

2017 national curriculum assessments

Key stage 2

2017 Assessment and Reporting Arrangements (ARA)

October 2016



Standards
& Testing
Agency

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Section 1: Introduction

1.1 About this guidance

This guidance details the statutory requirements for key stage 2 (KS2) national curriculum assessment and reporting for the 2016 to 2017 academic year. It is produced by the [Standards and Testing Agency](#)¹ (STA), an executive agency of the Department for Education (DfE).

The assessment and reporting arrangements apply to maintained schools, maintained special schools, academies, 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 school are included in section 11.1.

1.2 Who is this guidance for?

- Headteachers and senior leadership teams
- Local authority (LA) assessment co-ordinators
- Teachers responsible for end of KS2 assessment, including administering tests
- Governors and trustees

1.3 Legal status

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

This document 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, as amended, can be viewed in the government's [legislation archive](#)².

The ARA also contains guidance and information that does not form part of the law. Section 11 contains further guidance on legal requirements and responsibilities.

1.4 Expiry

This guidance is relevant until the end of the 2016 to 2017 academic year.

¹ www.gov.uk/sta

² www.legislation.gov.uk/uksi/2003/1038/contents/made

Section 2: Changes for 2016 to 2017

2.1 Interim teacher assessment frameworks

The use of the [interim teacher assessment frameworks](#)³ and the [interim pre-key stage standards](#)⁴ is extended for the 2016 to 2017 academic year.

The frameworks remain the same as those used in the 2015 to 2016 academic year except for a single amendment published in July 2016 to make the guidance explicit for assessing pupils with physical disabilities or sensory impairment.

2.2 New outcome codes on test attendance registers

Code 'T' will no longer be used as an outcome on test attendance registers.

From 2017, if a pupil is working at the standard of the tests but is unable to access them, they must be registered in the 'Pupil registration' section of NCA tools and marked as 'U' (unable to access) on the attendance register provided with the test materials.

Where schools have not had enough time to determine a pupil's abilities before the tests, they must be registered in the 'Pupil registration' section of NCA tools and marked as 'J' (just arrived) on the attendance register provided with the test materials.

See section 5.2 for further guidance on registering pupils for the tests.

2.3 Braille versions of the tests

Braille versions of the KS2 tests will only be available in Unified English Braille (UEB).

Schools can order modified versions, in braille and modified large print, in the 'Test orders' section of NCA tools from Monday 31 October until Friday 25 November.

³ www.gov.uk/government/publications/2017-interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2

⁴ www.gov.uk/government/publications/2017-pre-key-stage-2-pupils-working-below-the-test-standard

Section 3: Important dates

These dates may be subject to change.

3.1 Important dates for 2016

Monday 31 October	<ul style="list-style-type: none">• 'Test orders' section of NCA tools⁵ opens.• Maintained schools, academies and free schools should order modified versions of the KS2 tests, including enlarged print, modified large print and braille, if required, by Friday 25 November. Quantities of standard test materials will be based on schools' census and pupil registration data.• Independent schools choosing to participate in the KS2 assessment and reporting arrangements must place test orders on NCA tools for both standard and modified versions, and issue privacy notices to parents, by Friday 25 November.
Friday 25 November	<ul style="list-style-type: none">• 'Test orders' section of NCA tools closes.• Deadline for maintained schools, academies and free schools to order modified versions of the KS2 tests.• Deadline for participating independent schools to order standard and modified versions of the KS2 tests and issue privacy notices to parents.
By the end of the autumn term	<ul style="list-style-type: none">• Deadline for academies to have chosen which LA will undertake monitoring of their KS2 tests and external moderation of their teacher assessment (TA), and reported this information to STA.• Independent schools choosing to participate in the KS2 tests should make an agreement with the LA that will complete external moderation of their TA.

⁵ <https://ncatools.education.gov.uk>

3.2 Important dates for 2017

Monday 30 January	<ul style="list-style-type: none"> • ‘Access arrangements’ section of NCA tools opens for applications for additional time, early opening, compensatory marks and timetable variations.
Monday 20 February	<ul style="list-style-type: none"> • ‘Pupil registration’ section of NCA tools opens.
Monday 27 February	<ul style="list-style-type: none"> • Deadline for schools to submit applications for early opening and compensatory marks.
March	<ul style="list-style-type: none"> • KS2 test administration guidance⁶, including the ‘Test administrators’ guide’, published for 2017.
Friday 17 March	<ul style="list-style-type: none"> • Deadline for schools to complete pupil registration.
Monday 10 April	<ul style="list-style-type: none"> • All schools that have applied for early opening or compensatory marks will have been notified of the outcome of their application on NCA tools.
Monday 24 April	<ul style="list-style-type: none"> • Deadline for schools to submit applications for additional time.
Monday 24 April to Friday 28 April	<ul style="list-style-type: none"> • Schools receive all KS2 test materials (standard and modified versions) and stationery items.
Monday 8 May to Thursday 11 May	<ul style="list-style-type: none"> • Schools administer the KS2 tests (see section 3.3).
Thursday 11 May	<ul style="list-style-type: none"> • ‘Access arrangements’ section of NCA tools opens for special consideration applications. • The KS2 headteacher’s declaration form (HDF) is available to schools on NCA tools at 5pm.
Thursday 18 May	<ul style="list-style-type: none"> • Deadline for schools to apply for timetable variations on NCA tools.

⁶ www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests

Friday 19 May	<ul style="list-style-type: none"> • Deadline for schools to submit any notifications that pupils have used a scribe, transcript, word processor or electronic or technical aid in a test. • Deadline for schools to submit any notifications that they have administered the tests at another location or to notify STA of a pupil cheating. • Deadline for schools to submit special consideration applications. • Deadline for schools to submit the KS2 HDF on NCA tools. • Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit for TA.
Monday 22 May	<ul style="list-style-type: none"> • Test materials and mark schemes available to download from GOV.UK⁷. • ‘Teacher assessment’ section of NCA tools opens.
Monday 5 June to Thursday 29 June	<ul style="list-style-type: none"> • LAs undertake external moderation of KS2 English writing TA.
Thursday 29 June	<ul style="list-style-type: none"> • Deadline to submit TA data on NCA tools. Data submitted late will not be used in the DfE’s performance tables data checking exercise.
Tuesday 4 July	<ul style="list-style-type: none"> • 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 14 July	<ul style="list-style-type: none"> • Deadline for schools to submit review of marking applications.
Monday 4 September	<ul style="list-style-type: none"> • Review outcomes returned to schools.

⁷ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

3.3 Test timetable for 2017

The tests must be taken on the scheduled day.

Monday 8 May	<ul style="list-style-type: none">• English reading: reading booklet and associated answer booklet
Tuesday 9 May	<ul style="list-style-type: none">• English grammar, punctuation and spelling Paper 1: short answer questions• English grammar, punctuation and spelling Paper 2: spelling
Wednesday 10 May	<ul style="list-style-type: none">• Mathematics Paper 1: arithmetic• Mathematics Paper 2: reasoning
Thursday 11 May	<ul style="list-style-type: none">• Mathematics Paper 3: reasoning

Section 4: 2017 national curriculum tests

4.1 Overview of 2017 tests

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

KS2 English reading test

The English reading test focuses on the comprehension elements of the national curriculum and includes a mixture of text genres. The test is designed so that the texts increase in their level of difficulty.

The test consists of a reading booklet and a separate answer booklet. Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions which are worth 50 marks in total. Pupils can approach the test as they choose, for example working through one text and answering the questions before moving on to the next.

KS2 English grammar, punctuation and spelling test

The grammar, punctuation and spelling test focuses on knowing and applying grammatical terminology with the full range of punctuation tested.

There are 2 papers:

- Paper 1: short answer questions
- Paper 2: spelling

Paper 1: short answer questions is a combined question and answer booklet. There are no contextual items in the test. Pupils will have 45 minutes to answer the questions which are worth 50 marks in total.

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

KS2 mathematics test

The mathematics test comprises 2 components, presented to pupils as 3 test papers:

- Paper 1: arithmetic
- Paper 2: reasoning
- Paper 3: reasoning

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

Paper 1: arithmetic assesses basic mathematical calculations. The questions cover straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each. They also cover long divisions and long multiplications worth 2 marks each. Pupils will have 30 minutes to answer the questions which are worth 40 marks.

Papers 2 and 3 assess mathematical fluency, solving mathematical problems and mathematical reasoning. Pupils will have 40 minutes to complete each test paper worth 35 marks per paper.

4.2 Science sampling tests

The biennial [science sampling tests](#)⁸ won't take place in 2017 as they happen every other year. The tests will recommence in 2018. Schools must submit TA judgements, including science, on [NCA tools](#)⁹ by Thursday 29 June (see section 7).

4.3 Scaled scores

[Scaled scores](#)¹⁰ are used to report national curriculum test outcomes.

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 in terms of challenge year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated the same attainment.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table. For the KS2 tests a scaled score of 100 represents the 'expected standard'.

⁸ www.gov.uk/government/publications/key-stage-2-science-sampling-tests

⁹ <https://ncatools.education.gov.uk>

¹⁰ www.gov.uk/guidance/scaled-scores-at-key-stage-2

4.4 Practice test materials

[Practice test materials](#)¹¹ are available to help teachers prepare for the 2017 tests. These include past versions of 2016 KS2 national curriculum tests and KS2 sample materials. The sample materials were published in June 2015 and were designed to be as close as possible to the look and feel of the live tests.

Alongside the test materials are mark schemes and test administration instructions.

4.5 Test frameworks

[Test frameworks](#)¹² are available for each test. Although written 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 is used to maintain the standard in relation to the test.

Each framework sets out:

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

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

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

4.6 Test orders

Maintained schools and academies 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 census and pupil registration data.

Independent schools who choose to take part in the KS2 assessment and reporting arrangements for one or more subjects must place a test order on NCA tools and issue

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

¹² www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

privacy notices to parents by Friday 25 November. Participating independent schools must also complete pupil registration on NCA tools by Friday 17 March. Section 11.1 details how this ARA applies to independent schools.

4.7 Modified test materials

STA develops modified versions of the tests which are primarily designed for pupils with significant visual impairments, although they may be suitable for pupils with other needs, such as dyslexia. Enlarged print versions are produced in a larger format booklet, measuring 364mm by 257mm, and all text, pictures, and non-scaled diagrams are larger than the standard versions. Modified large print versions are also in the larger format, but more white space is present. Some diagrams are substituted for a high contrast design or require the use of physical models. Braille versions, in Unified English Braille (UEB), are suitable for pupils with extremely limited or no vision. Diagrams are produced in tactile formats or as physical models.

The modified test agency can provide further advice about which modified materials may be suitable for pupils on 0300 303 3019.

All schools can order modified versions of the tests, in enlarged print, modified large print and braille, in the 'Test orders' section of NCA tools until Friday 25 November.

4.8 Delivery of test materials

Schools will receive test materials, including any modified test orders, in the week beginning Monday 24 April.

Materials are delivered to school addresses taken from [EduBase](#)¹³. Schools must make sure their details are up to date by logging into EduBase via Secure Access. Further information about updating records is also provided on the website.

If schools have not received their test materials by Friday 28 April, they should contact the national curriculum assessments helpline on 0300 303 3013.

Headteachers must check the contents of their delivery against the delivery note to ensure the correct number and type of test materials have been received. The inner packs of sealed test papers must not be opened until the day specified in the test timetable. Headteachers can delegate the checking of the materials to a senior member of staff if they aren't available. It is recommended that 2 members of staff undertake this check together.

¹³ www.education.gov.uk/edubase

Headteachers and teachers should read the guidance on [how to keep test materials secure](#)¹⁴. Headteachers must ensure that a copy of the annotated delivery note is available in case the LA, or a representative from STA's monitoring visits agency, visits the school to observe the administration of the KS2 tests.

The test materials must be stored securely and treated as confidential from the point they are received in school until Friday 19 May. If a delivery is incomplete, or any packs of test papers arrive unsealed or damaged, this must be reported to the national curriculum assessments helpline immediately on 0300 303 3013.

Schools won't be sent KS2 mark schemes. They will be published on [GOV.UK](#)¹⁵ on Monday 22 May.

¹⁴ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

¹⁵ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Section 5: Test participation

5.1 Participating pupils

The tests are designed to be used with all pupils who have completed the KS2 programme of study and are working at the overall standard of the tests. This means that if pupils are considered to be able to answer the easiest questions, they should be entered for the test. These pupils may not achieve a scaled score of 100, the 'expected standard', but should still take the test.

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. Teachers should use their knowledge of each pupil when considering whether to administer the tests to them. Practice materials (see section 4.4) may also be used to inform these decisions.

Pupils who shouldn't take the tests

Pupils shouldn't take the tests if they:

- have not completed the KS2 programme of study, or
- are working below the overall standard of the KS2 tests, or
- are unable to participate even when using suitable access arrangements

The [interim pre-key stage standards](#)¹⁶ should be used to provide a statutory assessment outcome for pupils that have not completed the programme of study or who are working below the standard of the tests. Section 7 includes further guidance about TA at the end of KS2.

If a headteacher decides a pupil shouldn't take one or more of the tests, they must report this decision to the parents. See section 9.2 for information about reporting to parents for pupils who have not participated in the tests.

Decisions on participation in the tests

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

¹⁶ www.gov.uk/government/publications/2017-pre-key-stage-2-pupils-working-below-the-test-standard

As part of the decision-making process, headteachers should:

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

In all instances the headteacher's decision regarding participation is final. Headteachers should report this decision to parents. See section 9.2 for information about reporting to parents for pupils who have not participated in the tests.

5.2 Registering pupils for the tests

All pupils enrolled at maintained schools, including maintained special schools and academies, who will complete the KS2 programme of study in the 2016 to 2017 academic year, must be registered for the tests. This includes pupils who are working below the overall standard of the tests, and ultimately won't take them, and pupils who are working at the overall 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.

Pupils must be registered in the 'Pupil registration' section of NCA tools which opens on Monday 20 February. Schools should register their pupils for the tests by Friday 17 March. Any pupils who arrive in school after this date should also be added.

Independent schools that have placed a test order but do not complete pupil registration by Friday 17 March will not be allowed to participate in the 2017 tests.

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 overall standard of the tests.

Pupils older than 11 who have not yet 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 pupil to be working at the overall standard of the tests.

Pupils working below the overall standard of the tests

Pupils who are assessed as working below the overall standard of the KS2 tests must be registered as below the standard during pupil registration. This includes pupils who are not expected to reach this standard by May 2017. They should be marked as 'B' (working below the standard of the test) on the test attendance register and should not take the test.

In English grammar, punctuation and spelling and mathematics, where there is more than one test paper, pupils must take all components in order to be awarded an overall test outcome. Pupils cannot take one component of the test and then be registered as below the standard for another component. 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 pupil would be recorded as 'A' (absent) overall.

If the 2017 tests are incorrectly 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 will be included in the performance tables and must be included in the annual report to parents (see section 9.2).

If a school decides not to enter a pupil for the tests because they are working below the overall standard, the interim pre-key stage standards should be used to provide a statutory TA outcome for the pupil (see section 7.5).

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

Schools should consider using access arrangements (see section 5.3) to enable all pupils who are working at the overall standard of the tests to take them.

If a pupil is working at the standard of the tests but is unable to access them, they must be registered in the 'Pupil registration' section of NCA tools but should not take the test. They should then be marked as 'U' (unable to access) on the attendance register provided with the test materials.

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

- pupils who have a disability or a sensory impairment
- pupils with specific medical needs or 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

The headteacher makes final decisions about participation in the tests.

If the 2017 tests are incorrectly administered to pupils previously identified as being unable to access them, their test scripts must be sent for marking. This includes if a pupil starts a test and is unable to complete it. Pupils will be awarded test outcomes based on their achievements in those tests. Their test results will be included in the performance tables and must be included in the annual report to parents (see section 9.2).

Pupils whose performance on the national curriculum cannot be established

Schools may not have enough time before the tests to determine a pupil's abilities and whether they are working at the overall standard of the tests. Where this is the case, the pupil must be registered in the 'Pupil registration' section of NCA tools but should not take the test. They should then be marked as 'J' (just arrived) on the test attendance register provided with the test materials.

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

- pupils who have arrived in school during the weeks immediately before the tests
- pupils who have come from a different education system

If the 2017 tests are incorrectly administered to pupils whose abilities have not been established, their completed test scripts must be sent for marking. Pupils will be awarded test outcomes based on their achievements in those tests. Their test results will be included in the performance tables and must be included in the annual report to parents (see section 9.2).

5.3 Access arrangements

The KS2 tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them. They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions. However, a small number of pupils may need additional arrangements so they can take part. Access arrangements are adjustments that can be made to support specific pupils during the tests, and should be based on normal classroom practice. The support given must never advantage or disadvantage individual pupils.

The [access arrangements guidance](#)¹⁷ explains how readers, scribes and other arrangements can be used in each test, and what schools need to do to use them. It may be helpful to use practice materials (see section 4.4) with pupils before administering the tests. This will enable teachers to identify where support is needed and if any adaptations will need to be made either to the test materials or the administration of the tests.

Access arrangements may be appropriate for pupils:

- with a statement of special educational needs (SEN) or an Education, Health and Care Plan (EHCP) as described in the [SEND Code of Practice](#)¹⁸
- for whom provision is being made in school using the SEN Support system or whose learning difficulty and/or disability significantly affects their ability to access the tests
- who have a disability or a sensory impairment
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

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

If schools want to use an alternative access arrangement which is not included in the guidance, they should contact the national curriculum assessments helpline on 0300 303 3013 and ask to speak to the access arrangements co-ordinator to discuss the proposed arrangements.

Schools could be subject to a maladministration investigation if they cannot provide evidence that any access arrangements used are based on normal classroom practice.

5.4 Pupils with a profound hearing impairment

Pupils with a profound hearing impairment, and who do not use lip-reading or a signing system, 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. Schools can apply for [compensatory marks](#)¹⁹ to allow pupils to receive an overall test outcome for the English grammar, punctuation and spelling test.

¹⁷ www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements

¹⁸ www.gov.uk/government/publications/send-code-of-practice-0-to-25

¹⁹ www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements

Applications must be made in the 'Access arrangements' section of NCA tools by Monday 27 February. In order for a pupil to be awarded a compensatory mark they must not take the spelling paper and should be marked as 'A' on the attendance register for Paper 2: spelling. If the spelling paper is incorrectly administered to a pupil who is unable to access the test due to profound hearing impairment, their completed test script must be sent for marking. The pupil will be awarded a test outcome based on their achievements in the test and will not be eligible for compensatory marks.

5.5 Pupils with English as an additional language

Pupils with 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 overall 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.

If a pupil is working at the standard of the mathematics tests, the school should consider using access arrangements to enable the pupil to take the tests (see section 5.3). Care should be taken to ensure that any translation does not provide additional support or understanding of mathematical terms.

Pupils working below the overall standard of the mathematics tests should not take them.

Section 6: Test administration

6.1 When to administer tests

All KS2 tests must be administered on the days specified in the statutory timetable (see section 3.3). Headteachers are responsible for deciding the start time of the tests but all pupils should take each test at the same time.

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

6.2 Changes to the statutory test timetable

Start-time variations

If it isn't possible for all pupils to take a test at the same time on the day specified in the statutory timetable, schools must notify STA of a start-time variation. A start-time variation allows an individual pupil, or part of the cohort, to take the test on the same day but at a different time from the rest of the cohort. Schools must complete the notification on [NCA tools](#)²⁰ before the test begins but do not need a response from STA to proceed at the nominated time.

Timetable variations

If it isn't possible for all pupils to take a test on the day specified in the statutory timetable, schools must apply for a timetable variation on NCA tools. If approved by STA, a timetable variation allows an individual pupil, or part or whole of the cohort, to take the test up to 5 school days after the original day of the test. Schools must wait for approval from STA before beginning the test on a new day.

Headteachers' responsibilities when changing the statutory test timetable

If a school has notified STA of a start-time variation or has an approved application for a timetable variation, the headteacher must ensure that:

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

Headteachers must also make sure affected pupils haven't communicated with any other pupils who have already taken the test. Before a school notifies STA of a start-time

²⁰ <https://ncatools.education.gov.uk>

variation or applies for a timetable variation, headteachers must gain assurance from parents that the pupil:

- was kept apart from other pupils taking or who have taken the test
- hasn't had access to the test content through using the internet, mobile phone or any other means during the test period

Full guidance on [how to apply for a timetable variation](#)²¹ is available, and schools should contact the national curriculum assessments helpline on 0300 303 3013 if further advice is needed.

6.3 Absence during the test period

If a pupil is absent on the scheduled day of a test and returns within 5 school days, an application for a timetable variation should be made after the pupil has returned. Schools should only make applications for timetable variations before a pupil returns to school where their absence is planned for a known time period.

If a pupil does not return within 5 school days, or an application for a timetable variation is rejected, they should be recorded as 'A' (absent) on the attendance register.

Pupils who do not take all test papers for a subject will receive a raw score for the paper(s) they have completed but will not receive a scaled score. The overall outcome for a pupil who does not complete all test papers for a subject will be 'A' (absent). See section 8.1 for further guidance on return of results.

TA judgements must still be submitted for pupils who are absent from the tests.

6.4 Security of test materials

Headteachers must ensure that the integrity of the tests is maintained so that no pupil has an unfair advantage. Schools must follow the guidance on [how to keep test materials secure](#)²² and treat them as confidential from the point they are received in school until Friday 19 May (after the timetable variation period has ended).

Packs with test papers enclosed should only 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 6.5), unless STA has granted permission for [early opening](#)²³ of more than one hour.

²¹ www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation

²² www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

²³ 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 tests. In particular, any content which could compromise the tests must not be discussed on social media or published in blogs. Any school behaviour which leads to test materials being shared before Friday 19 May may lead to an investigation of maladministration.

After the tests have been administered any unused test materials, including English reading booklets, must be stored securely until Friday 19 May.

6.5 Making modifications to tests

Before making the decision to modify the standard test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil. See section 4.7 for how to order enlarged print, modified large print and braille versions of the tests.

Schools can open the test materials up to one hour before the administration of the tests if they decide to make specific modifications to the papers for particular pupils. This may include copying onto coloured paper or enlarging the test. 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 test start time to make the modifications, they must make an application for early opening in the 'Access arrangements' section of NCA tools by Monday 27 February.

6.6 Administering tests

The tests must be administered in accordance with STA's [test administration guidance](#)²⁴, including the 'Test administrators' guide', which will be published in March. Headteachers must make sure the guidance is read, understood and followed by all teachers, teaching assistants and others involved in administering the tests.

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

²⁴ www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests

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. Examples of locations may include another school, a pupil's home, a hospital or a PRU. Schools must still ensure the test administration guidance is followed correctly. Schools must inform STA that a pupil, or part or whole of the cohort, is going to take the test(s) at another suitable location by completing the 'Tests administered at another location' notification form on NCA tools. It is not necessary for schools to notify STA if a pupil will take the test in a separate room at the school where they are registered.

6.7 Packing and collection of scripts

Schools must send all test scripts for external marking. Test administrators should return test scripts to the headteacher immediately after each test. Headteachers should emphasise that test administrators must not review pupils' answers, unless they are making a transcript. Test administrators should know which pupils are likely to need a transcript before the administration of the tests. Schools must follow the [transcript guidance](#)²⁵ and notify STA of their use in the 'Access arrangements' section of NCA tools by Friday 19 May.

Headteachers are responsible for making sure the school's completed test scripts are immediately collated, packed and sealed correctly. All test papers must be collected, ensuring every pupil is accounted for. Headteachers should be personally involved in packing the school's scripts. It is recommended that 2 members of staff are involved in this process.

The [attendance register and test script dispatch](#)²⁶ instructions for 2017 will be updated in the spring term.

6.8 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

²⁵ www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements

²⁶ www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch

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

- the 2017 ARA
- STA's test administration guidance

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any pupil's test results. The [maladministration investigation procedures](#)²⁷ explain how STA processes allegations, as well as roles and responsibilities for school visits. This is supported by [guidance for LAs](#)²⁸ carrying out visits on STA's behalf.

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.

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

6.9 Monitoring the tests

LAs have a statutory duty to make monitoring visits to a sample of at least 10% of schools. The sample will be selected from schools in their authority and others that have chosen to be monitored by the LA. These visits may take place before, during and after the test period.

Monitoring visitors, on behalf of the LA or STA, will make unannounced visits to schools administering the tests. They will check if the school is following the published test administration guidance on:

- keeping the test materials secure
- administering the tests

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

- see all key stage 1 (KS1) and KS2 test materials, and any relevant delivery notes
- observe any KS2 tests being administered
- see evidence to show that pupils using access arrangements, for example prompters, scribes or readers, are doing so in accordance with normal classroom practice

²⁷ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

²⁸ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

- see copies of correspondence and other documents sent to, and received from, the 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 and LAs should refer to the [guidance on monitoring visits](#)²⁹, which will be updated in April, for further information.

Academies

Academies must make arrangements for monitoring their KS2 tests with their chosen LA. They should inform STA of their choice by the end of the autumn term. This can be their closest geographical LA or another of their choosing.

If a school became an academy after 1 September 2016 they will be part of their geographical LA's arrangements for monitoring the tests.

Independent schools

A sample of independent schools participating in the tests will be monitored by STA's monitoring visits agency.

6.10 Headteachers' responsibilities for the tests

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

- consider whether any pupils will need modified versions of the tests and place a test order on NCA tools by Friday 25 November
- ensure all pupils are registered for the tests in the 'Pupil registration' section of NCA tools by Friday 17 March and that each pupil's details are accurate, including any pupils who are registered at their school, but are attending a PRU or hospital school
- register new pupils for the tests if they arrive in school after Friday 17 March
- keep the test materials secure and treat them as confidential before, during and after the test period

²⁹ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

- be able to give an accurate account of everyone with access to test materials from the point they arrive in school until Friday 19 May
- ensure that test administrators are appropriately trained, and that they administer the tests according to the published guidance
- ensure specific content from the test materials is not used to prepare pupils
- ensure pupils have the correct test materials and equipment
- carry out all tests according to the published timetable, unless STA has been notified of a start-time variation or approved a timetable variation
- complete and submit the headteacher's declaration form (HDF) on NCA tools after all test scripts have been collected for marking (see below)
- 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 at participating independent schools must also:

- issue a privacy notice to the parents of any pupil participating in one or more of the tests and receive approval before placing a test order by Friday 25 November
- place orders for standard and modified tests in the 'Test orders' section of NCA tools by Friday 25 November
- register all eligible pupils for the tests, by Friday 17 March
- ensure the tests are only administered to pupils who have been registered

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

If an independent school misses the deadlines for 'Test orders' or 'Pupil registration' they will not be allowed to participate in the tests.

Headteacher's declaration form

After all test scripts have been collected for marking, headteachers are required to complete and submit the KS2 HDF on NCA tools. The form either confirms that the tests have been administered according to the published guidance or that any issues have been reported to STA. The form will be available from 5pm on Thursday 11 May and must be completed by Friday 19 May.

Schools can contact the national curriculum assessments helpline on 0300 303 3013 for help completing the HDF.

6.11 Local authorities' responsibilities for the tests

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

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the KS2 tests
- viewing their schools' applications for early opening of the tests or additional time
- making unannounced KS2 monitoring visits to a sample of at least 10% of schools before, during and after the test period
- informing STA of any irregularities in the test administration process and discussing next steps to take

Section 7: Teacher assessment

7.1 Overview of teacher assessment

TA judgements in English reading, English writing, mathematics and science are reported at the end of KS2. TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning.

The DfE uses TA data in [performance tables](#)³⁰ and floor standards. See section 8.4 for further information.

7.2 Important dates

Friday 19 May	<ul style="list-style-type: none">Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit.
Monday 22 May	<ul style="list-style-type: none">'Teacher assessment' section of NCA tools³¹ opens.
Monday 5 June to Thursday 29 June	<ul style="list-style-type: none">LAs undertake external moderation of KS2 English writing TA.
Thursday 29 June	<ul style="list-style-type: none">Deadline to submit TA data in the 'Teacher assessment' section of NCA tools. Data submitted late will not be used in the DfE's performance tables data checking exercise.

7.3 What teachers must assess

In 2017, teachers must make judgements for each eligible pupil against the standards set out in the [interim teacher assessment frameworks](#)³² or the [interim pre-key stage standards](#)³³. [Exemplification material](#)³⁴ is also available to help teachers make their judgements where they want additional guidance.

Teachers must use their knowledge of a pupil's work over time, taking into account their written, practical and oral classwork.

³⁰ www.gov.uk/government/collections/statistics-key-stage-2

³¹ <https://ncatools.education.gov.uk>

³² www.gov.uk/government/publications/2017-interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-2

³³ www.gov.uk/government/publications/2017-pre-key-stage-2-pupils-working-below-the-test-standard

³⁴ www.gov.uk/government/collections/key-stage-2-teacher-assessment

Teachers may not be able to provide a full TA judgement for some pupils, for example if they have recently arrived from overseas or because of long periods of absence. Schools will still need to report a TA code for these pupils when they submit their TA data, and should refer to section 7.7 for guidance.

7.4 Interim teacher assessment frameworks

The interim TA frameworks and interim pre-key stage standards set out the standards a pupil must be assessed against at the end of the key stage for English reading, English writing, mathematics and science. Teachers must use them to fulfil their statutory duty to report at the end of KS2.

The frameworks contain a number of ‘pupil can’ statements. The evidence must show that the pupil demonstrates attainment of all the ‘pupil can’ statements within the standard they have been awarded. Teachers must be confident the pupil meets the ‘pupil can’ statements in the preceding standard(s) but there is no requirement to produce specific evidence for all of them. It is likely that the pupil’s work for the standard they have been awarded will also evidence the ‘pupil can’ statements of the preceding standard(s).

Interim framework for English writing

For pupils who have completed the KS2 programme of study, teachers must use the interim TA frameworks when making their judgements. The KS2 English writing framework contains 3 standards:

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

Pupils who have not yet completed the programme of study and aren’t ‘working towards the expected standard’ should be assessed using the interim pre-key stage standards (see section 7.5).

Interim frameworks for English reading, mathematics and science

For KS2 English reading, mathematics and science the frameworks contain one standard:

- working at the expected standard

A pupil who has completed the programme of study will be judged as either ‘working at the expected standard’ or ‘has not met the expected standard’. Test results are reported alongside this for English reading and mathematics.

Pupils who have not yet completed the English reading and mathematics programmes of study should be assessed using the interim pre-key stage standards.

7.5 Interim pre-key stage standards

The interim pre-key stage standards must be used to report a statutory assessment outcome for 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. These pupils will be working below the overall standard of the tests, but above P scales, and may include SEND and non-SEND pupils.

The interim pre-key stage 2 standards for English reading, English writing and mathematics are called:

- foundations for the expected standard
- early development of the expected standard
- growing development of the expected standard

The interim pre-key stage standards follow the same principles as the interim TA frameworks and each contain a number of 'pupil can' statements. The evidence must show that the pupil demonstrates attainment of all the 'pupil can' statements within the standard they have been awarded. Teachers must be confident the pupil meets the 'pupil can' statements in the preceding standard(s) but there is no requirement to produce specific evidence for all of them. It is likely that the pupil's work for the standard they have been awarded will also evidence the 'pupil can' statements of the preceding standard(s).

7.6 External moderation of teacher assessment

External moderation is statutory. It gives confidence that schools' TA judgements for KS2 English writing are accurate and consistent with national standards, as specified in the interim TA frameworks and the exemplification material.

LAs will inform schools on, or after, Friday 19 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Monday 5 June to Thursday 29 June.

STA will monitor and provide quality assurance to LAs' external moderation processes.

Local authorities

LAs have a statutory duty to moderate a sample of at least 25% of schools to validate KS2 English writing TA judgements. The sample will be selected from schools in their

authority and others that have chosen to be moderated by the LA. STA may also select schools for moderation by the LA.

STA's [external moderation guidance](#)³⁵ for KS2 English writing TA will be published in the autumn term. This includes details of the external moderation process and the procedures the LA should follow. LAs must refer to the guidance to ensure the essential requirements are met and that robust moderation processes are followed.

Maintained schools

Schools are accountable for submitting accurate and valid KS2 TA judgements. STA's external moderation guidance includes details of the moderation process and how visits are carried out. Headteachers must refer to the guidance to ensure the essential requirements are met and that robust moderation processes are 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.

Academies must choose which LA is responsible for external moderation of their KS2 English writing TA. They should inform STA of their choice by the end of the autumn term. This can be their closest geographical LA or another of their choosing. Academies may be charged for this service. They must give the LA a copy of their most recent external moderation visit record and the outcome.

If a school became an academy after the 1 September 2016 they will be part of their geographical LA's arrangements for external moderation of their TA.

Independent schools in England

If an independent school chooses to participate in one or more of the KS2 tests, they should also submit TA outcomes in those subject(s) to the DfE for inclusion in the national summary of results. An independent school can only claim that its results are comparable with national or local results if it has taken part in the LA external moderation process and has been moderated in the first year of participation.

Participating independent schools must also follow STA guidance and will be subject to the same STA quality assurance and maladministration processes as maintained schools and academies.

³⁵ www.gov.uk/government/collections/national-curriculum-assessments-guidance-for-local-authorities

Funding for external moderation

Each LA receives direct funding from the DfE. Academies receive direct funding through DfE grants for KS2 statutory external moderation.

How local authorities' moderation is monitored

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

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

- meet with the 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

7.7 Submitting teacher assessment

Schools must use the codes detailed in the [teacher assessment guidance](#)³⁶ for reporting TA at the end of KS2. TA judgements in English reading, English writing, mathematics and science must be submitted to STA in the 'Teacher assessment' section of NCA tools by Thursday 29 June. Data submitted late will not be used in the DfE's performance tables [data checking exercise](#)³⁷.

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 using NCA tools on their behalf

A school's submission must include TA data for every pupil:

- the school registered to take a national curriculum test (even if they did not subsequently take the test)
- registered as working below the overall standard of the tests

³⁶ www.gov.uk/government/collections/key-stage-2-teacher-assessment

³⁷ <https://tableschecking.education.gov.uk>

Academies

Academies must report TA in line with the arrangements set out in their funding agreement.

Independent schools and non-maintained special schools

Independent schools and non-maintained special schools participating in the assessment and reporting arrangements should submit TA judgements for the subject(s) where they have registered pupils.

7.8 P scales

[P scales](#)³⁸ are statutory for pupils with SEND who are working below the interim pre-key stage standards defined for KS2 (see section 7.5).

The government is reviewing the future of P scales and will consider the long-term statutory solution proposed by [The Rochford Review](#)³⁹. P scales will continue to be used for the 2016 to 2017 academic year.

7.9 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 them.

Change of school during KS2 test week

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

Change of school after KS2 test week

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

³⁸ www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

³⁹ www.gov.uk/government/groups/the-rochford-review

7.10 Maladministration

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

Examples of 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

Schools should report any concerns about the accuracy of TA judgements and/or any allegations of maladministration they receive by contacting the national curriculum assessments helpline on 0300 303 3013.

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

Section 6.8 contains further information about maladministration.

7.11 Headteachers' responsibilities for teacher assessment and moderation

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

- give those carrying out TA enough opportunity to become familiar with the interim TA frameworks and the interim pre-key stage standards, using funds available within the school's overall resources
- ensure the interim TA frameworks are used to make pupils' TA judgements
- ensure TA judgements are an accurate assessment of pupils' attainment
- comply with the external moderation guidance
- notify STA of any issues which may have affected the integrity of the TA
- submit accurate TA data to STA in English reading, English writing, mathematics and science, for all pupils at the end of KS2, by Thursday 29 June (for independent schools, TA data should be submitted for the subject(s) in which pupils participated in the tests)

7.12 Local authorities' responsibilities for teacher assessment and moderation

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

Responsibilities include:

- making arrangements for a robust programme of moderation to ensure that a sample of at least 25% of schools are externally moderated to validate English writing TA judgements
- submitting TA data to STA using NCA tools by Thursday 29 June for schools that have arranged with the LA to submit on their behalf
- informing STA of any irregularities within any school's submitted TA data and discussing next steps to take

Section 8: Test results

8.1 Return of results to schools

[Scaled scores](#)⁴⁰ are used to report national curriculum test outcomes.

As detailed in section 4.3, a scaled score of 100 represents the ‘expected standard’ for the KS2 tests.

Test results will be published on [NCA tools](#)⁴¹ on Tuesday 4 July. Each pupil registered for the tests will receive:

- a raw score (the number of marks awarded)
- a scaled score
- confirmation of whether or not they met the ‘expected standard’

Conversion tables for the 2017 tests will also be published on [GOV.UK](#)⁴² on Tuesday 4 July so schools can understand how pupils’ scaled scores are derived from their raw scores.

If there is an ongoing investigation into maladministration, results will not be available to the school until the investigation is complete.

8.2 Return of test scripts to schools

Test scripts that have been marked on screen can be accessed and printed on NCA tools from Tuesday 4 July.

Test scripts will be returned to schools in hard copy if they couldn’t be scanned and were not marked on screen. Schools should check the script return website to ensure they know which scripts could not be scanned. These test scripts will be marked on paper and returned to schools by Tuesday 4 July.

Schools must report any test scripts which have been marked on paper that are missing to the national curriculum assessments helpline on 0300 303 3013.

If there is an ongoing investigation into maladministration, test scripts will not be available to the school until the investigation is complete.

⁴⁰ www.gov.uk/guidance/scaled-scores-at-key-stage-2

⁴¹ <https://ncatools.education.gov.uk>

⁴² www.gov.uk/sta

8.3 Reviews of marking

Schools can apply for a [review of marking](#)⁴³ if they believe there is evidence that a mark scheme has not been applied correctly or a clerical error has occurred. The deadline for applications is Friday 14 July.

In most instances the reviews process will be undertaken onscreen using the original scans of the pupil's test papers. Schools will only need to return test scripts marked on paper for those pupils for whom a review application has been made. These scripts will have been returned to the school.

Schools will be informed of the outcome of review applications on NCA tools on Monday 4 September. Test scripts marked on screen will also be available on Monday 4 September. Any test scripts marked, and subsequently reviewed, on paper will be returned to schools during the week beginning Monday 28 August.

8.4 How DfE uses test results

When calculating school-level performance measures for the [performance tables](#)⁴⁴, the DfE includes all pupils who have completed KS2, regardless of whether they have been entered for the tests or disapplied from the curriculum. This includes pupils:

- with SEN
- working below the 'expected standard' and who achieve a scaled score of less than 100
- unable to access the tests
- who were recorded as 'A' (absent) when the tests were administered

The performance tables report pupils' results in the year in which they reach the end of KS2. Where a pupil takes one test early the results will not be reported in the performance tables until the year in which the remaining tests are taken. Technical guidance on [primary accountability](#)⁴⁵ and school-level progress measures will be published by the DfE for 2017.

Discounting pupils from performance tables calculations

Schools can apply for pupils who have recently arrived from overseas to be discounted from performance tables calculations.

⁴³ www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results

⁴⁴ www.gov.uk/government/collections/statistics-key-stage-2

⁴⁵ www.gov.uk/government/publications/primary-school-accountability

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 2015 to 2016 or 2016 to 2017 school year
- they arrived from overseas before their admission
- English is not an official language of the country from which they came

The DfE will write to each school with instructions and information on the performance tables data checking exercise in 2017. If schools have queries about the performance tables or the [data checking exercise](#)⁴⁶, they should contact the DfE's national enquiry line on 0370 000 2288.

RAISEonline

Results for 2017 will not be published in [RAISEonline](#)⁴⁷. The DfE will communicate the new arrangements to schools and intends to:

- build a new 'core' online service that, as a minimum, provides schools with access to headline measures and key underlying pupil level performance data
- provide support for the market's delivery of additional services that schools can procure if they choose to

The new services will continue to support the DfE's strategic aims to tackle underperformance and support school improvement.

⁴⁶ <https://tableschecking.education.gov.uk>

⁴⁷ www.raiseonline.org

Section 9: Reporting to parents

9.1 Annual reports

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

The term 'parent' is used here as defined in section 576 of the [Education Act 1996](#)⁴⁸:

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

9.2 What reports must cover

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

The report must cover the pupil's:

- achievements
- general progress
- attendance record

At KS2 it must also include:

- the results of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- the outcomes of statutory national curriculum TA in English reading, English writing, mathematics and science
- where appropriate, a statement explaining why any national curriculum test has not been taken

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.

⁴⁸ www.legislation.gov.uk/ukpga/1996/56

For maintained schools, it is a requirement that reports include pupils' general progress in statutory subjects. This includes subjects within the KS2 national curriculum as well as religious education, unless a child has been withdrawn from this subject by their parents (under section 71 of the [School Standards and Framework Act 1998](#)⁴⁹).

Detailed content requirements are set out in Schedule 1 of the [Education \(Pupil Information\) Regulations 2005](#)⁵⁰. Academies' requirements are set out in their funding agreements.

Pupils not participating in the tests

If a headteacher decides their pupil shouldn't take one or more of the tests they should explain this decision to 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 used by the school to analyse and monitor the pupil's needs and indicate where the information is recorded
- identifies whether these circumstances are likely to be long or short term

A copy of the report must be sent to the:

- pupil's parents
- chair of the governing body

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

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

Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher of the receiving school should write an annual report for the pupil. The report should draw upon information transferred from the pupil's previous school (see section 10.3). This should be issued to the pupil's parents. The parents should have the opportunity to discuss the report with their child's teacher.

⁴⁹ www.legislation.gov.uk/ukpga/1998/31/contents

⁵⁰ www.legislation.gov.uk/uksi/2005/1437/made

Pupils registered at more than one school

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

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

Regulation 9 of the [Education \(Pupil Registration\) Regulations 2006](#)⁵¹ allows the dual registration of 'families that travel for occupational purposes'. Regulations 9(3) and 9(4) define which school would be the base school (school of ordinary attendance).

Regulation 9(1) applies to a pupil who:

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

⁵¹ www.legislation.gov.uk/uksi/2006/1751/made

Section 10: Keeping and maintaining records

10.1 Pupils' educational records

Schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the [Education \(Pupil Information\) Regulations 2005](#)⁵².

Educational records include information about pupils (and former pupils):

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

Records processed by a teacher solely for the teacher's own use 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](#)⁵³ (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the Act. This includes:

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

Schools must consider the implications of the DPA, under which they are required to register as a data controller with the [Information Commissioner's Office](#)⁵⁴ (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the Act and advice on developing their data policies.

10.2 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the DPA and the [Freedom of Information Act 2000](#)⁵⁵. Access to a pupil's educational information held by a maintained

⁵² www.legislation.gov.uk/uksi/2005/1437/made

⁵³ www.legislation.gov.uk/ukpga/1998/29/contents

⁵⁴ www.ico.org.uk

⁵⁵ www.legislation.gov.uk/ukpga/2000/36/contents

school is covered by a parent's right of access under the Education (Pupil Information) Regulations 2005.

Under these Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, for free, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record, this must also be provided within 15 school days of receipt of the request. Governing bodies can charge a fee for these copies but this must not be more than the cost of supply. The ICO provides further information on [charges](#)⁵⁶.

The 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 DPA. It also relates to information which they 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.

10.3 Transferring records to a pupil's new school

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the [common transfer file](#)⁵⁷ (CTF). This is set out in the Education (Pupil Information) Regulations 2005 and its amendments in 2008 and 2016.

If a pupil moves to another school in England, Wales, Scotland or Northern Ireland, the pupil's CTF and educational records must be passed to the new school. Academies are not subject to these regulations, but 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 the pupil ceasing to be registered at the old school.

⁵⁶ www.ico.org.uk/for-the-public/schools/pupils-info

⁵⁷ www.gov.uk/government/publications/common-transfer-file-16-specification

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

- through the [school to school](#)⁵⁸ (S2S) secure file transfer system
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

If either school 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 S2S. If a school doesn't receive CTFs for a new pupil, they can ask their LA to search for the files on S2S.

Schools can refer to the S2S guides for details on:

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

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

⁵⁸ www.gov.uk/school-to-school-service-how-to-transfer-information

Section 11: Legal requirements and responsibilities

11.1 Application of ARA 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 must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. See section 5.3 for 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](#)⁵⁹ (AP) academies.

An academy's funding agreement may say that they will follow guidance issued by the Secretary of State for Education in relation to assessments and teacher assessment of pupils' performance. If so, they must comply with the ARA and take part in statutory assessments on the same basis as maintained schools. The KS2 ARA is only applicable if the academy provides 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.

Academies must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Academies must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. See section 5.3 for information about the adjustments available for the KS2 tests.

Monitoring arrangements for KS2 assessments must be in place with academies and their chosen LA by the end of the autumn term. Academies must also inform STA which LA they have chosen. Academy trusts must make sure their academies have complied

⁵⁹ www.gov.uk/government/publications/alternative-provision

with the external moderation, monitoring and data submission requirements in this publication.

Independent schools in England

Independent schools in England may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of KS2, although they are not required to do so. Participating independent schools must follow the guidance in this ARA for administrative purposes. Their results will not be reported in the performance tables.

If an independent school chooses to participate, they must place a KS2 test order on [NCA tools](https://ncatools.education.gov.uk)⁶⁰ by Friday 25 November and complete pupil registration by Friday 17 March.

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

The 2017 KS2 test materials will be available on [GOV.UK](https://www.gov.uk)⁶¹ at the end of May, after the test administration window has closed. Independent schools not intending to fully participate in the KS2 assessments should download test materials, instead of placing a test order.

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 such 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 tests form part of their educational provision where appropriate.

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests (see section 5.1).

⁶⁰ <https://ncatools.education.gov.uk>

⁶¹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Service Children's Education schools

SCE schools take part in the national curriculum assessment and reporting arrangements in line with the arrangements for administration in England. This includes administering the KS2 tests and submitting TA.

Overseas schools

Overseas schools which are not SCE schools cannot formally participate in the KS2 assessment and reporting arrangements. They will be able to download the 2017 materials from GOV.UK at the end of May, after 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 KS2 tests must place a test order on NCA tools by Friday 25 November, and complete pupil registration by Friday 17 March.

Home-educated pupils

Pupils who are educated at home cannot take part in the end of KS2 assessments unless they are on the register of a maintained school, academy or other independent school that is participating.

11.2 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
- the needs of all pupils are considered and suitable access arrangements are put in place to enable them to take part in the tests where possible (see section 5.3)

The relevant sections of the ARA provide further detail:

- section 6.10: Headteachers' responsibilities for the tests
- section 7.11: Headteachers' responsibilities for teacher assessment and moderation

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

Reporting to parents

Requirements of what headteachers at maintained schools, including maintained special schools, must report to parents are detailed in section 9.2.

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 10.3.

11.3 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.

11.4 Governing bodies' responsibilities

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

11.5 Academy trusts' responsibilities

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

11.6 Local authorities' responsibilities

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

LAs should ensure that schools:

- understand and follow the statutory requirements set out in this ARA, as well as any funding agreement requirements
- are offered support on all aspects of assessment at KS2
- are aware of the need to store all assessment materials securely
- meet the requirements for transferring records between schools, including the completion of the CTF as noted in the [Education \(Pupil Information\) Regulations 2005](#)⁶², where this has been agreed between a governing body and authority

The relevant sections of the ARA provide further detail:

- section 6.11: Local authorities' responsibilities for the tests
- section 7.12: Local authorities' responsibilities for teacher assessment and moderation

11.7 Regulatory concerns

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). [Ofqual](#)⁶³ regulates qualifications, examinations and assessments in England.

⁶² www.legislation.gov.uk/ukxi/2005/1437/made

⁶³ www.ofqual.gov.uk/contact

Section 12: Further information

12.1 Useful websites and links

- NCA tools
<https://ncatools.education.gov.uk>
- EduBase
www.education.gov.uk/edubase

Key stage 2 tests

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests, including:

- Test administration guidance
- How to use access arrangements
- Keeping materials secure
- Maladministration
- Results
- Science sampling tests

Teacher assessment

Collection available at www.gov.uk/government/collections/key-stage-2-teacher-assessment, including:

- Interim TA frameworks
- Interim pre-key stage standards
- Instructions for submitting TA including codes
- Exemplification material
- External moderation guidance

National curriculum tests: practice materials

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

- Past papers and sample materials
- Scaled scores

Guidance for local authorities

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

- Data collection
- Monitoring visits and maladministration
- External moderation guidance

12.2 Additional resources

- STA assessment updates
www.gov.uk/government/collections/STA-assessment-updates
- Information for parents
www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents
- STA media site
<https://registration.livegroup.co.uk/sta>
- Webinars and videos
www.youtube.com/user/educationgovuk

12.3 Help and support

For general enquiries about the assessment and reporting arrangements at key stage 2

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk



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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](#), as amended. This Order is made under section 87(3) of the [Education Act 2002](#).

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

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