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KEY STAGE
2

YEARS
3–6

National Curriculum assessments

Test administrators' guide

Science sampling

2012

**Standards and
Testing Agency**

An executive agency of the
Department for Education

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2012 Key Stage 2 science sampling *Test administrators' guide*

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

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About this guide

This guide should be read by anyone who is involved in administering the 2012 Key Stage 2 science sampling tests and modified Key Stage 2 science sampling tests. A copy of this guide should be taken into each room where the science sampling tests will be administered, as it contains important guidance on what to do if things do not go according to plan. A PDF version of this document is available to download from the Department for Education's website at www.education.gov.uk/sciencesampling.

Access arrangements criteria for science sampling tests are in line with those for the Key Stage 2 English and mathematics National Curriculum tests. Details can be found in section 5 of the 2012 Key Stage 2 *Assessment and reporting arrangements* (ARA), which was sent to schools in November 2011, and on the Department's website at www.education.gov.uk/accessarrangements.

Further information about the science sampling tests is provided in the 2012 *Science sampling arrangements* (SSA), which is also available to download from the Department's website at www.education.gov.uk/sciencesampling. You can also contact the National Curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

Deliveries of science sampling test materials

Science sampling test materials and modified science sampling test materials will be delivered to schools in one consignment from Tuesday 8 May 2012.

If your school has not received its science sampling test materials by 5pm on Friday 11 May 2012, you should contact the National Curriculum assessments helpline on 0300 303 3013. It is important to do this as soon as possible, as there is very limited time to deliver additional materials before the day of the test.

If any of the test packs are unsealed or damaged on arrival, you must report this immediately. Failure to do so may be viewed as maladministration. You may be asked to send a photograph of the damaged packages to the Standards and Testing Agency (STA).

If your consignment is incorrect, or you suspect that there might have been a breach of the security of the test materials, please report the incident immediately to the National Curriculum assessments helpline on 0300 303 3013.

There are checklists at the end of this guide to help ensure your science sampling test materials are received and stored securely.

Stationery items

Your school will receive a stationery pack together with the science sampling test papers.

The following items are enclosed in the stationery pack:

- a copy of this document;
- an attendance register with columns for Test A and Test B;
- a dispatch log;
- orange test script bags for packing test scripts and the attendance register; and
- Parcelforce Worldwide labels for attaching to orange test script bags.

Getting ready for the science sampling tests

Schools should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements should be in place should a child need to be removed, for example if he or she is disruptive or becomes ill.

Schools should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures.

Preparing rooms for the science sampling tests

You must prepare any rooms where tests will take place before children are admitted. Although there are no set requirements for how children should be spaced during the tests, seating arrangements should allow all children to work quietly and independently. Children should not be able to view other children's test papers.

Before the start of the tests, you must ensure there are no displays in the room that could give children an unfair advantage. These items must be removed or covered for the duration of the tests.

A clock should be visible to all children in the test room.

You should write the school name on a board at the front of the class for children to write on the cover of their test papers. This information is needed to track test scripts.

Preparing equipment for the science sampling tests

Science sampling test scripts will be scanned and marked on screen so children who write in pencil should use a 2B pencil to ensure their answers can be read when scanned. Children may use a pen but must not use gel pens or glitter pens as they do not scan well. A sharp pencil is needed for scientific drawing. A ruler and eraser should also be provided. Erasers should only be used to make corrections to diagrams.

Children working below the level of the science sampling tests

Children who are working below level 3 in science should not sit the science sampling tests. Schools may choose to provide such pupils with an alternative task requiring independent working whilst the test is being undertaken for inclusion purposes.

Arrangements for children who cannot take a science sampling test at the scheduled time

Some children may need to take one or both of the science sampling tests at a different time from the rest of the cohort. The science sampling tests cannot be taken earlier than Friday 18 May 2012 under any circumstances.

Individual children who arrive late, but before the rest of the cohort have completed the test, may have the full time to complete the test. A notification of a timetable variation is not required in this case.

If a child arrives after a test has been completed, but where the other children are still in the test room, that child should be kept isolated from the rest of the cohort until the child's rescheduled test has been administered. If the test is administered immediately, you do not need to notify STA.

If a child arrives after the test has been completed and has not had contact with children who have taken the test, then that child should be kept isolated from other children until the rescheduled test has been administered. A notification of a timetable variation must be submitted before the test can be administered.

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

If, due to unavoidable practical difficulties, your school is unable to administer a test to the whole cohort in one sitting, you may administer the test in two or more sittings. In these circumstances, no child should have the opportunity to communicate with any children who have already taken the test. A notification of a timetable variation must be submitted before the test can be administered.

If you need to administer a test to a child on a different day to the rest of the cohort, you must submit an application for a timetable variation and receive permission from STA before the test can be administered. With STA's permission, the tests may be rescheduled for up to a week (five school days) after the scheduled date. For more information on timetable variations please see section 7.2 of the 2012 Key Stage 2 ARA or the supporting information on the Department's website at www.education.gov.uk/ks2.

Submitting applications and notifications of timetable variations

If you need to submit a notification or an application for a timetable variation, you must do so on the Access arrangements section of the NCA tools website at www.education.gov.uk/ncatools.

Attendance register

You need to use the attendance register to complete a test status for both Test A and Test B. You should check the attendance register carefully before administering each test to ensure all children's details are listed correctly. The names on the attendance register are the children's names as supplied for the National Curriculum test Pupil registration. If any of the children listed have permanently left the school, enter code 'L' in the test status columns for Test A and Test B. Any child not listed on the attendance register should be added in the blank rows provided. Please use a black ballpoint pen and write clearly.

Children should be added in alphabetical order by surname then first name. Their dates of birth should also be provided in the appropriate column. Advice on completing the attendance register is provided on page 19 of this document.

If you have any other queries regarding the details on the attendance register, please contact the National Curriculum assessments helpline on 0300 303 3013.

Administering the science sampling tests

The science sampling tests must be administered in order, Test A before Test B.

Test conditions

The science sampling tests must be carried out under the same strict test conditions as the National Curriculum tests.

Children must not:

- talk to each other at any stage during the tests;
- have items that cause disruption, such as mobile phones; or
- have any materials or equipment other than those specified in this guide.

You must ensure children:

- have access to any required equipment;
- know what they have to do and the time limit for the tests;
- are reminded that their work must be their own and that they must not discuss questions or copy answers;
- work independently and are adequately supervised; and
- are not given inappropriate support, such as pointing to an answer or suggesting that a child should think again.

At the beginning of the science sampling tests

It is important to brief children at the start of each test. The briefing should include information about what is expected of the children in terms of behaviour while they are in the test room.

You should read aloud any other instructions on the cover of the test papers, including 'Write your full name and school name on the cover of your test paper'. You should also read the instructions on page 3 of the test paper with the children. You should tell the children to pay particular attention to instructions within test questions.

The checklists at the end of this guide will also help you to administer the tests.

An example of what you could say at the beginning of the test is given below.

What to say at the beginning of the science sampling tests

- This is the Key Stage 2 science sampling Test A (or science sampling Test B).
- Make sure you have the correct test paper in front of you.
- You have 45 minutes for this test.
- You'll need a pen, a sharp 2B pencil, a ruler and an eraser.
- If you don't have all the equipment, I can provide it for you.
- Clearly write your full name, date of birth and school name on the cover of your test paper.
- Open your test paper to page 3. I'll read the instructions to you.
- You should read the questions carefully as you work through the test paper. If you can't answer a question, move on and return to it later.
- If you want to change your answer, put a neat line through the response you don't want the marker to read. Do not use an eraser.
- If you want to change a drawing, you should either put a neat line through the response you don't want the marker to read or use an eraser.
- Remember to check your work carefully.
- If you have any questions during the test, you must put your hand up and wait for someone to come to you. You must not talk to each other.
- I'll tell you when you are halfway through the test and I'll also tell you when you have five minutes left. I'll tell you when the test is over and when to stop writing.
- Are there any questions you want to ask me now?
- You may now start the test.

Guidance for administering the science sampling tests to children with a hearing impairment

Communicators and signers may need additional guidance as to how they should sign certain parts of the science sampling tests. As subject-specific words do not always have a clear and meaningful sign, teachers often develop their own signs for these words.

All staff supporting children should be aware of these signs and use them with children during the tests.

Some questions in the science sampling tests may refer to past or future events, or words or diagrams used earlier in a question. In such instances, children may be given reminders, including the repetition of parts of a question.

When administering the science sampling tests, any adaptations described in the 2012 Key Stage 2 science sampling *Modified subject-specific guidance* may be made, and suggested rephrasing of words and sentences may be signed.

When communicators and signers sign questions to children the word order may be different and some individual words may be changed. Communicators and signers must therefore take care not to inadvertently alter the meaning of the question, explain elements which are part of the scientific understanding of the question, or indicate or imply the answer through their signs.

The 2012 Key Stage 2 science sampling *Modified subject-specific guidance* draws the test administrator's attention to questions which may need some additional clarification or exemplification for children with a hearing impairment and children who use sign language.

Specific guidance is not given for all questions or parts of questions.

In the tables of specific guidance:

- ✗ indicates a word or phrase that may not be signed or explained. You may point to the word, or finger spell it.
- ✓ indicates a word or phrase that may be signed or explained.
- ! indicates a word that may be signed or explained with caution.

In general, signs should be positioned in 'neutral space' away from the test papers, unless the guidance notes specifically advise a communicator to refer to a part of a test question.

Any familiar signs may be used, but care must be taken not to convey the answer with the sign chosen.

If the familiar sign is iconographic, and conveys the meaning of the scientific term, or if no sign is known, the words may be finger spelled, or pointed to in the test booklet, but not explained.

All questions may be simplified by separating the statement and response elements, and giving the statement first. For example:

- *Tick one box to show which mass is greater* may be signed or explained as *Which mass is greater? Tick one box.*
- *Fill in and give,* may be signed or explained as *write.*
- *Calculate* may be signed *work out.*

Unfamiliar proper nouns and names may be clarified by a general sign, for example a boy, a place, if they are likely to confuse a child.

All pronouns may be explained or expanded for example he, she, they, each one.

In questions that require a child to tick a box to complete a sentence, the whole sentence may be signed or explained each time.

Where a question refers a child to look at a particular object, for example a diagram or a bar chart, the test administrator may indicate the object generally, but should take care not to indicate any particular feature of the object, or the answer.

Where the guidance indicates an alternative phrase for sign communication, the same phrase may be used to explain these terms to oral deaf children. When no specific guidance is given, everything must be signed or explained in the way it is presented in the standard test booklet, following normal classroom practice.

Children may be provided with signed translations of whole questions or papers. A communicator may record the signed responses of a child who uses British Sign Language (BSL) or other sign-supported communication if this is normal classroom practice, however schools must have appropriate documentation supporting their decision to use a scribe in this way. The school must complete the Use of a scribe form available on the Department's website at www.education.gov.uk/accessarrangements.

Children may sign their responses to test administrators who should note these as precisely as possible on the test paper, without inferring any meaning that was not clear in the child's signed responses. Children must not be in a position to see other children's signed responses.

Guidance for administering the science sampling tests to children with a visual impairment

The science sampling tests contain a number of diagrams, graphs and pictures and children may need assistance in locating all the relevant elements of these questions.

Where necessary, they have been simplified or adapted for ease of use by children with a visual impairment, but there may still be a need to assist children in locating the correct diagrams or clarifying their layout. Some non-essential diagrams and illustrations may have been omitted. Some questions require children to draw, and they should use the methods most appropriate for them. If a child is asked to 'draw' a shape on a grid, the desired shape should be indicated by an outline or, if appropriate, the area covered by the shape may be shaded or marked or indicated by pins (if used) so that it can be clearly read by the marker.

If further adaptations are made to the modified large print (MLP) or Braille versions of these tests by test administrators, care must be taken to ensure that the page layout and accuracy of the materials are not affected. If the corresponding text, questions or page references are adapted incorrectly, pupils may be disadvantaged.

Guidance for users of the science sampling modified large print papers

In the MLP papers, diagrams are printed within the text. Children using MLP test papers will usually answer on the test paper in the spaces provided, but they may use separate sheets of paper if required.

Test administrators can highlight questions on the MLP papers with a coloured marker pen if this helps children to recognise them more easily. Care should be taken not to invalidate the assessment by drawing the children's attention to the response sought.

Guidance for users of the science sampling Braille papers

In the Braille test papers, no responses should be given on the test paper itself. The following Braille code is used to indicate missing numbers, words, letters or expressions.

- ⠠⠠⠠⠠ Missing number with one or more digits.
- ⠠⠠⠠ Missing number, one digit only.
- ⠠⠠⠠ Missing word(s), letter(s), or expression(s) (which could include numbers).
- ⠠⠠ or ⠠ Missing digit within a multi-digit number (use will be explained in the question).

Whenever Braillists are required to draw on plastic film, spare copies of the diagrams are provided so that they have the opportunity to make a second attempt if necessary.

Where appropriate, children should be encouraged to use a ruler when drawing a straight line on film.

Assistance may be needed to label these diagrams and test administrators should ensure that they are attached to the children's test scripts at the end of the test.

In the Braille versions of the test papers, some of the diagrams may be tagged separately at the back of the test booklet. These diagrams are for use on a graph board or jelly mat, or are for children to Braille on directly.

Test administrators should detach these diagrams before administering the test so that the diagrams can be appropriately prepared. Spare copies of the diagrams should be kept separate in case they are needed during the test.

Some Braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the Braille dots. These should be removed before the test paper is given to the child. Some Braille questions require the use of additional answer sheets.

If a table has to be filled in, a separate copy of the table will be provided which children should put into their Braillets to fill in the answers.

Expected forms of response are:

- A drawing with a stylus on plastic film (a jelly-mat on which to place the plastic film is essential).
- A drawing with pins and bands made by the child on either the thermoform or a plastic film sheet, or points shown with adhesive putty. The test administrator will then remove the pins and bands, or adhesive putty, and indicate their positions by marking/drawing on the sheet (preferably with a permanent marker). Labels should be transcribed as positioned by the child.
- A combination of the above activities.

A cork board on which to mount the diagram, if pins are to be used, is essential.

Where materials (for example pins, elastic bands, cardboard shapes or adhesive putty) have been used to 'draw' a shape or diagram, these materials should not be sent to the marker.

Test administrators must ensure that any inserts are attached to the child's Brailled scripts at the end of the test session. No question papers should be sent for marking.

During the science sampling tests

It is impossible to plan for every scenario. Whatever action you take when dealing with queries and issues, child safety must always be your first consideration. However, you must ensure that nothing you say or do during a test could be interpreted as giving children an advantage. Please follow the checklists at the end of this guide to help you administer the science sampling tests.

For further help and guidance, contact the National Curriculum assessments helpline on 0300 303 3013.

Answering children's questions

If a child asks a question about test content, you must not explain subject-specific terms or expressions. At a child's request, you may point to parts of the test paper such as charts, diagrams and statements, but you should not explain the information or help the child by interpreting it. Here are some ways of dealing with some common situations.

Q: What does 'give a reason' mean?

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

Q: What does 'melting' mean?

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

Unfamiliar contexts

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

Disruption during the tests

Fire alarm

Stop the test and note the time. Evacuate the room, following school procedures, but tell the children to remain silent. The test scripts should be left in the test room.

The children should be supervised at all times to ensure they do not talk about the test.

Once the disruption is over, children may continue with the test using the correct amount of remaining time. If the integrity of the test has not been maintained, for example if children have talked to each other about the test, you must contact the National Curriculum assessments helpline on 0300 303 3013 for advice before you continue.

Child illness

Stop the test for the individual child and note the time. If the child needs to leave the test room for a rest break, a test administrator should accompany the child. After a rest break, if the child is well enough the child should continue with the test using the correct amount of remaining time.

If other children have been disturbed, you may stop the test. If necessary, move the children to another room, ensuring they remain silent. Make sure they receive the correct amount of remaining time.

If a test paper is spoiled, give the child a new copy. A member of staff should copy the answers from the spoiled paper onto the new paper. You should do this at a time that causes the least disruption to the child. If the paper is unreadable, ask for the child's answers at the end of the test and record them in a different colour on the new paper. Do not send the original spoiled paper for external marking. If the child is too ill to continue the test, send the partially completed test script for external marking.

Children who need to leave the test room

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

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

Mobile phones

Children must not have any items with them that may cause disturbances during the tests. You may consider collecting mobile phones from children before the tests. If a mobile phone makes any sound, it should be removed from the child. If a child has gained an advantage as a result of using a mobile phone, follow the guidance on cheating.

Cheating

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

The headteacher must report any children who have cheated to STA using the online Notification of a child cheating form available on the Access arrangements section of the NCA tools website at www.education.gov.uk/ncatools.

By completing the form, the headteacher agrees to either:

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

The science sampling test scripts of children who may have cheated must be collated with the other children's test scripts. Do not enclose any information regarding the incident with the test scripts.

You do not need to notify STA if the child has disrupted the test but not cheated, or if the child has attempted to cheat but gained no advantage from their actions. The school should follow its own behaviour and disciplinary procedures in dealing with such incidents.

Disruptive children

If a child is disturbing other children, stop the test and remove the child. Give the remaining children a few moments to refocus and then continue the test with the correct amount of remaining time. It is up to the school to decide whether the disruptive child should continue the test in a separate room. If the test is not completed, the partially completed test script should be sent for external marking.

Test papers are incorrectly collated or the print is illegible

Stop the test for the affected children and organise replacement papers. Once the replacements are provided, give children the remaining time to complete the test. Children should not be allowed to start the test again. All schools receive additional copies of each test paper. If this is not enough, contact the National Curriculum assessments helpline on 0300 303 3013 for approval to photocopy the test paper. At the end of the test, attach the replacement paper to the original and tell the headteacher what action you took.

At the end of the science sampling tests

Collecting and storing completed science sampling test scripts

Immediately after each science sampling test, the test scripts should be collected and returned to the headteacher or senior member of staff who is responsible for the science sampling tests. You must not look at the test scripts, annotate or review them in any way unless you are completing a transcript or adding a note to a child's test script cover or additional paper, ensuring their legal name is written on it.

You must not keep or photocopy the test scripts for any reason.

The test scripts should be put in the same order as the children's names on the attendance register. This should be alphabetical by surname. The appropriate column on the attendance register should be completed for the test using the guidance below. The test scripts should then be stored securely in the packaging provided.

Please follow the checklists at the end of this guide to ensure test materials are collected and stored securely.

Completing the attendance register

When each test is finished, ensure that the relevant test status column for each child on the attendance register is completed using the codes in this table.

Code	Category
✓	The child is working at levels 3-5 and took the science sampling test.
A	The child was absent for the relevant science sampling test.
B	The child is working below the level of the science sampling tests.
T	The child is working at the level of the science sampling tests but is unable to access them.
L	The child has left the school.
P	The child reached the end of the Key Stage 2 science programme of study before the start of the 2011/12 school year.
F	The child is not expected to reach the end of the Key Stage 2 science programme of study until a future school year.

Check that the information on children's test scripts matches the details on the attendance register. It is very important for reconciliation purposes that children's details are correctly and fully completed on their test scripts.

If your cohort has more than one child with the same surname and first name, please take extra care in ensuring their dates of birth are written correctly on their test scripts.

If a child has used a different name on their test script, for example a name they are commonly known by, you should cross it out and write the correct name (in a different colour from the child's writing) on the child's test script cover. This will assist with verifying that all of your test scripts have been received.

Packaging the completed test scripts

The test scripts should be collated in the same order as the children's names on the attendance register and placed in the test script bags. No more than 40 test scripts should be packaged in each orange test script bag.

When packaging test scripts in more than one bag, where possible please place an equal number of test scripts in each bag. This will ensure that test scripts are not damaged and can be scanned for onscreen marking. If a bag has been partially filled with Test A scripts, it may be topped up with Test B scripts.

Please do not return unused test papers.

Please include any Braille test scripts (in the Braille envelope provided), enlarged print or modified large print test scripts. Please ensure that any relevant paperwork, such as the Use of a scribe form or Use of a transcript form, are inserted inside the relevant child's test script. Please do not use staples or paperclips to attach notification forms to scripts.

The completed attendance register should be sent with the completed test scripts.

The test script bag(s) should be sealed and stored securely.

If you are administering a timetable variation for the science sampling tests, do not seal the bag until the final test has been administered to ensure all science sampling test scripts are packaged together.

If you need more test script bags, contact the National Curriculum assessments helpline on 0300 303 3013.

Labelling and addressing the test script bags

If multiple orange test script bags are used, label each bag, for example '1 of 3', '2 of 3' and '3 of 3'. Your school should have been given a sufficient number of test script bags and script return address labels. However if you require more stationery items, contact the National Curriculum assessments helpline on 0300 303 3013.

The script return address label has three parts:

- The large label shows the address to which the scripts should be returned. One large label must be affixed to each test script bag.

- Two smaller consignment number labels show the Parcelforce Worldwide consignment number used to 'track and trace' the parcel.

Peel off one of the small consignment number labels and place it in the space provided on the dispatch log.

If your school has not received your script return address labels in your stationery pack, or if your script return labels are damaged, please contact the National Curriculum assessments helpline on 0300 303 3013.

Completing the dispatch log

You should complete and keep the dispatch log after packing and labelling the orange test script bags. This can be used to track your test scripts. To complete the dispatch log you should:

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

Storing the packaged science sampling test scripts

The headteacher is responsible for ensuring that test scripts are stored securely. They must be kept in a secure, locked place until they are collected.

See the checklists at the end of this guide for further information.

Sending science sampling test scripts for marking

Science sampling test scripts will be collected on Monday 21 May 2012. Test scripts should be ready for collection from 9am. If you have STA's permission to administer a timetable variation, you should keep all test scripts secure until the final script is completed and STA will arrange for a courier to collect your test scripts on an appropriate day.

The school reception should be informed and should know who to contact when the Parcelforce Worldwide courier arrives to collect the test scripts. The member of staff responsible for the test scripts should give the test script bags to the courier who will sign the dispatch log as proof of collection. The member of staff should sign the school signature box on the dispatch log. Schools should keep the dispatch log as proof of test script dispatch.

If your school misses the scheduled collection or the science sampling test scripts have not been collected by 5pm on Monday 21 May 2012, please contact the National Curriculum assessments helpline on 0300 303 3013.

Test scripts should be securely stored at all times while awaiting collection.

Completing the Headteacher's declaration form for science sampling

It is the headteacher's statutory duty to ensure the implementation of the National Curriculum tests in their school, and to adhere to the statutory 2012 Key Stage 2 ARA and where selected to participate, the SSA. Headteachers must ensure that their school fully complies with the statutory arrangements for assessing children at the end of Key Stage 2 and where selected to participate, the science sampling tests.

The 2012 Key Stage 2 Headteacher's declaration form covers the level 3-5 National Curriculum tests, and where appropriate, the science sampling and level 6 tests. It is statutory and must be completed by the headteacher, or another authorised member of staff, after all of the scripts, including scripts for level 3-5 National Curriculum tests and where applicable the level 6 tests, have been sent for external marking. Submission of the form confirms the tests have been administered in accordance with the statutory requirements set out in the SSA and that the security and confidentiality of the tests have been maintained.

The Key Stage 2 Headteacher's declaration form is available in the Pupil registration section of NCA tools at www.education.gov.uk/nca_tools.

It is important that the headteacher is fully briefed about any incidents that arise during the tests. Any incident that may have affected the integrity, security or confidentiality of the tests must be reported to STA.

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

Checklists

Science sampling test material delivery

- Check the contents against the delivery note which can be found in the first box of the delivery. Ensure the correct quantities of test materials are included in your delivery. If these do not match, contact the National Curriculum assessments helpline on 0300 303 3013.
- Check that the sealed test packs have not been opened or damaged in transit. If any test packs are unsealed or damaged, report this immediately to the National Curriculum assessments helpline on 0300 303 3013.
- Store the test materials securely in their resealed boxes, in a locked cabinet in a locked room, until the tests take place.
- Check the security of the test materials regularly.
- Ensure that the delivery note received with the test materials is kept in an accessible place as a record of the test materials being stored in school, in case your school receives a monitoring visit from your local authority.

Before the science sampling tests

- Make sure there is a copy of the 2012 Key Stage 2 SSA in the test room in case any questions arise that are not answered in this guide.
- Cover all displays that may help children with the science sampling tests.
- Check that there are sufficient test papers, seats and space for your children to work independently.
- Prepare and check any equipment needed to administer the tests, including any equipment that children may require, including 2B pencils. If administering modified tests, prepare and check any equipment needed as listed within the *Modified subject-specific guidance*, provided with the modified papers.
- Make a note of any individual needs, for example children who are allowed additional time or a reader.

At the start of the science sampling tests

- Check that you have distributed the correct test papers. Test A must be taken before Test B.
- Check that children do not have mobile phones or other items that could unfairly advantage them during the test.
- Remind children to carefully complete all of the requested information on the front cover of their test scripts.
- Tell children the length of the test and ensure that all children can see the clock.

During the science sampling tests

- Maintain test conditions.
- If a child asks for help, make sure you do not say or do anything that in any way suggests the correct answer.
- Where appropriate, remind the children how much time they have left, for example half way through the test and five minutes before the end. At the five minute reminder, tell the children that if they have finished the whole paper they should use the remaining time to check their answers.
- If you suspect a child is cheating, follow the guidance on cheating on page 17 of this document.
- If any test papers have missing pages or printing errors, contact the National Curriculum assessments helpline on 0300 303 3013 immediately.
- Supervise any children who leave the room during the test.

At the end of the science sampling tests

- Collect all the test scripts, including any partially completed test scripts, ensuring test conditions are maintained until all the test scripts have been collected.
- Brief relevant staff about any incidents that occurred during the tests.

Preparing science sampling test scripts for collection

- Ensure the relevant column of the attendance register has been completed after Test A and Test B.
- After each test, collect test scripts in the same order as on the attendance register, checking that each child's details are fully and accurately completed on the covers.
- Where appropriate, insert any relevant paperwork, for example Use of a scribe form or Use of a transcript form inside the relevant child's script.
- Check that you are only sending children's completed and partially completed test scripts for marking. Do not return unused test papers or include any materials other than those specified in this guide.
- If your cohort has more than one child with the same surname and first name, take extra care to ensure their dates of birth are written correctly on their test script covers.
- Follow the guidance on page 20 in order to correctly pack the test scripts for marking.
- Place any Braille test scripts in the padded envelope provided.
- Do not overfill the test script bags. Each bag is designed to accommodate up to 40 test scripts. If you need more test script bags, contact the National Curriculum assessments helpline on 0300 303 3013.
- Seal and store the test script bags securely. Do not use staples to seal the test script bags or attach two test script bags together, as they can easily become separated.
- Ensure test script bags are stored securely in a locked location until they are collected.

Science sampling test scripts collection

- Science sampling test scripts should be ready for collection from 9am on Monday 21 May 2012.
- Advise your school reception that a Parcelforce Worldwide courier will be coming to collect the science sampling test scripts and ensure that the responsible person will be available to give your test script bags to the courier.
- Complete and keep the dispatch log after packing the test script bags.
- The dispatch log can be used to track your test scripts. Ensure every test script bag has its corresponding small consignment number label affixed to the dispatch log.
- Record the total number of test script bags sent on the dispatch log. This must equal the number of labels attached.
- Sign the school signature box on the dispatch log.
- Ensure the Parcelforce Worldwide driver signs and dates the dispatch log. Return the signed copy to your headteacher.
- If your school misses the scheduled collection or the science sampling test scripts have not been collected by 5pm on Monday 21 May 2012, contact the National Curriculum assessments helpline on 0300 303 3013.

About this publication

Who is it for?

This guide is for headteachers, test administrators, Key Stage 2 science subject leaders and Key Stage 2 assessment and special educational needs coordinators. It is also sent to local authorities.

What is it for?

This booklet provides guidance on the administration of the Key Stage 2 science sampling tests.

Related materials

2012 Key Stage 2 <i>Assessment and reporting arrangements</i>	STA/12/5571
2012 Key Stage 2 <i>Science sampling arrangements</i>	STA/12/5786
2012 Key Stage 2 science sampling <i>Modified subject-specific guidance for pupils with visual impairment</i>	STA/12/5638
2012 Key Stage 2 science sampling <i>Modified subject-specific guidance for pupils with hearing impairment</i>	STA/12/5644

For more copies

Additional printed copies of this document are not available. The Key Stage 2 science sampling *Test administrators' guide* can be accessed on the STA Orderline at <http://orderline.education.gov.uk>. Search using the PDF product code reference STA/12/5787/p.