

2016 national curriculum assessments

Key stage 2

2016 Assessment and reporting arrangements (ARA)

Revised December 2015



Standards
& Testing
Agency

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1. Introduction

This guidance details the statutory requirements for key stage 2 (KS2) national curriculum assessment and reporting for the 2015 to 2016 academic year. It is produced by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE).

The assessment and reporting arrangements apply to maintained schools, including maintained special schools, academies, including free schools, Service Children's Education (SCE) schools and participating independent schools with pupils in KS2. Full details of how the ARA applies to different types of schools are included in section 13.

The new national curriculum has been taught in all local authority (LA) maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of KS2 in May 2016 will be the first to be assessed against the new national curriculum.

This guidance details the key changes to the 2016 KS2 assessments and the updated reporting and assessment arrangements.

2. Key changes

The new national curriculum has been taught in all LA maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of KS2 in May 2016 will be the first to be assessed against the new national curriculum.

2.1 New tests

From 2016, KS2 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead. More information is available at www.gov.uk/scaled-scores.

There will only be 1 set of tests for each subject. The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.

The mental mathematics test has been replaced with an arithmetic test.

The KS2 tests consist of:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

A full set of sample tests and materials has been published to help teachers prepare for the 2016 KS2 national curriculum tests. These are available at:
www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials.

2.2 Test administration window

The KS2 tests will be administered in the week commencing 9 May 2016.

2.3 Interim teacher assessment frameworks

Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS2 in 2016. The interim teacher assessment frameworks for key stage 2, available at www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2, are for 2015 to 2016 only. The DfE is evaluating options for future years.

Moderation of teacher assessment

Details of schools' and LA's responsibilities relating to the moderation of teacher assessment (TA) have now been published at www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2

The deadline for submission to LAs is Friday 27 May 2016.

2.4 Test orders

Maintained schools, academies and free schools do not need to place a test order for the standard versions of the KS2 tests. Quantities of test materials will be sent to schools based on their autumn census data and pupil registration.

Independent schools who want to participate in the tests will need to place a test order by Friday 27 November 2015.

2.5 Modified test materials

Schools can order modified versions of the tests, enlarged print, modified large print and braille, via the 'Test orders' section of the NCA tools website by Friday 27 November 2015.

For 2016, braille versions of the tests will be available in both Standard English Braille (SEB) and Unified English Braille (UEB).

2.6 Test results in performance tables

Results from tests taken before 2016 will not be counted in the performance tables.

From 2016, schools may consider entering pupils for some or all of the tests early. Where a pupil does not take all of the tests early, they may now take the other tests in future years.

2.7 Science sampling tests

The biennial science sampling tests will take place in June 2016. The tests will be administered in selected schools by external administrators. For those schools selected, participation is statutory.

STA will contact selected schools early in the spring term. STA's testing agency representatives will administer the tests.

2.8 Floor standards

In 2016 schools will be held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress.

A school will fall below the floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress.

2.9 Progress measures

Progress measures in 2016 will work in a similar way to current primary value-added measures or Progress 8 in secondary schools. A school's score will be calculated by comparing their pupils' KS2 results against those of all pupils nationally who had similar starting points.

Pupils will be assigned to prior attainment groups based on their key stage 1 (KS1) results.

The department will confirm what score a school would need to get to have made 'sufficient progress' after the tests have been sat.

More detailed guidance on how the new measures will be constructed is expected to be published early in 2016.

3. Key dates

3.1 2015 key dates

Monday 28 September	<p>'Test orders' section of NCA tools https://ncatools.education.gov.uk/ opens for schools to order modified versions of the KS2 national curriculum tests.</p> <p>Maintained schools, academies and free schools do not need to order standard versions of the tests. The quantities of standard test materials schools require will be based on their autumn census and pupil registration data.</p>
Monday 28 September	Independent schools who want to participate in the KS2 assessments will need to place orders for both the standard and modified versions of the tests from this date.
Friday 27 November	Deadline for maintained schools, academies and free schools to order modified versions of the KS2 tests.
Friday 27 November	Deadline for independent schools to order standard and modified versions of the KS2 tests and issue privacy notices.
End of autumn term	Academies to have chosen which LA will undertake their monitoring of the KS2 tests and reported the information to STA.

3.2 2016 key dates

Monday 1 February	'Access arrangements' section of NCA tools opens for applications for additional time, early opening, compensatory marks and timetable variations.
Monday 22 February	'Pupil registration' section of NCA tools opens.
Monday 29 February	Deadline for schools to submit applications for early opening and compensatory marks.
March	Test administration guidance (Test administrators' guide) for the 2016 administration period is published on www.gov.uk/government/publications/2014-test-administrators-guide-key-stage-2 .
Friday 18 March	Deadline for schools to complete pupil registration.
Monday 11 April	All schools that have applied for early opening will have been notified of the outcome of their application via NCA tools.
Monday 11 April	Deadline for schools to submit applications for additional time.
W/c 25 April	Schools receive their KS2 test materials (standard and modified versions) and stationery items.

Monday 9 May – Thursday 12 May	KS2 test week (see table below for the test timetable).
Friday 13 May	'Access arrangements' section of NCA tools opens for applications for special consideration.
Monday 16 May	Teacher assessment of NCA tools opens.
Friday 20 May	Deadline for schools to submit any notifications that pupils have used a scribe, transcript, word processor or electronic or technical aid.
Friday 20 May	Deadline for schools to submit the headteacher's declaration form.
Friday 20 May	Deadline for schools to submit special consideration applications.
Monday 23 May	Mark schemes available to download from NCA tools.
Friday 27 May	Deadline to submit teacher assessment data.
Monday 6 June – Friday 17 June	Science sampling test period. Selected schools will be contacted to arrange a suitable date during this period for the administration of the tests.
Tuesday 5 July	Pupil results (raw scores and scaled scores) and marked script images available on NCA tools. Raw score to scaled score conversion tables available on GOV.UK.
Friday 15 July	Deadline for schools to submit review applications.
Friday 2 September	Review outcomes returned to schools.

3.3 2016 test timetable

The tests must be taken on the scheduled day.

Monday 9 May	English reading test: reading booklet and associated answer booklet.
Tuesday 10 May	English grammar, punctuation and spelling test: Paper 1 short answer questions. English grammar, punctuation and spelling test: Paper 2 spelling.
Wednesday 11 May	Mathematics: Paper 1 arithmetic test. Mathematics: Paper 2 reasoning.
Thursday 12 May	Mathematics: Paper 3 reasoning.

These dates may be subject to change.

4. 2016 KS2 national curriculum tests

4.1 Overview of 2016 tests

For 2016, a new set of KS2 national curriculum tests has been introduced consisting of:

- English reading : reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

KS2 English reading test

The English reading test will have a greater focus on fictional texts. There is also a greater emphasis on the comprehension elements of the new curriculum.

The test consists of a reading booklet and a separate answer booklet.

Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. There will be a mixture of genres of text. The least-demanding text will come first with the following texts increasing in level of difficulty.

Pupils can approach the test as they choose: eg working through one text and answering the questions before moving on to the next. The questions are worth a total of 50 marks.

KS2 English grammar, punctuation and spelling test

The new grammar, punctuation and spelling test has a greater focus on knowing and applying grammatical terminology with the full range of punctuation tested.

The new national curriculum sets out clearly which technical terms in grammar are to be learnt by pupils and these are explicitly included in the test and detailed in the new test framework. It also defines precise spelling patterns and methodologies to be taught, and these are the basis of spellings in the test. There will be no contextual items in the test.

As in previous years, there are two papers, Paper 1: questions and Paper 2: spelling.

Paper 1: questions consists of a single test paper. Pupils will have 45 minutes to complete the test, answering the questions in the test paper. The questions are worth 50 marks in total.

Paper 2: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. Pupils will have approximately 15 minutes to complete the test, but it is not strictly timed, by writing the 20 missing words in the answer booklet. The questions are worth 20 marks in total.

KS2 mathematics test

There are 3 papers; Paper 1: arithmetic; Paper 2: reasoning; and Paper 3: reasoning.

Paper 1: arithmetic replaces the mental mathematics test. The arithmetic test assesses basic mathematical calculations.

The test consists of a single test paper. Pupils will have 30 minutes to complete the test, answering the questions in the test paper. The paper consists of 36 questions which are worth a total of 40 marks.

The questions will cover straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each, and long divisions and long multiplications worth 2 marks each.

Papers 2 and 3 each consist of a single test paper. Pupils will have 40 minutes to complete each test, answering the questions in the test paper. Each paper will have questions worth a total of 35 marks.

In some answer spaces, where pupils need to show their method, square grids are provided for the questions on the arithmetic paper and some of the questions on Paper 2.

4.2 Scaled scores

Headteachers won't need to change the way their school prepares for, or administers, the tests because of the introduction of scaled scores.

Scaled scores help test results to be reported consistently from one year to the next. National curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score in different years will have demonstrated the same attainment.

For the KS2 tests a scaled score of 100 will always represent the 'expected standard'.

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test. The pupil's raw score will be translated into a scaled score using a conversion table.

For the 2016 KS2 tests STA will publish test results on the NCA tools website on 5 July 2016. Each pupil registered for the tests will receive:

- a raw score (the number of raw marks awarded)
- a scaled score
- and confirmation of whether or not they attained the expected standard

Conversion tables for the 2016 tests will also be published on GOV.UK on 5 July so schools can understand how pupils' scaled scores are derived from their raw scores.

4.3 2016 sample test materials

A full set of sample questions and materials has been published at:

www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials to help teachers prepare for the 2016 tests.

They have been designed to be as close as possible to the look and feel of the live tests. They can be used by schools as practice tests for pupils prior to the live tests. Modified versions of the sample tests will be published during the autumn term.

Alongside the sample tests are mark schemes and test administration instructions.

4.4 Test frameworks

Test frameworks for KS2, are available on:

www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks for each test. Although written primarily for test developers, these may also be of interest to schools.

A description of a pupil performing at the expected standard is included in the test framework; it will be used to set the standard in relation to the test.

Each framework sets out:

- what will and won't be assessed in the test
- how each element of the subject will be assessed
- the structure of the tests
- a performance descriptor that describes the standard a pupil will be expected to achieve on the test in each subject

The performance descriptor describes the range of knowledge and skills that a pupil working at the expected standard will be required to demonstrate in each key stage test, in each subject.

The test frameworks don't provide information on how schools should teach the new national curriculum. Teachers shouldn't use the frameworks to guide their teaching and learning.

4.5 Test orders

Maintained schools do not need to place a test order for the standard versions of the KS2 tests. Quantities of standard test materials will be sent to schools based on their autumn census and pupil registration data.

Independent schools who want to participate in the tests will need to place a test order by Friday 27 November and complete pupil registration by Friday 18 March.

4.6 Delivery of test materials

Schools will receive test materials, including modified materials, in the week commencing 25 April.

Materials will be delivered to school addresses taken from EduBase. Schools must make sure their details are up to date by logging in to EduBase via Secure Access. Further information on updating establishment's records is provided on the Edubase website at:

www.education.gov.uk/edubase/faq.xhtml.

If schools have not received their test materials by Friday 29 April then they should ring the NCA national helpline on 0300 303 3013.

Headteachers must check their delivery against the delivery note to ensure that the correct number and type of test materials have been received. The transparent inner bags must not be opened. Headteachers must delegate the checking of the materials to a senior member of staff if they're not available. If a delivery is incomplete headteachers should contact the NCA helpline.

Schools won't receive mark scheme packs for the standard tests or mark scheme amendments for the modified tests. These will be published on the NCA tools website at

<https://ncatools.education.gov.uk> on Monday 23 May.

4.7 Modified versions of the tests

All schools can order modified versions of the tests, enlarged print, modified large print and braille, via the 'Test orders' section of the NCA tools website until Friday 27 November.

Braille versions of the tests will be available in both Standard English Braille (SEB) and Unified English Braille (UEB).

Schools should read the guidance at www.gov.uk/government/publications/key-stage-2-tests-materials-for-children-with-a-visual-or-hearing-impairment about ordering materials for pupils with a visual or hearing impairment and should refer to the sample materials provided before placing their order.

5. Participation in the tests

Participation in the tests depends on the type of school. The types of schools required to participate in the tests is detailed in section 13.

5.1 Participating pupils

The tests are designed to be used with all pupils who are working at the standard of the national curriculum. There will be some pupils who will be working below the 'expected standard' of the test, who will not achieve a scaled score of 100, but who should still take the tests. Teachers should use their knowledge of each pupil to decide whether to administer the tests to them. They may use the sample materials to inform these decisions.

Most pupils taking the KS2 tests will be in year 6 and will reach the age of 11 by the end of the school year. This includes pupils with special educational needs (SEN) who will start some aspects of the key stage 3 programme of study without having completed the entire KS2 programme of study.

All pupils who have reached the end of KS2 are included in the calculation of a school's performance measures, regardless of whether they have been entered for national curriculum tests or disapplied from the curriculum.

All pupils enrolled at maintained schools and maintained special schools who will have completed the KS2 programme of study in the 2015 to 2016 school year and all eligible pupils enrolled at academies must be registered for the national curriculum tests. This includes pupils that are working below the standard of the tests and ultimately don't take them and pupils that are working at the standard but can't access the tests.

Pupils in their final year of KS2 who attend a pupil referral unit (PRU) or hospital school but are still on the register of a maintained school or academy must also participate in the tests. The headteacher at the school where the pupil is registered is responsible for ensuring that the tests are administered according to the published guidance and that the completed test scripts are returned to their home school immediately after the tests.

Some parents may ask a headteacher not to enter their child for the tests. Parents may also ask a headteacher to enter their child for a test when the school has decided this is not appropriate. In all instances the headteacher's decision regarding participation is final. Headteachers should explain the school's decision to parents.

Pupils younger or older than 11 at the end of KS2

Pupils must only be entered for the tests before the school year in which they are 11 if they have completed the KS2 programme of study and the headteacher considers they are working at the standard of the tests.

Pupils older than 11 who have not taken the tests must be entered to take them at the end of the year in which they complete the KS2 programme of study, if the headteacher considers the child to be working at the standard of the tests.

The performance tables report pupil's results in the year in which they complete the KS2 programme of study. From 2016, where a pupil takes one test early the results will not be reported in the tables until the year in which the remaining tests are taken.

Pupils working below the standard of the tests

Pupils who are assessed as working below the standard of the national curriculum and who are not expected to reach this standard by May 2016 must be registered as below the standard during the pupil registration process. They should be marked as 'B' on the test attendance register and should not sit the test.

Pupils cannot be registered as below the standard of the test for individual components of a test. For example, a pupil cannot take Paper 1 of the English grammar, punctuation and spelling test and be marked as 'B' on the attendance register for Paper 2. In this scenario STA would correct the pupil's status to 'A' (Absent) and the child would be recorded as absent overall.

If the 2016 tests are administered to pupils working below the standard of the tests, their completed test scripts must be sent for marking. These pupils will be awarded test outcomes based on their achievements in those tests. Their test results must be included when reporting results to the Department and in the annual report to parents.

If a school decides not to enter a pupil for the tests or if a teacher does not have evidence that a pupil consistently meets all the statements in the lowest standards in the interim teacher assessment frameworks, the interim pre-key stage standard(s) should be used to provide a statutory assessment outcome for the pupil and any reasonable adjustments which reflect usual classroom practice may remain for teacher assessment. It is important to note that because the standard of the easiest questions remains the same as on previous tests, we are not expecting any significant increase in the number of pupils not sitting the tests. If pupils are able to answer the easiest questions, they should be entered for the test.

Pupils working at the standard of the tests but who are unable to access them

Schools are responsible for making arrangements to determine whether a pupil is working at the standard of the tests but is unable to access them. The headteacher can make final decisions about participation in the tests.

Some examples of pupils who may fit this category are included below.

- Pupils with a physical or sensory disability.
- Pupils who have spent time in hospital towards the end of the key stage.
- Pupils who have been educated at home or excluded from school and need time to adjust to regular school life.
- Pupils who are experiencing or have recently experienced severe emotional problems.

Specific arrangements can be put in place to enable pupils to access the tests.

Pupils who are working at the standard of the tests but who are unable to access them must be registered in the 'Pupil registration' section of NCA tools and marked as 'T' on the test attendance register.

If the 2016 tests are administered to pupils who are working at the standard of the tests but are unable to access them (for example if a pupil starts a test and is unable to complete it), their test scripts must be sent for marking. Pupils will be awarded test outcomes based on their achievements in those tests.

Pupils whose performance on the national curriculum cannot be established

Schools may not have enough time to determine a pupil's abilities before the tests, for example because a pupil has recently arrived from a different education system. Where this is the case the pupil must be registered as part of pupil registration but should not sit the test. They must be marked as 'T' on the test attendance register.

If the 2016 tests are administered to pupils whose abilities have not been established, their completed test scripts must be sent for external marking. Pupils will be awarded test outcomes based on their achievements in those tests.

5.2 Access arrangements

The access arrangements guidance at:

www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements explains how readers, scribes and other arrangements can be used in each test, and what schools need to do to use them.

Access arrangements are adjustments that schools must consider before the tests. They should be based primarily on normal classroom practice for pupils with particular needs. Access arrangements must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupil's own.

Access arrangements may be appropriate for pupils:

- with a statement of SEN or an Education Health and Care Plan as described in the SEN Code of Practice at www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice or a local equivalent
- for whom provision is being made in school using the SEN Support system and whose learning difficulty or disability significantly affects their ability to access the tests
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties
- with EAL and who has limited fluency in English

Schools must make sure they have documentation to show that a pupil is eligible for access arrangements. This must include evidence that resources are routinely committed to providing this support in the classroom. Schools must be able to show the documentation if they have a monitoring visit.

If schools use access arrangements for a pupil inappropriately, the pupil's results may be annulled.

5.3 Pupils with English as an additional language

Pupils with English as an additional language (EAL) must be registered for the KS2 tests even if there is a valid reason why they will not take them.

English tests

If pupils cannot communicate in English then they will be working below the standard of the English tests and should not take them.

Mathematics tests

To establish a pupil's abilities in mathematics, teachers and language-support staff should work together to translate national curriculum work into the pupil's preferred language. Care should be taken to ensure that any translation does not provide additional support or understanding of mathematical terms.

If a pupil is working at the standard of the mathematics tests, the school should administer the tests using the access arrangements summarised in paragraph 5.2. Pupils working below the standard of the mathematics tests should not take them.

Pupils with a profound hearing impairment who are unable to access the tests

Pupils with profound hearing impairment may not be able to participate in the spelling aspect of the English grammar, punctuation and spelling test even with the full range of access arrangements. The school should apply for a compensatory mark for the test. In order for pupils to be awarded a compensatory mark they must be registered for the English grammar, punctuation and spelling tests and marked as 'A' on the attendance register for the Paper 2: spelling.

5.4 Decisions on participation in the tests

Headteachers don't need permission when making decisions about participation in the tests.

As part of decision-making headteachers should:

- discuss the pupil's circumstances and needs with their parents and teachers
- if appropriate, consult with educational psychologists, medical officers or other specialist staff

If a headteacher decides a pupil shouldn't take 1 or more of the tests they should explain this decision to the parents. They should also write a report which:

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

A copy of the report must be sent to the:

- pupil's parents
- chair of the governing body
- LA

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

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

5.5 Registering pupils

All pupils at participating schools must be registered for the tests, regardless of whether they will actually sit them.

Pupils must be registered on the 'Pupil registration' section of the NCA tools website at <https://ncatools.education.gov.uk/>. This opens on Monday 22 February. Schools should register their pupils for the tests by Friday 18 March.

Maintained schools must also register pupils for tests if they arrive at the school after Friday 18 March.

Independent schools that have not completed pupil registration by Friday 18 March will not be allowed to participate in the 2016 tests.

6. Test administration

The tests must be administered in accordance with STA's test administration guidance at www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests. Headteachers must make sure the guidance is read, understood and followed by all teachers, teaching assistants and others involved in administering the tests.

The test administration guidance on GOV.UK will be updated for the 2016 tests in March 2016. The test administration instructions provided for the 2016 sample tests can be used by schools to prepare for the administration of the tests.

A school could be subject to a maladministration investigation if they don't comply with the test administration guidance. Allegations of maladministration can come from misunderstandings about correct test administration. To help avoid this, all staff, pupils and parents should understand how and when the tests will be administered.

6.1 Security of test materials

Headteachers are responsible for ensuring that the integrity of the tests is maintained so that no pupil has an unfair advantage. The test materials must be kept secure, as advised in the guidance at www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure, and treated as confidential from the point they are received in school until Friday 20 May (the end of the timetable variation period).

Test packs should be opened in the test room when the pupils are ready to start the test, or within the hour before the test begins if minor modifications are necessary (see section 6), unless STA has granted permission for opening them early. For more information, see www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements.

Teachers and test administrators mustn't discuss the content of the test papers with anyone or use question-specific information to prepare pupils for the test. Also, specific content which could compromise the test must not be discussed on social media or published in blogs.

After the tests have been administered the test scripts must be kept securely until they are collected for marking. Any unused test materials must be kept securely until Friday 20 May.

6.2 Making modifications to the tests

Schools can open the test materials up to an hour before the administration of the tests if they need to make specific modifications to the papers for particular pupils. For example to copy the test script onto coloured paper or to enlarge the paper. Headteachers must ensure that the confidentiality of the tests is maintained when any modifications are being made.

Schools are responsible for ensuring that any modifications made to the tests are done properly. STA can't compensate or give special consideration where schools have incorrectly modified test papers.

Schools should consider how much time they will need to make any modifications. If schools need more than the hour before the tests to make the modifications they must make an application for early opening.

6.3 When to administer the tests

All the tests must be administered on the days specified in the statutory timetable. Headteachers are responsible for deciding the start time of the tests each day but all pupils should take each test at the same time.

If this isn't possible, schools may make an application for a timetable variation application via NCA tools for an individual pupil or whole or part of the cohort to take the test(s) on a different day. Or, they may notify STA of timetable variation notification via NCA tools to allow an individual pupil or part of the cohort to sit the test on the same day but at a different time.

Tests must not be taken before the day specified in the statutory timetable.

6.4 Changes to the statutory test timetable

If a school has an approved timetable variation application or makes a timetable notification the headteacher must ensure that:

- the pupil takes the test(s) at the nominated time(s)
- STA is informed of any variation to the nominated time

Schools must also make sure affected pupils haven't had the opportunity to communicate with any other pupils who have already taken the test. Schools must gain assurance from parents that the pupil:

- is kept apart from other pupils taking or who have taken the test
- hasn't had access to the test content via the internet or any other means during the test period

Absence during the test period

Pupils who miss one or more component of a test and do not qualify for a timetable variation will not be awarded a score for that test.

Teacher assessment judgements must still be submitted for pupils who are absent during the test period.

6.5 Administering the tests away from school

Under certain circumstances and at the headteacher's discretion, schools may administer tests at a different location within the UK, eg another school, the pupil's home, a hospital or pupil referral unit. Schools must still ensure they follow the test administration guidance at:

www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests correctly. Schools must inform STA that a pupil or part of the cohort has taken the test(s) at another location by completing the new 'tests administered at another location' notification form via NCA tools.

7. Monitoring the tests

Monitoring visitors, from either the LA or STA, will make unannounced visits to schools administering the tests. They will check if the school is following the published procedures at www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests on:

- keeping the test materials secure
- administering the tests

If a school receives a monitoring visit they must allow visitors to:

- see all KS1 test materials and any relevant delivery notes
- see all KS2 test materials and any relevant delivery notes observe any KS2 tests being administered
- see evidence to show that pupils using access arrangements, eg prompters, scribes or additional time, are doing so in accordance with normal classroom practice
- see copies of correspondence and other documents sent to and received from their LA or STA about the administration of the KS2 tests

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

- administrative irregularities
- potential maladministration

These investigations are used to make decisions on the accuracy or correctness of pupils' results.

Schools should refer to the guidance on monitoring visits at www.gov.uk/government/publications/key-stage-2-monitoring-visits-2014-guidance-for-local-authorities for further information. This will be revised in April 2016.

Maintained schools

LAs have a statutory duty to make monitoring visits to at least 10% of maintained schools in their authority, including any academy that has chosen to be monitored by the LA, before, during and after the test period.

Academies

Academies must make arrangements for the monitoring of the KS2 national curriculum assessments and inform STA which LA they have chosen by the end of the autumn term. They can choose either their geographical LA or another LA.

If a school became an academy after the 2015 autumn term they will be part of their geographical LA's arrangements.

Independent schools

Independent schools participating in the tests will be monitored by STA's monitoring visits agency.

7.1 Maladministration

The term 'maladministration' refers to any act that:

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

Schools could be subject to investigations of maladministration if they don't comply with:

- the 'Assessment and reporting arrangements'
- the STA's test administration guidance at www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests

Schools should report any issue with the administration of the tests and/or any allegations of maladministration they receive by calling the national curriculum assessments helpline on 0300 303 3013.

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any pupil's results in the national curriculum tests. STA's maladministration team works closely with LAs to investigate any allegations of maladministration. The 'Maladministration investigation procedures' at www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures explains how STA does this.

8. Science sampling tests

Biennial science sampling tests for pupils at the end of KS2 will take place in June 2016. The tests will not be taken by whole cohorts. Instead, a sample of approximately 9,500 pupils will be randomly selected, based on five pupils from 1,900 schools.

In addition, of the 1,900 schools selected, a sample will be selected to participate in the pre-test trialling of the 2018 science sampling tests. Five additional pupils from each school will take these tests.

Schools that are selected have a statutory obligation to participate.

The science sampling tests will cover the aspects of the curriculum that lend themselves to paper-based, externally marked testing.

An overview of the tests is available on the website www.gov.uk/government/publications/2016-key-stage-2-science-sampling-test-sample-questions-mark-scheme-and-commentary. Detailed information will be provided to schools selected to participate.

8.1 Key dates

Pupils will sit the tests within a two week period from Monday 6 June. The tests will consist of three papers. Each will take no longer than 25 minutes to complete.

Schools will be contacted in the spring term to agree the date that the tests will be taken at each school.

8.2 Test administration

The tests will be overseen by external administrators. A member of school staff may need to be available to support the administration of the test if this is agreed with the external administrator. The external administrator will notify the school of the pupils that have been included in the sample and or the pre-test trialling. Schools are not required to place test orders. The external administrator will be responsible for bringing the test papers to the school and taking the test scripts for marking.

The science sampling tests will not be subject to monitoring visits nor will they need supporting by local authorities.

8.3 Test results

Science sampling test results will be reported as national data only. No individual school or pupil will be identified within the data that is published. Results will not be used for school accountability or performance tables and individual results will not be returned to schools or pupils.

Schools won't have access to the test papers after their administration. However a set of questions will be made public after the assessment cycle, which schools can use for teaching purposes.

9. Teacher assessment

Teacher assessment (TA) is the main focus for end of KS2 English writing assessment and reporting. Schools are also required to report TA for English reading, mathematics and science. It is carried out as part of teaching and learning.

TA provides a judgement that is based on knowledge of how the pupil has performed over time and in a variety of contexts.

In 2016, teacher assessments must be reported using the standards set out in the interim teacher assessment frameworks at <https://www.gov.uk/government/collections/teacher-assessment-key-stage-1-and-key-stage-2>.

9.1 Key dates

Monday 16 May 2016	Teacher assessment section of NCA tools opens.
Friday 27 May 2016	Teacher assessment data must be submitted via the 'Teacher assessment' section of the NCA tools website.

Headteachers must submit their KS2 TA outcomes to their LA by Friday 27 May 2016. Moderation of KS2 English writing TA will take place after the school TA data submission deadline. Schools will receive formal notification of a visit after that deadline.

9.2 What teachers must assess

At the end of KS2, teachers must summarise their judgements for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage. They must base their TA judgement on a broad range of evidence from across the curriculum for each pupil and use their knowledge of a pupil's work over time, taking into account the pupil's:

- written, practical and oral work
- homework

Teachers may not be able to provide a full TA judgement for some pupils, eg because of lengthy periods of absence. They should still report a TA code when they submit their TA data.

9.3 Interim teacher assessment frameworks

Following the removal of teacher assessment levels, the interim teacher assessment frameworks, at www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2 are to support teachers in making robust and accurate judgements for pupils at the end of KS2 in 2016.

The interim teacher assessment frameworks are for 2015 to 2016 only. The DfE is evaluating options for future years.

The interim frameworks set out the standard(s) a child will be assessed against at the end of the

key stage for reading, writing, mathematics and science. Teachers must refer to the frameworks to fulfill their statutory duty to report at the end of the key stage.

The frameworks contain a number of 'pupil can' statements such as, 'the pupil can write for a range of purposes and audiences (including writing a short story) creating atmosphere, and integrating dialogue to convey character and advance the action'. To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard and all the statements in any preceding standard(s).

Interim framework for English writing

For KS2 English writing, teacher assessment is the primary outcome used for accountability and teachers should refer to the interim frameworks. The framework contains 3 standards:

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

Pupils will be grouped into 4 categories for accountability; the 3 categories above plus an additional category for those pupils that do not meet the 'working towards' standard.

Interim frameworks for English reading, mathematics and science

For KS2 English reading, mathematics and science, where TA is not used for formal accountability, the framework contains one standard: working at the expected standard. Pupils will be grouped into 2 categories; the 'working at the expected standard' category plus an additional category for those pupils that do not meet that standard.

9.4 Pupils working below the standard of the national curriculum tests

The review of statutory assessment arrangements for pupils working below the standard of national curriculum tests is an independent review chaired by Diane Rochford. The review was established by the Minister for Schools in July 2015 to consider the best way to ensure that pupils who have not completed the relevant key stage programme of study, and are therefore working below the standard of statutory testing arrangements, have the opportunity to demonstrate attainment and progress at primary school. The review's interim recommendations have been published at <https://www.gov.uk/government/publications/rochford-review-interim-recommendations>.

In December 2015, the review group published an interim solution at <https://www.gov.uk/government/publications/rochford-review-interim-recommendations>. The interim solution follows the same principles as the interim teacher assessment frameworks. It creates additional pre-key stage standards for the frameworks which each contain a number of positive 'pupil can' statements. These statements reflect the attainment of pupils who have not yet completed the relevant programme of study but have reached the chronological age that requires a statutory assessment outcome to be reported. The interim pre-key stage standards at <https://www.gov.uk/government/publications/pre-key-stage-2-pupils-working-below-the-test-standard> are to be used by teachers to report a statutory assessment outcome for working below standard of tests,

but above the P scales, including SEND and non-SEND pupils.

9.5 Pupils who move schools

Change of school before KS2 test week

If a pupil changes school before test week, the receiving school must submit TA data for the pupil.

Change of school during the KS2 test week

If a pupil changes school during the KS2 test week, the school where the pupil was registered at the beginning of the test week must submit TA data for the pupil.

Change of school after the KS2 test week

If a pupil changes school after the KS2 test week, the school where the pupil was registered during the KS2 test week must submit TA data for the pupil.

9.6 Moderation of teacher assessment

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

Moderation of KS2 English writing TA will take place after the TA data submission deadline of Friday 27 May 2016. Schools will receive formal notification of a visit from their LA after that deadline.

STA will monitor and quality assure local authorities' external moderation processes.

Local authorities

Local authorities (LAs) have a statutory duty to moderate a minimum of 25% of schools within their area to validate KS2 English writing TA judgements. They must also moderate any academies that have chosen to be part of their arrangements.

The <https://www.gov.uk/government/collections/teacher-assessment-key-stage-1-and-key-stage-2> guidance for LAs on the KS2 English writing TA moderation at the <https://www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1> interim teacher assessment frameworks at <https://www.gov.uk/government/collections/teacher-assessment-key-stage-1-and-key-stage-2> includes details of the moderation process and how to carry out moderation visits. Local authorities must refer to the guidance and ensure they are aware of the essential requirements to ensure that robust moderation processes are followed.

During the visits, LA external moderators must scrutinise evidence of pupils' work in reading, writing and mathematics. LA external moderators provide an independent, professional validation of the school's TA by reviewing a sample of evidence. If the LA external moderator is unable to validate the school's TA judgements, the data set submitted by the school must be amended to ensure that the TA judgements are in line with the appropriate standard within the interim TA frameworks.

LAs must provide a transparent appeals process.

Maintained schools

Schools are accountable for submitting accurate and valid KS2 TA judgements. The <https://www.gov.uk/government/collections/teacher-assessment-key-stage-1-and-key-stage-2> guidance for schools on the KS2 English writing TA moderation at <https://www.gov.uk/government/collections/teacher-assessment-key-stage-1-and-key-stage-2> includes details of the moderation process and how visits are carried out. Headteachers must refer to the guidance and ensure they are aware of the essential requirements to ensure that robust moderation processes are followed.

Moderation visits will focus on the validation of KS2 English writing TA judgements. Schools must be able to justify their judgements from the pupils' work available. Schools do not need to create portfolios, show in-year tracking or prepare showpiece examples for a moderation visit. Schools and LA external moderators must refer to the interim TA frameworks and national exemplification materials when finalising and validating judgements. To ensure judgements are accurate and can be validated, guidance from the interim TA frameworks must be followed.

Academies and free schools in England

All references to academies include free schools, as in law they are academies. Academies must comply with the requirements for maintained schools within this ARA.

All academies, as of 1 September 2015, must inform STA of the provider they have an agreement with for moderation of KS2 English writing TA. Academies may be charged by their provider for this service. The provider must be given a copy of the academy's most recent moderation visit record and the outcome. STA will ask schools to submit details of their KS2 English writing TA moderation arrangements in the spring term 2016.

Independent schools in England

Independent schools may submit their results to the DfE for inclusion in the national summary of results. The school can only claim that its results are comparable with national or local results if it has taken part in the LA moderation process and has been moderated within the first year of participation. The school must also follow STA guidance and will be subject to the same STA quality assurance and maladministration processes as maintained schools and academies.

Funding for moderation

Each LA receives direct funding from the DfE. Academies receive direct funding through DfE grants for KS1 statutory moderation.

How local authorities are moderated

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

If a LA is selected, the STA external moderators will:

- meet with KS2 English writing moderation manager and appropriate personnel to discuss the approaches to moderation, training and support
- attend one or more of the LA's moderation visits
- report to STA on the LA's approach to moderation, the robustness of the moderation model used and the accuracy of the validated judgements

9.7 Submitting KS2 data

TA data is submitted to STA via the 'Teacher assessment' section of the NCA tools website and can be accessed from 16 May 2016. The deadline for submissions is Friday 27 May. Schools should refer to the guidance on submitting data for instructions and codes.

The DfE uses TA data in the performance tables published on www.gov.uk/government/collections/statistics-performance-tables, www.raiseonline.org and floor standards. Data submitted late will not be used in the performance tables data checking exercise at <https://tablechecking.education.gov.uk/>, or the RAISEonline release of unvalidated data.

Maintained schools, including special schools

Schools must submit TA judgements in English reading, English writing, mathematics and science. Schools must do this by either submitting their data:

- using NCA tools
- via their LA, where the LA has agreed to submit on their behalf

School's submission must include TA data for every pupil:

- that the school registered to sit a national curriculum test
- registered as working below the standard of the tests

Academies

Academies must comply with the KS2 assessment arrangements in relation to reporting which are set out in their funding agreement.

Independent schools and non-maintained special schools

Independent schools participating in the assessment and reporting arrangements must submit TA judgements for the subjects they have registered pupils for.

Pupils discounted from KS2 teacher assessment

Schools can apply for pupils who have recently arrived from overseas to be discounted from performance tables calculations. To be discounted, a pupil must meet all 3 of the following criteria:

- they were admitted to an English school for the first time during the 2014 to 2015 or 2015 to 2016 school year
- they arrived from overseas before their admission
- English is not an official language of the country they came from

The performance tables data checking exercise takes place each year and DfE will write to each school to advise them when it will be run. If schools have queries about this or the performance tables they should contact the DfE's national enquiry line on 0370 000 2288

9.8 Reporting results of the end of KS2 assessments

Schools, including academies and participating independent schools, must report end of KS2 TA to their LA by the Friday 27 May 2016. For all pupils, schools must submit TA judgements in English reading, English writing, mathematics and science.

Headteachers' responsibilities for TA and moderation

Headteachers are responsible for:

- ensuring that the required national processes are followed
- ensuring that their school's TA judgements are accurate
- cooperating with any moderation requirements
- submitting accurate TA data

Headteachers must ensure those carrying out TA have enough opportunity to become familiar with national assessment standards, using funds available within the school's overall resources.

If there is evidence that a school has not followed national processes, this may be investigated as maladministration www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara/teacher-assessment.

9.9 Maladministration

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of a pupil's TA. Where a LA or other party identifies potential maladministration, this should be reported to STA by calling the national curriculum assessments helpline on 0300 303 3013. The STA maladministration team will work closely with LAs to investigate any allegations of maladministration www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara/teacher-assessment.

The maladministration investigation procedures (www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures) explain how STA process allegations, as well as roles and responsibilities for school visits. This is supported by guidance for LAs (www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration) carrying out visits on STA's behalf.

Examples of KS2 maladministration include:

- a concern regarding the TA evidence and processes within the school
- lack of independent work
- changes to TA judgements by school staff to influence school assessment outcomes
- a concern about the pattern of attainment

Once an investigation has finished STA are responsible for deciding whether the school's TA is accurate. STA may void the school's TA judgements if it is concluded that there is doubt about the accuracy of pupils' assessments.

10. Test results

10.1 Return of results to schools

From 2016, scaled scores will be used to report national curriculum test outcomes. Guidance is available at www.gov.uk/scaled-scores.

For the KS2 tests a scaled score of 100 will represent the 'expected standard'. (See section 4 for more details.)

STA will publish test results on the NCA tools website on Tuesday 5 July 2016. Each pupil registered for the tests will receive:

- a raw score (the number of marks awarded)
- a scaled score
- and confirmation of whether or not they attained the expected standard

Conversion tables for the 2016 tests will also be published on GOV.UK on Tuesday 5 July so schools can understand how pupils' scaled scores are derived from their raw scores.

10.2 Return of test scripts to schools

Marked test scripts will be available on or by Tuesday 5 July. Test scripts that have been marked on screen can be accessed and printed via NCA tools.

Test scripts will be returned to schools in hard copy if they were unscannable and could not be marked on screen. Schools should check the script return website to ensure they know which scripts could not be scanned, and hard copies should have been returned to schools.

Schools must report any missing hard copy marked test scripts immediately to the NCA helpline on 0300 303 3013.

10.3 Reviews of marking

Schools can apply for a review of marking if they believe there is evidence that a mark scheme has not been applied correctly or a clerical error has occurred. Guidance is available at www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results. The deadline for applications is Friday 15 July.

In most instances the reviews process will be undertaken onscreen using the original scans of the pupils' test papers. Schools will only need to return hard copy test scripts for review where the original scripts were not marked onscreen. These scripts will have been returned to the school.

Schools will be informed of the outcome of review applications by Friday 2 September. Schools will receive their reviewed hard copy test scripts during the week commencing Monday 29 August. Test scripts marked on screen will be available on Friday 2 September.

How the DfE uses test results

The DfE includes all pupils who have completed KS2 when calculating school-level performance measures in performance tables, at www.education.gov.uk/schools/performance, and on the RAISEonline website at www.raiseonline.org This includes pupils:

- with special educational needs
- working below the expected standard of the tests
- unable to access the tests
- who were absent when the tests were administered

11. Reporting to parents

Headteachers at maintained schools, including maintained special schools must prepare annual reports for every pupil's parents.

Headteachers must make arrangements for parents to discuss the report with their child's teacher, if the parents wish to do so.

11.1 What reports must cover

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

The report must cover the pupil's:

- achievements
- general progress
- attendance record

Where appropriate it must also include results of any:

- national curriculum tests
- public examinations, by subject and grade

If a national curriculum test result is not received by a headteacher before the end of the summer term it must be provided to parents within 15 school days of the headteacher receiving it.

Detailed content requirements, including specific information for KS2, are set out in Schedule 1, Regulation 6 (4) of the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437 www.legislation.gov.uk/uk/si/2005/1437/made.

Academies' requirements are set out in their funding agreements.

Religious education

Religious education is a statutory subject for all pupils registered at a maintained school, except for pupils:

- in nursery classes
- who have been withdrawn by their parents under section 71 of the School Standards and Framework Act 1998

It is a general requirement that schools report pupil's progress in religious education to parents. There is no required format for reports.

Pupils with special educational needs

Requirements for reporting on pupils with special educational needs are set out in paragraph 2 of Schedule 1 to the Education (Pupil Information) (England) Regulations 2005: www.legislation.gov.uk/uk/si/2005/1437/made.

Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher should still write an annual report for the pupil. This should be issued to the pupil's parents. The parents should have the opportunity to discuss the report with their child's teacher.

Pupils who are registered at more than 1 school

Pupils may be registered at more than 1 school. This helps to ensure continuity of learning for pupils whose families travel for occupational purposes or who may not have a fixed address.

If a pupil is registered at more than 1 school each headteacher should write an annual report for parents. You should also make arrangements for parents to discuss the report with their child's teacher (if the parent wishes).

Regulation 9 of the Education (Pupil Registration) (England) Regulations 2006, available at www.legislation.gov.uk/uksi/2006/1751/contents/made, allows the dual registration of 'families that travel for occupational purposes'. Regulation 9(3) and (4) defines which school would be the base school (school of ordinary attendance). Regulation 9(1) applies to a pupil who:

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

11.2 'Parent' – a definition

The term 'parent' is used here as defined in section 576 of the Education Act 1996 as:

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

12. Keeping and maintaining records

Schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437) at www.legislation.gov.uk/uksi/2005/1437/made. Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher
- originating from or supplied by LA employees (for certain schools)
- originating from or supplied by teachers or other employees of the school (eg voluntary aided or non-maintained special schools)

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

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

Under the Data Protection Act 1998 (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the DPA. This includes:

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

Schools must consider the implications of the DPA, under which they are required to register as a data controller with the Information Commissioner's Office (ICO), see <https://ico.org.uk/>.

Many schools consult their legal advisors for guidance on their responsibilities under the DPA and advice on developing their data policies.

12.1 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the DPA and the Freedom of Information Act 2000. Access to a pupil's educational information is most appropriately covered by the right of access under the Pupil Information Regulations.

All information incorporated within a pupil's educational record constitutes personal data under the DPA. It is therefore subject to disclosure following a written 'subject access' request by the pupil or a parent on their behalf.

Under the Pupil Information Regulations a school's governing body must ensure that a pupil's educational record is made available for parents to see within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record this must also be provided within 15 school days. Governing bodies can charge a fee for the copy. If they do, the fee must not be more than the cost of supply.

The Pupil Information Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil couldn't lawfully be given under the Data Protection Act 1998. It also relates to information which s/he wouldn't have right of access to under that Act, or by virtue of any order made under section 30(2) or section 38(1) of the Act. This includes material which may cause serious harm to the physical or mental health or condition of the pupil or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility. This affects the parent's entitlement to receive such information.

The ICO can provide further advice at <https://ico.org.uk/>.

12.2 Transferring records to a pupil's new school

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF). This is noted in the Pupil Information Regulations.

If a pupil moves to another school in England, Wales, Scotland or Northern Ireland, the pupil's CTF and educational record must be passed to the new school. Academies are not subject to these regulations however they are expected to adhere to the following protocols, as a matter of good practice.

The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England. Information must be transferred within 15 school days of any request from the pupil's new school.

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

- through the school to school (s2s) secure file transfer system, see www.gov.uk/school-to-school-service-how-to-transfer-information
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

If either school can't send or receive information in this way, LAs may provide the file. However there must be agreed and secure local arrangements in place.

If the new school is unknown, the DfE recommends that the school should still complete the CTF and load it onto the Schools2schools website (s2s). If you don't receive CTFs for a new pupil you can ask your LA to search for the files on s2s.

You can refer to the 'School to school guides' at:

www.gov.uk/school-to-school-service-how-to-transfer-information for details on:

- what information CTF should contain
- handling records for pupils where their destination is not known
- sending CTFs between schools Schedule 2 to the Regulations (www.legislation.gov.uk/uksi/2005/1437/schedules/made) explains more about the content of CTFs.

13. Legal requirements and responsibilities

This annex details the legal status of the guidance, how the requirements contained in this document applies to different types of schools, and details the responsibilities of schools involved in the KS2 national curriculum tests and assessments.

13.1 Legal status of the ARA

This statutory guidance contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (as amended). This Order is made under section 87(3) of the Education Act 2002.

This statutory guidance gives full effect to, or otherwise supplements, the provisions made in the Order. As such it has effect as if made by the Order. The Order can be viewed on the government's legislation archive at www.legislation.gov.uk/ukxi/2003/1038/contents/made.

This document also contains guidance and information that does not form part of the law.

If schools have any regulatory concerns that have not been fully addressed by STA in line with the published procedures, these can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). For more information, visit www.gov.uk/government/organisations/ofqual.

All information is correct at the time of publishing.

13.2 Application of ARA to different types of school

This section details how the ARA applies to different types of school.

Maintained schools

The ARA applies to maintained schools, including maintained special schools, with pupils in KS2. There are different arrangements for maintained hospital schools (see below).

Maintained schools and local authorities have a statutory duty to ensure that provision is made to meet the special educational needs of their pupils. The access arrangements guidance at www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements gives detailed information about the adjustments available for the KS2 tests.

Academies and free schools in England

All references to academies include free schools, as in law they are academies. The following information also applies to alternative provision (AP) academies, see: www.gov.uk/government/publications/alternative-provision.

An academy's funding agreement may say that they will follow guidance issued by the Secretary of State in relation to assessments and teacher assessments of pupils' performance. If so, they must comply with the ARA. The KS2 assessment and reporting arrangements are only applicable if they provide education to pupils at this stage of learning.

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

The funding agreement means that they must comply with statutory assessments on the same basis as maintained schools.

They must make provision to meet the special educational needs of their pupils, according to the requirements set out in their funding agreement. The access arrangements guidance at www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements gives detailed information about the adjustments available for the KS2 tests.

Monitoring arrangements for KS2 assessments must be in place with academies and their chosen local authority by the end of the autumn term. Academies must also inform STA which local authority they have chosen.

The academy trust must make sure their academies have complied with the moderation, monitoring and data submission requirements in this publication.

Independent schools in England

Independent schools in England may take part in the assessment and reporting arrangements for 1 or more subjects at the end of KS2, although they are not required to do so. Their results will not be reported in the performance tables.

Independent schools who want to participate in the tests will need to place a test order for the KS2 tests by Friday 27 November and must follow the arrangements in this ARA.

Participating independent schools must confirm their intent to issue a privacy notice to the parents of pupils who are going to participate in any tests. They must gain approval from the parents of each participating pupil before the school places a test order on the NCA tools website <https://ncatools.education.gov.uk>.

Pupil referral units and maintained hospital schools

Pupils studying at a PRU or hospital school, but who are on the register of a maintained school or academy are required to take the KS2 tests. Their results should be reported by the school where the pupil is registered.

It is the responsibility of maintained schools and academies to register the pupils for the KS2 tests.

Pupils not on the register of a maintained school or academy that attend a PRU or hospital school are not required to take the tests. However, they are expected to receive a comparable education to a pupil in a mainstream school. Therefore it is recommended that KS2 assessments form part of their educational provision where appropriate.

Service Children's Education school

SCE schools take part in the national curriculum assessment and reporting arrangements in line with the arrangements for administration in England.

Overseas schools

Overseas schools which are not SCE schools can't formally participate in the KS2 assessment and reporting arrangements. They will be able to download the 2016 test materials www.gov.uk/government/collections/key-stage-2-tests-past-papers once the test administration window has closed.

Non-maintained special schools

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of KS2, although they are not required to do so. If they choose to participate they should follow the arrangements in this ARA.

Non-maintained special schools who want to participate in the tests must place a test order for the KS2 tests by Friday 27 November 2015.

Home-educated pupils

Pupils who are educated at home can only take the tests if they are registered with a maintained school, academy or other independent school that is participating in the tests.

13.3 Headteachers' responsibilities

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

Headteachers at participating schools have a duty to ensure that:

- the requirements in the ARA are implemented in their school
- teachers and other staff comply with the assessment and reporting arrangements
- the deadlines in the ARA are met
- pupils who have reached the end of the key stage are included in the KS2 assessments

These requirements are summarised below. Please refer to the relevant sections of the ARA for further detail.

Key stage 2 tests

Headteachers must:

- keep the test materials secure and treat them as confidential before, during and after the test period
- be able to give an accurate account of everyone with access to test materials before and during the test administration week and up until Friday 20 May
- ensure that their test administrators are appropriately trained, and that they administer the tests according to the published procedures
- carry out all tests according to the published timetable, unless STA has approved a timetable variation
- complete and submit the headteacher's declaration form on the NCA tools website at <https://ncatools.education.gov.uk> after all test scripts have been collected for marking
- co-operate with any monitoring visit requests, including visits by STA or LA representatives
- notify STA of any incident that may have affected the integrity, security or confidentiality of the tests

Headteachers of maintained schools, independent schools and academies must also note specific, additional responsibilities below.

Headteachers at maintained schools and academies must also:

- consider whether any pupils will need modified versions of the tests and place a test order by Friday 27 November
- ensure all pupils are registered for the tests on the 'Pupil registration' section of NCA tools at <https://ncatools.education.gov.uk> by Friday 18 March and that each pupil's details are complete and accurate
- register pupils for the tests if they arrive after Friday 18 March

Headteachers must also ensure any pupils who are registered at their school, but are attending a PRU or hospital school, are registered for the tests.

Independent school headteachers must also:

- issue a privacy notice to the parents of any pupil participating in 1 or more of the tests and receive approval before placing a test order
- place orders for standard and modified tests on the 'Test orders' section of NCA tools at <https://ncatools.education.gov.uk> by Friday 27 November 2015
- register all eligible pupils for the tests, by Friday 18 March 2016
- ensure the tests are only administered to pupils that have been registered

Where headteachers do not meet the above responsibilities this could result in the school being investigated for maladministration of the assessments.

If independent schools miss the test orders or pupil registration deadlines they will not be allowed to participate in the tests.

Teacher assessment

Headteachers must:

- submit teacher assessment data to STA in English reading, English writing, mathematics and science for all pupils at the end of KS2 by Friday 27 May
- ensure their school has an appropriate system to record and submit data to STA by the deadline date
- notify STA of any issues which may have affected the integrity of the teacher assessments

Headteachers at participating independent schools must make sure they submit teacher assessment data to STA for the tests their pupils took part in.

Reporting to parents

What headteachers at maintained schools, including maintained special schools, must report to parents is detailed in section 11 of this ARA.

Keeping and maintaining records

The statutory requirements of headteachers at maintained schools, including maintained special schools for the transfer of records between schools are detailed in section 12 of this ARA.

13.4 Teachers' responsibilities

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

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

13.5 Governing bodies' responsibilities

Governing bodies of maintained schools must carry out their functions to ensure that the KS2 assessments are administered in their school according to this ARA and all other published guidance.

13.6 Academy trusts' responsibilities

An academy's funding agreement will usually require the academy trust to ensure that the KS2 assessments are administered in the school according to this ARA and all other published guidance.

Academies must inform STA which local authority they have chosen to monitor their KS2 national curriculum assessments by the end of the autumn term.

13.7 Local authorities' responsibilities

LAs must make sure their maintained schools and any academies that have chosen to be monitored by the LA understand and complete their statutory assessment and reporting arrangements correctly.

LAs must also ensure any academies which have asked to be part of their assessment arrangements are included in their monitoring activity.

LA should refer to the guidance at <https://www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-2> on their responsibilities relating to moderation of teacher assessment.

LAs will:

- offer training and advice on all aspects of assessment at KS2
- view their schools' applications for early opening of the tests or additional time
- make unannounced KS2 monitoring visits to at least 10% of their schools before, during and after the test period
- inform STA of any irregularities in the test administration process or within any school's submitted TA data and discuss steps to take
- ensure schools meet the requirements for transferring records between schools, including the completion of the common transfer file as noted in the Pupil Information Regulations, where this has been agreed between a governing body and authority



Standards
& Testing
Agency

The 'Assessment and reporting arrangements' (ARA) contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (amended by SI 2009/1585, SI 2010/290, SI 2010/677, SI 2011/2392, SI 2012/765, SI 2012/838 and SI 2013/1513). This Order is made under section 87(3) of the Education Act 2002.

The ARA gives full effect to or otherwise supplements the provisions made in the Order and as such has effect as if made by the Order. The ARA provides information and guidance on national curriculum assessments and their administration.

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