



Standards
& Testing
Agency

Key stage 2: test administration guidance

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1: About this document

This guidance is for schools administering the 2019 key stage 2 (KS2) national curriculum tests. The information expands on section 7 of the [2019 KS2 assessment and reporting arrangements](#)¹ (ARA).

It includes guidance to ensure that schools can:

- understand the statutory requirements for the KS2 tests
- plan for the tests
- receive and securely store test materials
- administer the tests correctly

Test administration instructions are included with all test packs. There are separate instructions provided for the standard, modified large print and braille versions of the tests. [Modified test administration guidance](#)² is also available.

¹ www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara

² www.gov.uk/government/publications/key-stage-2-tests-modified-test-administration-guidance-mtag

2: Changes for 2019

2.1 Notifications of start-time variations no longer required

In previous years, schools were required to submit a notification of a start-time variation to the Standards and Testing Agency (STA) if they intended to administer the tests to pupils in multiple sittings. From the 2018/19 academic year onwards, no notification is necessary. Headteachers can authorise all start-time variations, provided they adhere to the guidance on [varying the test timetable](#)³, and should be prepared to explain their arrangements if they receive a monitoring visit.

2.2 Alternative location notifications no longer required

Schools are no longer required to inform STA if any of their pupils take the tests at an alternative location to the school. See section 15 of the [2019 KS2 access arrangements guidance](#)⁴ for further information.

³ www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation

⁴ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

3: 2019 key stage 2 tests

Details of the types of school and pupils required to participate in the tests are included in section 13.1 of the 2019 KS2 ARA.

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

3.1 Test timetable

KS2 tests must be taken on the dates specified in the test timetable and papers for each subject must be administered in order. Schools can choose their own times to administer the tests and, where possible, should administer them to the whole cohort at the same time.

If required, however, schools can administer the tests in multiple sittings between 7am and 7pm, so that an individual pupil or group can take a test on the scheduled date, but at a different time from the rest of the cohort. Pupils who have taken a test must not mix with pupils who are waiting to take it.

If a pupil is absent, schools must have an approved timetable variation application to move a test up to 5 school days after the scheduled test date.

The test timetable and other important dates are published in section 3 of the 2019 KS2 ARA.

4: Headteachers' responsibilities

As the headteacher at a school administering the KS2 tests you have specific responsibilities, detailed in section 4.1 of the 2019 KS2 ARA.

In summary, it is your responsibility to:

- identify which pupils will take the KS2 tests
- ensure all staff are fully briefed and aware of the KS2 test timetable
- explain to all staff, participating pupils and their parents, how the tests will be administered
- keep all test materials secure and treat them as confidential until Friday 24 May
- ensure pupils have the correct equipment for the tests
- ensure that the specific content of test materials is not used to prepare pupils taking the tests in later sittings
- ensure sufficient staff are available to administer tests
- know what to expect should you receive a monitoring visit
- ensure the tests are administered according to the published guidance, including the correct use of any access arrangements
- notify STA of any issues that may have affected the security, confidentiality or integrity of the tests
- submit aid notifications and notifications of pupils identified as having cheated on [NCA tools](#)⁵, if required, before submitting the headteacher's declaration form (HDF)
- complete and submit the KS2 HDF on NCA tools by Friday 24 May

Schools that do not comply with these requirements could be subject to a [maladministration investigation](#)⁶.

⁵ <https://ncatools.education.gov.uk>

⁶ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

5: Demonstrating correct test administration

STA strongly recommends that headteachers consider inviting a governor, a trusted member of the school community or a staff member from a nearby secondary school, who is not otherwise involved in administering the tests, to observe their administration.

An independent observer can provide support and, at the same time, improve their understanding of test administration. Anyone observing the tests must be familiar with this guidance, the modified test administration guidance and the 2019 KS2 ARA. STA recommends that observers attend any training your school or local authority is running for staff.

Observers should expect to see the complete administration of a test. In particular, they should check that:

- test packs are stored securely in a locked cupboard and have not been opened, either before the published test date or more than one hour before the test taking place, unless STA has approved an application for early opening
- pupils are suitably seated and supervised, and classroom displays have been removed or covered, as appropriate
- the school is administering the tests in the order published in the statutory test timetable and access arrangements are being used correctly
- test scripts are collected from the test room immediately after the test and packaged securely in a locked cupboard until they are dispatched for marking
- any unused test papers are accounted for and stored securely until Friday 24 May

Invited observers do not replace monitoring visits. A sample of 10% of schools will receive a monitoring visit from the local authority. Schools should refer to the [monitoring visits guidance](#)⁷, which gives information about what local authorities will look for during their visits.

5.1 Maladministration

The term maladministration refers to any act that:

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

⁷ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

Your school could be subject to a maladministration investigation if it does not comply with the following:

- this test administration guidance
- 2019 KS2 ARA
- 2019 KS2 [modified test administration guidance](#)
- 2019 KS2 access arrangements guidance
- the guidance on [keeping materials secure](#)⁸
- 2019 [attendance register and test script dispatch instructions](#)⁹
- test administration instructions provided with the test materials

You should consider taking steps to protect staff involved in administering the tests. Misunderstandings about correct test administration can lead to allegations of maladministration. To avoid this, make sure all staff, participating pupils and their parents understand:

- how the tests will be administered
- the date that each test should be administered
- what assistance is allowed in the tests
- how any access arrangements will be used
- how timetable variations can be used

Anybody with concerns about the administration of the tests, or any allegations of maladministration (which could include cheating), should report them to STA by contacting the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

⁸ www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure

⁹ www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch

6: Preparing test administrators

Headteachers will need to consider the staff resource required to administer the tests. Anyone administering a test on their own is more vulnerable to allegations of maladministration. Therefore, STA recommends having at least 2 test administrators in each test room.

Arrangements should also be in place in case a pupil needs to leave the test room, for example, if they are disruptive or feel unwell.

Test administrators will usually be headteachers, teachers or teaching assistants. Test administrators must be trained in how the tests will be administered, what assistance is allowed and how any access arrangements will be used. This will help avoid any misunderstandings about test administration and misinterpretation of valid access arrangements or appropriate assistance.

If a test administrator is a relative of a pupil they are supervising, there must be at least one other test administrator (not related to the pupil) present at all times.

STA encourages schools to hold training sessions for those involved in administering KS2 tests. If schools have arranged independent observation of the tests, observers should also attend this training. Test administrators should familiarise themselves with this guidance and with:

- section 7 of the 2019 KS2 ARA
- sample tests and past papers available in the [practice materials](#)¹⁰ collection
- which test is being administered on each day, as detailed in the test timetable
- access arrangements guidance and which pupils need them
- test administration instructions provided with test materials, including:
 - what equipment is required for a particular test
 - the length of the test
 - what assistance is allowed for each test
- [Notes for readers in the English grammar, punctuation and spelling test](#)¹¹, which gives guidance on how particular question types should be read
- guidance to [prepare pupils for on-screen marking of test scripts](#)¹²

¹⁰ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

¹¹ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

¹² www.gov.uk/government/publications/key-stage-2-tests-notes-for-teachers-on-how-to-prepare-for-onscreen-marking

7: Receiving and storing test materials

Headteachers should think about where the test materials will be stored. You will need to ensure that you have adequate space to store them securely. STA will deliver materials to school addresses taken from [Get Information About Schools](#)¹³ so you must make sure that your school's details are up to date by logging in to Get Information About Schools via [DfE Sign-in](#)¹⁴.

Schools will receive KS2 test materials, including any modified test orders, in the week beginning Monday 29 April.

The headteacher is responsible for checking their school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they must delegate this activity to a senior member of staff who understands the process.

If you have not received your test materials by Friday 3 May, if a delivery is incomplete or if test papers are unsealed or damaged on arrival, you should contact the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of any damaged packages.

You must keep test materials secure and treat them as confidential from the point they are received in school until Friday 24 May, the day after the last test can be administered using a timetable variation.

7.1 How to check your delivery

STA recommends that 2 members of school staff undertake this check together. The inner packs of test papers must not be opened.

You should check your delivery as soon as you receive it. You should:

- check the school's details are correct and that the delivery is for your school
- check the boxes for any damage
- check the number and type of test packs received against the accompanying delivery note and annotate it accordingly

The delivery note will be included in the first box of each consignment. You should use it to make sure you have received the correct number of boxes and all of the materials.

¹³ <https://get-information-schools.service.gov.uk>

¹⁴ <https://sa.education.gov.uk>

Make a note of your checks on the delivery note. Ensure you check all boxes thoroughly as packs of tests may be split between boxes.

When you have finished your checks, make sure you reseal the boxes and store them in a locked cupboard.

Keep your annotated copy of the delivery note somewhere accessible in case you receive a monitoring visit.

7.2 Stationery packs

You will receive one stationery pack during the week beginning Monday 29 April. The contents of the stationery pack are listed on the pack cover sheet. You may open the stationery pack to confirm that the correct materials are enclosed.

Your test attendance registers will be included in the stationery pack. The [attendance register and test script dispatch instructions](#) will also be provided in hard copy.

7.3 Security of test materials

Schools must ensure that the security and confidentiality of the KS2 tests are maintained until Friday 24 May. Practical advice on keeping materials secure is available in the [test security guidance](#).

Test materials must be stored in a secure, locked cupboard. The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff who is not directly involved with the administration of the tests. This member of staff should take responsibility for the cupboard key and logging requests for access to the materials.

Teachers and test administrators must not discuss the content of the test papers with anyone. Specific content that could compromise a test must not be discussed on social media or published online.

8: Preparing to administer the tests

8.1 Amendments to the pupil register

You should have registered and confirmed all pupils who are at the end of KS2 on NCA tools by Friday 15 March.

The 'Pupil registration' section of NCA tools remains open after Friday 15 March so you can amend your school's data to reflect any pupils who have left or joined your school after the deadline. You can make amendments until the end of test week.

8.2 Access arrangements

Test administrators must follow the access arrangements guidance and have a list of which pupils require them. Relatives, carers or guardians must not be involved in administering tests to pupils who need access arrangements. If you use access arrangements inappropriately this could lead to a maladministration investigation.

You should also consider explaining to all parents and pupils what support is allowed in the tests. This should help to avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

8.3 Preparing test rooms

Schools should consider the test rooms when preparing for the tests to ensure a quiet space is available to pupils, whether administering to a whole class, small groups or individuals. If you use access arrangements, you should consider whether it would be necessary to administer the tests to pupils in a separate room.

In order to prepare any rooms where tests will take place, you should:

- remove or cover any displays or materials that could help pupils, including removing items that could help in the spelling test
- ensure seating arrangements will allow all pupils to work quietly and independently
- make sure pupils will not be able to view each other's test papers
- ensure a clock is provided in the room to help pupils pace themselves

Test administrators should write the full school name and Department for Education (DFE) number on a board at the front of the class. Pupils should copy this on to their answer booklet or test paper and any additional paper used. This information will make it easier to track test scripts during the marking process. The test administrator should also write the start and finish times of the tests on the board.

8.4 Equipment

Pupils will require:

- blue or black pens, pencils and pencil sharpeners (rubbers optional)
- rulers (showing centimetres and millimetres)
- angle measurers or protractors
- mirrors

A specific list of equipment needed for each test is detailed in sections 10 to 13.

Rubbers are allowed, but pupils should be encouraged to cross out answers they wish to change instead of rubbing them out.

Pupils must not write their answers using glitter pens or other coloured pens. These do not show up when scanned for on-screen marking. However, pupils may use highlighter pens to highlight sections of the English reading booklet, if this is normal classroom practice.

Word processors, dictionaries and other reference material

If it is normal classroom practice, pupils may use word processors or other technical or electronic aids in the tests, provided the functionality does not give the pupil an unfair advantage. Bilingual word lists, electronic translators and electronic spell checkers can only be used as shown in sections 10 to 13, providing this is normal classroom practice. Pupils must not use a dictionary during any of the tests.

Squared paper

Mathematics test papers include space for working out, with gridlines included where these are useful to pupils. STA discourages the use of additional squared paper, as pupils may lose marks if they make an error or omission when they transfer their working to the test paper. However, if using squared paper is part of normal classroom practice, it can be used as an access arrangement.

9: Administering the tests

9.1 At the start of a test

Two members of staff should collect the test packs from your secure storage. This should be recorded in the log. If there is more than one test paper to be administered on the same day, packs for a particular test should only be collected when you are ready to administer that test.

Test packs should be opened in front of the pupils in the rooms where they are being administered immediately before the administration of the test. You should do this with another member of staff present. If tests are being administered in a number of different rooms, schools should open packs in one room and then take pupils and their papers to the other rooms to administer them.

You should take care to ensure that the correct test packs are opened. If an incorrect test pack is opened, you must reseal the pack and phone the national curriculum assessments helpline on 0300 303 3013 for advice.

Once the test pack has been opened, until Friday 24 May, teachers and test administrators must not:

- discuss the content of the test papers with anyone
- publish or discuss specific content that could compromise the test on social media or online
- use question-specific information to prepare pupils for the tests

This is to help ensure that the security and confidentiality of the tests is maintained until the end of the timetable variation period and so no pupil has an unfair advantage over another.

9.2 Insufficient test papers

If your school requires additional test papers on the day of the test, the headteacher must contact the national curriculum assessments helpline on 0300 303 3013 for advice. Schools must not photocopy test papers without permission from STA.

9.3 Early opening of test packs

Information about when you can open test materials is included on the front sheet of each test pack. You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the annulment of pupils' results.

Test packs can be opened up to one hour before the start of a test, without approval, if:

- a written translation is required for a mathematics test
- a test paper needs to be adapted to meet the needs of individual pupils

Schools that need to open test packs more than one hour early to make modifications should have made applications for early opening in the 'Access arrangements' section of NCA tools.

10: Test administration on Monday 13 May

10.1 English grammar, punctuation and spelling Paper 1: questions

Format

Paper 1: questions consists of a single test paper and pupils have 45 minutes to complete it.

Equipment

Each pupil will need a blue or black pen or a dark pencil.

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists or electronic translators

Assistance

There is no specific hearing impairment guidance for this test but be careful if signing to ensure you do not convey information that would give pupils an unfair advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

[Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling test](#) gives examples of how to read particular types of question.

If a pupil asks a question about test content, you may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to “insert a pair of commas”, ‘insert’ may be explained, but not ‘commas’.

The following examples illustrate how to deal with some common situations.

Question: “I do not understand the question.”

Answer: “Read the question again and underline key words that tell you what to do.”

Question: “What does ‘adverb’ mean?”

Answer: “I cannot tell you but think hard and try to remember. We can talk about it after the test.”

This example is taken from the [2016 sample KS2 English grammar, punctuation and spelling Paper 1: questions](#)¹⁵:

Question 11: Circle all the pronouns in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

You may explain words to help the pupil understand the context and instructions, such as 'circle', 'jumpers', 'scarf', or explain that 'Dad' is a person's name. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage, such as 'pronouns'. You must not identify people's names in questions asking which word requires a capital letter or why a capital letter is needed.

10.2 English grammar, punctuation and spelling Paper 2: spelling

Format

Paper 2: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in the guidance provided with the answer booklets.

Pupils will have approximately 15 minutes to complete the test, by writing the 20 missing words in the answer booklet. The test is not strictly timed.

Equipment

Each pupil will need a blue or black pen or a dark pencil.

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists or electronic translators

Assistance

Pupils should not require any assistance during the administration of Paper 2: spelling.

¹⁵ www.gov.uk/government/publications/2016-key-stage-2-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions

You should take care not to overemphasise spelling when reading out the words pupils need to spell.

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an unfair advantage. If this paper is presented through sign language, finger spelling must not be used.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

11: Test administration on Tuesday 14 May

11.1 English reading

Format

This test consists of a reading answer booklet and a separate reading booklet. All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.

Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example, working through one text and answering the questions before moving on to the next.

Equipment

Each pupil will need blue or black pen or a dark pencil.

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens to highlight text (not for providing answers)

You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils and gives a guide to the length of answer expected for each question.

Pupils must not use a dictionary.

Assistance

The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the reading answer booklet to ensure all pupils understand them. No other part of the reading answer booklet or reading booklet may be read to pupils or rephrased.

If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.

There is no specific hearing impairment guidance for this test but be careful if signing to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

The example below illustrates how to deal with a common situation.

Question: "I do not understand the question."

Answer: "Read the question again and underline key words that tell you what to do."

12: Test administration on Wednesday 15 May

12.1 Mathematics Paper 1: arithmetic

Format

Paper 1: arithmetic consists of a single test paper and pupils will have 30 minutes to complete it.

Equipment

Each pupil will need a blue or black pen or a dark pencil and a ruler.

Pupils are not allowed:

- calculators
- squared paper (unless as an access arrangement, see section 8.4)
- tracing paper
- other mathematical equipment, such as angle measurers or mirrors

Assistance

If a pupil requests it, a question may be read to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

There is no specific hearing impairment guidance for this test, but be careful if signing numbers, mathematical signs and words. Ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

The example below illustrates how to deal with a common situation.

Question: "Do I need to multiply when I calculate 95% of 240?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

12.2 Mathematics Paper 2: reasoning

Format

Paper 2: reasoning consists of a single test paper and pupils will have 40 minutes to complete it.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres and millimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations

Pupils are not allowed:

- calculators
- squared paper (unless as an access arrangement, see section 8.4)
- tracing paper

Assistance

If a pupil requests it, a question may be read to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

For pupils with a hearing impairment, be careful if signing numbers, mathematical symbols and words. Guidance on any specific words that should be signed in a particular way are included in the standard test packs.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

The examples below illustrate how to deal with some common situations.

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

This example is taken from the [2016 sample KS2 mathematics Paper 2: reasoning](#)¹⁶:

Question 8: This graph shows the temperature in six cities on one day in January.

Which city was 4 degrees warmer than Kiev?

You may explain words to help the pupil understand the context, such as 'city', or clarify that 'Kiev' and other names given on the graph are the names of cities. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage such as 'temperature', 'four', 'degrees' or 'warmer'.

¹⁶ www.gov.uk/government/publications/2016-key-stage-2-mathematics-sample-test-materials-mark-schemes-and-test-administration-instructions

13: Test administration on Thursday 16 May

13.1 Mathematics Paper 3: reasoning

Format

Paper 3: reasoning consists of a single test paper and pupils will have 40 minutes to complete it.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres and millimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations

Pupils are not allowed:

- calculators
- squared paper (unless as an access arrangement, see section 8.4)
- tracing paper

Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

For pupils with a hearing impairment, be careful if signing numbers, mathematical symbols and words. Guidance on any specific words that should be signed in a particular way are included in the standard test packs.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

The examples below illustrate how to deal with some common situations.

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

14: Problems or queries during test administration

14.1 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, pupil safety and wellbeing must always be your first consideration. This section provides guidance on what to do in certain situations. If any of these situations occur during a test you should brief your headteacher on how the incident was dealt with once the test is over.

If a fire alarm goes off

Stop the test and note the time. Evacuate the room following school procedures. Pupils should be supervised at all times to ensure they do not talk about the test. The test papers should be left in the test room.

Once it is safe to do so, pupils may continue with the test using the correct amount of remaining time. If the pupils do talk to each other about the test, you must phone the national curriculum assessments helpline on 0300 303 3013 for advice before you continue.

If a pupil is unwell

If a pupil complains of feeling unwell before the test starts, it should not be administered. The school could administer the test later in the day when the pupil is feeling better or apply for a timetable variation to administer the test on a different day.

If a pupil is unwell once a test has started, stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, they should be given the correct amount of remaining time to continue with the test. The test must be completed on the same day. If the pupil is too ill to continue the test, the partially completed test script must be sent for marking.

If the test script is spoiled, give the pupil a new one to continue. A member of staff should make a transcript by copying the answers from the spoiled test script onto the new test paper (see section 14.2). You should do this once the pupil has completed the test and is still under test conditions. If the test script is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper. Do not send the spoiled test script for marking. You must make a notification of the use of a transcript on NCA tools.

If other pupils have been disturbed, you may stop the test for all pupils in the room. Make a note of the time so pupils receive the correct amount of remaining time. If necessary, move the pupils to another room.

If a pupil needs to leave the test room

Pupils taking the tests must be supervised at all times. If a pupil needs to leave the test room, a test administrator must accompany them.

When deciding on the number of test administrators needed to maintain adequate supervision during a particular test, you should consider the possibility that at least one test administrator might need to leave the room with a pupil.

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

If a pupil is found using a mobile phone or smart watch

Pupils must not have any items that may cause disturbances during the tests. You should collect all mobile phones and smart watches from pupils before the tests.

If a pupil is found using a mobile phone or smart watch, it should be removed from the pupil. After the test, follow the school's own behaviour and disciplinary procedures.

If a pupil is identified as cheating

If you identify a pupil cheating, or if a pupil has gained an advantage from using a mobile phone or smart watch, you should record the details, including the pupil's name, the name of the test and any specific questions in which the pupil was advantaged by cheating. If appropriate, move the pupil to another location for the remainder of the test.

If you believe the pupil has gained an advantage as a result of cheating, notify STA using the 'Notification of a pupil cheating' form, available in the 'Access arrangements' section of NCA tools.

By completing the form, the headteacher agrees to either:

- the removal of marks by STA for the specific questions where the pupil has gained an advantage
- the annulment of the pupil's result in that test by STA

The pupil's test script must be collated with the other pupils' test scripts. Do not enclose any information regarding the incident when sending the test scripts for marking.

You do not need to notify STA if the pupil gained no advantage from their actions. You should follow your school's behaviour policy in dealing with such incidents.

If a pupil is being disruptive

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil. You can decide whether the disruptive pupil should continue the test in a separate room. If the test is not completed, the partially completed test script must be sent for marking.

Give the other pupils a few moments to refocus and then continue the test with the correct amount of remaining time.

If test papers are incorrectly collated or the print is illegible

Stop the test for the affected pupils, making a note of the time, and tell them you will organise replacement papers. The pupils must not discuss the test content while the replacement papers are being arranged. Once the replacements are provided, give the pupils the appropriate amount of time they have remaining to complete the test. Pupils must not be allowed to start the test again.

All schools receive additional copies of each test paper. If there are insufficient additional copies you should contact the national curriculum assessments helpline on 0300 303 3013 for approval to make a photocopy. At the end of the test, insert the replacement test paper inside the original incorrect paper and inform the headteacher of the action you took.

Schools are responsible for ensuring that any modifications made to the tests are done correctly. You should be careful if photocopying the papers, ensuring no pages are omitted or duplicated. STA will not make allowances for pupils where schools have incorrectly photocopied test papers.

If a pupil asks for additional paper

The test papers and answer booklets have been designed so that most pupils will have enough room to record their answers. You may give pupils extra paper if they need additional space for their answers. Ensure the pupil's name and school DfE number are written on any additional paper used and the paper is attached or put inside the pupil's test script.

If an incorrect test has been administered

If a test has been administered incorrectly on a day before the published test date you must keep the pupils under test conditions and contact the national curriculum assessments helpline on 0300 303 3013 for advice.

14.2 Transcribing test scripts

If it would be very difficult for a marker to read a pupil's writing, you can transcribe all or part of the pupil's test script. Test administrators should know which pupils are likely to need a transcript before administering the tests. A transcript can be made on the pupil's test script or on a separate script or sheet of paper. Unless it has been spoiled, the pupil's original test script must also be sent for marking, along with the transcript. Transcripts must be clipped or stapled to the pupil's original test script.

When transcribing a pupil's answers, test administrators must adhere to section 8 of the access arrangements guidance. If the marker can read the pupil's writing, they will mark the original work.

Braille test scripts must not be transcribed.

15: After the tests

15.1 Completing attendance registers and packing tests scripts for marking

Test administrators should return test scripts to the headteacher immediately after each test. Headteachers should emphasise that test administrators must not review pupils' test scripts, unless they are making a transcript.

Guidance on completing attendance registers and packing scripts to return for marking are provided in the attendance register and test script dispatch instructions.

Completed test scripts must be dispatched as soon as possible and unused materials must be kept secure until Friday 24 May.

15.2 Completing the 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](#)¹⁷. The form confirms either that you have administered the tests according to the published guidance or you have reported any issues to STA.

The KS2 HDF will be available from 5pm on Thursday 16 May and must be submitted by Friday 24 May.

If you cannot complete the HDF, you should notify the national curriculum assessments helpline on 0300 303 3013. Once submitted, you cannot amend the HDF so any mistakes should be reported to the national curriculum assessments helpline.

Failure to complete the HDF by the deadline may result in a maladministration investigation.

15.3 Special consideration

Occasionally a pupil's performance may be affected by extremely distressing circumstances at the time of the tests. It may also apply when an incident that occurred in the months before the tests is still having an impact on the pupil demonstrating their true

¹⁷ www.legislation.gov.uk/uksi/2003/1038/contents/made

abilities. Where STA approves a school's request for special consideration, it will be taken into account when calculating the school performance measures.

Applications for special consideration should be made in the 'Access arrangements' section of NCA tools from Thursday 16 May. The deadline for applications is Friday 24 May. You should read the [special consideration guidance](#)¹⁸ before making an application.

15.4 Recycling unused test materials and packaging

The Secretary of State for Education announced the [single-use plastic reduction initiative](#)¹⁹ in December 2018.

STA packages test papers in low-density polyethylene bags (marked as LDPE4). While this material is recyclable, not all local authorities will process it so schools should check their local refuse and recycling policy. Alternatively, many of the larger supermarkets offer plastic wrapping recycling facilities. Schools using an independent commercial waste disposal service should confirm recycling provision with their supplier.

The boxes containing test materials are made from recycled cardboard and can be recycled again after removing any tape. Unused test papers, and their accompanying delivery note, can be safely recycled via your local authority.

Packaging materials used to return KS2 scripts for marking are recycled by our external marking service provider.

¹⁸ www.gov.uk/government/publications/key-stage-2-tests-special-consideration-guidance

¹⁹ www.gov.uk/government/news/schools-challenged-to-go-single-use-plastic-free-by-2022

16: Further information

16.1 General enquiries

For general enquiries about test administration and access arrangements, contact the national curriculum helpline on 0300 303 3013 or assessments@education.gov.uk.

16.2 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section of NCA tools.



Standards
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