall resources
- ensure the TA frameworks are used to make pupils' TA judgements
- ensure the results of the KS1 tests in English reading and mathematics are used to inform pupils' TA judgements
- ensure TA judgements are an accurate assessment of pupils' attainment
- comply with STA's [TA guidance](#)¹⁶
- ensure their school has an appropriate system to record and submit data to the LA
- submit accurate TA data for English reading, English writing, mathematics and science to the LA, for all pupils at the end of KS1, by Thursday 27 June

¹⁵ www.legislation.gov.uk/ukxi/2004/2783/contents/made

¹⁶ www.gov.uk/government/publications/2018-teacher-assessment-guidance-key-stage-1

- complete and submit the statutory KS1 HDF on NCA tools by Thursday 27 June
- notify STA of any issues which may have affected the integrity of the TA

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for external moderation of their KS1 TA

If they have selected a non-geographical LA they must report this information to STA via NCA tools by Friday 14 December.

Headteachers at participating independent schools must also:

- have a written agreement in place with their chosen LA for external moderation of their KS1 TA, and must report this information to STA by Friday 14 December

4.2 Local authorities' responsibilities

LAs must take reasonable steps to ensure that participating schools follow the guidance in this ARA. This also applies to academies and participating independent schools that have an agreement in place with the LA.

LAs should ensure that participating schools:

- understand and follow the statutory requirements set out in this ARA, as well as any funding agreement requirements
- are offered support on all aspects of assessment at KS1
- are aware of the need to store all assessment materials securely
- have an electronic system to submit their TA data
- are given instructions on how to submit their TA data
- meet the requirements for transferring records between schools, including the completion of the [common transfer file](#)¹⁷ (CTF) as noted in the [Education \(Pupil Information\) Regulations 2005](#)¹⁸

¹⁷ www.gov.uk/government/collections/common-transfer-file

¹⁸ www.legislation.gov.uk/ukSI/2005/1437/made

KS1 tests

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the KS1 tests
- checking the storage of KS1 test materials if the school is selected for a key stage 2 (KS2) monitoring visit
- informing STA of any irregularities in the test administration process and discussing next steps to take
- ensuring the results of KS1 tests are used to inform the school's TA judgements

Phonics screening check

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the check
- making unannounced monitoring visits to a sample of at least 10% of schools participating in the check, including academies that have chosen to be monitored by the LA
- informing STA of any irregularities in schools' administration of the phonics screening check and discussing next steps to take
- following the phonics data collection and submission guidance to collect results, quality assure and submit data to DfE, in the required format, using [COLLECT](#)¹⁹

Teacher assessment and moderation

Responsibilities include:

- making arrangements for a robust programme of moderation to ensure that all schools they are responsible for are moderated once every 4 years, or more frequently if required, to validate TA judgements

¹⁹ <https://sa.education.gov.uk>

- following the [guide to submitting data](#)²⁰ to collect TA, quality assure and submit to DfE using COLLECT by Friday 26 July
- informing STA of irregularities within any school's submitted TA data and discussing next steps to take

4.3 Teachers' responsibilities

Teachers must comply with the provisions of this ARA when carrying out assessment and reporting functions.

If teachers do not comply with the provisions of this ARA and other published guidance, this could result in the school being investigated for maladministration of the assessments.

4.4 Governing bodies' responsibilities

Governing bodies of maintained schools and proprietors of participating independent schools must carry out their functions to ensure that the KS1 national curriculum assessments are administered in their school according to this ARA and all other published guidance.

4.5 Academy trusts' responsibilities

An academy's funding agreement will usually require the academy trust to ensure that the KS1 national curriculum assessments are administered in the school according to this ARA and all other published guidance.

²⁰ www.gov.uk/guidance/key-stage-1-assessments

Section 5: 2019 national curriculum tests

5.1 Overview of tests

The KS1 tests are designed to assess pupils' knowledge and understanding of the [KS1 programmes of study](#)²¹. Teachers must administer the English reading and mathematics tests to help make a secure judgement for their final TA at the end of KS1. The tests make up one piece of evidence for the overall TA judgement.

The KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

Participating pupils (see section 6.1) should be given the opportunity to attempt each test paper. Teachers can use their discretion to decide if pupils need a [rest break](#)²² during any of the tests or whether, if appropriate, to stop a test early.

An optional English grammar, punctuation and spelling test will be available to download from [NCA tools](#)²³ from Wednesday 1 May. Standard versions of the English grammar, punctuation and spelling test will not be sent to schools. Schools are not required to administer the optional English grammar, punctuation and spelling test or use the result to inform TA.

English reading test

There are 2 reading papers. Both papers contain a selection of texts that are designed to increase in difficulty. They include a mixture of text types.

Paper 1 consists of a combined reading prompt and answer booklet. The test takes approximately 30 minutes to complete, but is not strictly timed.

Paper 2 consists of an answer booklet and a separate reading booklet. It also contains more challenging texts than Paper 1. The test takes approximately 40 minutes to complete, but is not strictly timed.

²¹ www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject

²² www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements

²³ <https://ncatools.education.gov.uk>

Mathematics test

There are 2 mathematics papers:

- Paper 1: arithmetic
- Paper 2: reasoning

Paper 1: arithmetic assesses pupils' fluency in the fundamentals of mathematics, including place value, calculations and fractions.

The arithmetic test consists of a single test paper and takes approximately 20 minutes to complete, but is not strictly timed.

Paper 2: reasoning assesses pupils' mathematical fluency by demonstrating their ability to solve problems and reason mathematically.

The reasoning test consists of a single test paper and takes approximately 35 minutes to complete, but is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time allowed for the remainder of the paper should be around 30 minutes.

Optional English grammar, punctuation and spelling test

Schools can choose whether to administer the optional English grammar, punctuation and spelling test and use the results to inform their English writing TA.

There are 2 papers:

- Paper 1: spelling
- Paper 2: questions

Paper 1: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The paper takes approximately 15 minutes to complete, but is not strictly timed.

Paper 2: questions is a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. The paper takes approximately 20 minutes to complete, but is not strictly timed.

5.2 Scaled scores

[Scaled scores](#)²⁴ are used to report national curriculum test outcomes.

Scaled scores allow test results to be reported consistently from one year to the next. National curriculum tests are developed each year to the same specification. However, because the questions are different, the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table. A scaled score of 100 will always represent the expected standard on the KS1 tests.

5.3 Practice test materials

[Practice test materials](#)²⁵ are available to help teachers prepare for the 2019 tests. These include past versions of KS1 national curriculum tests and sample materials. Provided alongside the test materials are mark schemes and test administration instructions.

5.4 Test frameworks

[Test frameworks](#)²⁶ are available for each test. Although written for test developers, these may also be of interest to schools.

Each framework sets out:

- what is, and is not, assessed in the test
- how each element of the subject is assessed
- the structure of the tests
- a performance descriptor that describes the standard a pupil is expected to achieve on the test in each subject

²⁴ www.gov.uk/guidance/scaled-scores-at-key-stage-1

²⁵ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²⁶ www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

Teachers should not use the frameworks to guide teaching and learning. The test frameworks do not provide information on how schools should teach the national curriculum.

5.5 Test orders

Schools should submit their holiday dates for the 2018 to 2019 academic year in the 'Test orders' section of NCA tools by Friday 23 November. STA will use this information when planning deliveries of test materials.

Maintained schools and academies (including free schools)

Maintained schools and academies do not need to place a test order for standard versions of KS1 tests because STA will calculate the quantities they require based on their autumn census data. Modified tests should be ordered by Friday 23 November on NCA tools, if required. The optional English grammar, punctuation and spelling test will be available to download from NCA tools from Wednesday 1 May. STA will not send standard versions of the English grammar, punctuation and spelling test to schools.

Independent schools

Independent schools that choose to take part in the KS1 assessment and reporting arrangements for one or more subjects must place a test order on NCA tools and issue privacy notices to parents by Friday 23 November. In order for independent schools to receive KS1 test materials, they must have an agreement in place with an LA to moderate their teacher assessment, and have reported this information to STA, by Friday 14 December.

Special schools, PRUs, hospital schools and secure units

Special schools, PRUs, hospital schools and secure units should place test orders on NCA tools by Friday 23 November, if any pupils are working at the standard of the tests and are able to access them. Otherwise, STA will assume their pupils are not taking the tests and will not send test materials. If schools believe their pupils may reach the standard of the tests by the time of the tests, they should order test materials for them.

5.6 Modified test materials

STA develops modified versions of the tests. They are primarily designed for pupils with significant visual impairments although they may be suitable for pupils with other

needs, such as dyslexia. A pupil does not need to have an identified special educational need or disability to use the modified tests. Schools can contact STA's modified test agency on 0300 303 3019 for further advice about which modified materials may be suitable for their pupils, or to request copies of the modified large print and braille tests from the previous 3 years.

The versions available are:

- standard A4 (210mm x 297mm) booklets with multi-tonal diagrams and illustrations
- modified large print versions A4 (210mm x 297mm), but more white space is present. Some diagrams are substituted for a high contrast design or require the use of physical models. A larger (275mm x 297mm) booklet is produced for the English reading prompt and answer booklet to allow for the reproduction of images.
- braille versions, available in Unified English Braille (UEB) (210mm x 297mm), are suitable for pupils with extremely limited or no vision. Diagrams are produced in tactile formats or as physical models. A larger (275mm x 297mm) booklet is produced for the English reading prompt and answer booklet to allow for the reproduction of images.

All schools can order modified versions of the tests, including the optional English grammar, punctuation and spelling test, in modified large print and braille, in the 'Test orders' section of NCA tools until Friday 23 November. Past versions of the modified tests (excluding braille) are available in the [practice test materials](#)²⁷ collection.

5.7 Delivery of test materials

Schools will receive English reading and mathematics test materials in the week beginning Monday 25 March. They will also receive any modified test orders, including modified versions of the optional English grammar, punctuation and spelling test.

Materials are delivered to school addresses taken from [Get information about schools](#)²⁸. Schools must log in via [Secure Access](#)²⁹ and make sure their details are up to date. Further information about updating records is provided on the website. If

²⁷ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²⁸ www.get-information-schools.service.gov.uk

²⁹ <https://sa.education.gov.uk>

schools have not received their test materials by Friday 29 March, or they arrive unsealed or damaged, they should contact the national curriculum assessments helpline on 0300 303 3013.

Headteachers and teachers should read the guidance on [how to keep test materials secure](#)³⁰. Further guidance on receiving and storing test materials will be included in the [test administration guidance](#)³¹. All test materials, including completed tests, must be stored securely and treated as confidential from the point they are received in school until Monday 3 June.

Additional test materials

Schools can download additional KS1 test materials, and mark schemes, from NCA tools from Wednesday 1 May. This includes modified large print versions but excludes braille. Schools requiring additional braille materials should contact the modified test agency on 0300 303 3019. Schools must keep downloaded versions of the KS1 test materials and mark schemes secure until Monday 3 June.

³⁰ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests

³¹ www.gov.uk/government/collections/key-stage-1-test-administration

Section 6: Test participation

6.1 Participating pupils

The tests are designed to be used with all pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests. This means that if pupils are considered able to answer the easiest questions, they should be entered for the test(s).

Most pupils taking the KS1 tests will be in year 2 and will reach the age of 7 by the end of the school year. Teachers should use their knowledge of each pupil when considering whether to administer the tests to them. They may also use [practice materials](#)³² (see section 5.3) to inform these decisions.

Pupils who should not take the tests

Pupils should not take the tests if any of the following apply:

- they have not completed the relevant KS1 programme of study
- they are working below the overall standard of the KS1 tests (and are considered to be unable to answer the easiest questions)
- they are working at the standard of the KS1 tests but are unable to participate, even when using suitable access arrangements

The [pre-key stage standards](#)³³ should be used to provide a statutory assessment outcome for pupils engaged in subject-specific study and who are working below the standard of the KS1 national curriculum assessments. Section 9 includes further guidance about TA at the end of KS1.

If a headteacher decides a pupil should not take one or more of the tests, they must report this decision to the parents. See section 11.2 for information about reporting to parents for pupils who have not participated in the tests.

Decisions on participation in the tests

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests.

In instances where a headteacher has cause to consider whether a pupil should participate in the tests they should:

³² www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

³³ www.gov.uk/government/publications/pre-key-stage-1-standards

- discuss the pupil's circumstances and needs with their parents and teachers
- consult, if appropriate, with their Special Educational Needs coordinator (SENCO), educational psychologists, medical officers or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities

6.2 Access arrangements

KS1 tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them. They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions. However, a small number of pupils may need additional arrangements. Access arrangements are adjustments that schools can make to support specific pupils during the tests. The support given must never advantage or disadvantage individual pupils, and must be based on normal classroom practice.

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEND support system, or whose learning difficulty and/or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

Schools do not need to request permission from STA to use any access arrangements for the KS1 tests. Headteachers and teachers must use the [access arrangements guidance](#)³⁴ to consider the assessment needs of individual pupils. It may be helpful to use practice materials (see section 5.3) with pupils before administering the tests. This will enable teachers to identify where support is needed and if any adaptations need to be made to either the test materials or the administration of the tests.

If the guidance does not cover a particular pupil's needs, schools should contact STA using 'Message us' in the 'Access arrangements' section of [NCA tools](#)³⁵. For general enquiries, schools should contact the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

³⁴ www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements

³⁵ <https://ncatools.education.gov.uk>

Evidence for access arrangements

Schools must make sure they have documentation to show that a pupil is eligible for access arrangements. Evidence will vary according to the type of arrangement and the tasks it is required for. Evidence may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork, to demonstrate the type of support provided in the classroom.

Schools could be subject to a [maladministration investigation](#)³⁶ if they cannot provide evidence that any access arrangements used in the tests are based on normal classroom practice.

6.3 Pupils with English as an additional language

English tests

If pupils cannot communicate in English, they will be working below the overall standard of the English tests and should not take them. In order to make a TA judgement, these pupils should be assessed using the pre-key stage standards (see section 9.5).

Mathematics tests

To establish a pupil's abilities in mathematics, teachers and language support staff should work together to translate national curriculum work into the pupil's preferred language.

If a pupil is working at the standard of the mathematics tests, the school should consider using access arrangements to enable the pupil to take the tests (see section 6.2). Care should be taken to ensure that any translation does not provide additional support or understanding of mathematical terms.

Pupils working below the overall standard of the mathematics tests should not take them. These pupils should be assessed using the pre-key stage standards (see section 9.5).

³⁶ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

Section 7: Test administration

7.1 When to administer the tests

Schools must administer the KS1 tests in English reading and mathematics during May 2019. The tests do not have set days for their administration and they may be administered to groups of pupils on different days. Schools may choose to also administer the optional English grammar, punctuation and spelling test during May, but there is no requirement to do so.

Pupils must only be allowed to take each test once.

7.2 Security of test materials

Headteachers must ensure the integrity of the tests is maintained so that no pupil has an unfair advantage. Schools must follow the guidance on [how to keep materials secure](#)³⁷ and treat them as confidential from when they are received until Monday 3 June.

Sealed packs of test papers should only be opened in the test room immediately before the school administers the tests for the first time. The content of the tests must not be used to prepare pupils. This could lead to inaccurate results that do not represent pupils' unaided abilities.

School staff, including test administrators, must not discuss the content of the test papers with anyone or use question-specific information to prepare pupils for the tests. In particular, content that could compromise a test must not be discussed on social media or published online. Any school behaviour that leads to test materials being shared before Monday 3 June will lead to an investigation of maladministration (see section 10.1).

All test materials, including English reading booklets, must be stored securely until Monday 3 June. If any test papers from an opened pack are unused, they must be stored securely and may be used for any subsequent administration of the test.

³⁷ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests

7.3 Making modifications to tests

Before making the decision to modify the standard test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil. See section 5.6 for how to order modified large print and braille versions of the tests.

Minor modifications may include copying onto coloured paper or enlarging the test. Headteachers must ensure that the confidentiality of the tests is maintained while any modifications are being made.

7.4 Administering the tests

Schools must administer the tests in accordance with STA's [test administration guidance](#)³⁸, which will be updated in March 2019. Headteachers must make sure the guidance is read, understood and followed by school staff as appropriate, including test administrators. STA will also provide test administration instructions with the KS1 tests. They will contain test-specific content so must only be accessed immediately before the administration of each test.

If a school suspects that a pupil's response to a test does not represent their own independent work, the headteacher must contact their LA for guidance on what action should be taken.

Schools and LAs should contact the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk if clarification of the guidance is required.

7.5 Marking the tests

KS1 tests are marked internally by schools using mark schemes that will be available on [NCA tools](#)³⁹ from Wednesday 1 May. Tests should be marked by a member of staff familiar with the pupil. Marking requires professional judgement about which responses are correct. The integrity and security of the tests must be maintained until Monday 3 June.

³⁸ www.gov.uk/government/collections/key-stage-1-test-administration

³⁹ <https://ncatools.education.gov.uk>

7.6 Using test results

Teachers must use the results of the KS1 tests in English reading and mathematics to support their TA judgement of how a pupil has performed throughout the key stage (see section 9). There is no requirement for schools to use the result of the optional English grammar, punctuation and spelling test to inform TA.

Conversion tables for the 2019 tests will be published on GOV.UK and NCA tools on Monday 3 June. Teachers will need to use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the expected standard in the tests.

Schools are not required to report test results to their LA or the next school when a pupil moves. However, where the school has recorded this data, it can choose whether to include these results in any data provided to the LA or next school (see section 12.3). LAs do not submit test results to DfE.

Schools are not required to report individual test results to parents (see section 11.2). However, parents must be allowed access to their child's results on request.

Section 8: Phonics screening check

8.1 Overview of the check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator.

8.2 Important dates

Friday 23 November	<ul style="list-style-type: none">Schools should submit their holiday dates for the 2018 to 2019 academic year in the 'Test orders' section of NCA tools⁴⁰ to ensure they receive check materials on time.
Friday 10 May	<ul style="list-style-type: none">Deadline for ordering braille versions of the phonics screening check from the modified test agency on 0300 303 3019.
Monday 20 May to Friday 24 May	<ul style="list-style-type: none">Schools will receive their check materials, including any braille orders, unless STA has agreed an alternative date.
Monday 10 June	<ul style="list-style-type: none">Phonics screening check materials (excluding braille) available to download from NCA tools.HDF available to schools on NCA tools.
Monday 10 June to Friday 14 June	<ul style="list-style-type: none">Schools administer the phonics screening check.
Monday 17 June to Friday 21 June	<ul style="list-style-type: none">Timetable variation week for pupils who were absent for the phonics screening check. If a pupil does not take the check during this period and returns to school after Friday 21 June they must be recorded as absent.
Monday 24 June	<ul style="list-style-type: none">Phonics screening check materials and threshold mark published on GOV.UK⁴¹.
Thursday 27 June	<ul style="list-style-type: none">Deadline for schools to submit the HDF on NCA tools.
By the end of the summer term	<ul style="list-style-type: none">Schools must submit their phonics screening check results to their LA by the deadline specified by the LA.
Friday 26 July	<ul style="list-style-type: none">LAs submit phonics screening check and KS1 TA data to DfE using COLLECT⁴².

⁴⁰ <https://ncatools.education.gov.uk>

⁴¹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁴² <https://sa.education.gov.uk>

8.3 Check participation

Participation in the check depends on the type of school. See section 13.1 for further information. Schools do not need to register pupils for the check.

Pupils who should take the check

With some exceptions (see below), all pupils who have reached the end of year 1 must take the check. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the school year, the equivalent age to those pupils in year 1 at primary and infant schools.

Unless the exceptions below apply to them, pupils in year 2 must also take the check if they:

- did not meet the required standard in year 1
- have not taken it before

Pupils who should not take the check

Pupils should not take the check if any of the following apply:

- they have shown no understanding of grapheme-phoneme correspondences
- they have recently moved to the country and are unable to understand letters and sounds in English
- they use British Sign Language or other sign-supported communication, such as communication boards, to spell out individual letters
- they are mute, or selectively mute

Decisions on participation in the check

Headteachers make the final decision about whether it is appropriate for a pupil to take the check.

In any instances when pupils are not entered for the check, schools should explain their decision to the pupil's parents. If appropriate, they should provide the parents with documentary evidence to support their decision. Where the decision has been made not to administer the check to a pupil, schools should also explain how they are helping the pupil to learn to decode using phonics.

Schools must submit data for all pupils including those that should not take the check. Pupils who do not take the check should be marked as 'D' (headteacher decided it was inappropriate for the pupil to take the check).

8.4 Check materials

Schools do not need to order standard materials for the check. Materials are sent to schools based on data from the year 1 autumn school census.

Braille materials must be ordered from the modified test agency on 0300 303 3019 by Friday 10 May.

Schools will receive their check materials, including any braille orders, in the week beginning Monday 20 May unless STA has agreed an alternative date. To ensure schools get their materials on time, they must provide their holiday dates in the 'Test orders' section of NCA tools by Friday 23 November. If schools have not received their check materials by Friday 7 June, they should contact the national curriculum assessments helpline on 0300 303 3013.

Materials are delivered to school addresses taken from [Get information about schools](#)⁴³. Schools must login via [Secure Access](#)⁴⁴ and make sure their details are up to date. Further information about updating records is provided on the website.

Additional materials

Schools can download check materials from NCA tools from Monday 10 June. This includes the mark sheet and modified versions (excluding braille), including Word versions with colour images, Word versions with black and white images, and Word versions without images. Schools requiring additional braille materials should contact the modified test agency on 0300 303 3019.

8.5 Security of check materials

Headteachers must ensure the integrity of the check is maintained so that no pupil has an unfair advantage.

⁴³ www.get-information-schools.service.gov.uk

⁴⁴ <https://sa.education.gov.uk>

Schools must follow the guidance on [keeping materials secure](#)⁴⁵. Check materials must be treated as confidential from when schools receive them, or download them from NCA tools, until Monday 24 June.

Check packs must not be opened before Monday 10 June. They must only be opened when the check is going to be administered for the first time. After the check has been administered, schools must make sure the materials are stored securely until Monday 24 June.

School staff, including check administrators, must not discuss the content of the check with anyone or use question-specific information to prepare pupils for the check. In particular, content that could compromise the check must not be discussed on social media or published online. Any school behaviour which leads to check materials being shared before Monday 24 June, will lead to a maladministration investigation.

8.6 Administering the check

Pupils must only attempt the check once during the check window. Check administrators can use the [practice test materials](#)⁴⁶ to familiarise themselves with the check.

The check must be administered in accordance with STA's phonics screening [check administration guidance](#)⁴⁷, which will be published in April 2019. Headteachers must make sure the guidance is read, followed and understood by everyone involved in administering and scoring the check in order to avoid allegations of maladministration (see section 10.2). Check administrators must view the [training video](#)⁴⁸ before administering the check.

Schools and LAs should contact the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk if clarification of the guidance is needed.

⁴⁵ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests

⁴⁶ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁴⁷ www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance

⁴⁸ www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video

Check administrators

The check must be administered on a one-to-one basis by a member of staff who is trained in phonics and known to the pupil. The role requires professional judgement about which responses are correct. The check should not be administered by a teaching assistant or higher-level teaching assistant unless they are trained in phonics and have experience of delivering phonics sessions to pupils. The check administrator must not be a relative or carer of the pupil taking the check.

8.7 Monitoring the check

LAs have a statutory duty to make monitoring visits to at least 10% of their schools. This includes:

- participating PRUs or special schools
- academies that have chosen to be monitored by the LA
- a sample of schools which STA will identify

These visits may take place before, during and after the check period.

Monitoring visitors, on behalf of the LA or STA, will make unannounced visits to schools that are participating in the check. They will look for evidence that if the school is following the published guidance on:

- keeping check materials secure
- administering and scoring the check

If schools receive a monitoring visit, they must allow visitors to:

- see all materials and any relevant delivery notes
- observe any checks being administered
- see copies of correspondence and other documents sent to, and received from, the LA or STA about the administration of the check

STA will carry out a full investigation if a monitoring visitor reports:

- administrative irregularities
- potential maladministration (which could include check administrators encouraging pupils to make another attempt at a word or reminding pupils to blend a word during the check)

These investigations are used to make decisions on the accuracy or correctness of pupils' results. Schools and LAs should refer to the [guidance on monitoring visits](#)⁴⁹, which will be updated in March 2019, for further information.

Academies

Academies must choose which LA is responsible for monitoring their phonics screening check and must have a written agreement in place with their chosen LA. Academies will be presumed to be working with their geographical LA and should inform STA if they intend to choose an alternate LA, by Friday 14 December, in the 'Teacher assessment' section of NCA tools.

If a school became an academy on, or after, 2 September 2018 they will be part of their geographical LA's arrangements for monitoring the tests and will be unable to select an alternate LA until the 2019 to 2020 academic year.

Failure to have an agreement in place with an LA may lead to non-compliance action being taken.

8.8 Reporting check results

STA will publish the threshold mark on Monday 24 June on [GOV.UK](#)⁵⁰. Schools do not need to wait until the threshold mark is published before submitting their data to the LA.

Reporting to local authorities

Schools must report their pupils' check scores to their chosen LA. The LA will provide schools with the deadline date for submission.

LAs must submit check data to DfE using [COLLECT](#)⁵¹ by Friday 26 July. COLLECT is DfE's centralised data collection and management system accessed via Secure Access.

⁴⁹ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

⁵⁰ www.gov.uk/sta

⁵¹ <https://sa.education.gov.uk>

Any data DfE receives after Friday 26 July will not be included in the statistical publication or [Analyse School Performance](#)⁵². There is no facility to amend data once the collection has closed.

Further support for schools and LAs is available in:

- STA's [check administration guidance](#)⁵³
- DfE's [data collection and submission guidance](#)⁵⁴

Reporting to parents

By the end of the summer term, headteachers must report the following information to parents:

- their child's phonics screening check score
- an outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration

For more details about what should be reported to parents, see section 11.2.

8.9 How results will be used

DfE does not publish school-level results for the phonics screening check in performance tables.

Results for 2019 will be published in Analyse School Performance. Schools will also have access to [national and LA check results](#)⁵⁵ to allow them to benchmark their pupils' performance.

⁵² www.analyse-school-performance.service.gov.uk

⁵³ www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance

⁵⁴ www.gov.uk/guidance/phonics-screening-check-data-collection

⁵⁵ www.gov.uk/government/collections/statistics-key-stage-1

Section 9: Teacher assessment

9.1 Overview of teacher assessment

TA judgements in English reading, English writing, mathematics and science are reported at the end of KS1. TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning.

Teachers must use outcomes from the English reading and mathematics tests to help make a secure judgement for their final TA at the end of KS1. The tests make up one piece of evidence for the overall TA judgement.

9.2 Important dates

October	<ul style="list-style-type: none">• STA moderation training in English writing for LAs.
November 2018 to January 2019	<ul style="list-style-type: none">• LA moderator standardisation exercises for English writing.
Friday 14 December	<ul style="list-style-type: none">• Deadline for academies to confirm to STA which LA will moderate their TA if they will be using a non-geographical LA to provide external moderation services.• Deadline for independent schools that intend to participate in the tests to confirm to STA which LA will moderate their TA.
Monday 25 February	<ul style="list-style-type: none">• LAs informed by STA on, or shortly after, this date if they are going to receive an external moderation visit.
Friday 17 May	<ul style="list-style-type: none">• Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit.
Tuesday 4 June to Thursday 27 June	<ul style="list-style-type: none">• LAs undertake external moderation of KS1 TA.
Thursday 27 June	<ul style="list-style-type: none">• Deadline for schools to submit KS1 TA data to LAs.
Friday 26 July	<ul style="list-style-type: none">• Deadline for LAs to submit their schools' KS1 TA data to DfE using COLLECT⁵⁶.

⁵⁶ <https://sa.education.gov.uk>

9.3 What teachers must assess

Teachers must make judgements for each eligible pupil against the standards set out in the [TA frameworks](#)⁵⁷ or the [pre-key stage standards](#)⁵⁸. [Exemplification materials](#)⁵⁹ are available to help teachers make their judgements, if additional guidance is needed.

Teachers must use their knowledge of a pupil's work over time, taking into account their:

- written, practical and oral classwork
- results of the statutory KS1 tests in English reading and mathematics

Teachers may not be able to provide a full TA judgement for some pupils, for example if they have recently arrived from overseas or because of long periods of absence. Schools will still need to report a TA code for these pupils when they submit their TA data.

9.4 Teacher assessment frameworks

The TA frameworks set out the standards a pupil must be assessed against at the end of the key stage for English reading, English writing, mathematics and science. Teachers must use them to fulfil their statutory duty to report at the end of KS1.

The frameworks contain a number of 'pupil can' statements. Teachers should follow the specific guidance for each subject in the frameworks when making their judgements. Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for the preceding standards. Pupils' work which demonstrates meeting a standard is sufficient to show they are working above the preceding standards.

Frameworks for English reading, English writing and mathematics

For KS1 English reading, English writing and mathematics, TA is the outcome used for accountability measures.

⁵⁷ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

⁵⁸ www.gov.uk/government/publications/pre-key-stage-1-standards

⁵⁹ www.gov.uk/government/collections/key-stage-1-teacher-assessment

A revised framework for English reading and mathematics is being used for the first time in the 2018 to 2019 academic year. Headteachers and teachers should familiarise themselves with the changes.

The English writing frameworks are unchanged from the 2017 to 2018 academic year.

For pupils who have completed the KS1 programmes of study, teachers must use the TA frameworks when making their judgements. The frameworks contain 3 standards:

- 'working towards the expected standard'
- 'working at the expected standard'
- 'working at greater depth within the expected standard'

For KS1 English reading, English writing and mathematics, pupils who are not yet 'working towards the expected standard' should be assessed using the pre-key stage standards (see section 9.5).

Framework for science

The science frameworks have been modified for use from the 2018 to 2019 academic year onwards. The 'pupil can' statements have been refined for clarity, based on feedback from teachers and other educational experts.

For KS1 science, the framework contains one standard:

- 'working at the expected standard'

A pupil who has completed the programme of study will be judged as either 'working at the expected standard' or 'has not met the expected standard'.

9.5 Pre-key stage standards

The pre-key stage standards follow the same principles as the TA frameworks. They each contain a number of 'pupil can' statements for teachers to assess against, providing evidence to show that pupils have met the standard they have been awarded. Teachers should follow the specific guidance for each subject in the pre-key stage standards when making their judgements.

The pre-key stage standards must be used for statutory assessment at the end of KS1 for pupils working below the standard of national curriculum assessments and engaged in subject-specific study.

The pre-key stage 1 standards for English reading, English writing and mathematics are:

- Standard 4
- Standard 3
- Standard 2
- Standard 1

Pupils who are working below the lowest standard in one of the TA frameworks because they cannot communicate in English should be assessed using the pre-key stage standards.

If a pupil has SEND and is working below the pre-key stage standards, their statutory outcome should be reported using P scales. P scales 1 to 4 must continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS1 for the 2018 to 2019 academic year.

9.6 External moderation of teacher assessment

External moderation is statutory. It gives confidence that schools' TA judgements for KS1 are accurate and consistent with national standards, as specified in the TA frameworks and the exemplification material.

LAs will inform schools on, or after Friday 17 May, if they are going to receive an external moderation visit. LAs will carry out moderation visits from Tuesday 4 June to Thursday 27 June. STA will monitor and provide quality assurance to LA external moderation processes.

Local authorities

LAs are required to externally moderate at least 25% of maintained schools. They are also required to externally moderate at least 25% of academies and participating independent schools that opt into the LA's external moderation provision. The purpose of this moderation is to validate TA judgements in English reading, English writing and mathematics. LAs must ensure all schools they are responsible for are moderated once every 4 years, or more frequently if required.

STA assumes academies are being moderated by their geographical LA, unless informed otherwise.

STA's [teacher assessment guidance](#)⁶⁰ includes details of the external moderation process and the procedures LAs should follow. They must refer to the guidance to ensure the requirements are met and that robust moderation processes are followed.

Maintained schools

Schools must submit accurate and valid TA judgements. STA's TA guidance includes details of the moderation process and how visits are carried out. Headteachers must refer to the guidance to ensure that the essential requirements are met and that robust moderation processes are followed.

Academies (including free schools)

Academies must comply with the requirements for maintained schools within this ARA.

Academies must choose which LA is responsible for external moderation of their KS1 TA. They must have a written agreement in place with their chosen LA and should inform STA using the 'Teacher assessment' section of [NCA tools](#)⁶¹ if they intend to use a non-geographical LA by Friday 14 December. Academies that do not select an alternate LA for moderation will be presumed to be using their geographical LA.

If a school became an academy on, or after 2 September 2018, they will be part of their geographical LA's arrangements for external moderation of their TA and cannot select an alternate LA until the 2019 to 2020 academic year.

All academies must have an agreement in place with an LA for moderating their KS1 TA, whether this is their geographical or non-geographical LA.

Academies may be charged for this service and should ensure costs for all moderation activities, including potential re-moderation, are agreed with the LA in advance. They must give the LA a copy of their most recent external moderation visit record and the outcome.

Funding for these activities is paid directly to the geographical LA in the first year following conversion to an academy. Subsequent payments are made directly to the academy every four years.

⁶⁰ www.gov.uk/government/collections/key-stage-1-teacher-assessment

⁶¹ <https://ncatools.education.gov.uk>

If an academy fails to make an arrangement with their chosen LA to undertake external moderation of their KS1 TA, this information will be passed to Ofsted and may result in a maladministration investigation.

Independent schools

If an independent school is participating in the English reading and/or mathematics tests and uses the TA frameworks, they should also submit TA outcomes in those subject(s) to DfE for inclusion in the national summary of results. Participating independent schools must have a written agreement in place with the LA that will complete external moderation of their TA.

An independent school can only claim that its results are comparable with national or local results if it has taken part in the LA external moderation process and has been moderated in the first year of participation. Participating independent schools must also follow the same STA guidance, quality assurance and maladministration processes as maintained schools and academies if they wish to make these comparisons.

Funding for external moderation

Academies should continue to fund external moderation through their general annual grant funding allocation, as in previous years.

LAs should factor in the costs of re-moderation activities at the beginning of the year as part of the funding that they retain centrally from maintained schools. They should not place additional charges on schools for appeals or re-moderation of TA judgements. STA's TA guidance provides further details about re-moderation of TA judgements.

Further information on retaining funding can be found in the [Pre-16 schools funding: guidance for 2019 to 2020: Operational guide](#)⁶². Further information about the provision of services and facilities by LAs can be found in section 8 of the [Schemes for financing schools](#)⁶³.

How STA monitors local authorities' moderation

STA will visit a sample of LAs during the moderation period, to monitor their moderation processes and procedures.

⁶² www.gov.uk/government/publications/pre-16-schools-funding-guidance-for-2019-to-2020

⁶³ www.gov.uk/government/publications/schemes-for-financing-schools

Triggers for inclusion in STA's external moderation sample may include:

- date and/or outcome of last external moderation visit
- change of moderation manager
- unusual patterns of attainment
- the outcome of STA's English writing standardisation exercise for LA moderators
- concerns relating to the 2017 to 2018 assessment cycle

If an LA is selected, STA's external moderators will:

- meet with the KS1 moderation manager and appropriate personnel to discuss the approaches to moderation, training and support
- attend one or more of the LA's moderation visits
- report to STA on the LA's approach to moderation, the robustness of the moderation model used and, the accuracy of the validated judgements

9.7 Submitting teacher assessment

Maintained schools and academies must report end of KS1 TA data to their LA, or the LA chosen by the academy to moderate them, by Thursday 27 June. Schools must submit TA judgements in English reading, English writing, mathematics and science. Schools must use the codes detailed in the [reporting TA](#)⁶⁴ guidance.

9.8 English writing TA standardisation training and exercises for LAs

STA delivered a series of English writing regional training events in October 2018, earlier than in previous years. These events are followed by a standardisation exercise in November 2018 for moderation managers and lead moderators to complete. Those that are successful will then cascade the standardisation training to all LA pool moderators.

There will be 2 further exercises available in December 2018 and January 2019 for LA pool moderators to complete.

⁶⁴ www.gov.uk/government/publications/key-stage-1-reporting-teacher-assessment-data

9.9 Pupils who move schools

Change of school before KS1 test period

If a pupil changes school before Wednesday 1 May, or a pupil who has not been at a previous school joins during the test period, the receiving school must administer the KS1 tests to the pupil and submit TA data for them.

Change of school during KS1 test period

If a pupil changes school during the KS1 test period in May 2019, the receiving school must find out which tests have already been administered to the pupil and administer any remaining tests. The school where the pupil was registered for the greater number of school days in May should submit TA data for that pupil to the LA.

Change of school after the KS1 test period

If a pupil changes school after Friday 31 May, the school where the pupil was registered during the KS1 test period must submit TA data for them.

9.10 How DfE uses TA

KS1 TA data will be published in [Analyse School Performance](#)⁶⁵.

⁶⁵ www.analyse-school-performance.service.gov.uk

Section 10: Maladministration

The term 'maladministration' refers to any act that:

- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that do not reflect pupils' unaided work

Schools could be subject to investigations of maladministration if they do not comply with:

- the 2019 assessment and reporting arrangements (ARA)
- STA's [test administration guidance](#)⁶⁶, including instructions provided with the test materials
- STA's [check administration guidance](#)⁶⁷, including instructions provided with the check materials

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any pupil's test results. The [maladministration investigation procedures](#)⁶⁸ explain how STA processes allegations, as well as roles and responsibilities relating to school visits. This is supported by [guidance for LAs](#)⁶⁹ carrying out visits on STA's behalf.

Anybody with concerns about the administration of the tests, phonics screening check, the accuracy of TA judgements, and/or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

10.1 Maladministration of the tests

Allegations of maladministration can come from misunderstandings about correct test administration. To help avoid this, all staff, pupils and parents should understand how and when the tests will be administered.

⁶⁶ www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag

⁶⁷ www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance

⁶⁸ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

⁶⁹ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

10.2 Maladministration of the phonics screening check

Check administrators must administer the check according to the published guidance in order to avoid allegations of maladministration.

Maladministration can lead to changes to, or annulment of, results for a whole cohort, groups of pupils or individual pupils.

10.3 Maladministration of teacher assessment

If there is evidence that a school has not followed the correct TA processes, this may be investigated as maladministration.

Examples of maladministration include:

- lack of independent work
- changes to TA judgements by school staff to influence school assessment outcomes

Once an investigation has finished, STA is responsible for deciding whether the school's TA is accurate. STA may annul the school's TA judgements if it concludes that there is doubt about the accuracy of TA data.

Section 11: Reporting to parents

11.1 Annual reports

Headteachers at maintained schools, including maintained special schools, must prepare annual reports for every pupil's parents. Headteachers must make arrangements for parents to discuss the report with their child's teacher, if the parents request it.

The term 'parent' is used here as defined in section 576 of the [Education Act 1996](#)⁷⁰:

- a parent of a pupil
- any person who is not a parent of a pupil but who has parental responsibility for the pupil
- any person who has care of a pupil

Academies' requirements are set out in their funding agreements.

11.2 What reports must cover

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

The report must cover the pupil's:

- achievements
- general progress
- attendance record

At KS1, it must also include:

- outcomes of statutory national curriculum TA in English reading, English writing, mathematics and science
- a statement that TA outcomes take into account the results of statutory national curriculum tests in English reading and mathematics
- where appropriate, a statement explaining why any national curriculum test has not been taken
- comparative information about the attainment of pupils of the same age in the school
- comparative information about the attainment in the core subjects of pupils of the same age nationally, where available

⁷⁰ www.legislation.gov.uk/ukpga/1996/56

If a parent requests access to their child's national curriculum test results, this must be made available to them.

For maintained schools, it is a requirement that reports include pupils' general progress in statutory subjects. This includes national curriculum subjects that have a programme of study for KS1 as well as religious education, unless a child has been withdrawn from this subject by their parents (under section 71 of the [School Standards and Framework Act 1998](#)⁷¹). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) Regulations 2005](#)⁷².

Pupils not participating in the tests

If a headteacher decides that a pupil should not take the English reading and/or mathematics tests they must explain this decision to the pupil's parents before the test period. They should also write a report which:

- explains why the pupil did not take some, or all, of the tests
- refers to any action the school has already taken, or special support the pupil has been offered
- identifies any procedures used by the school to analyse and monitor the pupil's needs, and indicates where the information is recorded
- identifies whether these circumstances are likely to be long or short term

A summary of the report must be sent to the:

- pupil's parents
- chair of the governing body

Details of the parents' right to appeal the decision should be included with the report. If a headteacher believes that a parent may have difficulty understanding the report, they should offer appropriate assistance.

A copy of the report should be placed on the pupil's educational record.

Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher of the receiving school should write an annual report for the pupil. The report should draw upon information transferred from the pupil's previous school (see section

⁷¹ www.legislation.gov.uk/ukpga/1998/31/contents

⁷² www.legislation.gov.uk/uksi/2005/1437/made

12.3). This should be issued to the pupil's parents. The parents should have the opportunity to discuss the report with their child's teacher.

Pupils registered at more than one school

Pupils may be registered at more than one school. This helps to ensure continuity of teaching for pupils whose families travel for 'occupational purposes' (see below) or who may not have a fixed address.

If a pupil is registered at more than one school, each headteacher should write an annual report for parents. Each headteacher should also make arrangements for parents to discuss the report with their child's teacher (if the parent wishes).

Regulation 9 of the [Education \(Pupil Registration\) Regulations 2006](#)⁷³ allows the dual registration of 'families that travel for occupational purposes'. Regulations 9(3) and 9(4) define which school would be the base school (school of ordinary attendance). Regulation 9(1) applies to a pupil who:

- has no fixed abode for the reason that his/her parent is engaged in a trade or business of such a nature as to require him/her to travel from place to place
- is at the time registered as a pupil at 2 or more schools

⁷³ www.legislation.gov.uk/uksi/2006/1751/contents/made

Section 12: Keeping and maintaining records

12.1 Pupils' educational records

Schools must ensure that educational records are maintained and disclosed to parents on request, as prescribed in the [Education \(Pupil Information\) Regulations 2005](#)⁷⁴. Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher
- originating from, or supplied by, LA employees
- originating from, or supplied by, teachers or other employees of the school

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

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

Under the General Data Protection Regulation (GDPR) and the [Data Protection Act 2018](#)⁷⁵ (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the Act. This includes:

- personal information appearing in a pupil's educational record
- any other information they hold which identifies individuals, including pupils, staff and parents

Schools must consider the implications of the DPA, under which they are required to [register](#)⁷⁶ as a data controller with the [Information Commissioner's Office](#)⁷⁷ (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the Act and advice on developing their data policies. DfE provides suggested text for [school privacy notices](#)⁷⁸.

⁷⁴ www.legislation.gov.uk/ukxi/2005/1437/made

⁷⁵ www.legislation.gov.uk/ukpga/2018/12/contents

⁷⁶ www.legislation.gov.uk/ukxi/2018/480/contents/made

⁷⁷ www.ico.org.uk

⁷⁸ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

12.2 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the GDPR, the DPA and the [Freedom of Information Act 2000](#)⁷⁹. Access to a pupil's educational information held by a maintained school is covered by a parent's right of access under the Education (Pupil Information) Regulations 2005.

Under these Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, free of charge, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record, this must also be provided within 15 school days of receipt of the request. Governing bodies can charge a fee for these copies but this must not be more than the cost of supply. The ICO provides further information on [charges](#)⁸⁰.

The Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil could not lawfully be given under the DPA. It also relates to information which they would not have right of access to under that Act, by virtue of paragraph 18 in Schedule 1 or paragraph 16 in Schedule 2 to the Act. This includes material that may cause serious harm to the physical or mental health or condition of the pupil or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility. This affects the parent's entitlement to receive such information.

The ICO can provide further advice.

12.3 Transferring records to a pupil's new school

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the [CTF](#)⁸¹. This requirement is set out in the Education (Pupil Information) Regulations 2005 as amended.

If a pupil moves to another school in England, Wales, Scotland or Northern Ireland, the pupil's CTF and educational records must be passed to the new school.

⁷⁹ www.legislation.gov.uk/ukpga/2000/36/contents

⁸⁰ www.ico.org.uk/for-the-public/schools/pupils-info

⁸¹ www.gov.uk/government/collections/common-transfer-file

Academies are not subject to these regulations, but are expected to adhere to the following protocols as a matter of good practice.

Schools should arrange to exchange data by another secure method if transferring information to a school outside England where [school to school](#)⁸² (S2S) is not available. Information must be transferred within 15 school days of the pupil ceasing to be registered at their previous school.

The pupil's CTF should be sent to the new school either:

- through the S2S secure file transfer system
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

If either school is unable to send or receive information in this way, LAs may provide the file. However, there must be agreed and secure local arrangements in place.

If the new school is unknown, DfE recommends that the school should still complete the CTF and load it onto S2S. If a school does not receive CTFs for a new pupil, they can ask their LA to search for the files on S2S.

Schools can refer to the S2S guides for details on:

- what information CTFs should contain
- handling records for pupils where their destination is not known
- sending CTFs between schools

Schedule 2 of the Education (Pupil Information) Regulations 2005, as amended in 2016, explains more about the content of CTFs.

⁸² www.gov.uk/school-to-school-service-how-to-transfer-information

Section 13: Legal requirements and responsibilities

13.1 Application of ARA to different types of school

Maintained schools

The ARA applies to maintained schools, including maintained special schools, with pupils in KS1. There are different arrangements for maintained hospital schools (see below).

Maintained schools must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. See section 6.2 for information about the adjustments available for the KS1 tests.

Maintained nursery schools

Maintained nursery schools with pupils who will reach the age of 6 before the end of the school year must administer the phonics screening check.

Academies (including free schools)

All references to academies include free schools as, in law, they are academies. The following information also applies to [alternative provision](#)⁸³ (AP) academies.

An academy's funding agreement may say that they will follow guidance issued by the Secretary of State for Education in relation to assessments of pupils' performance. If so, they must comply with the ARA and take part in statutory assessments on the same basis as maintained schools. The KS1 ARA is only applicable if the academy provides education to pupils at this stage.

Academies are not required to follow the national curriculum. They need to teach a broad and balanced curriculum which, as a term of their funding agreement, includes English, mathematics and science. For AP academies, this only includes English and mathematics.

Academies must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Academies must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that any

⁸³ www.gov.uk/government/publications/alternative-provision

disadvantage to disabled pupils, compared with their peers, is minimised. See section 6.2 for information about the adjustments available for the KS1 tests.

Academies must make arrangements for monitoring the phonics screening check, and external moderation of their TA with their chosen LA and inform STA by Friday 14 December. Academy trusts must make sure their academies have complied with the external moderation, monitoring and data submission requirements in this publication.

Independent schools

Independent schools in England may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of KS1, although they are not required to do so. Participating independent schools must follow the guidance in this ARA.

If an independent school chooses to participate, they must place a KS1 test order for English reading and/or mathematics on [NCA tools](#)⁸⁴ by Friday 23 November.

Participating independent schools that wish to publish and compare their national curriculum assessment results with local or national data, must have a written agreement in place with the LA that will complete external moderation of their TA, and report this information to STA by Friday 14 December.

Participating independent schools must confirm their intent to issue a privacy notice to the parents of pupils who are going to participate in any tests. They should gain approval from the parents of each participating pupil before the school places a test order.

The 2019 KS1 test materials will be available on [GOV.UK](#)⁸⁵ from Monday 3 June, after the test administration window has closed. Independent schools not intending to fully participate in the KS1 assessments should download test materials at this point, instead of placing a test order.

Independent schools cannot formally administer the phonics screening check. They will be able to download the 2019 materials from GOV.UK from Monday 24 June, after the check administration window has closed.

⁸⁴ <https://ncatools.education.gov.uk>

⁸⁵ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Pupil referral units and maintained hospital schools

Pupils studying at a PRU or hospital school, but who are on the register of a maintained school or academy, are expected to take the phonics screening check and end of KS1 assessments. Their results should be reported by the school where the pupil is registered.

Pupils not on the register of a maintained school or academy who attend a PRU or hospital school are not expected to take the check or participate in the end of KS1 assessments. However, they are expected to receive a comparable education to a pupil in a mainstream school. Therefore, it is recommended that KS1 tests form part of their educational provision where appropriate.

Headteachers make the final decision about whether it is appropriate for a pupil to take these assessments (see section 6.1).

Service Children's Education schools

SCE schools take part in the national curriculum assessment and reporting arrangements in line with the administration in England. This includes administering the phonics screening check and KS1 tests and submitting TA data.

Overseas schools

Overseas schools that are not SCE schools cannot formally participate in the phonics screening check or end of KS1 assessments. They will be able to download the 2019 KS1 materials from GOV.UK from Monday 3 June and the phonics screening check materials from Monday 24 June, after the administration windows have closed.

Non-maintained special schools

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of KS1, although they are not required to do so. If they choose to participate, they should follow the arrangements in this ARA.

Non-maintained special schools that want to participate in the tests must place a KS1 test order on NCA tools by Friday 23 November.

Non-maintained special schools cannot formally administer the phonics screening check as part of its statutory administration. They will though be able to download the 2019 materials from GOV.UK from Monday 24 June, after the check administration window has closed.

Home-educated pupils

Pupils who are educated at home cannot participate in the phonics screening check or end of KS1 assessments unless they are on the register of a maintained school, academy or other independent school that is participating.

13.2 Regulatory concerns

If schools have any regulatory concerns that they feel STA has not fully addressed in line with the published procedures, these can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). [Ofqual](#)⁸⁶ regulates qualifications, examinations and assessments in England.

⁸⁶ www.ofqual.gov.uk/contact

Section 14: Further information

14.1 Useful websites and links

- NCA tools
<https://ncatools.education.gov.uk>
- Get information about schools
www.get-information-schools.service.gov.uk

Key stage 1 tests

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests, including:

- Test administration guidance
- Access arrangements guidance
- Keeping materials secure
- Maladministration

Teacher assessment

Collection available at www.gov.uk/government/collections/key-stage-1-teacher-assessment, including:

- TA frameworks
- Instructions for reporting TA including codes
- Exemplification material
- TA guidance

Phonics screening check

Collection available at www.gov.uk/government/collections/phonics-screening-check-administration, including:

- Check administration guidance
- Sample materials and training video
- Keeping materials secure

National curriculum tests: practice materials

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-practice-materials, including:

- Past papers and sample materials
- Scaled score conversion tables

Guidance for local authorities

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-guidance-for-local-authorities, including:

- Data collection
- Monitoring visits and maladministration
- TA guidance

14.2 Additional resources

- STA assessment updates
www.gov.uk/government/collections/sta-assessment-updates
- Information for parents
www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents
- STA's playlist on YouTube
www.youtube.com/user/educationgovuk

14.3 Help and support

For general enquiries about the assessment and reporting arrangements at key stage 1

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk

[BLANK PAGE]

This page is intentionally blank.



Standards
& Testing
Agency

© Crown copyright 2018

The 'Assessment and Reporting Arrangements' (ARA) contains provisions made pursuant to Article 10 of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#), as amended. This Order is made under section 87(3) of the [Education Act 2002](#).

The ARA 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 ARA provides information and guidance on national curriculum assessments and their administration.

Please discard and recycle previous printed versions of this guidance.

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned. To view this licence:



visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3
or email psi@nationalarchives.gov.uk

This document is available for download at www.gov.uk/government/publications.

Reference: STA/18/8179/e

ISBN: 978-1-78644-939-9



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk