

2018 national curriculum assessments

# Key stage 2

# 2018 Assessment and Reporting Arrangements (ARA)

October 2017



Standards  
& Testing  
Agency

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# Section 1: Introduction

## 1.1 About this guidance

This guidance sets out the statutory requirements for key stage 2 (KS2) national curriculum assessment and reporting for the 2017 to 2018 academic year. It is produced by the [Standards and Testing Agency](http://www.gov.uk/sta)<sup>1</sup> (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, pupil referral units (PRUs), hospital 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 12.1.

## 1.2 Who is this guidance for?

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

## 1.3 Legal status

The ARA contains provisions made in terms of Article 11 of [The Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#)<sup>2</sup>. This Order is made by the Secretary of State under powers provided for by section 87 of the Education Act 2002.

This document gives full effect to the provisions made in the Order concerning KS2 assessment and has effect as if made by the Order. The ARA also contains guidance and information that does not form part of the law. Section 12 contains further guidance on legal requirements and responsibilities.

## 1.4 Expiry

This guidance is relevant until the end of the 2017 to 2018 academic year.

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<sup>1</sup> [www.gov.uk/sta](http://www.gov.uk/sta)

<sup>2</sup> [www.legislation.gov.uk/uksi/2003/1038/made](http://www.legislation.gov.uk/uksi/2003/1038/made)

## Section 2: Changes for 2017 to 2018

### 2.1 Test timetable

The order of the KS2 tests in the 2018 test timetable is different from previous years. Schools must administer the English grammar, punctuation and spelling test on Monday 14 May and the English reading test on Tuesday 15 May. This change has been made to address feedback from headteachers and teachers. See section 3.3 for the full test timetable.

### 2.2 Teacher assessment frameworks

For 2017 to 2018, STA has introduced revised [teacher assessment frameworks](#)<sup>3</sup> in English writing only. This includes a move to a more flexible approach which allows teachers to use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.

The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive. The 'pupil can' statements within the frameworks for English reading, mathematics and science are unchanged. STA has also updated the guidance in the frameworks which applies to the statutory teacher assessment (TA) of all of the core subjects.

The [interim pre-key stage standards](#)<sup>4</sup> have been revised to make sure they are aligned with these changes.

### 2.3 Return of results timing

KS2 test results will be available in the 'Pupil results' section of [NCA tools](#)<sup>5</sup> from 7.30am on Tuesday 10 July, and not from midnight as in previous years.

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<sup>3</sup> [www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2](http://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2)

<sup>4</sup> [www.gov.uk/government/publications/interim-pre-key-stage-2-standards](http://www.gov.uk/government/publications/interim-pre-key-stage-2-standards)

<sup>5</sup> <https://ncatools.education.gov.uk>

## Section 3: Important dates

These dates may be subject to change.

### 3.1 Important dates for 2017

Monday 30 October	<ul style="list-style-type: none"><li>• 'Test orders' section of <a href="#">NCA tools</a><sup>6</sup> opens.</li><li>• 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 24 November. STA bases quantities of standard test materials on schools' census and pupil registration data.</li><li>• Independent schools choosing to participate in the KS2 assessments must place test orders on NCA tools for both standard and modified versions, and issue privacy notices to parents.</li><li>• Special schools, PRUs, hospital schools and secure units should confirm zero test orders, if all pupils are working below the standard of the tests or all pupils are unable to access the tests, to avoid tests being sent to them.</li></ul>
November to December	<ul style="list-style-type: none"><li>• STA moderation training in English writing for LAs.</li></ul>
Friday 24 November	<ul style="list-style-type: none"><li>• 'Test orders' section of NCA tools closes.</li><li>• Deadline for maintained schools, academies and free schools to order modified versions of the KS2 tests.</li><li>• Deadline for participating independent schools to order standard and modified versions of the KS2 tests and issue privacy notices to parents.</li><li>• Deadline for special schools, PRUs, hospital schools and secure units to confirm zero test orders, if all pupils are working below the standard of the tests or all pupils are unable to access the tests.</li></ul>

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<sup>6</sup> <https://ncatools.education.gov.uk>

Friday 24 November	<ul style="list-style-type: none"> <li>• Deadline for schools to submit their holiday dates for the 2017 to 2018 academic year in the 'Test orders' section of NCA tools.</li> </ul>
December	<ul style="list-style-type: none"> <li>• KS2 access arrangements guidance published.</li> </ul>
Friday 15 December	<ul style="list-style-type: none"> <li>• Deadline for academies to have a written agreement in place with their chosen LA for monitoring the tests and external moderation of their TA, and have reported this information to STA via NCA tools.</li> <li>• Deadline for participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, to have a written agreement in place with the LA that will complete external moderation of their TA, and have reported this information to STA via NCA tools.</li> </ul>

### 3.2 Important dates for 2018

Spring term	<ul style="list-style-type: none"> <li>• 2019 teacher assessment frameworks and pre-key stage standards are published for information only.</li> <li>• LA moderator standardisation exercises in English writing.</li> </ul>
Monday 29 January	<ul style="list-style-type: none"> <li>• 'Access arrangements' section of NCA tools opens for applications for early opening, compensatory marks, additional time and timetable variations.</li> </ul>
Monday 19 February	<ul style="list-style-type: none"> <li>• 'Pupil registration' section of NCA tools opens.</li> </ul>
Monday 26 February	<ul style="list-style-type: none"> <li>• Deadline for schools to submit applications for early opening and compensatory marks.</li> <li>• LAs informed by STA, on or shortly after this date, if they are going to receive an external moderation visit.</li> </ul>
March	<ul style="list-style-type: none"> <li>• KS2 <a href="#">test administration guidance</a><sup>7</sup> published.</li> </ul>
Friday 16 March	<ul style="list-style-type: none"> <li>• Deadline for schools to complete pupil registration.</li> </ul>

<sup>7</sup> [www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests](http://www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests)



Monday 9 April	<ul style="list-style-type: none"> <li>All schools that have applied for early opening or compensatory marks will have been notified of the outcome of their application on NCA tools.</li> </ul>
Monday 23 April	<ul style="list-style-type: none"> <li>Deadline for schools to submit applications for additional time.</li> <li>Selected schools will be informed that their school has been selected to participate in the science sampling tests.</li> </ul>
Monday 30 April to Friday 4 May	<ul style="list-style-type: none"> <li>Schools receive all KS2 test materials (standard and modified versions) and stationery items.</li> </ul>
Monday 14 May to Thursday 17 May	<ul style="list-style-type: none"> <li>Schools administer the KS2 tests (see section 3.3).</li> </ul>
Thursday 17 May	<ul style="list-style-type: none"> <li>'Access arrangements' section of NCA tools opens for special consideration applications.</li> <li>KS2 headteacher's declaration form (HDF) is available to schools on NCA tools from 5pm.</li> </ul>
Friday 18 May	<ul style="list-style-type: none"> <li>Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit for TA.</li> </ul>
Monday 21 May	<ul style="list-style-type: none"> <li>'Teacher assessment' section of NCA tools opens.</li> </ul>
Thursday 24 May	<ul style="list-style-type: none"> <li>Deadline for schools to apply for timetable variations on NCA tools.</li> </ul>
Friday 25 May	<ul style="list-style-type: none"> <li>Deadline for schools to submit aid notifications if pupils have used a scribe, transcript, word processor or electronic or technical aid in a test.</li> <li>Deadline for schools to submit any notifications that they have administered the tests at another location or to notify STA of a pupil cheating.</li> <li>Deadline for schools to submit special consideration applications.</li> <li>Deadline for schools to submit the KS2 HDF on NCA tools.</li> </ul>
Tuesday 29 May	<ul style="list-style-type: none"> <li>Test materials and mark schemes available to download from GOV.UK.</li> </ul>

Monday 4 June to Friday 15 June	<ul style="list-style-type: none"> <li>• Science sampling test period (see section 8).</li> </ul>
Monday 4 June to Thursday 28 June	<ul style="list-style-type: none"> <li>• LAs undertake external moderation of KS2 English writing TA.</li> </ul>
Thursday 28 June	<ul style="list-style-type: none"> <li>• Deadline to submit TA data on NCA tools. Data submitted late will not be used in DfE's performance tables data checking exercise.</li> </ul>
Tuesday 10 July	<ul style="list-style-type: none"> <li>• Pupil results (raw scores and scaled scores) and marked script images available on NCA tools from 7.30am.</li> <li>• Raw score to scaled score conversion tables available on GOV.UK and NCA tools.</li> </ul>
Friday 20 July	<ul style="list-style-type: none"> <li>• Deadline for schools to submit review of marking applications.</li> </ul>
Wednesday 12 September	<ul style="list-style-type: none"> <li>• Review outcomes returned to schools.</li> </ul>

### 3.3 Test timetable for 2018

The tests must be taken on the scheduled day, unless an application for a timetable variation has been approved by STA (see section 6.2).

The order of the KS2 tests in the 2018 test timetable is different from previous years. Schools must administer the English grammar, punctuation and spelling test on Monday 14 May and the English reading test on Tuesday 15 May.

Monday 14 May	<ul style="list-style-type: none"> <li>• English grammar, punctuation and spelling Paper 1: questions</li> <li>• English grammar, punctuation and spelling Paper 2: spelling</li> </ul>
Tuesday 15 May	<ul style="list-style-type: none"> <li>• English reading</li> </ul>
Wednesday 16 May	<ul style="list-style-type: none"> <li>• Mathematics Paper 1: arithmetic</li> <li>• Mathematics Paper 2: reasoning</li> </ul>
Thursday 17 May	<ul style="list-style-type: none"> <li>• Mathematics Paper 3: reasoning</li> </ul>

## Section 4: 2018 national curriculum tests

### 4.1 Overview of 2018 tests

The KS2 tests consist of:

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

#### KS2 English grammar, punctuation and spelling test

The English grammar, punctuation and spelling test focuses on the relevant elements of the [programme of study](#)<sup>8</sup> and statutory appendices.

There are 2 papers:

- Paper 1: questions
- Paper 2: spelling

Paper 1: questions is a combined question and answer booklet. 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 write 20 spellings. The test is expected to take approximately 15 minutes, but is not strictly timed. The questions are worth 20 marks in total.

#### 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.

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<sup>8</sup> [www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study)

## 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

Paper 1: arithmetic assesses mathematical calculations. The questions cover calculations involving all 4 operations, including calculations with fractions, decimals and percentages. They also cover long divisions and long multiplications. 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 answer the questions which are worth 35 marks per paper.

## 4.2 Science sampling tests

The biennial [science sampling tests](#)<sup>9</sup> will take place in June 2018 (see section 8).

## 4.3 Scaled scores

[Scaled scores](#)<sup>10</sup> 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 developed each year to the same specification. However, because the questions are different the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

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

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<sup>9</sup> [www.gov.uk/government/publications/key-stage-2-science-sampling-tests](http://www.gov.uk/government/publications/key-stage-2-science-sampling-tests)

<sup>10</sup> [www.gov.uk/guidance/scaled-scores-at-key-stage-2](http://www.gov.uk/guidance/scaled-scores-at-key-stage-2)

## 4.4 Practice test materials

[Practice test materials](#)<sup>11</sup> are available to help teachers prepare for the 2018 tests. These include past versions of KS2 national curriculum tests and KS2 sample materials. Alongside the test materials are mark schemes and test administration instructions.

## 4.5 Test frameworks

[Test frameworks](#)<sup>12</sup> are available for each test. Although written for test developers, these may also be of interest to schools.

Each framework sets out:

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

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, academies and free schools do not need to place a test order for standard versions of the KS2 tests because STA will calculate the quantities they require based on their census and pupil registration data. Modified tests must be ordered on NCA tools, if required.

Independent schools that 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 privacy notices to parents by Friday 24 November. Participating independent schools must upload details of the pupils who will take the tests in the 'Pupil registration' section of NCA tools by Friday 16 March. Section 12.1 details how this ARA applies to independent schools.

Special schools, PRUs, hospital schools and secure units should confirm zero test orders on NCA tools by Friday 24 November, if all pupils are working below the standard of the

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<sup>11</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>12</sup> [www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks](http://www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks)

tests or if all pupils are unable to access the tests. Otherwise, STA will assume these pupils are taking the tests and will send test materials accordingly.

Schools should submit their holiday dates for the 2017 to 2018 academic year in the 'Test orders' section of NCA tools by Friday 24 November. STA will use this information when planning deliveries of test materials.

## 4.7 Modified test materials

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

The standard versions, suitable for the majority of pupils, are A4 (297mm by 210mm) booklets with multi-tonal diagrams and illustrations. 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, available 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.

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 24 November.

Past versions of modified tests (excluding braille) are available in the [practice test materials](#)<sup>13</sup> collection. Schools can contact STA's modified test agency on 0300 303 3019 for further advice about which modified materials may be suitable for their pupils or to request copies of the braille tests from previous years.

## 4.8 Delivery of test materials

Schools will receive their test materials, including any modified test orders, in the week beginning Monday 30 April. STA will check for changes to the pupil registration data during the week beginning 30 April and, if required, will dispatch additional materials from Tuesday 8 May up to the day of each test. Schools won't be sent KS2 mark schemes. They will be published on [GOV.UK](#)<sup>14</sup> on Tuesday 29 May.

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<sup>13</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>14</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

Materials are delivered to school addresses taken from [Get information about schools](#)<sup>15</sup>. Schools must login via [Secure Access](#)<sup>16</sup> and make sure their details are up to date. Further information about updating records is provided on the website. If schools have not received their test materials by Friday 4 May, or they arrive unsealed or damaged, they should contact the national curriculum assessments helpline on 0300 303 3013.

Headteachers and teachers should read the guidance on [how to keep test materials secure](#)<sup>17</sup>. Further guidance on receiving and storing test materials will be included in the [test administration guidance](#)<sup>18</sup>. All test materials must be stored securely and treated as confidential from the point they are received in school until Friday 25 May.

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<sup>15</sup> [www.get-information-schools.service.gov.uk](http://www.get-information-schools.service.gov.uk)

<sup>16</sup> <https://sa.education.gov.uk>

<sup>17</sup> [www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests](http://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests)

<sup>18</sup> [www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)

## Section 5: Test participation

### 5.1 Participating pupils

The tests are designed to be used with all pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests. This means that if pupils are considered able to answer the easiest questions, they should be entered for the test.

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. They may also use [practice materials](#)<sup>19</sup> (see section 4.4) to inform these decisions.

#### Pupils who shouldn't take the tests

Pupils shouldn't take the tests if any of the following apply:

- they have not completed the relevant KS2 programme of study
- they are working below the overall standard of the KS2 tests (and are considered to be unable to answer the easiest questions)
- they are unable to participate even when using suitable access arrangements

The [interim pre-key stage standards](#)<sup>20</sup> should be used to provide a statutory assessment outcome for pupils that have not completed the relevant programme of study or who are working below the standard of the tests. Administering a KS2 test to a pupil who is known to be working below the standard of the test at the time may result in a maladministration investigation. 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 10.2 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

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<sup>19</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>20</sup> [www.gov.uk/government/publications/interim-pre-key-stage-2-standards](http://www.gov.uk/government/publications/interim-pre-key-stage-2-standards)



decided this is not appropriate. In all instances, the headteacher's decision regarding participation is final.

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 their Special Educational Needs Co-ordinator (SENCO), educational psychologists, medical officers or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities

Headteachers must report this decision to parents. See section 10.2 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, maintained special schools and academies, who will complete the KS2 programmes of study in the 2017 to 2018 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 of the tests but can't access them.

Pupils in their final year of KS2 who attend a 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 19 February. Schools should register their pupils for the tests by Friday 16 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 16 March will not be allowed to participate in the 2018 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 relevant KS2 programme of study and the headteacher considers they are working at the overall standard of the test(s).

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 relevant KS2 programmes 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 (code 'B')**

Pupils who are assessed as working below the overall standard of the KS2 tests should be registered as below the standard during pupil registration. This includes pupils who are not expected to reach this standard by May 2018. 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 2018 tests are incorrectly administered to pupils working below the standard of the tests, their completed test scripts must be sent for marking. This includes if a pupil starts a test and is unable to complete it. 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 10.2).

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 (code 'U')**

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 even with appropriate access arrangements, 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 test attendance register.

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

- pupils who have a disability
- 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 is responsible for making final decisions about participation in the tests.

If the 2018 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 10.2).

### **Pupils whose performance on the national curriculum cannot be established because they have just arrived in school (code 'J')**

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 be marked as 'J' (just arrived) on the test attendance register.

Examples of pupils who may fit this category include:

- pupils who have arrived in school during the weeks immediately before the tests and there isn't enough time to determine whether they are working at the overall standard of the tests
- pupils who have come from a different education system and there isn't enough time to determine whether they are working at the overall standard of the tests

If the 2018 tests are incorrectly administered to pupils whose abilities have not been established, their completed 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 10.2).

## **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 schools can make to support specific pupils during the tests, and must be based on normal classroom practice. The support given must never advantage or disadvantage individual pupils.

Access arrangements may be appropriate for pupils:

- with a statement of special educational needs (SEN) or an Education, Health and Care Plan (EHCP)
- 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 behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

The [access arrangements guidance](#)<sup>21</sup> explains how readers, scribes, additional time 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 to either the test materials or the administration of the tests.

If the guidance does not cover a particular pupil's needs, schools should contact STA using 'Message us' in the 'Access arrangements' section of NCA tools. For general enquiries contact the national curriculum assessments helpline on 0300 303 3013.

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. Evidence will vary according to the type of arrangement and the tasks it is required for. Evidence may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork to demonstrate the type of support provided in the classroom.

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

## 5.4 Compensatory marks for the spelling paper

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 paper of the English grammar, punctuation and spelling test, even with the full range of access arrangements. Schools

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<sup>21</sup> [www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements)

can apply for [compensatory marks](#)<sup>22</sup> to allow pupils with a profound hearing impairment to receive an overall test outcome for the English grammar, punctuation and spelling test.

Applications must be made in the 'Access arrangements' section of NCA tools by Monday 26 February. If the application for compensatory marks is approved, the pupil 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, they will be working below the overall standard of the English tests and should not take them. In order to make a TA judgement, these pupils should be assessed using the TA frameworks or the interim pre-key stage standards if they are working below the lowest standard in the relevant framework (see section 7.5).

### Mathematics tests

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

If a pupil is working at the standard of the mathematics tests, the school should consider using access arrangements to enable the pupil to take the tests (see section 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. They should be marked as 'B' on the test attendance register. These pupils should be assessed using the interim pre-key stage standards (see section 7.5).

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<sup>22</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

## Science sampling

If a pupil with EAL is working at the standard of the science tests and is selected for sampling, 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 scientific terms.

To establish a pupil's abilities in science, teachers and language-support staff should work together to translate national curriculum work into the pupil's preferred language. Pupils working below the overall standard of the science sampling tests should not take them.

## Section 6: Test administration

### 6.1 When to administer tests

The KS2 tests must be administered on the days specified in the statutory timetable. The order of the KS2 tests in the 2018 test timetable is different from previous years. Schools must administer the English grammar, punctuation and spelling test on Monday 14 May and the English reading test on Tuesday 15 May. Headteachers are responsible for deciding the start time of the tests but all pupils should take each test at the same time.

Tests must never be taken before the day specified in the statutory timetable.

Monday 14 May	<ul style="list-style-type: none"><li>• English grammar, punctuation and spelling Paper 1: questions</li><li>• English grammar, punctuation and spelling Paper 2: spelling</li></ul>
Tuesday 15 May	<ul style="list-style-type: none"><li>• English reading</li></ul>
Wednesday 16 May	<ul style="list-style-type: none"><li>• Mathematics Paper 1: arithmetic</li><li>• Mathematics Paper 2: reasoning</li></ul>
Thursday 17 May	<ul style="list-style-type: none"><li>• Mathematics Paper 3: reasoning</li></ul>

### 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. This may be before or after the rest of the cohort. Schools must complete the notification on [NCA tools](#)<sup>23</sup> 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 partial or whole cohort, to take the test

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

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. Pupils must be in a fit state to take the tests.

## 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 that affected pupils haven't communicated with any other pupils who have already taken the test. Before a school notifies STA of a start-time 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, a mobile phone or any other means during the test period

Guidance on [how to apply for a timetable variation](#)<sup>24</sup> 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, schools should make an application for a timetable variation. STA will not approve applications for timetable variations for unauthorised absences, family holidays or school activities such as staff training events, field trips and excursions. 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 test 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 9.2 for further guidance on return of results.

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

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<sup>24</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation](http://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation)



## 6.4 Security of test materials

Headteachers must ensure the integrity of the tests is maintained so that no pupil has an unfair advantage. Schools must follow the guidance on [how to keep test materials secure](#)<sup>25</sup> and treat them as confidential from when schools receive them, until Friday 25 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](#)<sup>26</sup> of more than one hour.

School staff, including test administrators, must not discuss the content of the test papers with anyone or use question-specific information to prepare pupils for the tests. In particular, content that could compromise a test must not be discussed on social media or published online. Any school behaviour that leads to test materials being shared before Friday 25 May may lead to an investigation of maladministration (see section 6.8).

After the tests have been administered any unused test materials, including English reading booklets, must be stored securely until Friday 25 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 need 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 while any modifications are being made.

Schools are responsible for ensuring that any modifications made to the tests are done correctly. STA will not 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

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<sup>25</sup> [www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests](http://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests)

<sup>26</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

NCA tools by Monday 26 February. Guidance on [early opening](#)<sup>27</sup> is available, and schools should contact the national curriculum assessments helpline on 0300 303 3013 if further advice is needed.

## 6.6 Administering tests

Schools must administer the tests in accordance with STA's [test administration guidance](#)<sup>28</sup>, which will be published in March 2018. Headteachers must make sure the guidance is read, understood and followed by school staff, including test administrators. STA will provide test administration instructions with the KS2 tests. They will contain test-specific content so must only be accessed immediately before the administration of each test.

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

## 6.7 Packing and collection of scripts

Schools must send all test scripts for external marking. Headteachers are responsible for making sure the school's completed test scripts are immediately collated, packed and sealed correctly. All test scripts must be collected, ensuring every pupil is accounted for.

Full guidance will be provided in the [attendance register and test script dispatch instructions](#)<sup>29</sup>, which will be updated in March 2018.

## 6.8 Maladministration of the tests

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 2018 assessment and reporting arrangements (ARA)
- STA's [test administration guidance](#)<sup>30</sup>, including instructions provided with the test materials

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<sup>27</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

<sup>28</sup> [www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests](http://www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests)

<sup>29</sup> [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch)

<sup>30</sup> [www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)

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](#)<sup>31</sup> explain how STA processes allegations, as well as roles and responsibilities for school visits. This is supported by [guidance for LAs](#)<sup>32</sup> 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.

Anybody with concerns about the administration of the tests and/or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013.

STA may annul the school's test results if it concludes that there is doubt about the accuracy of pupils' assessments.

## 6.9 Monitoring the tests

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

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

These visits may take place before, during and after the 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
- returning the scripts

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<sup>31</sup> [www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures](http://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures)

<sup>32</sup> [www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration](http://www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration)

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 STA's [access arrangements guidance](#)<sup>33</sup>
- 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](#)<sup>34</sup>, which will be updated in March 2018, for further information.

## Academies

Academies must choose which LA is responsible for monitoring their KS2 tests. They must have a written agreement in place with their chosen LA and should inform STA of their choice by Friday 15 December. This can be their closest geographical LA or another of their choosing.

If a school became an academy after 1 September 2017 they will be part of their geographical LA's arrangements for monitoring the tests.

## Independent schools

Representatives from STA will monitor a sample of independent schools participating in the tests.

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<sup>33</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

<sup>34</sup> [www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits](http://www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits)

## 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 24 November
- ensure all pupils are registered for the tests in the 'Pupil registration' section of NCA tools by Friday 16 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 16 March
- 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 from the point they arrive in school until Friday 25 May
- ensure specific content from test materials is not used to prepare pupils
- ensure test administrators are appropriately trained, and administer the tests according to the published guidance
- ensure pupils have the correct test materials and equipment
- administer all tests according to the published timetable, unless STA has been notified of a start-time variation or approved a timetable variation
- ensure access arrangements are administered according to STA's access arrangements guidance
- notify STA of any incident that may have affected the integrity, security or confidentiality of the tests
- submit aid notifications, notifications of administering a test at an alternative location and notifications of pupil cheating on NCA tools, if required, before submitting the HDF
- complete and submit the 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

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for monitoring their KS2 tests, and have reported this information to STA by Friday 15 December

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 24 November
- place orders for standard and modified tests on NCA tools by Friday 24 November
- register all eligible pupils for the tests by Friday 16 March
- ensure the tests are only administered to pupils who have been registered

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

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

### Headteacher's declaration form

After all test scripts have been collected for marking, headteachers must complete and submit the KS2 HDF on NCA tools, as detailed in Section 5 (4) of the [Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) Order 2003](#)<sup>35</sup>.

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 17 May and must be completed by Friday 25 May. Failure to complete the HDF by the deadline may result in a maladministration investigation. Schools may contact the national curriculum assessments helpline on 0300 303 3013 for help with completing the HDF.

## 6.11 Local authorities' responsibilities for the tests

LAs must take reasonable steps to ensure that maintained 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

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<sup>35</sup> [www.legislation.gov.uk/ukxi/2003/1038/contents/made](http://www.legislation.gov.uk/ukxi/2003/1038/contents/made)

## 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.

DfE uses KS2 TA data in [performance tables](#)<sup>36</sup> and floor standards (see section 9.5).

### 7.2 Important dates

November to December	<ul style="list-style-type: none"><li>• STA moderation training in English writing for LAs.</li></ul>
Friday 15 December	<ul style="list-style-type: none"><li>• Deadline for academies, and participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, to confirm to STA which LA they have selected to provide external moderation services.</li></ul>
Spring term	<ul style="list-style-type: none"><li>• 2019 teacher assessment frameworks and pre-key stage standards are published for information only.</li><li>• LA moderator standardisation exercises for English writing.</li></ul>
Monday 26 February	<ul style="list-style-type: none"><li>• LAs informed by STA, on or shortly after this date, if they are going to receive an external moderation visit.</li></ul>
Friday 18 May	<ul style="list-style-type: none"><li>• Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit.</li></ul>
Monday 21 May	<ul style="list-style-type: none"><li>• 'Teacher assessment' section of <a href="#">NCA tools</a><sup>37</sup> opens.</li></ul>
Monday 4 June to Thursday 28 June	<ul style="list-style-type: none"><li>• LAs undertake external moderation of KS2 English writing TA.</li></ul>
Thursday 28 June	<ul style="list-style-type: none"><li>• Deadline to submit TA data in the 'Teacher assessment' section of NCA tools. Data submitted late will not be used in DfE's performance tables data checking exercise.</li></ul>

<sup>36</sup> [www.gov.uk/government/collections/statistics-key-stage-2#primary-school-performance-tables](http://www.gov.uk/government/collections/statistics-key-stage-2#primary-school-performance-tables)

<sup>37</sup> <https://ncatools.education.gov.uk>

## 7.3 What teachers must assess

In 2018, teachers must make judgements for each eligible pupil against the standards set out in the [teacher assessment frameworks](#)<sup>38</sup> or the [interim pre-key stage standards](#)<sup>39</sup>. [Exemplification material](#)<sup>40</sup> 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.

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 7.8 for guidance.

## 7.4 Teacher assessment frameworks

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

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

### Framework for English writing

A revised framework for English writing is being used for the first time in the 2017 to 2018 academic year. Headteachers and teachers should make themselves familiar with the changes.

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

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<sup>38</sup> [www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2](http://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2)

<sup>39</sup> [www.gov.uk/government/publications/interim-pre-key-stage-2-standards](http://www.gov.uk/government/publications/interim-pre-key-stage-2-standards)

<sup>40</sup> [www.gov.uk/government/collections/key-stage-2-teacher-assessment](http://www.gov.uk/government/collections/key-stage-2-teacher-assessment)



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).

## 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 are for pupils who are working below the lowest standard in the relevant TA framework.

The interim pre-key stage standards should be used only to make a statutory TA judgement for pupils who have reached the end of year 6, when an outcome must be reported for school accountability, but who have not completed the relevant KS2 programme of study.

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

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

If a pupil has SEN and is working below the interim pre-key stage standards, their statutory outcome should be reported using P scales.

## 7.6 P scales

[P scales](#)<sup>41</sup> are statutory for pupils with SEN who are working below the interim pre-key stage standards defined for KS2 (see section 7.5). Schools must submit their P scale data with their TA data.

STA will remove the requirement to assess pupils engaged in subject-specific learning using P scales from the 2018 to 2019 academic year onward. For more information, see the [government response to the Rochford Review](#)<sup>42</sup>. P scales will continue to be used for the 2017 to 2018 academic year.

## 7.7 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 TA frameworks and the exemplification material.

LAs will inform schools on, or after, Friday 18 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Monday 4 June to Thursday 28 June.

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

### Local authorities

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

Academies and participating independent schools are responsible for confirming their choice of LA external moderation provider to STA by Friday 15 December. Academies and participating independent schools are treated in the same way as maintained schools in the external moderation process.

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<sup>41</sup> [www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen](http://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen)

<sup>42</sup> [www.gov.uk/government/consultations/primary-school-pupil-assessment-rochford-review-recommendations](http://www.gov.uk/government/consultations/primary-school-pupil-assessment-rochford-review-recommendations)

STA's [teacher assessment guidance](#)<sup>43</sup> for KS2 English writing TA includes details of the external moderation process and the procedures the LA should follow. They must refer to the guidance to ensure the requirements are met and that robust moderation processes are followed.

## Maintained schools

Schools are accountable for submitting accurate and valid TA judgements. STA's TA guidance includes details of the moderation process and how visits are carried out. Headteachers must refer to the guidance to ensure 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 must have a written agreement in place with their chosen LA and should inform STA of their choice by Friday 15 December. This can be their closest geographical LA or another of their choosing. Academies may be charged for this service and should ensure costs for all moderation activities, including potential re-moderation, are agreed with the LA in advance. They must give the LA a copy of their most recent external moderation visit record and the outcome. If an academy fails to choose a LA to undertake external moderation of their KS2 TA, this may result in a maladministration investigation.

If a school became an academy after 1 September 2017 they will be part of their geographical LA's arrangements for external moderation of their TA.

## Independent schools in England

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.

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 DfE for inclusion in the national summary of results. Participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, must have a written agreement in place with the LA that will complete external moderation of their TA. An independent school can only claim that its results are comparable with national or local

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<sup>43</sup> [www.gov.uk/government/collections/key-stage-2-teacher-assessment](http://www.gov.uk/government/collections/key-stage-2-teacher-assessment)

results if it has taken part in the LA external moderation process and has been moderated in the first year of participation.

## Funding for external moderation

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

LAs should factor in the costs of re-moderation activities at the beginning of the year as part of the expenditure that they retain centrally from maintained schools. They should not place additional charges on schools for re-moderation of TA judgements. STA's TA guidance provides further details about re-moderation of TA judgements. Further information on retaining funding can be found in the [Schools Revenue Funding 2017 to 2018: Operational Guide](#)<sup>44</sup>. Further information about the provision of services and facilities by LAs can be found in section 8 of the [Schemes for financing schools](#)<sup>45</sup>.

## How STA monitors local authorities' moderation

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

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

- date and/or outcome of last external moderation visit
- change of moderation manager
- unusual patterns of attainment
- the outcome of STA's standardisation exercise for LA moderators
- concerns relating to the 2016 to 2017 assessment cycle

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

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<sup>44</sup> [www.gov.uk/government/publications/schools-funding-arrangements-2017-to-2018](http://www.gov.uk/government/publications/schools-funding-arrangements-2017-to-2018)

<sup>45</sup> [www.gov.uk/government/publications/schemes-for-financing-schools](http://www.gov.uk/government/publications/schemes-for-financing-schools)

## 7.8 Submitting teacher assessment

Schools must use the codes detailed in the [submitting TA data guidance](#)<sup>46</sup> for reporting TA data 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 28 June. Data submitted late will not be used in DfE's performance tables [data checking exercise](#)<sup>47</sup>.

### 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

To ensure schools submitting data to LAs have sufficient time for moderation, LAs should not request the data before midday on Monday 25 June, at the earliest.

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

### Academies

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

### Independent schools and non-maintained special schools

Independent schools that wish to publish and compare their national curriculum assessment results with local/national data 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.

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<sup>46</sup> [www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data](http://www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data)

<sup>47</sup> <https://tableschecking.education.gov.uk>

## 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.

## 7.10 Maladministration of teacher assessment

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

Examples of maladministration include:

- 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

Anybody with concerns about the accuracy of TA judgements and/or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013.

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.

## 7.11 Headteachers' responsibilities for teacher assessment and moderation

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

- give those carrying out TA sufficient opportunity to become familiar with the TA frameworks and the interim pre-key stage standards, using funds available within the school's overall resources
- ensure the TA frameworks are used to make pupils' TA judgements
- ensure TA judgements are an accurate assessment of pupils' attainment
- comply with the TA 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 28 June (for participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, TA data should be submitted for the subject(s) in which pupils participated in the tests)

Headteachers at academies, and participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, must also:

- have a written agreement in place with their chosen LA for external moderation of their KS2 TA, and have reported this information to STA by Friday 15 December

## 7.12 Local authorities' responsibilities for teacher assessment and moderation

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

Responsibilities include:

- making arrangements for a robust programme of moderation to ensure that all schools they are responsible for are moderated once every 4 years, or more frequently if required, to validate English writing TA judgements
- submitting TA data to STA using NCA tools by Thursday 28 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: Science sampling tests

### 8.1 Overview of the tests

The biennial science sampling tests will take place in June 2018. The tests will be administered in selected schools by external administrators. STA will contact selected schools on Monday 23 April. The tests will not be taken by whole cohorts. Instead, a representative sample of approximately 9,500 pupils will be randomly selected, based on 5 pupils from 1,900 schools.

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.

A [sample of the test materials](#)<sup>48</sup> is available. Detailed information will be provided to schools selected to participate.

### 8.2 Important dates

Monday 23 April	<ul style="list-style-type: none"><li>Selected schools will be informed that their school has been selected to participate in the tests.</li></ul>
Monday 23 April to Tuesday 8 May	<ul style="list-style-type: none"><li>Selected schools will be contacted to arrange a suitable date for the administration of the tests.</li></ul>
Monday 4 June to Friday 15 June	<ul style="list-style-type: none"><li>Science sampling test period.</li></ul>

### 8.3 Test administration

Pupils will take the tests within a 2-week period from Monday 4 June. The tests will consist of 3 papers. Each paper will take no longer than 25 minutes to complete.

The tests will be administered 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. Schools are not required to place test orders. The

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<sup>48</sup> [www.gov.uk/government/publications/2016-key-stage-2-science-sampling-test-sample-questions-mark-scheme-and-commentary](http://www.gov.uk/government/publications/2016-key-stage-2-science-sampling-test-sample-questions-mark-scheme-and-commentary)



external administrator will be responsible for bringing the test papers to the school and taking scripts away for marking.

Science sampling tests will not be subject to monitoring visits and will not need support from LAs.

## 8.4 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. [Test results](#)<sup>49</sup> are available for 2016.

Schools won't have access to the test papers after their administration.

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<sup>49</sup> [www.gov.uk/government/publications/key-stage-2-science-sampling-2016-methodology-note-and-outcomes](http://www.gov.uk/government/publications/key-stage-2-science-sampling-2016-methodology-note-and-outcomes)

## Section 9: Marking and test results

### 9.1 Marking of the tests

The KS2 tests are marked according to the published mark schemes by markers recruited and trained by STA's marking supplier. The mark schemes for the 2018 tests will be made available to schools on Tuesday 29 May on [GOV.UK](https://www.gov.uk)<sup>50</sup>.

The 2018 tests will be marked according to the same published marking principles as in 2017. These principles are detailed in the general guidance on marking in the 2017 KS2 mark schemes for [English reading](https://www.gov.uk/government/publications/key-stage-2-tests-2017-english-reading-test-materials)<sup>51</sup>, [English grammar, punctuation and spelling](https://www.gov.uk/government/publications/key-stage-2-tests-2017-english-grammar-punctuation-and-spelling-test-materials)<sup>52</sup> and [mathematics](https://www.gov.uk/government/publications/key-stage-2-tests-2017-mathematics-test-materials)<sup>53</sup>, published on GOV.UK. As part of a continual improvement process, STA will continue to work with the marking supplier to ensure the 2018 tests are marked fairly and consistently.

### 9.2 Return of results to schools

[Scaled scores](https://www.gov.uk/guidance/scaled-scores-at-key-stage-2)<sup>54</sup> are used to report national curriculum test outcomes.

As detailed in section 4.3, a scaled score of 100 will always represent the expected standard on the KS2 tests.

Test results will be available in the 'Pupil results' section of [NCA tools](https://www.ncatools.education.gov.uk)<sup>55</sup> from 7.30am on Tuesday 10 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 2018 tests will also be published on GOV.UK and NCA tools on Tuesday 10 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.

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<sup>50</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>51</sup> [www.gov.uk/government/publications/key-stage-2-tests-2017-english-reading-test-materials](https://www.gov.uk/government/publications/key-stage-2-tests-2017-english-reading-test-materials)

<sup>52</sup> [www.gov.uk/government/publications/key-stage-2-tests-2017-english-grammar-punctuation-and-spelling-test-materials](https://www.gov.uk/government/publications/key-stage-2-tests-2017-english-grammar-punctuation-and-spelling-test-materials)

<sup>53</sup> [www.gov.uk/government/publications/key-stage-2-tests-2017-mathematics-test-materials](https://www.gov.uk/government/publications/key-stage-2-tests-2017-mathematics-test-materials)

<sup>54</sup> [www.gov.uk/guidance/scaled-scores-at-key-stage-2](https://www.gov.uk/guidance/scaled-scores-at-key-stage-2)

<sup>55</sup> <https://ncatools.education.gov.uk>

## 9.3 Return of test scripts to schools

Test scripts that have been marked on screen can be accessed and printed on NCA tools from Tuesday 10 July.

Test scripts marked on paper, including modified versions of the tests, and test papers photocopied by a school, are returned to schools in hard copy. Schools should check the script return website to ensure they know which scripts were marked on paper. These test scripts will be returned to schools by Tuesday 10 July.

Schools must report any test scripts which have been marked on paper that are missing as soon as possible 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.

## 9.4 Reviews of marking

Schools can apply for a [review of marking](#)<sup>56</sup> if they believe there is evidence that the mark scheme has not been applied correctly or a clerical error has occurred. The deadline for applications is Friday 20 July.

The majority of reviews will be undertaken on screen using the original scans of the pupil's test papers. Test scripts marked on paper must be returned in order for the review to take place. These scripts will have been returned to the school.

Schools will be informed of the outcome of review applications on NCA tools on Wednesday 12 September. All test scripts reviewed on screen will be available on NCA tools. Any test scripts reviewed on paper will be returned to schools by this date.

## 9.5 How DfE uses test results

When calculating school-level performance measures for the [performance tables](#)<sup>57</sup>, DfE includes all pupils who have completed KS2, regardless of whether they have been entered for the tests.

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<sup>56</sup> [www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results](http://www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results)

<sup>57</sup> [www.gov.uk/government/collections/statistics-key-stage-2#primary-school-performance-tables](http://www.gov.uk/government/collections/statistics-key-stage-2#primary-school-performance-tables)

This includes pupils:

- with SEN
- who took the tests and achieved a scaled score of 99 or below (working below the expected standard)
- who were recorded as 'A' (absent)
- who were recorded as 'B' (working below the standard of the tests)
- who were recorded as 'U' (unable to access the tests)
- who were recorded as 'J' (just arrived)

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. Test results will be published in [Analyse School Performance](#)<sup>58</sup> (ASP). Technical guidance on 2018 [primary accountability](#)<sup>59</sup> and school-level progress measures will be published by DfE.

## Discounting pupils from performance tables calculations

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

To be discounted on the basis of recent arrival from overseas, a pupil must meet all 4 of the following criteria:

- they were admitted to an English school for the first time during the 2016 to 2017 or 2017 to 2018 school year
- they arrived from overseas before their admission
- English is not an official language of the country from which they came
- English is not their first language

DfE will write to each school with instructions and information on the performance tables data checking exercise in 2018. If schools have queries about the performance tables or the [data checking exercise](#)<sup>60</sup>, they should contact DfE's national enquiry line on 0370 000 2288.

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<sup>58</sup> [www.analyse-school-performance.service.gov.uk](http://www.analyse-school-performance.service.gov.uk)

<sup>59</sup> [www.gov.uk/government/publications/primary-school-accountability](http://www.gov.uk/government/publications/primary-school-accountability)

<sup>60</sup> <https://tableschecking.education.gov.uk>

## Section 10: Reporting to parents

### 10.1 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](#)<sup>61</sup>:

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

Academies' requirements are set out in their funding agreements.

### 10.2 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
- comparative information about the attainment of pupils of the same age in the school
- comparative information about the attainment in the core subjects of pupils of the same age nationally

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<sup>61</sup> [www.legislation.gov.uk/ukpga/1996/56](http://www.legislation.gov.uk/ukpga/1996/56)

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.

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](#)<sup>62</sup>). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) Regulations 2005](#)<sup>63</sup>.

## Pupils not participating in the tests

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

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

A summary of the report must be sent to the:

- pupil's parents
- chair of the governing body

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

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

## Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher of the receiving school should write an annual report for the pupil. The report should draw upon information transferred from the pupil's previous school (see section 11.3). This should

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<sup>62</sup> [www.legislation.gov.uk/ukpga/1998/31/contents](http://www.legislation.gov.uk/ukpga/1998/31/contents)

<sup>63</sup> [www.legislation.gov.uk/uksi/2005/1437/made](http://www.legislation.gov.uk/uksi/2005/1437/made)

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

## **Pupils registered at more than one school**

Pupils may be registered at more than one school. This helps to ensure continuity of 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](#)<sup>64</sup> 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

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<sup>64</sup> [www.legislation.gov.uk/ukxi/2006/1751/made](http://www.legislation.gov.uk/ukxi/2006/1751/made)

## Section 11: Keeping and maintaining records

### 11.1 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](#)<sup>65</sup>.

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](#)<sup>66</sup> (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](#)<sup>67</sup> (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the Act and advice on developing their data policies. DfE provides suggested text for [school privacy notices](#)<sup>68</sup>.

### 11.2 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](#)

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<sup>65</sup> [www.legislation.gov.uk/uksi/2005/1437/made](http://www.legislation.gov.uk/uksi/2005/1437/made)

<sup>66</sup> [www.legislation.gov.uk/ukpga/1998/29/contents](http://www.legislation.gov.uk/ukpga/1998/29/contents)

<sup>67</sup> [www.ico.org.uk](http://www.ico.org.uk)

<sup>68</sup> [www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice](http://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice)



[Information Act 2000](#)<sup>69</sup>. Access to a pupil's educational information held by a maintained school is covered by a parent's right of access under the Education (Pupil Information) Regulations 2005.

Under these Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, 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](#)<sup>70</sup>.

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.

### 11.3 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](#)<sup>71</sup> (CTF). This requirement is set out in the Education (Pupil Information) Regulations 2005 and the 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.

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<sup>69</sup> [www.legislation.gov.uk/ukpga/2000/36/contents](http://www.legislation.gov.uk/ukpga/2000/36/contents)

<sup>70</sup> [www.ico.org.uk/for-the-public/schools/pupils-info](http://www.ico.org.uk/for-the-public/schools/pupils-info)

<sup>71</sup> [www.gov.uk/government/collections/common-transfer-file](http://www.gov.uk/government/collections/common-transfer-file)

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

- through the [school to school](#)<sup>72</sup> (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, 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.

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<sup>72</sup> [www.gov.uk/school-to-school-service-how-to-transfer-information](http://www.gov.uk/school-to-school-service-how-to-transfer-information)

## Section 12: Legal requirements and responsibilities

### 12.1 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 sections 5.3 and 5.4 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](#)<sup>73</sup> (AP) academies.

An academy's funding agreement may say that they will follow guidance issued by the Secretary of State for Education in relation to assessments of pupils' performance. If so, they must comply with the ARA and take part in statutory assessments on the same basis as maintained schools. The 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 sections 5.3 and 5.4 for information about the adjustments available for the KS2 tests.

Academies must choose which LA is responsible for monitoring their KS2 tests and moderating their TA. They must have a written agreement in place with their chosen LA and should inform STA of their choice by Friday 15 December. Academy trusts must

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<sup>73</sup> [www.gov.uk/government/publications/alternative-provision](http://www.gov.uk/government/publications/alternative-provision)

make sure their academies have complied 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. 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 by Friday 24 November and complete pupil registration by Friday 16 March.

Participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data must make an agreement with the LA that will complete external moderation of their TA, and report this information to STA by Friday 15 December.

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

The 2018 KS2 test materials will be available on [GOV.UK](https://www.gov.uk)<sup>74</sup> from Tuesday 29 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 who 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).

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<sup>74</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](https://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 administration in England. This includes administering the KS2 tests and submitting TA data.

## Overseas schools

Overseas schools that are not SCE schools cannot formally participate in the KS2 assessment and reporting arrangements. They will be able to download the 2018 materials from GOV.UK from Tuesday 29 May, after the test administration window.

## 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 that want to participate in the KS2 tests must place a test order on NCA tools by Friday 24 November, and complete pupil registration by Friday 16 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.

## 12.2 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 ARA
- the deadlines in the ARA are met
- the needs of all pupils are considered and suitable access arrangements are put in place to enable them to take part in the tests where possible (see section 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 10.2.

## 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 11.3.

## 12.3 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.

## 12.4 Governing bodies' responsibilities

Governing bodies of maintained schools and proprietors of participating independent 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.

## 12.5 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.

## 12.6 Local authorities' responsibilities

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

LAs should ensure that participating schools:

- understand and follow the statutory requirements set out in this ARA, as well as any funding agreement requirements
- are offered support on all aspects of assessment at 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](#)<sup>75</sup>

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

## 12.7 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](#)<sup>76</sup> regulates qualifications, examinations and assessments in England.

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<sup>75</sup> [www.legislation.gov.uk/ukxi/2005/1437/made](http://www.legislation.gov.uk/ukxi/2005/1437/made)

<sup>76</sup> [www.ofqual.gov.uk/contact](http://www.ofqual.gov.uk/contact)

## Section 13: Further information

### 13.1 Useful websites and links

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

### Key stage 2 tests

Collection available at [www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests](http://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](http://www.gov.uk/government/collections/key-stage-2-teacher-assessment), including:

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

### National curriculum tests: practice materials

Collection available at [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials), including:

- Past papers and sample materials
- Scaled score conversion tables



## Guidance for local authorities

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

- Data collection
- Monitoring visits and maladministration
- TA guidance

## 13.2 Additional resources

- STA assessment updates  
[www.gov.uk/government/collections/sta-assessment-updates](http://www.gov.uk/government/collections/sta-assessment-updates)
- Information for parents  
[www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents](http://www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents)
- STA media and training site including webinars, videos and downloads  
<https://registration.livegroup.co.uk/sta>
- YouTube playlist  
[www.youtube.com/user/educationgovuk](http://www.youtube.com/user/educationgovuk)

## 13.3 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](mailto:assessments@education.gov.uk)



Standards  
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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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