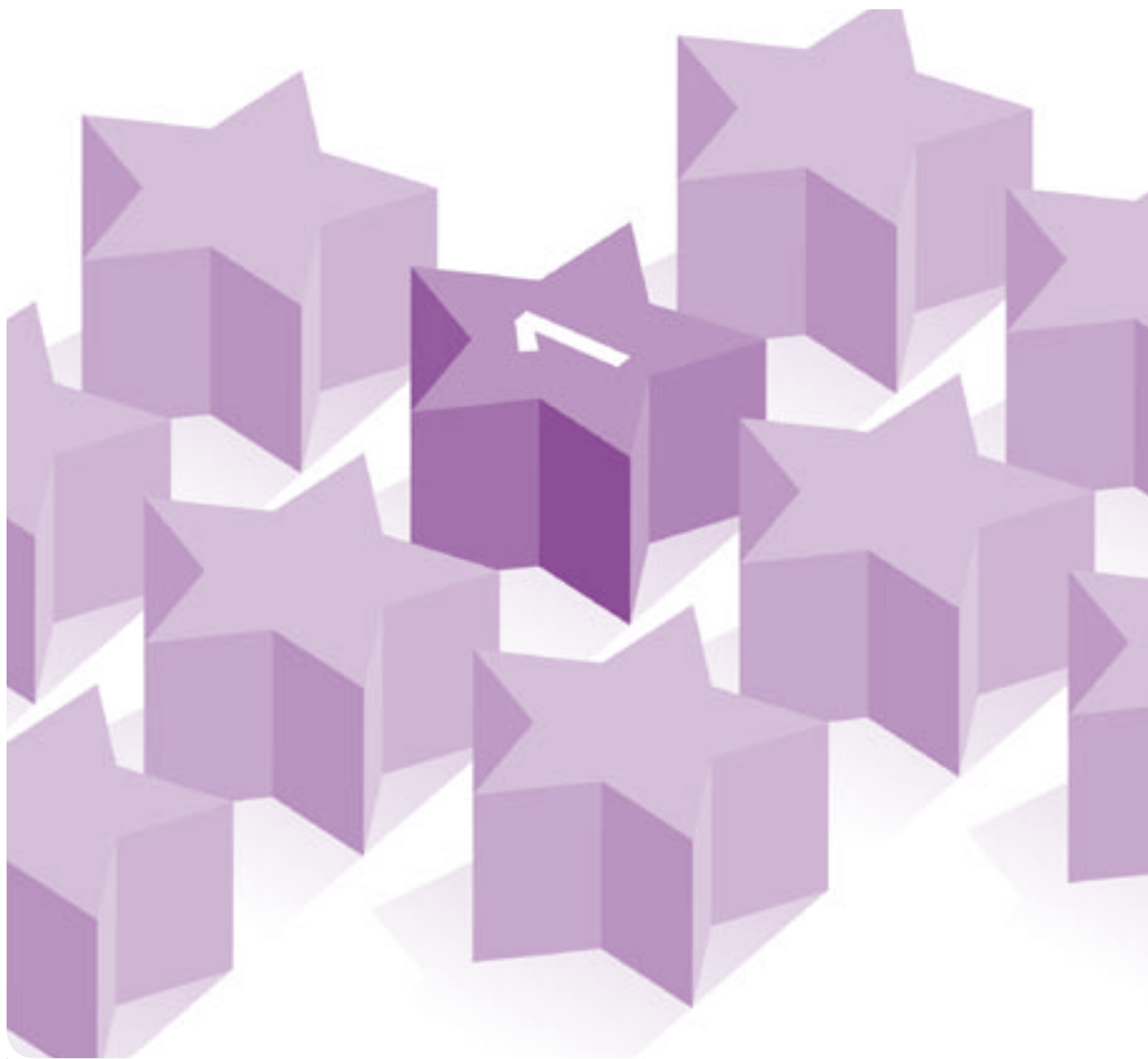


KEY STAGE
1

Early years
foundation
stage, years
1 and 2

Assessment and reporting arrangements

2011



National curriculum assessments

The *Assessment and reporting arrangements* (ARA) contains provisions made pursuant to Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004, which is made under section 87(3) and (11) 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.

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Qualifications and Curriculum Development Agency
53–55 Butts Road
Earlsdon Park
Coventry CV1 3BH
www.qcda.gov.uk



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Introduction

1.1 What is the ARA?

The *Assessment and reporting arrangements* (ARA) contains guidance on the early years foundation stage (EYFS) profile and provides statutory information and guidance on the key stage 1 national curriculum assessment and reporting arrangements in 2011.

All those responsible for assessment and reporting in the EYFS and key stage 1 need to read these requirements and be aware of any changes from previous years.

1.2 Legal status of the ARA

The requirements of, and statutory guidance on, the EYFS and EYFS profile are set out in the *Statutory framework for the early years foundation stage* document, published in May 2008. The *Early years foundation stage profile handbook* provides additional information and guidance on the EYFS profile. The *Early years foundation stage profile handbook* is available on the QCDA website at www.qcda.gov.uk/eyfsp or by calling the QCDA orderline on 0300 303 3015 and quoting reference QCA/08/3657. The ARA provides guidance on the EYFS profile in accordance with the *Statutory framework for the early years foundation stage* which is available on the DfE Standards website at www.standards.dcsf.gov.uk/eyfs or by calling DfE publications on 0845 602 2260 and quoting DfE reference 00267-2008BKT-EN.

The 2011 ARA contains provisions made pursuant to Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004, which is made under section 87(3) and (11) 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. It also contains information that does not form part of the law.

1.3 Who needs to have the ARA?

All those responsible for assessment and reporting in the EYFS and key stage 1 need to refer to the ARA. It is the responsibility of local authorities to identify practitioners and settings that will be required to make EYFS profile judgements. It is important that relevant parties read these requirements and are aware of any changes from previous years.

1.4 Responsibilities

The ARA provides guidance for practitioners on the EYFS profile in accordance with the *Statutory framework for the early years foundation stage*. EYFS profile assessments must be completed for all children who will be five-years-old on or before Wednesday 31 August 2011. The EYFS profile must be completed no later than Thursday 30 June 2011. This applies to all EYFS providers, including maintained schools, non-maintained schools, independent schools, academies and childcare providers registered by Ofsted on the Early Years Register. The EYFS profile must be completed by the provider where the child spends the majority of their time between 8am and 6pm. The ARA also sets out the statutory responsibilities of those involved in assessment and reporting for key stage 1.

Headteachers

Headteachers of maintained schools have a duty to make sure that the national curriculum in their school is implemented. Headteachers also have a duty to make sure that the assessment arrangements specified in the national curriculum are implemented. This duty does not normally apply to hospital schools.

All headteachers and managers of EYFS provision have a duty to implement the EYFS. They must ensure their schools and settings comply with all aspects of the EYFS and key stage 1 assessment and reporting arrangements.

Headteachers should:

- ensure an EYFS profile is completed for all eligible children and data is quality assured
- ensure EYFS profile data is returned to the local authority in accordance with the table in section 3.4
- provide parents or persons with parental responsibility¹ with information relating to their child's attainment against the early learning goals at the end of the EYFS
- take responsibility for the reliability of their EYFS profile outcomes and ensure that the data accurately reflects the attainment of the current cohort of children
- ensure teachers and practitioners fully comply with all aspects of the EYFS profile and key stage 1 assessment, moderation and reporting arrangements
- identify the children to be assessed at the end of key stage 1
- ensure all task and test materials are stored responsibly and that children do not have access to the materials before they are used
- ensure key stage 1 tasks and tests are administered
- ensure children's responses to the tasks and tests are marked accurately and consistently
- ensure teacher assessment levels for reading, writing, speaking and listening, mathematics and science are recorded for all children at the end of key stage 1
- ensure teacher judgements are monitored
- provide teacher assessment results to their school's governing body to enable it to comply with national data submission requirements and report to parents or persons with parental responsibility
- provide parents or persons with parental responsibility with written reports on their child's progress free of charge, and provide the opportunity for discussion at least once in each school year
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file
- ensure provision is made to meet the special educational needs of their school's children.

¹ Parents or persons with parental responsibility also includes carers and guardians. This applies throughout the 2011 ARA.

Governing bodies

Governing bodies of maintained schools have a duty to exercise their functions with a view to making sure that the EYFS, national curriculum and assessment arrangements are implemented in their school.

If the headteacher is temporarily or permanently absent, the governing body should ensure a nominated representative carries out the headteacher's duties, as specified in the ARA.

Local authorities

Local authorities have a duty to exercise their functions with a view to making sure that the EYFS, national curriculum and assessment arrangements are implemented in their schools. They must ensure schools and other EYFS providers understand and follow the requirements set out in the ARA.

Local authorities should:

- offer schools and other EYFS providers training and advice on all aspects of assessment at EYFS and key stage 1
- ensure moderation of the EYFS profile and key stage 1 assessments is carried out as specified in the ARA and the relevant *Moderation requirements booklet*
- ensure schools have an electronic system to submit EYFS profile and key stage 1 data
- ensure all other EYFS providers have appropriate means by which to accurately record EYFS profile results and submit data to their local authority if requested (see the table in section 3.4 for EYFS profile data submission requirements)
- collect EYFS profile data and end of key stage 1 statutory assessment results, quality assure and submit data to the Department for Education (DfE) in the required format by the due dates (see the table in section 3.4 for EYFS profile data submission requirements)
- ensure schools are aware of the need to store key stage 1 task and test materials responsibly
- inform the Qualifications and Curriculum Development Agency (QCDA) without delay of any irregularities in their assessment arrangements.

Academies in England

Academies are required to implement the requirements of the EYFS as set out in section 40 of the Childcare Act. Academies must ensure they comply with the key stage 1 national curriculum assessment arrangements where that is a requirement of their funding agreement. Where the funding agreement for an academy provides that the academy shall comply with guidance of the Secretary of State in relation to assessments and teacher assessments of pupils' performance, this ARA is that guidance, and the academies must comply with it.

1 Academies are no longer required to teach the national curriculum programmes of study in English, mathematics and science but must teach these subjects as part of a broad and balanced curriculum. Academies must fully comply with the assessment and monitoring requirements as set out in this ARA. EYFS profile, key stage 1 and key stage 2 arrangements are only applicable to those academies that provide education to children at these stages of learning.

Overseas schools

Overseas schools are not able to formally participate in the EYFS profile or key stage 1 assessments. This does not apply to Service Children's Education schools. Overseas schools may choose to purchase copies of the key stage 1 tasks and tests or the *Early years foundation stage profile handbook* from the QCDA website at <http://orderline.qcda.gov.uk/international>.

Pupil referral units, hospital schools and children educated at home

Children attending a pupil referral unit or hospital school are not subject to the assessment requirements in this ARA. Children still on the register at a maintained school but studying at a pupil referral unit or hospital school are required to be assessed, and the results should be reported by the home school.

These assessment and reporting arrangements are not applicable to children who are being educated at home unless they are on the register of a maintained school or an independent school that has chosen to participate in key stage 1 assessment.

Independent schools and EYFS providers registered with Ofsted under the Childcare Act

All independent schools and registered EYFS providers must administer the statutory assessment and reporting arrangements appropriately. This includes participating in moderation arrangements for the EYFS profile and submission of EYFS profile data to the local authority, as specified in the table in section 3.4.

Following a public consultation in 2009, regulations are in place to allow local authorities to collect EYFS profile data with contextual child data for children not in receipt of government funding in the summer term. EYFS profile providers are required to comply with local authority requests for this data. Local authorities are not required to submit this data to the DfE.

The local authority can request data including:

- the total number of scale points achieved in each of the assessment scales of the EYFS profile for each child
- the child's date of birth
- the home address where the child normally resides
- the child's ethnic group
- the child's gender
- whether the child has special educational needs
- if the child has English as an additional language (EAL).

Independent schools in England (not being academies) may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of key stage 1. Only independent schools that have taken part in the key stage 1 moderation process at least once in a four-year cycle can claim in a prospectus or any other publicity materials that their results are comparable with those published nationally or locally. Independent schools must also confirm their intent to issue a *Fair processing notice* to the parents or persons with parental responsibility of any child who is going to participate in one or more of the tasks and tests and receive approval from parents or persons with parental responsibility of each participating child before placing a test order.

1.5 Concerns and complaints

Concerns and complaints should be raised with QCDA in the first instance. Schools and other EYFS providers can write to the service response manager, QCDA, 53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH, or email assessments@qcda.gov.uk.

Where schools feel that their concerns have not been fully addressed by QCDA in line with the published procedures, this can be raised with the regulator, Ofqual. Enquiries and concerns should be sent to Ofqual, Spring Place, Coventry Business Park, Herald Avenue, Coventry CV5 6UB, or emailed to info@ofqual.gov.uk.



Changes for 2011

2.1 Early years foundation stage review

The Children's Minister, Sarah Teather, has asked Dame Clare Tickell, Chief Executive of Action for Children, to carry out an independent review of the EYFS to consider how this could be less bureaucratic and more focused on supporting children's early learning. The review will cover four main areas:

- scope of regulation – whether there should be one single framework for all early years providers
- learning and development – looking at the latest evidence about children's development and what is needed to give them the best start at school
- assessment – whether young children's development should be formally assessed, at a certain age, and what this should cover
- welfare – the minimum standards to keep children safe and support their healthy development.

As part of her work, Dame Clare will be seeking to make sure that the review takes account of the views and experiences of all parts of the early years sector, is as open and outward facing as possible, and is informed by the advice and opinions of experts.

Dame Clare will provide a final report on the EYFS review in spring 2011. The Government will then consult on any proposed changes before they take effect from September 2012.

2.2 Delivery

The modified versions of the key stage 1 tests and tasks will be delivered in the same consignment as the standard versions in February 2011.



Early years foundation stage profile

3.1 What is the EYFS profile?

The EYFS profile is a way of summarising each child's development and learning attainment at the end of the EYFS. For most children, this is at the end of the reception year (year R) in school. Others may be assessed in settings such as nursery schools, private, voluntary and independent (PVI) settings and by Ofsted-registered childminders. Local authorities are required to support all EYFS providers, whether maintained or not, who are required to assess children using the EYFS profile scales.

The EYFS profile is based on practitioners' ongoing observations and assessments in all six areas of learning, as set out in the *Statutory framework for the early years foundation stage*, which is available on the DfE *Standards* website at www.standards.dcsf.gov.uk/eyfs or by calling DfE publications on 0845 602 2260 and quoting DfE reference 00267-2008BKT-EN.

If a child accesses EYFS provision, an EYFS profile must be completed in the final term of the academic year in which the child reaches the age of five, unless:

- an exemption or modification from all or part of the EYFS assessment arrangements has been granted for the setting by the Secretary of State
- the child is continuing in EYFS provision beyond the year in which they turn five.

Please refer to the exemptions information in section 3.5 for more information.

Each child's level of development should be recorded against the 13 assessment scales derived from *Development matters* and the early learning goals. Judgements should be derived from observation of a child's consistent, independent behaviour, predominantly in self-initiated activities. No more than 20 per cent of the total evidence for each scale point should be drawn from adult-directed activity. All adults who interact with the child should contribute to the process and information provided by parents or persons with parental responsibility will be taken into account. Further information on making profile judgements can be found in the *Early years foundation stage profile handbook*, available on the QCDA website at www.qcda.gov.uk/eyfsp or by calling the QCDA orderline on 0300 303 3015 and quoting reference QCA/08/3657.

3.2 Electronic data collection and submission tools

There are several systems available (including *eProfile*) that enable the recording of assessments for individual children at scale point level. They facilitate voluntary electronic submission of this level of data in addition to the statutory collection of total scale point scores. EYFS providers and local authorities may use any system as long as it enables practitioners to complete a profile summary of scores in each of the 13 assessment scales for every child at the end of the EYFS.

Information and guidance will be available on the DfE website. A link will be supplied at www.qcda.gov.uk/eyfsp.

3.3 Practitioners' responsibilities

In the final term of the EYFS, practitioners must complete a profile summary score, based on the 13 assessment scales, for each child. A list of these scales can be found on page 24 of the *Early years foundation stage profile handbook*. Profile judgements are made on the basis of cumulative observational evidence recorded over the course of the year. Profile summaries must be completed no later than Thursday 30 June 2011.

3.4 National data submission

The following table sets out the requirements for submission of EYFS profile data and contextual child data to local authorities and the DfE.

What are the requirements for submitting data for the EYFS profile collection?		
Status of child and setting	Submission of data to local authority	Local authority submission to the DfE
Child in a maintained school	Statutory	Statutory
Child in an EYFS provision, who is in receipt of government funding ¹ in the 2011 summer term	Statutory	Statutory
Child in an EYFS provision, who is not in receipt of government funding ¹ in the 2011 summer term	Statutory (where requested by local authority)	Not required
Child in an academy with EYFS provision who is in receipt of government funding ¹ in the 2011 summer term	Statutory	Statutory
Child in an independent school, who is in receipt of government funding ¹ in the 2011 summer term	Statutory	Statutory
Child in an independent school, who is not in receipt of government funding ¹ in the 2011 summer term	Statutory (where requested by local authority)	Not required
Child with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm)	Statutory (where requested by local authority) or if the child is in receipt of government funding ¹ in the 2011 summer term	Not required unless child is in receipt of government funding ¹ in the 2011 summer term
Child in EYFS provision with partial exemption from EYFS profile assessment in receipt of government funding ¹ in the 2011 summer term	Statutory for those parts of the EYFS profile not subject to exemption	Statutory for those parts of the EYFS profile not subject to exemption
Child in EYFS provision with partial exemption from EYFS profile assessment, not in receipt of government funding ¹ in the 2011 summer term	Where requested by local authority, for those parts of the EYFS profile not subject to exemption	Not required

¹ Government funding refers to funding provided by a local authority to ensure early years provision is available free of charge to a child, in pursuance of the duty imposed on it by section 7 of the Childcare Act 2006.

All EYFS providers must send their local authority the 13 EYFS profile summary scores for each child who will be five-years-old on or before Wednesday 31 August 2011, together with contextual data for each child. The child's name is not required for children not in receipt of government funding.

The local authority is only required to submit data to the DfE for children who receive government funding in the 2011 summer term.

Results should be submitted by the end of the summer term, before the child moves into the key stage 1 programme of study. Local authorities must notify schools and settings of the deadline for submitting data. Data should only be submitted once for each child.

There are a number of methods by which results can be sent to local authorities, and EYFS providers should agree the preferred method with their local authority.

If a child starts at a new school or setting before the summer half-term holiday the new school or setting must report the child's results to the local authority.

If a child starts at a new school or setting during the second half of the summer term the previous school or setting must report the child's results to the local authority.

The DfE will send full details of the data submission arrangements to local authorities in early 2011. Although it is not a statutory requirement, schools, settings and local authorities are encouraged to return individual scale point data to the DfE on a voluntary basis to help produce a full picture of children's attainment.

3.5 Exceptions

Exemptions from the assessment arrangements

If settings are granted an exemption or modification from all or part of the assessment arrangements, this should be recorded separately. More information about EYFS profile exemptions is available on the QCDA website at www.qcda.gov.uk/eypsp.

Alternative assessments

For a small number of children with special educational needs, it may not be appropriate to make an assessment against some of the EYFS profile scales. In these instances, such children may be assessed against local authority systems or other systems according to their needs. This is known as an alternative assessment. P scales are not an appropriate alternative assessment for children within the EYFS as they relate to the national curriculum.

An alternative assessment may be reported to parents or persons with parental responsibility and to the local authority. Many of these children may show judgements against some of the profile scales, with an alternative assessment for the remainder. When an alternative assessment is submitted to the local authority electronically, and reported nationally, it will be represented by a 0. This is a data code only and should not be regarded as a measure of attainment.

There may be cases where it is not appropriate to make a judgement against any scale, for instance if the child has recently arrived from abroad. In these cases, practitioners must use N (for no assessment) when the data is submitted to the local authority. N should not be used to indicate a partial assessment in a scale. Even where a child has recently arrived at the school or setting, it should be possible to make judgements against some of the points within a scale. In such cases, the total of these judgements should be reported as the summary score for the relevant scale.

The expectation is that children will move with their peers and will therefore be assessed only once for the EYFS profile. In exceptional circumstances, after discussion and in agreement with parents or persons with parental responsibility, a child might remain in EYFS provision beyond the end of the academic year in which he or she reaches the age of five. Care should be taken that this decision does not prejudice the child's personal, social and emotional development. In these exceptional cases, assessment should continue throughout the child's time within EYFS provision and an EYFS profile should be completed at the end of the year before the child moves on to the key stage 1 programme of study.

The school should discuss its intention to defer the child's statutory assessment with the local authority EYFS profile moderation manager. This will ensure the child's data is not considered missing when the school submits EYFS profile outcomes for the current cohort.

Care must be taken when entering the child's EYFS profile assessment into any electronic recording system, as the date of birth may now be outside the expected range for the cohort. Local authorities should provide instructions to schools in such cases. The DfE will consider the child to be part of this new cohort, and will accept data submitted in this way, although a check may be made with the local authority as to the accuracy of the dates of birth of individual children.

3.6 Reporting children's attainment to parents or persons with parental responsibility

All EYFS providers must provide parents or persons with parental responsibility with a written summary of a child's progress against the early learning goals and attainment within the assessment scales. A copy of the EYFS profile summary scores reported to the local authority must also be provided to parents or persons with parental responsibility if requested. Providers should avoid reporting raw scores without providing an explanation of what they mean.

Parents or persons with parental responsibility should be involved in the assessment process on a regular, ongoing basis and encouraged to participate in their child's learning and development.

Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents or persons with parental responsibility. Reports should be specific to the child, aim to be concise and informative and help to identify appropriate next steps.

If a child changes school during reception year, the new setting will need to report the end of EYFS assessment to parents or persons with parental responsibility.

3.7 What will happen to the results of the assessment?

EYFS profile assessment is used to inform year 1 teachers about each child's attainment and learning needs. It can also be a source of information about levels of attainment within a school or setting. For example:

- attainment in each of the 13 assessment scales for individual children, classes and year groups
- the attainment of children born in different months of the year
- the attainment of different groups of children, for example boys and girls.

Schools may also wish to conduct further analysis using wider contextual information.

Local authority responsibilities

Individual pupil data (profile summary scores for each child) provided by schools and settings to the local authority will be collected from local authorities by the DfE as described in section 3.4. This data will be used to gain an overview of young children's attainment and of how children are performing against the early learning goals. Each child is different, but generally:

- a scale score of 1–3 indicates a child working towards the early learning goals
- a scale score of 4–7 indicates a child working within the early learning goals (a score of 6 or more across all scales indicates a good level of development)
- a scale score of 8 indicates a child has completed the early learning goals
- a scale score of 9 indicates a child working beyond the early learning goals
- a scale score of 0 indicates a child with special educational needs for whom an alternative assessment is in place
- a scale score of N indicates a child who has not been assessed.

3.8 Target setting

The guidance *Improving outcomes for children in the EYFS in maintained schools* aims to clarify what is meant by target setting in the EYFS. This is aimed at practitioners in maintained schools, local authority inspectors/school improvement partners and consultants including EYFS advisers. The guidance includes a set of planning sheets, which indicate success criteria for children's achievement at the end of the EYFS and show the links with the whole school and year group targets.

Improving outcomes for children in the EYFS in maintained schools can be downloaded from the DfE *Standards* website at <http://nationalstrategies.standards.dcsf.gov.uk/node/85207>.

3.9 Publication of data

National and local authority data will be published on the DfE website so that schools can compare their children's attainment on a regional and national basis. This will consist of:

- a summary of the national percentages for each assessment scale
- a report on the percentage of children working securely within each assessment scale.

There are no Achievement and Attainment Tables for the EYFS or key stage 1, but the key stage 1 information is used in RAISEonline. For more information about RAISEonline, see section 8.6.

3.10 EYFS profile moderation

Local authorities have a statutory responsibility to set up and implement moderation arrangements. These help establish the accuracy of judgements by engaging in a dialogue focused on discussion of evidence recorded during a moderation visit or meeting. Evidence is defined as any material, knowledge of a child, anecdotal incidents, observations or information from additional sources that supports the overall picture of the child's development.

QCDA provides local authorities with guidelines and examples of effective practice in the *Moderation requirements booklet*, published annually.

There is no requirement that evidence should always be formally recorded or documented. Practitioners may choose to record specific evidence in order to secure their own judgements, but it is their final assessment of the child, based on all of the evidence (documented or not), that informs the completion of the EYFS profile. It is this judgement that is moderated by the local authority.

Moderation in the context of the EYFS profile helps to ensure practitioner judgements of scale points are consistent with national exemplification and are arrived at through a reliable, accurate and secure process. It is a supportive process, designed to quality assure practitioner judgements and develop practitioners' confidence in relation to assessment and their understanding of the EYFS profile.

Agreement of the assessment judgements recorded in the EYFS profile is essential so that full use can be made of the information provided, in the knowledge that the supporting data is accurate and reliable.

Those involved in assessment must also have confidence that judgements are fair and consistent for all children and that judgements made for any one child are comparable with those made for all other children. Achieving this level of comparability requires moderation processes that involve practitioners working with each other throughout the year, supported by an annual programme of moderation activity organised by the local authority (see section 3.11).

3.11 Guidance on moderation

QCDA is responsible for monitoring local authority moderation processes.

Local authorities

Local authorities should:

- ensure all practitioners responsible for completing EYFS profiles take part in moderation activities at least once a year
- appoint moderators with appropriate experience of the EYFS statutory framework and the early learning goals in order to help apply consistent standards in assessment judgements
- ensure moderators are trained and participate regularly in local authority activities
- ensure all settings are visited regularly, at least once every four years, as part of a cycle of moderation visits by a local authority moderator, and that settings with identified problems or other particular circumstances are visited more frequently
- following the moderation visit, notify the headteacher or early years setting manager whether the EYFS profile assessment is being carried out in accordance with requirements
- where the moderator judges that the assessment is not in line with QCDA national exemplification, ensure the headteacher or early years setting manager arranges for practitioners to participate in further training/moderation activities and to reconsider their assessments as advised by the moderator
- in cases where the setting disagrees with the outcome, adhere to the local authority appeals procedure, which should be provided to all settings before moderation visits
- moderate all 13 assessment scales over a three-year cycle (a recommended rotation of scales is included in the *Moderation requirements booklet*)
- quality assure the resulting data in order to help ensure it is an accurate reflection of children's attainment
- ensure that resources available under the EYFS element within the *National Strategies primary school targeted support grant 1.7*, and the *Sure Start, early years and childcare grant*, are used to support the effective use of EYFS material in schools and settings.

Headteachers, governing bodies and managers of early years settings

Headteachers, governing bodies and managers of early years settings have the following specific moderation duties:

- To arrange for practitioners responsible for the completion of EYFS profiles to take part in local authority moderation activities at least once a year.
- To permit the moderator to enter the premises at all reasonable times to carry out moderation visits.
- To meet reasonable requests from the moderator to amend assessments and for practitioners to take part in further training/moderation activities.
- To take responsibility for the reliability of their EYFS profile outcomes using quality assurance processes and ensure that the data accurately reflects the attainment of the current cohort of children.

- To permit the relevant local authority to examine and take copies of documents and other articles relating to the EYFS profile and assessments.
- To provide the relevant local authority with such information relating to the EYFS profile and assessment as it may reasonably request.

They also have a general responsibility to meet the statutory requirements of the EYFS. Practitioners involved in making the assessments should have adequate opportunities to become familiar with effective practice. This may involve:

- attendance at training courses
- visits by moderators to settings
- moderation meetings within settings (in-house moderation)
- moderation meetings with practitioners from other settings.



Teacher assessment at the end of key stage 1

Teacher assessment is the main focus for end of key stage 1 assessment and reporting and is carried out as part of teaching and learning.

4.1 What do teachers have to assess?

At the end of key stage 1, teachers have to summarise their judgements in relation to the national curriculum level descriptions for each eligible child, taking into account the child's progress and performance throughout the key stage. They need to determine:

- a level for reading, writing, and speaking and listening
- an overall subject level for mathematics
- a level for each attainment target in science.

For English, a level for reading, writing, and speaking and listening is entered into the school's management information system. For reading and writing, where teachers reach a level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A.

In mathematics, once teachers have the information about each attainment target, they must reach an overall subject level, giving the greatest emphasis to a child's performance in number. The child's performance in number, which includes handling data in key stage 1, accounts for more than half of the overall performance in mathematics. Using and applying mathematics, and shape, space and measures have equal importance, each accounting for one-fifth of the child's overall performance. If, based on level judgements for each attainment target, teachers reach an overall level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. The overall subject level for mathematics must be entered into the school's management information system.

A subject level for science will be calculated automatically when the levels for the individual attainment targets are entered into the school's management information system. Where it is not possible to calculate an overall level because of absence or disapplication from more than one attainment target, the software will generate the code U. Weightings remain unchanged from previous years.

- | | |
|--|---|
| ■ Scientific enquiry (Sc1) | 3 |
| ■ Life processes and living things (Sc2) | 1 |
| ■ Materials and their properties (Sc3) | 1 |
| ■ Physical processes (Sc4) | 1 |

P scales should be used only for children with special educational needs who are working below level 1. P scales should not be used for children with English as an additional language (EAL) unless they have an identified special educational need. For more details on P scales, visit the QCDA website at www.qcda.gov.uk/pscales.

4.2 Use of tasks and tests

The statutory national curriculum tasks and tests must be administered to all eligible children who are working at level 1 or above in reading, writing and mathematics. The role of the tasks and tests is to help inform the final teacher assessment judgement reported for each child at the end of key stage 1. There is no requirement to report separately the levels obtained from the tasks and tests.

4.3 Which children are eligible for teacher assessment at the end of key stage 1?

All children in their final year of key stage 1 in the school year 2010/11 must be assessed. This includes children in special schools and those attending pupil referral units on a part-time basis who are still on a school's roll.

All children moving on to the key stage 2 programmes of study in the next school year are regarded as being in the final year of key stage 1. Most of these children will be in year 2 and will reach the age of seven by the end of the school year. In small schools, where children are not in specific year group classes, a child should be assessed in the school year in which he or she reaches the age of seven, provided the child will be moving on to the key stage 2 programme of study in the next school year.

Some children with special educational needs may move on to aspects of the key stage 2 programmes of study without having completed all the key stage 1 programmes of study. Only children who will still be operating wholly within key stage 1 in the next school year should have their statutory assessment delayed.

4.4 Children older or younger than seven at the end of key stage 1

Some children to be assessed at the end of key stage 1 will be older or younger than seven as they are not being taught with their chronological year group. This may be, for example, because they have been moved up or held back by a year or two.

Where a headteacher judges that an individual child or a group of children has completed the key stage 1 programmes of study in a subject or subjects and is ready to proceed to the key stage 2 programmes of study, this child or group of children may be assessed early in those subjects.

If schools have any queries about which children should be statutorily assessed, they should contact their local authority assessment coordinator.

A child may only be statutorily assessed once in any subject. A child who has been assessed earlier than his or her peers may not be statutorily assessed the following year.

For children with special educational needs who will not progress beyond key stage 1, and whose performance is being reported with the P scales, teachers should report their P scale performance when they reach the end of key stage 1 chronologically, with their initial peer group.

4.5 Children for whom the school is unable to make a teacher assessment

For a very small number of children, schools will be unable to record and report a teacher assessment.

Where a valid teacher assessment judgement cannot be made because of long periods of absence, for example because of a prolonged illness, the child should be recorded as A.

When a child arrives in school during key stage 1, the school should make every effort to make a teacher assessment, bearing in mind that teacher assessment does not need to be finalised until Monday 4 July 2011. If a child arrives too late in the summer term for this assessment to be carried out, the child should be recorded as A. If the school cannot make an assessment because the child does not speak English, then the child should be reported as W in speaking and listening, reading and writing, and D in mathematics and science.

Where a child has been disapplied from all or part of the national curriculum, D should be recorded for those parts of the statutory assessment arrangements that are included in the disapplication.

Children who are not physically able to write and can only dictate their writing to a scribe should not have a teacher assessment for writing and should be recorded as D.

Schools should write a short report, setting out the reasons why a teacher assessment will not be made. A copy of the report should be sent to:

- the child's parents or persons with parental responsibility, who should be given an opportunity to discuss the report. Where a headteacher believes that parents or persons with parental responsibility may have difficulty in understanding the report, they should offer appropriate assistance, for example by providing an interpretation or translation of the documents, or arranging to discuss them with the parents or persons with parental responsibility
- the chair of the governing body
- the local authority assessment coordinator.

A copy should also be placed on the child's educational record. Schools could use the *Notification of disapplication from teacher assessment at key stage 1* form in order to complete this exercise. A copy of the form is available on the QCDA website at www.qcda.gov.uk/accessarrangements.

Children should only be reported as A or D in a subject when moving on to the key stage 2 programme of study in the following school year. Children in mainstream or special schools remaining at key stage 1 should not be reported.

4.6 Further guidance and information

Further guidance and exemplification on assessment for teachers and school record keeping can be found on the QCDA website at www.qcda.gov.uk/tests.



Administering tasks and tests to support teacher assessment

5.1 Choosing which tasks and tests to use

In 2011, the 2007 and 2009 key stage 1 national curriculum tests, ordered from the *NCA tools* website at www.qcda.gov.uk/ncatools or tests previously supplied by QCDA, must be used. The following table may help teachers decide which task or test materials are most appropriate. There is flexibility about which years' tests can be administered, as teachers may choose to administer the 2007 tests to some children in the class and 2009 tests to others. However, teachers must ensure that for the writing tasks, the longer and shorter tasks and spelling test are from the same year.

Children judged to be working	Reading	Writing (including spelling)	Mathematics
Towards level 1	Optional use of reading task.	Optional use of writing task.	Optional use of mathematics task.
At level 1	Use the level 1 reading task.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 1 task (from a bank of previous tasks).
At level 2	Use the level 2 task or the level 2 test. Teachers may decide that different children will benefit from different approaches. For example, the task might be more appropriate than the test for children working at the lower end of level 2.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 2 test.
At level 3	Use the level 3 test. No need to use the level 2 task or test if level 3 is not achieved.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 3 test. No need to use the level 2 test if level 3 is not achieved.
At level 4	For children working above the level of the tasks and tests, teachers may also use the optional tasks available on the QCDA website at www.mycurriculum.com , as well as using the level 3 tests and writing tasks.		

5.2 How many tasks or tests should be used?

The key stage 1 tasks and tests are designed to test children's knowledge and understanding of the key stage 1 programmes of study in English and mathematics. They provide a snapshot of children's attainment.

Teachers must administer national curriculum tasks and tests to help them arrive at a secure judgement for their final teacher assessment at the end of key stage 1. As a minimum, this will mean a task or test in reading, writing and mathematics for each child, except those judged to be working below level 1. The teacher should decide which tasks or tests should be used for each child, taking into account their knowledge of the level at which the child is working. Teachers can use the tasks and tests to inform their assessment judgements at any time during the year, but children are not to be tested more than once during the year in each subject or attainment target.

5.3 Equipment for the mathematics tests

Children are allowed access to hundred squares and number lines up to 30, as well as tens and units apparatus, for the level 2 mathematics tests.

No equipment should be provided for the level 3 tests.

5.4 What if there is disagreement with the school's decision about whether a child should participate in the tasks and tests?

Headteachers have a statutory duty to administer national curriculum assessments to all pupils. Schools do not have to agree to requests from parents or persons with parental responsibility not to enter a child for tasks or tests. Similarly, they do not have to agree to requests to enter a child for national curriculum assessments where the school has decided this is not appropriate.

In these situations headteachers should explain their decision to the parents or persons with parental responsibility. The headteacher's decision regarding participation is final.

5.5 Further guidance and information

Further guidance and information on:

- assessing children who are working towards level 1
- using P scales
- assessing children working at level 1 or above, who are unable to access tasks and tests
- adaptations to the tasks and tests
- access arrangements
- use of scribes and readers in key stage 1
- the language of tests and children's response language
- modified versions of test and task materials
- assessing high attainers

can be found on the QCDA website at www.qcda.gov.uk/tests.



Key dates

Key dates		Administration of tasks and/or tests at any time throughout the year
Friday 15 October 2010	<ul style="list-style-type: none"> ■ Deadline for schools to order tasks and tests (including modified materials). 	
February 2011	<ul style="list-style-type: none"> ■ Schools receive their tasks and tests and check their delivery is correct. 	
Monday 4 July	<ul style="list-style-type: none"> ■ Last date for finalising teacher assessment levels. 	
By the end of the summer term (or sixth term)	<ul style="list-style-type: none"> ■ Schools submit their results to their local authority. However, some local authorities may ask for the results earlier than the end of term. ■ Schools report children's achievements to parents or persons with parental responsibility. 	

These dates are correct at the time of printing and may be subject to change.

6.1 Further guidance and information

Further guidance and information on:

- ordering task and test materials
- receiving and opening task and test materials
- administering tasks and tests
- supply cover

can be found on the QCDA website at www.qcda.gov.uk/tests.



Key stage 1 moderation

7.1 Moderation arrangements

Moderation helps teachers to be confident that they are applying accurate and consistent standards when making their teacher assessment judgements. It also helps to ensure the teacher assessment results are fair for children and useful for schools and others who evaluate performance and progress.

Schools are required to be involved in a formal local authority moderation process at least once every four years, and this should be seen as one part of the continuous moderation process. Local authorities are required to identify 25 per cent of their schools for formal moderation each year and to set up arrangements that are appropriate for their area. In the case of academies that are not monitored by the relevant local authority, QCDA will send a list of accredited agencies and local authorities offering a moderation and results processing service to all academies with children in key stage 1.

Local authorities will check understanding of standards by talking to teachers and looking at evidence during moderation visits or meetings. It may also be appropriate for moderators to observe children or talk to them about their work.

7.2 Statutory responsibility for moderation

Local authorities

The statutory responsibility for moderating teacher assessment judgements in maintained schools is held by the local authority. QCDA is responsible for monitoring the local authority moderation process. Under these arrangements, local authorities have the following responsibilities:

- To ensure all schools are included in the formal moderation arrangements at least once in a four-year cycle, and schools with identified problems or other particular circumstances, for example a teacher new to year 2, are included more frequently.
- To moderate a sample of the teacher assessments of children in each year 2 class in schools that are being moderated.
- To appoint moderators with recent experience of the national curriculum in primary schools and appropriate authority to moderate teacher assessments so that judgements are consistent in relation to national standards.
- To notify the headteacher of each school whether the standards applied in making teacher assessments are appropriate and consistent in relation to national standards.
- If the moderator judges the standards applied to be inconsistent in relation to national standards, the local authority must notify the headteacher and, if necessary, request the headteacher to arrange for relevant assessments to be reconsidered by the teachers concerned and to moderate this process.
- To substitute their assessment for that of the school if, after the steps outlined above, the moderator's judgements continue to differ from those of the school.

Headteachers and governing bodies

Headteachers and governing bodies have the following specific duties:

- To permit the moderator to enter the premises of the school at all reasonable times.
- To meet requests from the moderator for samples of children's classwork (including tasks and tests administered and results) or any other information reasonably required. In addition, headteachers must make time for the moderator to discuss the assessments with year 2 teachers.

Headteachers have a general responsibility to ensure the implementation of the national curriculum assessment arrangements. Teachers engaged in carrying out teacher assessments and marking tasks and tests should have adequate opportunities to become familiar with national assessment standards using funds available within the school's overall resources. This is likely to involve:

- attendance at training courses
- meetings of teachers within schools to scrutinise samples of children's work and agree on a common approach to assessment (this might include, for example, discussions about standards based on national guidance and exemplification material)
- meetings with teachers from other schools to compare approaches to assessment and understanding of assessment standards, where such meetings are part of the agreed format for the moderation
- meetings with moderators (when the school is being moderated).

7.3 Independent schools in England and moderation

Independent schools taking part in the end of key stage 1 assessments and wishing to submit their results must be moderated in the first year of their participation and then at least once in every four-year cycle. Independent schools must employ a local authority or QCDA accredited agency to have their teacher assessments verified. Only results from independent schools taking part in the moderation arrangements and that have contracted a moderation agency or local authority for full moderation at least once every four years can be submitted to the DfE for inclusion in the national summary of results.

Participating independent schools wishing to submit their results to the DfE will need to employ a local authority or agency to process their results each year between the four-yearly statutory moderation. QCDA will send a list of accredited agencies and local authorities offering a moderation and results processing service to all participating independent schools.

Only independent schools that have taken part in the moderation process at least once in a four-year cycle can claim in a prospectus or any other publicity materials that their results are comparable with those published nationally or locally.

Local authorities and agencies may advise QCDA that a particular independent school should be moderated more frequently. QCDA will inform these schools by the end of March in any year that they must obtain moderation if they wish to submit their results for inclusion in the national data.

7.4 Academies in England and moderation

Academies are required to comply with the key stage 1 assessment arrangements in relation to reporting, monitoring and moderation as set out in their funding agreement. Where the funding agreement for an academy provides that the academy shall report information to a body prescribed by the Secretary of State, the academy must provide information on pupils and on teacher assessment either to their local authority or to an agency accredited by the QCDA, as do maintained schools. The DfE will have asked all academies to record their preference for monitoring of their assessment arrangements and they should submit their key stage 1 assessments to the appropriate body. QCDA will send a list of accredited agencies and local authorities offering a moderation and results processing service to all academies with children in key stage 1.

Where the funding agreement for an academy provides that the academy will submit to monitoring and moderation of its assessment arrangements as prescribed by the Secretary of State, the requirements prescribed are the monitoring and moderation arrangements that apply to maintained schools.



Reporting and using results

8.1 Reporting teacher assessment results to local authorities at the end of key stage 1

Schools must report for all children:

- a teacher assessment level in reading, writing, and speaking and listening
- a separate teacher assessment level for each science attainment target
- an overall teacher assessment level in mathematics and science
- where appropriate, a P scale.

The overall level for science will be generated by the school's management information system. Schools are not required to report an overall teacher assessment level for English.

Schools are not required to report task and test results to their local authority or the next school when a child moves. However, where the school has recorded this data it can choose whether to include these results in any data provided to the local authority or next school (see section 8.4). Local authorities do not give task and test results to the DfE.

The teacher assessment codes in the table below are to be used:

1, 2C, 2B, 2A, 3, 4	For assessing reading, writing and mathematics (if the school believes the pupil is working above level 4, the school should submit level 4)
1, 2, 3, 4	For assessing speaking and listening, and each science attainment target (if the school believes the pupil is working above level 4, the school should submit level 4)
A	A secure level cannot be recorded because of long periods of absence or insufficient information
D	Disapplied – used where a child has been disapplied from the national curriculum, including statutory assessment requirements or, in the case of writing, where an assessment cannot be made because the child is not physically able to write
W	Working towards level 1
P scale	See www.qcda.gov.uk/pscales

Schools must submit the teacher assessment levels to their local authority electronically and in the specified format, according to their local authority's instructions. Local authorities will submit the results to the DfE in accordance with the guidance provided.

8.2 Reporting teacher assessment results to parents or persons with parental responsibility at the end of key stage 1

A child's overall teacher assessment levels sent to the local authority must be reported to his or her parents or persons with parental responsibility. However, for science, only the overall level, not the levels for each attainment target, needs to be reported to parents or persons with parental responsibility.

For children with special educational needs who are working towards level 1, schools should report progress in the P scales in English, mathematics and science.

Task and test results held by schools as part of an individual child's educational record must be disclosed to that child's parents or persons with parental responsibility on request, as prescribed in The Education (Pupil Information) (England) Regulations 2005.

8.3 Reporting children's achievements in maintained schools to parents or persons with parental responsibility

Headteachers are responsible for ensuring parents or persons with parental responsibility receive a written report on their child's achievements at least once during the school year. The minimum content of children's reports, as prescribed in The Education (Pupil Information) (England) Regulations 2005, is outlined in this section.

Schools will be expected to use online reporting from 2012. Further information and materials about online reporting can be found at www.becta.org.uk/schools/parentalengagement.

What discretion do headteachers have?

Headteachers have the discretion to:

- arrange for a child's report to be translated
- include in the child's report additional information about the child's progress, beyond the minimum requirements
- decide when to issue the child's report to parents or persons with parental responsibility, as long as the report begins with the day after the date on which the last report was made and the minimum required information is sent to persons with parental responsibility by the end of the summer term
- decide to give more than one report.

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

For children in year R:

- Brief particulars of achievements in all subjects and other activities. Comments should be included for each of the six areas of learning, where appropriate.
- Comments on general progress.
- Arrangements for discussing the report.

For children at the end of year R:

- A written summary reporting progress against the early learning goals and the assessment scales.

Schools must offer parents or persons with parental responsibility a reasonable opportunity to discuss the outcomes of the EYFS profile with their child's teacher. This meeting should be within the term in which the EYFS profile has been completed. Teachers may wish to consider making the child's profile available to parents or persons with parental responsibility as part of this discussion. If parents or persons with parental responsibility ask to see a copy of their child's profile, the school must make this available.

For children in year 1 and above:

- An attendance record covering the period to which the information in the report relates, showing the number of possible attendances and the percentage of unauthorised absences.
- Brief particulars of achievements in all subjects and other activities, highlighting strengths and development needs.
- Comments on general progress.
- Arrangements for discussing the report.

For children at the end of key stage 1:

- Brief particulars of achievements in all subjects and other activities.
- Comments on general progress.
- Arrangements for discussing the report.
- Teacher assessment levels as described in section 8.1. To assist schools in reporting teacher assessment results to parents or persons with parental responsibility, schools can download the *End of key stage 1 child results* template from the *Pupils' results* section of the QCDA website at www.qcda.gov.uk/tests.
- An attendance record covering the period to which the information in the report relates, showing the number of possible attendances and the percentage of unauthorised absences.
- A brief commentary setting out what the teacher assessments show about the child's progress in each subject, and in relation to other children in the same year, drawing attention to any particular strengths and weaknesses.
- A statement of whether or not the levels reported have been supported by the administration of statutory task and test materials and, if appropriate, why national curriculum tasks or tests have not been taken or teacher assessment has been disapplied.
- Comparative information about the national curriculum levels of attainment of children of the same age in the school and at a national level. To assist in reporting this information to parents or persons with parental responsibility, schools can download the *Key stage 1 school results* template from the *Pupils' results* section of the QCDA website at www.qcda.gov.uk/tests.
- Details of any national curriculum attainment targets or subjects from which the child is exempt.

Level 2 is regarded as the nationally expected level of attainment for children at the end of key stage 1.

When setting targets at key stage 2, schools should bear in mind that for English, 87 per cent of children who achieve level 2B and 67 per cent who achieve level 2C at the end of key stage 1 usually go on to achieve level 4 or above at the end of key stage 2. For mathematics, 83 per cent of children who achieve level 2B and 53 per cent who achieve level 2C at the end of key stage 1 usually go on to achieve level 4 or above at the end of key stage 2.

Children with a statement of special educational needs

Reports for the annual review of a child's statement of special educational needs may, if schools wish, serve as the annual report to parents or persons with parental responsibility. If so, headteachers must ensure they include the minimum information required as outlined above under the subheading 'What must be reported to parents or persons with parental responsibility?'.

Schools should always provide contextual information in reports to parents or persons with parental responsibility on children with special educational needs, in particular by supplementing the basic minimum information required with a more detailed account of the child's progress in relation to the curriculum that the child is following.

Reporting religious education

Religious education is a statutory subject for all children registered at a maintained school, except for those in nursery classes and those withdrawn by their parents or persons with parental responsibility under section 71 of the School Standards and Framework Act 1998. As it is not a subject within the national curriculum there are no national statutory programmes of study or assessment requirements, and no collection of national data. Schools are required to teach religious education according to their locally agreed syllabus or, in the case of voluntary aided foundation or voluntary controlled schools, their trust deed or specified religious character.

It is a general requirement that schools report children's progress in religious education to their parents or persons with parental responsibility, but there is no nationally specified format for such reporting. Locally agreed syllabuses or faith community guidelines may contain requirements or guidance on reporting religious education, especially if an eight-level scale is used.

QCDA has published guidance on religious education for local authorities and schools. *Religious education: the non-statutory national framework* is available on the QCDA orderline at <http://orderline.qcda.gov.uk>.

Information that is exempt from disclosure

At the end of key stage 1, schools must report a child's teacher assessment levels to the child's parents or persons with parental responsibility. There is no requirement to report task or test results or to allow parents or persons with parental responsibility to see, or have copies of, their child's marked scripts. Maintained schools are subject to the Freedom of Information Act 2000 and the Data Protection Act 1998. Further details are available on the Information Commissioner's Office website at www.ico.gov.uk.

8.4 Children who transfer to a new school

Schools are required to transfer a child's educational record and common transfer file to any new school to which a child transfers in England, Wales, Scotland and Northern Ireland. The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England. In addition:

- If a child starts at a new school before the summer half-term holiday, the new school must report the child's results to the local authority.
- If a child starts at a new school during the second half of the summer term, the previous school must report the child's results to the local authority. This includes children who transfer to a new school during the holiday.
- If a child moves school within year 2, the new school must report the end of key stage results to the child's parents or persons with parental responsibility.

Copies of every report have formed part of a child's educational record since March 2000. These reports must also be transferred automatically when a child changes school. Certain information, including teacher assessment, is transferred electronically via the common transfer file.

At key stage 1, task and test results are not required to be transferred as part of the common transfer file, although schools may choose to transfer them to a new school by selecting the appropriate option when creating the common transfer file.

Governing body responsibilities

The governing body must arrange to have the information outlined below sent to the child's new school:

- the defined items of data that comprise the common transfer file. Further information on the common transfer file is available on the DfE website at <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf>
- the child's educational record.

This task is commonly delegated to headteachers by governing bodies. The information must be sent within 15 school days of the child ceasing to be registered at the old school, unless the new school is not known. In this case it should be sent within 15 school days of any request from the child's new school.

The duty to provide this information to a child's new school does not apply where it is not reasonably practicable for the headteacher to find out a child's new school. What is reasonably practicable will depend on the circumstances. The governing body (or the headteacher, if the governing body has delegated the duty) should, at the very least, telephone the child's parents or persons with parental responsibility and, if the address is known, write to the parents or persons with parental responsibility.

Where neither of these approaches are successful, schools are encouraged to send the common transfer file to a special area for secure file transfer on the DfE website that forms a database of 'missing' children. Similarly, schools that do not receive common transfer files for new children can ask their local authority to search the database for the files.

How should the information be sent to the new school?

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

- through the secure file transfer service on the DfE website at <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s>, or
- over a secure network that can only be accessed by the local authority, or the governing body or a teacher at any school within that local authority.

The basic requirement is that the old school will send the common transfer file to the new school by one of these methods. However, if either school does not have the facilities to send or receive information in this format, then local authorities may provide the file where there are agreed local arrangements to that effect.

The information that should be included in the common transfer file

The statutory information that should automatically form part of the common transfer file is outlined on the DfE website at

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers>.

Detailed guidance on compiling and sending the common transfer file is available at

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s>.

8.5 Transfer from key stage 1 to key stage 2

Where children transfer to a new school at the end of year 2, it can be useful for teachers in key stage 1 schools to agree with their colleagues in key stage 2 schools the most appropriate time for the assessment information to be transferred. The common transfer file should be used to provide this information.

Schools may use funding from within their overall resources to support key stage 1 to key stage 2 transfer activities.

8.6 School self-evaluation and target setting

The outcomes of the key stage 1 teacher assessments are centrally loaded into RAISEonline during the autumn term, after assessments have been processed.

RAISEonline helps schools compare their performance with a range of national data. The key stage 1 reports include attainment comparisons for all pupils and groups based on a range of pupil characteristics. These reports enable schools to evaluate those groups of children whose attainment is above, below or not significantly different from the corresponding national figures. Additional reports enable schools to analyse trends over time.

Schools may also choose to carry out key stage 1 optional question-level analyses using the children's responses to the chosen tasks or tests and enter this into RAISEonline. The system will enable schools to analyse outcomes by assessment focus, attainment target or topic, providing greater depth to the evaluation process. These evaluations can further inform the process of setting targets for future performance.

Further information about RAISEonline can be found at www.raiseonline.org.



Useful contact details

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

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For enquiries about national curriculum assessments

National curriculum assessments helpline For general enquiries about the EYFS profile and key stage 1 assessment arrangements, including teacher assessment and orders of standard tests.	Tel: 0300 303 3013 Fax: 0300 303 3014 Email: assessments@qcda.gov.uk Websites: www.qcda.gov.uk/tests www.qcda.gov.uk/eyfsp	53–55 Butts Road Earlsdon Park Coventry CV1 3BH
QCDA enquiry line For general enquiries about the work of QCDA.	Tel: 0300 303 3011 Fax: 0300 303 3014 Email: info@qcda.gov.uk Website: www.qcda.gov.uk	53–55 Butts Road Earlsdon Park Coventry CV1 3BH
QCDA modified test agency For enquiries about deliveries of modified task and test materials and Braille reading books.	Tel: 0844 500 6727 Fax: 0844 500 6451	

Other useful contacts

Ofqual Office of Qualifications and Examinations Regulation.	Tel: 0300 303 3346 Fax: 0300 303 3348 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk	Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB
DfE national enquiry line For enquiries about the statutory requirements for assessment, national results, Achievement and Attainment Tables and reporting to parents or persons with parental responsibility.	Tel: 0870 000 2288 Website: www.education.gov.uk/contactus/	Department for Education Castle View House East Lane Runcorn Cheshire WA7 2GJ
DfE publications helpline To order single copies of DfE materials and DfE circulars.	Tel: 0845 602 2260 Fax: 0845 603 3360	PO Box 5050 Annesley Nottingham NG15 0DJ
Information Commissioner's Office For enquiries about the Data Protection Act 1998.	Tel: 01625 545 700 Email: mail@ico.gsi.gov.uk Website: www.ico.gov.uk	Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF



About this publication

Who is it for?

Headteachers, EYFS practitioners, teachers of year 1 and year 2 children and key stage 1 assessment and special educational needs coordinators.

What is it for?

The ARA sets out statutory arrangements and provides information and guidance on the national curriculum assessment arrangements for the EYFS and key stage 1 in 2011.

What does it cover?

- Statutory assessment and reporting requirements for the EYFS and key stage 1.
- Information on how to administer key stage 1 tasks and tests.
- Information about moderation of EYFS profile and key stage 1 assessments.

Related materials

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

Information and contacts

See section 9 or visit www.qcda.gov.uk/tests.

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Qualifications and Curriculum Development Agency

53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH

Telephone 0300 303 3013

Textphone 0300 303 3012

Fax 0300 303 3014

Email assessments@qcda.gov.uk

www.qcda.gov.uk/tests