



Standards  
& Testing  
Agency

# **Key stage 1 assessment and reporting arrangements (ARA)**

**October 2019**

# Contents

1 Summary	5
1.1 About this guidance	5
1.2 Who is this guidance for?	5
1.3 Legal status	5
2 Changes for 2019/20	6
2.1 Primary assessment gateway	6
2.2 Test packs	6
3 Important dates	7
3.1 Important dates for 2019	7
3.2 Important dates for 2020	8
4 Responsibilities	11
4.1 Headteachers' responsibilities	11
4.2 Local Authorities' responsibilities	15
4.3 Teachers' responsibilities	17
4.4 Governing bodies' responsibilities	17
4.5 Academy trusts' responsibilities	17
5 2020 national curriculum tests	18
5.1 Overview of tests	18
5.2 Practice test materials	19
5.3 Test frameworks	19
5.4 Test orders	20
5.5 Modified test materials	21
5.6 Delivery of test materials	21
6 Test participation	23
6.1 Participating pupils	23
6.2 Access arrangements	24
6.3 Pupils with English as an additional language	25
7 Test administration	26
7.1 When to administer the tests	26
7.2 Security of test materials	26

7.3 Making modifications to tests	26
7.4 Administering the tests	27
7.5 Marking the tests	27
7.6 Using test results	27
8 Phonics screening check	28
8.1 Overview of the check	28
8.2 Check participation	28
8.3 Check materials	29
8.4 Security of check materials	30
8.5 Administering the check	30
8.6 Monitoring the check	31
8.7 Reporting check results	32
8.8 How results will be used	33
9 Teacher assessment	34
9.1 Overview of teacher assessment	34
9.2 What teachers must assess	34
9.3 Teacher assessment frameworks	34
9.4 Pre-key stage standards	35
9.5 External moderation of teacher assessment	36
9.6 Submitting teacher assessment	39
9.7 English writing TA standardisation training and exercises for LAs	39
9.8 Pupils who move schools	39
9.9 How DfE uses TA	40
10 Maladministration	41
10.1 Maladministration of the tests	41
10.2 Maladministration of the phonics screening check	41
10.3 Maladministration of teacher assessment	42
11 Reporting to parents	43
11.1 Annual reports	43
11.2 What reports must cover	43
12 Keeping and maintaining records	46
12.1 Pupils' educational records	46

12.2 Disclosure of educational records	47
12.3 Transferring records to a pupil's new school	47
13 Legal requirements and responsibilities	49
13.1 Application of ARA to different types of school	49
13.2 Regulatory concerns	51
14 Further information	52
14.1 Useful websites and links	52
14.2 Additional resources	53
14.3 General enquiries	53

# 1 Summary

## 1.1 About this guidance

This guidance sets out the statutory requirements for key stage 1 (KS1) national curriculum assessment and reporting for the 2019/20 academic year. It is produced by the [Standards and Testing Agency](#)<sup>1</sup> (STA), an executive agency of the Department for Education (DfE), and is relevant until the end of the 2019/20 academic year.

The assessment and reporting arrangements apply to:

- maintained schools (including maintained special schools)
- academies (including free schools)
- pupil referral units (PRUs)
- maintained nursery schools
- Ministry of Defence (MoD) schools
- participating independent schools with pupils in KS1

## 1.2 Who is this guidance for?

- Teachers and all staff responsible for end of KS1 assessments and the phonics screening check
- 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 9 (as amended) of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#)<sup>2</sup>.

The 2004 Order is made by the Secretary of State under powers as provided for by [section 87 of the Education Act 2002](#)<sup>3</sup>. This document gives full effect to the provisions made in the 2004 Order concerning KS1 assessment and has effect as if made by the 2004 Order. The ARA also contains guidance and information that does not form part of the law. Section 13 contains further guidance on legal requirements and responsibilities.

---

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

<sup>2</sup> [www.legislation.gov.uk/uksi/2004/2783/contents/made](http://www.legislation.gov.uk/uksi/2004/2783/contents/made)

<sup>3</sup> [www.legislation.gov.uk/ukpga/2002/32/section/87](http://www.legislation.gov.uk/ukpga/2002/32/section/87)

## 2 Changes for 2019/20

### 2.1 Primary assessment gateway

The NCA tools website has been replaced by the [Primary Assessment Gateway](#)<sup>4</sup>.

Schools can use the Primary Assessment Gateway to:

- place KS1 test orders
- submit holiday dates to help inform deliveries of test and check materials
- download additional KS1 test materials including mark schemes and the optional English grammar, punctuation and spelling test (excluding braille)
- download additional phonics screening check materials (excluding braille)
- view teacher assessment (TA) standardisation materials (also available to LAs)
- submit headteacher's declaration forms (HDFs) for KS1 and the phonics screening check

### 2.2 Test packs

In order to reduce waste, English reading and mathematics test packs delivered to schools will now contain 5 or 10 test papers. Schools will receive enough materials for their pupils, based on autumn census data, plus a small number of spares. In previous years, if a school required 32 test papers, they would have received 40 (4 packs of 10). That school would now receive 35 test papers (3 packs of 10 and one pack of 5).

---

<sup>4</sup> [www.primaryassessmentgateway.education.gov.uk](http://www.primaryassessmentgateway.education.gov.uk)

### 3 Important dates

These dates may be subject to change.

#### 3.1 Important dates for 2019

Date	Action
September and October	<ul style="list-style-type: none"> <li>• STA delivers TA moderation training events to LAs in English writing.</li> </ul>
Monday 28 October	<ul style="list-style-type: none"> <li>• 'Test orders' forms available in the Primary Assessment Gateway.</li> <li>• Maintained schools and academies (including free schools) should order modified versions of the KS1 tests, if required, by Friday 22 November. STA bases quantities of standard test materials for English reading and mathematics on schools' autumn census data.</li> <li>• Academies must make a written agreement with their chosen LA for monitoring the phonics screening check and external moderation of their KS1 TA, and report this information to STA via the Primary Assessment Gateway if this is not their geographical LA, by Friday 22 November.</li> <li>• Independent schools participating in the KS1 assessments must place test orders in the Primary Assessment Gateway for both standard and modified versions, and issue privacy notices to parents, by Friday 22 November. Participating independent schools should make a written agreement with the LA that will complete external moderation of their KS1 TA, and report their selection to STA, via the Primary Assessment Gateway, by Friday 13 December.</li> <li>• Special schools, PRUs and secure units should place test orders by Friday 22 November, if any pupils are working at the standard of the tests and are able to access them, to ensure test materials are provided.</li> </ul>
November 2019 to January 2020	<ul style="list-style-type: none"> <li>• LAs complete TA moderation standardisation exercises in English writing.</li> </ul>

Friday 22 November	<ul style="list-style-type: none"> <li>• Deadline for maintained schools and academies (including free schools) to order modified versions of the KS1 tests.</li> <li>• Deadline for participating independent schools to order standard and modified versions of the KS1 tests and issue privacy notices to parents.</li> <li>• Deadline for special schools, PRUs and secure units to place test orders, if any pupils are working at the standard of the tests and are able to access them.</li> <li>• Deadline for schools to submit their holiday dates for the 2019/20 academic year in the Primary Assessment Gateway.</li> <li>• Deadline for academies to have a written agreement in place with their chosen LA (for monitoring the phonics screening check and external moderation of their KS1 TA) and have reported this information to STA via the Primary Assessment Gateway if this is not their geographical LA.</li> </ul>
December	<ul style="list-style-type: none"> <li>• KS1 <a href="#">access arrangements guidance</a><sup>5</sup> published.</li> </ul>
Friday 13 December	<ul style="list-style-type: none"> <li>• Deadline for participating independent schools that intend to participate in the tests to report to STA, via the Primary Assessment Gateway, that they have a written agreement in place with the LA that will complete external moderation of their KS1 TA.</li> </ul>

### 3.2 Important dates for 2020

Date	Action
Monday 24 February	<ul style="list-style-type: none"> <li>• LAs informed by STA on, or shortly after this date, if they will receive an external moderation visit.</li> </ul>
March	<ul style="list-style-type: none"> <li>• KS1 <a href="#">test administration guidance</a><sup>6</sup> published.</li> </ul>

<sup>5</sup> [www.gov.uk/government/publications/key-stage-1-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements)

<sup>6</sup> [www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests](http://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests)



Monday 20 April to Friday 24 April	<ul style="list-style-type: none"> <li>Schools receive KS1 test materials for English reading and mathematics, including any modified test orders.</li> </ul>
April	<ul style="list-style-type: none"> <li>Phonics screening <a href="#">check administration guidance</a><sup>7</sup> published.</li> </ul>
Tuesday 28 April	<ul style="list-style-type: none"> <li>Deadline for ordering braille versions of the phonics screening check. To order braille check materials, contact the national curriculum assessments helpline on 0300 303 3013 (select option 3).</li> </ul>
May	<ul style="list-style-type: none"> <li>KS1 test administration window.</li> </ul>
Friday 1 May	<ul style="list-style-type: none"> <li>KS1 test materials (excluding braille) and mark schemes, including the optional English grammar, punctuation and spelling test, are available to download from the Primary Assessment Gateway.</li> </ul>
Friday 15 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 18 May to Friday 22 May	<ul style="list-style-type: none"> <li>Schools receive phonics screening check materials, including any braille orders.</li> </ul>
Monday 1 June	<ul style="list-style-type: none"> <li>Raw score to scaled score conversion tables for KS1 tests available on <a href="#">GOV.UK</a><sup>8</sup>.</li> <li>KS1 test materials available on GOV.UK.</li> <li>KS1 HDF available to schools in the Primary Assessment Gateway.</li> </ul>
Tuesday 2 June to Thursday 25 June	<ul style="list-style-type: none"> <li>LAs undertake external moderation of KS1 TA.</li> </ul>
Monday 8 June	<ul style="list-style-type: none"> <li>Phonics screening check materials (excluding braille) available to download from the Primary Assessment Gateway.</li> <li>Phonics screening check HDF available to schools in the Primary Assessment Gateway.</li> </ul>
Monday 8 June to Friday 12 June	<ul style="list-style-type: none"> <li>Schools administer the phonics screening check.</li> </ul>

<sup>7</sup> [www.gov.uk/government/collections/phonics-screening-check-administration](http://www.gov.uk/government/collections/phonics-screening-check-administration)

<sup>8</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

Monday 15 June to Friday 19 June	<ul style="list-style-type: none"> <li>• Timetable variation week for pupils who were absent for the phonics screening check.</li> </ul>
Monday 22 June	<ul style="list-style-type: none"> <li>• Phonics screening check materials and threshold mark published on GOV.UK.</li> </ul>
Thursday 25 June	<ul style="list-style-type: none"> <li>• Deadline for schools to submit KS1 TA data to LAs.</li> <li>• Deadline for schools to submit the KS1 HDF in the Primary Assessment Gateway.</li> <li>• Deadline for schools to submit the phonics screening check HDF in the Primary Assessment Gateway.</li> </ul>
By the end of the summer term	<ul style="list-style-type: none"> <li>• Schools must submit their phonics screening check results to their LA by the deadline specified by the LA.</li> </ul>
Friday 24 July	<ul style="list-style-type: none"> <li>• Deadline for LAs to submit phonics screening check and KS1 TA data to DfE.</li> </ul>

## 4 Responsibilities

### 4.1 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 6.2)

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

### KS1 tests

Headteachers at maintained schools, academies (including free schools) and participating independent schools must:

- identify which pupils will take the end of KS1 tests in May 2020
- consider whether any pupils will need modified versions of the tests and, if so, place a test order in the Primary Assessment Gateway by Friday 22 November
- keep all test materials secure and treat them as confidential until Monday 1 June
- ensure pupils have the correct test materials and equipment
- 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 the English reading and mathematics tests are administered during May 2020
- ensure the correct use of access arrangements
- notify STA of any incident that may have affected the integrity, security or confidentiality of the tests
- ensure tests are marked accurately and consistently according to the mark schemes and marking guidance
- ensure the English reading and mathematics test results are used to inform TA

- complete and submit the KS1 HDF in the Primary Assessment Gateway by Thursday 25 June (see below)
- be able to give an accurate account of everyone with access to test materials from the point they arrive in school until Monday 1 June

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for moderating their KS1 TA by Friday 22 November
- notify STA if they intend to use a non-geographical LA by Friday 22 November

Headteachers at participating independent schools that wish to receive test materials must also:

- issue a [privacy notice](#)<sup>9</sup> to the parents of any pupil taking one or more of the tests, and receive approval, for their child's participation, before placing a test order by Friday 22 November
- place orders for standard and modified tests in the Primary Assessment Gateway by Friday 22 November
- have a written agreement in place with their chosen LA for moderating their KS1 TA, and have reported this information to STA, via the Primary Assessment Gateway, by Friday 13 December

If an independent school fails to meet any of these deadlines, they may not be able to participate in the tests.

### **Headteacher's declaration form**

After the English reading and mathematics tests have taken place and you have submitted your TA judgements for all subjects, headteachers must complete and submit the KS1 HDF in the Primary Assessment Gateway. This requirement applies to all maintained schools, including specialist provision schools, even if all pupils are working below the standard of the KS1 tests or are unable to access them.

The HDF either confirms that the English reading and mathematics tests have been administered and marked according to the published guidance and the results have been used to inform TA, or that any issues have been reported to STA. The form will be available from Monday 1 June and must be submitted by Thursday 25 June.

If you cannot complete the HDF, or make any errors in your submission, you should notify the national curriculum assessments helpline on 0300 303 3013.

---

<sup>9</sup> [www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice](http://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice)

## Phonics screening check

Headteachers at maintained schools and academies must:

- identify which pupils will reach the age of 6 before the end of the school year and should take the check
- identify any pupils who will reach the age of 7 before the end of the school year and should take the check because they did not meet the required standard, or did not take it, in the previous academic year
- ensure that any pupils who did not meet the standard of the check continue to receive support in phonics
- consider whether any pupils will need braille versions of the check and order them from the national curriculum assessments helpline on 0300 303 3013 (select option 3) by Tuesday 28 April
- consider whether any pupils will need modified versions of the check (excluding braille) and download them from the Primary Assessment Gateway during the check period
- keep check materials secure and treat them as confidential until Monday 22 June
- ensure the check is administered once to each pupil within the check window starting on Monday 8 June
- ensure all check administrators are appropriately trained to administer and score the check according to the statutory guidance, and have viewed the training video
- ensure the check is administered by a check administrator known to the pupils
- ensure pupils' responses are scored accurately and consistently
- report any incident which affects the integrity, security or confidentiality of the check to STA
- comply with national data submission requirements by [submitting check results to the LA](#)<sup>10</sup> for all eligible pupils by the deadline communicated to them by the LA
- complete and submit the phonics HDF in the Primary Assessment Gateway by Thursday 25 June

---

<sup>10</sup> [www.gov.uk/guidance/phonics-screening-check-data-collection](http://www.gov.uk/guidance/phonics-screening-check-data-collection)

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for monitoring the phonics screening check and inform STA if they intend to use a non-geographical LA by Friday 22 November

### **Headteacher's declaration form**

After your school has completed the check, headteachers or a delegated member of staff must complete and submit the phonics screening check HDF in the Primary Assessment Gateway, as detailed in article 5A(1)(c) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#)<sup>11</sup>.

The HDF confirms either that the check has been administered and scored according to the published guidance, or that any issues have been reported to STA. The form will be available from Monday 8 June and must be completed by Thursday 25 June. Failure to complete the HDF by the deadline may result in a maladministration investigation.

If you cannot complete the HDF, or make any errors in your submission, you should notify the national curriculum assessments helpline on 0300 303 3013.

### **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, the pre-key stage standards and P scales, using funds available within the school's overall resources
- ensure the relevant framework or guidance is used to make pupils' TA judgements
- ensure the results of the KS1 tests in English reading and mathematics are used to inform pupils' TA judgements
- ensure TA judgements are an accurate assessment of pupils' attainment
- comply with the [TA guidance](#)<sup>12</sup>
- ensure their school has an appropriate system to record and submit data to the LA
- submit accurate TA data for English reading, English writing, mathematics and science to the LA, for all pupils at the end of KS1, by Thursday 25 June

---

<sup>11</sup> [www.legislation.gov.uk/ukxi/2004/2783/contents/made](http://www.legislation.gov.uk/ukxi/2004/2783/contents/made)

<sup>12</sup> [www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance](http://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance)

- complete and submit the KS1 HDF in the Primary Assessment Gateway by Thursday 25 June
- notify STA of any issues which may have affected the integrity of the TA

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for external moderation of their KS1 TA, and if they have selected a non-geographical LA, they must report this information to STA via the Primary Assessment Gateway, by Friday 22 November

Headteachers at participating independent schools that have placed a test order are expected to submit KS1 TA data. They must also:

- have a written agreement in place with their chosen LA for external moderation of their KS1 TA, and must report this information to STA via the Primary Assessment Gateway, by Friday 13 December

## 4.2 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 KS1
- are aware of the need to store all assessment materials securely
- have an electronic system to submit their TA data
- are given instructions on how to submit their TA data
- meet the requirements for transferring records between schools, including the completion of the [common transfer file](http://www.gov.uk/government/collections/common-transfer-file)<sup>13</sup> (CTF) as noted in the [Education \(Pupil Information\) \(England\) Regulations 2005](http://www.legislation.gov.uk/ukxi/2005/1437/made)<sup>14</sup>

---

<sup>13</sup> [www.gov.uk/government/collections/common-transfer-file](http://www.gov.uk/government/collections/common-transfer-file)

<sup>14</sup> [www.legislation.gov.uk/ukxi/2005/1437/made](http://www.legislation.gov.uk/ukxi/2005/1437/made)

## KS1 tests

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the KS1 tests
- checking the storage of KS1 test materials if the school is selected for a key stage 2 (KS2) monitoring visit
- informing STA of any irregularities and discussing next steps to take
- ensuring the results of KS1 tests are used to inform the school's TA judgements

## Phonics screening check

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the check
- making unannounced monitoring visits to a sample of at least 10% of schools participating in the check, including academies that have chosen to be monitored by the LA
- informing STA of any irregularities in the administration of the phonics screening check and discussing next steps to take
- following the phonics data collection and submission guidance to collect results, quality assure and submit data to DfE, in the required format

## Teacher assessment and moderation

Responsibilities include:

- making arrangements for a robust programme of moderation to ensure that all schools they are responsible for are moderated at least once every 4 years, or more frequently, to validate TA judgements
- following the [guide to submitting data](#)<sup>15</sup> to collect TA, quality assure and submit to DfE using COLLECT by Friday 24 July
- informing STA of irregularities within any school's submitted TA data and discussing next steps to take
- moderating participating independent schools in the first year that they opt in and then at least once every 4 years

---

<sup>15</sup> [www.gov.uk/guidance/key-stage-1-assessments](http://www.gov.uk/guidance/key-stage-1-assessments)



### **4.3 Teachers' responsibilities**

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

If teachers do not comply with the provisions of this ARA, this could result in the school being investigated for maladministration.

### **4.4 Governing bodies' responsibilities**

Governing bodies of maintained schools and proprietors of participating independent schools must carry out their functions to ensure that the KS1 national curriculum assessments are administered in their school according to this ARA.

### **4.5 Academy trusts' responsibilities**

An academy's funding agreement will usually require the academy trust to ensure that the KS1 national curriculum assessments are administered in the school according to this ARA.

## 5 2020 national curriculum tests

### 5.1 Overview of tests

The KS1 tests are designed to assess pupils' knowledge and understanding of the [KS1 programmes of study](#)<sup>16</sup>. Teachers must administer the English reading and mathematics tests to help make a secure judgement for their final TA at the end of KS1. The tests make up one piece of evidence for the overall TA judgement.

The KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

Participating pupils (see section 6.1) should be given the opportunity to attempt each test paper. Teachers can use their discretion to decide if pupils need a [rest break](#)<sup>17</sup> during any of the tests or whether, if appropriate, to stop a test early.

An optional English grammar, punctuation and spelling test will be available to download from the Primary Assessment Gateway from Friday 1 May. Standard versions of the English grammar, punctuation and spelling test will not be sent to schools. Schools are not required to administer the optional English grammar, punctuation and spelling test or use the result to inform TA.

### English reading test

There are 2 reading papers. Both papers contain a selection of texts that are designed to increase in difficulty. They include a mixture of text types.

Paper 1 consists of a combined reading prompt and answer booklet. The test takes approximately 30 minutes to complete but is not strictly timed. Paper 2 consists of an answer booklet and a separate reading booklet. It also contains more challenging texts than Paper 1. The test takes approximately 40 minutes to complete but is not strictly timed.

---

<sup>16</sup> [www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject](http://www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject)

<sup>17</sup> [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements)

## Mathematics test

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

Paper 1: arithmetic consists of a single test paper and takes approximately 20 minutes to complete but is not strictly timed.

Paper 2: reasoning consists of a single test paper and takes approximately 35 minutes to complete but is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time allowed for the remainder of the paper should be around 30 minutes.

## Optional English grammar, punctuation and spelling test

Schools can choose whether to administer the English grammar, punctuation and spelling test and use the results to inform their English writing TA.

There are 2 papers: Paper 1: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The paper takes approximately 15 minutes to complete but is not strictly timed.

Paper 2: questions is a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. The paper takes approximately 20 minutes to complete but is not strictly timed.

## 5.2 Practice test materials

[Practice test materials](#)<sup>18</sup> are available to help teachers prepare for the 2020 tests. These include past versions of KS1 national curriculum tests, mark schemes and test administration instructions.

## 5.3 Test frameworks

[Test frameworks](#)<sup>19</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 assessed in the test
- how each element of the subject is assessed

---

<sup>18</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

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

- the structure of the tests
- a performance descriptor that describes the standard a pupil is expected to achieve on the test in each subject

Teachers should not use the test frameworks to guide teaching and learning. They do not provide information on how schools should teach the national curriculum.

## **5.4 Test orders**

Schools should submit their holiday dates for the 2019/20 academic year in the Primary Assessment Gateway by Friday 22 November. STA will use this information when planning deliveries of test materials.

### **Maintained schools and academies (including free schools)**

Maintained schools and academies do not need to place a test order for standard versions of the KS1 tests because STA will calculate the quantities they need based on autumn census data. If required, modified tests should be ordered by Friday 22 November in the Primary Assessment Gateway. The optional English grammar, punctuation and spelling test will be available to download from the Primary Assessment Gateway from Friday 1 May. STA will not send standard versions of the English grammar, punctuation and spelling test to schools.

### **Independent schools**

Independent schools that choose to take part in the KS1 assessments for one or more subjects must place a test order in the Primary Assessment Gateway and issue privacy notices to parents by Friday 22 November. Independent schools that have placed a test order are expected to submit KS1 TA data. In order for independent schools to receive KS1 test materials, they should have an agreement in place with their chosen LA for external moderation of their KS1 TA, and have reported this information to STA, via the Primary Assessment Gateway, by Friday 13 December. STA may not send test materials to independent schools that do not report this information.

### **Special schools, PRUs and secure units**

Special schools, PRUs and secure units should place KS1 test orders in the Primary Assessment Gateway by Friday 22 November, if any pupils are working at the standard of the tests and are able to access them. Otherwise, STA will assume that no pupils are taking the tests and will not send test materials. If schools believe their pupils may reach the standard of the tests by May 2020, they should order test materials for them.

## 5.5 Modified test materials

Standard booklets are A4 (297mm x 210mm) with multi-tonal diagrams and illustrations. STA also 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. A pupil is not required to have an identified special educational need or disability to use modified tests.

The following modified tests are available:

- modified large print versions on A4 (297mm x 210mm), but with more white space present. Some diagrams are substituted for a high contrast design or require the use of physical models. A larger (294mm x 275mm) booklet is provided for the English reading prompt and answer booklet to reproduce images
- braille versions, available in Unified English Braille (UEB) (297 x 210 mm - portrait), suitable for pupils with extremely limited or no vision. Diagrams are produced in tactile formats or as physical models. A larger (294mm x 275mm) booklet is produced for the English reading prompt and answer booklet

All schools can order modified versions of the tests, including the optional English grammar, punctuation and spelling test, in the Primary Assessment Gateway until Friday 22 November.

Schools can contact the national curriculum assessments helpline on 0300 303 3013 (select option 3) to place late orders, ask for further advice about which modified materials may be suitable for their pupils, or to request hard copies of the modified large print and braille tests from the past 3 years. Past versions of the modified tests (excluding braille) are also available in the [practice test materials](#)<sup>20</sup> collection.

## 5.6 Delivery of test materials

Schools will receive their English reading and mathematics test materials in the week beginning Monday 20 April. They will also receive any modified test orders, including modified versions of the optional English grammar, punctuation and spelling test.

Materials are delivered to school addresses taken from [Get information about schools](#)<sup>21</sup> (GIAS). Schools should make sure that their details are up to date. Schools must log in to GIAS via [DfE Sign-in](#)<sup>22</sup> to make changes. Further information about updating records is provided in the help menu on the GIAS website.

---

<sup>20</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>21</sup> [www.get-information-schools.service.gov.uk](http://www.get-information-schools.service.gov.uk)

<sup>22</sup> <https://sa.education.gov.uk>

If schools have not received their test materials by Friday 24 April, 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>23</sup>. All test materials, including versions downloaded from the Primary Assessment Gateway, must be stored securely and treated as confidential from the point they are received in school until Monday 1 June.

## **Additional test materials**

Schools can download additional KS1 test materials and mark schemes from the Primary Assessment Gateway from Friday 1 May. This includes modified large print versions but excludes braille. Schools requiring additional braille materials should contact the national curriculum assessments helpline on 0300 303 3013 and select option 3.

---

<sup>23</sup> [www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice/how-to-keep-test-materials-secure](http://www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice/how-to-keep-test-materials-secure)

## 6 Test participation

### 6.1 Participating pupils

The tests are designed to be used with all pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests. This means that if pupils are working above the pre-key stage standards, they should be entered for the tests.

Most pupils taking the KS1 tests will be in year 2 and will reach the age of 7 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 (see section 5.2) to inform these decisions.

#### Pupils who should not take the tests

Pupils should not take the tests if any of the following apply:

- they have not completed the relevant KS1 programme of study
- they are working at the [pre-key stage 1 standards](#)<sup>24</sup> or [P scales](#)<sup>25</sup>
- they are working at the standard of the KS1 tests but are unable to participate, even when using suitable access arrangements

The pre-key stage standards should be used to provide a statutory assessment outcome for pupils engaged in subject-specific study and who are working below the standard of the KS1 national curriculum assessments. Section 9 includes further guidance about TA at the end of KS1.

If a headteacher decides a pupil should not take one or more of the tests, they must report this decision to the pupil's parents. See section 11.2 for information about reporting to parents of 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.

---

<sup>24</sup> [www.gov.uk/government/publications/pre-key-stage-1-standards](http://www.gov.uk/government/publications/pre-key-stage-1-standards)

<sup>25</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)

In instances where a headteacher has cause to consider whether a pupil should participate in the tests they should:

- discuss the pupil's circumstances and needs with their parents and teachers
- consult, if appropriate, with their Special Educational Needs Coordinator (SENCO), educational psychologist, medical officer or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities

## 6.2 Access arrangements

KS1 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. Access arrangements are adjustments that schools can make to support specific pupils during the tests. The support given must never advantage or disadvantage individual pupils and must be based on normal classroom practice.

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEND 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

Schools do not need to request permission from STA to use access arrangements for the KS1 tests. Headteachers and teachers should use the [access arrangements guidance](#)<sup>26</sup> to consider the assessment needs of individual pupils. It may be helpful to use practice materials with pupils before administering the tests. This will enable teachers to identify where support is needed and if any adaptations 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 Primary Assessment Gateway. For general enquiries, schools

---

<sup>26</sup> [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements)



should contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

## Evidence for access arrangements

Schools must make sure they have documentation to show that a pupil is eligible for access arrangements. This must include evidence that resources are routinely committed to providing this support in the classroom. 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](#)<sup>27</sup> if they cannot provide evidence that any access arrangements used in the tests are based on normal classroom practice.

## 6.3 Pupils with English as an additional language

### 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 pre-key stage standards (see section 9.4).

### 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 6.2). 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. These pupils should be assessed using the pre-key stage standards (see section 9.4).

---

<sup>27</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)

## **7 Test administration**

### **7.1 When to administer the tests**

Schools must administer the KS1 tests in English reading and mathematics during May 2020. The tests do not have set days for their administration, and they may be administered to groups of pupils on different days. Schools may choose to administer the optional English grammar, punctuation and spelling test during May, but there is no requirement to do so. Pupils must only be allowed to take each test once.

### **7.2 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 materials secure and treat them as confidential from when they are received until Monday 1 June.

Sealed packs of test papers should only be opened in the test room immediately before the school administers the tests for the first time. The content of the tests must not be used to prepare pupils. This could lead to inaccurate results that do not represent pupils' unaided abilities.

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 Monday 1 June will lead to an investigation of maladministration.

All test materials, including English reading booklets, must be stored securely until Monday 1 June. If any test papers from an opened pack are unused, they must be stored securely and may be used for any subsequent administration of the test.

### **7.3 Making modifications to tests**

Before making the decision to modify test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil (see section 5.5).

Minor modifications 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.

## 7.4 Administering the tests

Schools must administer the tests in accordance with the [test administration guidance](#)<sup>28</sup>, which will be published in March 2020. Headteachers must make sure the guidance is read, understood and followed by school staff, including test administrators. STA will also provide test administration instructions with the KS1 tests. They will contain test-specific content so must only be accessed immediately before the administration of each test.

If a school suspects that a pupil's response does not represent their own independent work, the headteacher should contact the LA to discuss what action to take.

## 7.5 Marking the tests

KS1 tests are marked internally by schools using mark schemes that will be available in the Primary Assessment Gateway from Friday 1 May. Tests should be marked by a member of staff familiar with the pupil. Marking requires professional judgement about which responses are correct. The integrity and security of the tests must be maintained until Monday 1 June.

## 7.6 Using test results

Teachers must use the results of the KS1 tests in English reading and mathematics to support their TA judgement of how a pupil has performed throughout the key stage (see section 9). There is no requirement for schools to use the result of the optional English grammar, punctuation and spelling test to inform TA.

Conversion tables for the 2020 tests will be published on GOV.UK on Monday 1 June. Teachers will need to use these to translate pupils' raw scores into [scaled scores](#)<sup>29</sup> to see whether each pupil has met the expected standard in the tests.

Schools are not required to report test results to their LA, or the next school when a pupil moves. However, where the school has recorded this data, it can choose whether to include these results in any data provided to the LA or next school (see section 12.3). LAs do not submit test results to DfE.

Schools are not required to report individual test results to parents (see section 11.2), but parents must be allowed access to their child's results on request.

---

<sup>28</sup> [www.gov.uk/government/collections/key-stage-1-test-administration](http://www.gov.uk/government/collections/key-stage-1-test-administration)

<sup>29</sup> [www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-1](http://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-1)

## 8 Phonics screening check

### 8.1 Overview of the check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator.

### 8.2 Check participation

Participation in the check depends on the type of school. See section 13.1 for further information. Schools do not need to register pupils for the check.

#### Pupils who should take the check

With some exceptions (see below), all pupils who have reached the age of 6 by the end of the school year must take the check during that academic year. For the majority of pupils, they will be in year 1. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the school year.

Unless the exceptions below apply to them, pupils who will have reached the age of 7 by the end of the academic year (for the majority of pupils, they will be in year 2) must also take the check if they:

- did not meet the required standard in the previous academic year
- have not taken it before

#### Pupils who should not take the check

Pupils should not take the check if any of the following apply:

- they have shown no understanding of grapheme-phoneme correspondences
- they have not completed the first year of the KS1 English programme of study
- they have recently moved to the country and are unable to understand letters and sounds in English
- they use British Sign Language or other sign-supported communication, such as communication boards, to spell out individual letters

- they are mute, or selectively mute
- they have been absent during the check window. If a pupil does not take the check during this period and returns to school after Friday 19 June they must be recorded as absent

## **Decisions on participation in the check**

Headteachers make the final decision about whether it is appropriate for a pupil to take the check. In any instances when pupils are not entered for the check, schools should explain their decision to the pupil's parents. If appropriate, they should provide the parents with documentary evidence to support their decision. Where the decision has been made not to administer the check to a pupil, schools should also explain how they are helping the pupil to learn to decode using phonics.

Schools must submit data for all pupils including those that do not take the check. Pupils who do not take the check should be marked as 'D' (headteacher decided it was inappropriate for the pupil to take the check).

## **8.3 Check materials**

Schools do not need to order standard materials for the check. Materials are sent to schools (including special schools, PRUs and secure units) based on data from the year 1 autumn school census. Schools can notify STA if they do not need phonics materials in the Primary Assessment Gateway.

Braille materials should be ordered from the national curriculum assessments helpline on 0300 303 3013 (select option 3) by Tuesday 28 April.

Schools will receive their check materials, including any braille orders, in the week beginning Monday 18 May. To ensure schools get their materials on time, they must provide their holiday dates in the Primary Assessment Gateway by Friday 22 November. If schools have not received their check materials by Friday 22 May, they should contact the national curriculum assessments helpline on 0300 303 3013.

## **Additional materials**

Schools can download check materials from the Primary Assessment Gateway from Monday 8 June. This includes the mark sheet and modified versions (excluding braille), including Word versions with colour images, Word versions with black and white images, and Word versions without images.

## 8.4 Security of check materials

Headteachers must ensure the integrity of the check is maintained so that no pupil has an unfair advantage. Schools must follow the guidance on keeping materials secure and treat check materials as confidential from when schools receive them, or download them from the Primary Assessment Gateway, until Monday 22 June.

Check packs must not be opened before Monday 8 June. They must only be opened when the check is going to be administered for the first time. After the check has been administered, schools must make sure the materials are stored securely until Monday 22 June.

School staff, including check administrators, must not discuss the content of the check with anyone or use question-specific information to prepare pupils for the check. In particular, content that could compromise the check must not be discussed on social media or published online. Any school behaviour which leads to check materials being shared before Monday 22 June, may lead to a maladministration investigation.

## 8.5 Administering the check

Pupils must only attempt the check once during the check window. Check administrators can use [practice test materials](#)<sup>30</sup> to familiarise themselves with the check.

The check must be administered in accordance with the phonics screening [check administration guidance](#)<sup>31</sup>, which will be published in April 2020. Headteachers must make sure the guidance is read, followed and understood by everyone involved in administering and scoring the check in order to avoid allegations of maladministration (see section 10.2). Check administrators must view the [training video](#)<sup>32</sup> before administering the check.

### Check administrators

The check must be administered on a one-to-one basis by a member of staff who is trained in phonics and known to the pupil. The role requires professional judgement about which responses are correct. The check should not be administered by a teaching assistant or higher-level teaching assistant unless they are trained in phonics and have experience of delivering phonics sessions to pupils. The check administrator must not be a relative or carer of the pupil taking the check.

---

<sup>30</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>31</sup> [www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance](http://www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance)

<sup>32</sup> [www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video](http://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video)

## 8.6 Monitoring the check

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

- participating PRUs or special schools
- academies that have chosen to be monitored by the LA
- a sample of schools that STA will identify

These visits may take place before, during and after the check period.

Monitoring visitors, on behalf of the LA or STA, will make unannounced visits to schools that are participating in the check. They will look for evidence that the school is following the published guidance on:

- keeping check materials secure
- administering and scoring the check

If schools receive a monitoring visit, they must allow visitors to:

- see all materials and any relevant delivery notes
- observe any checks being administered
- see copies of correspondence and other documents sent to, and received from, the LA or STA about the administration of the check

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

- administrative irregularities
- potential maladministration (which could include check administrators encouraging pupils to make another attempt at a word or reminding pupils to blend a word during the check)

These investigations are used to make decisions about the accuracy or correctness of pupils' results. Schools and LAs should refer to the [guidance on monitoring visits](#)<sup>33</sup>, which will be updated in March 2020, for further information.

### Academies

Academies must choose which LA is responsible for monitoring their phonics screening check and must have a written agreement in place with their chosen LA. Academies will be presumed to be working with their geographical LA and should inform STA by Friday

---

<sup>33</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)

22 November, via the Primary Assessment Gateway, if they intend to choose an alternate LA.

If a school became an academy on, or after, 2 September 2019 they will be part of their geographical LA's arrangements for monitoring the check and will be unable to select an alternate LA until the 2020/21 academic year.

## 8.7 Reporting check results

STA will publish the threshold mark on Monday 22 June on [GOV.UK](https://www.gov.uk)<sup>34</sup>. Schools do not need to wait until the threshold mark is published before submitting their data to the LA.

### Reporting to LAs

Maintained schools must report their pupils' check scores to their LA. Academies must report their pupils' check scores to the LA chosen by the academy to monitor them. The LA will provide schools with the deadline date for submission.

LAs must submit check data to DfE by Friday 24 July. There is no facility to amend data once the collection has closed.

Further support for schools and LAs is available in:

- the [check administration guidance](#)<sup>35</sup>
- DfE's [data collection and submission guidance](#)<sup>36</sup>

### Reporting to parents

By the end of the summer term, headteachers must report the following information to parents:

- their child's phonics screening check score
- an outcome for pupils who have left the school, were absent, did not participate in the check, or whose results are affected by maladministration

For more details about what should be reported to parents, see section 11.2.

---

<sup>34</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>35</sup> [www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance](https://www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance)

<sup>36</sup> [www.gov.uk/guidance/phonics-screening-check-data-collection](https://www.gov.uk/guidance/phonics-screening-check-data-collection)



## Pupils who move schools

If a pupil moves schools before the check administration period, the receiving school should consider administering the check and must submit data.

If a pupil moves school during the check period, the receiving school should check if the pupil has had the check administered. If not, they should consider administering the check and must submit data for them.

If a pupil moves schools after taking the check, their result should be submitted by the school where they took the check and provided to the new school in the CTF.

If a pupil arrives at a school and has not attended a school participating in phonics, for example if they have recently arrived from overseas or were electively home educated (EHE), the receiving school should consider administering the check and must submit data for them.

Pupils who arrive after the check administration period, and who did not take the check, do not need to be included in that year's data submission.

## 8.8 How results will be used

DfE does not publish school-level results for the phonics screening check in performance tables.

Results for 2020 will be published in [Analyse School Performance](#)<sup>37</sup>. Schools will also have access to national and LA check results to allow them to benchmark their pupils' performance.

---

<sup>37</sup> [www.analyse-school-performance.service.gov.uk](http://www.analyse-school-performance.service.gov.uk)

## 9 Teacher assessment

### 9.1 Overview of teacher assessment

Schools must report TA judgements in English reading, English writing, mathematics and science at the end of KS1. 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.

Teachers must use outcomes from the English reading and mathematics tests to help make a secure judgement for their final TA at the end of KS1. The tests make up one piece of evidence for the overall TA judgement.

### 9.2 What teachers must assess

Teachers must make judgements for each eligible pupil against the standards set out in the [TA frameworks](#)<sup>38</sup>, the [pre-key stage standards](#)<sup>39</sup> or the [P scale statutory guidance](#)<sup>40</sup>. [Exemplification materials](#)<sup>41</sup> are available to help teachers make their judgements, if additional guidance is needed.

Teachers must use their knowledge of a pupil's work overtime, taking into account their:

- written, practical and oral classwork
- results of the statutory KS1 tests in English reading and mathematics

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.

### 9.3 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 KS1.

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

---

<sup>38</sup> [www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1](http://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1)

<sup>39</sup> [www.gov.uk/government/publications/pre-key-stage-1-standards](http://www.gov.uk/government/publications/pre-key-stage-1-standards)

<sup>40</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>41</sup> [www.gov.uk/government/collections/key-stage-1-teacher-assessment](http://www.gov.uk/government/collections/key-stage-1-teacher-assessment)

which they judge them to be working. However, they are not required to have specific evidence for the preceding standards. Pupils' work which demonstrates meeting a standard is sufficient to show they are working above the preceding standards.

## **Frameworks for English reading, English writing and mathematics**

For KS1 English reading, English writing and mathematics, TA is the outcome used for accountability measures.

For pupils who have completed the KS1 programmes of study, teachers must use the TA frameworks when making their judgements. The frameworks contain 3 standards:

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

For KS1 English reading, English writing and mathematics, pupils who are not yet 'working towards the expected standard' should be assessed using the pre-key stage standards (see section 9.4).

## **Framework for science**

For KS1 science, the framework contains 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'.

## **9.4 Pre-key stage standards**

The 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.

The pre-key stage standards must be used for statutory assessment at the end of KS1 for pupils working below the standard of national curriculum assessments and engaged in subject-specific study.

The pre-key stage 1 standards for English reading, English writing and mathematics are:

- Standard 4
- Standard 3

- Standard 2
- Standard 1

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 pre-key stage standards. If a pupil is working below the standard of national curriculum assessments and not yet engaged in subject-specific study, their statutory outcome should be reported using P scales 1–4.

## 9.5 External moderation of teacher assessment

External moderation is statutory. It gives confidence that schools' TA judgements for KS1 are accurate and consistent with national standards, as specified in the TA frameworks and the exemplification materials.

LAs will inform schools on, or after, Friday 15 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Tuesday 2 June to Thursday 25 June. STA will monitor and provide quality assurance to LA external moderation processes.

### Local Authorities

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

STA assumes academies are being moderated by their geographical LA, unless informed otherwise.

The [teacher assessment guidance](#)<sup>42</sup> includes details of the external moderation process and the procedures LAs should follow. They must refer to the guidance to ensure the requirements are met and that robust moderation processes are followed.

### Maintained schools

Schools must submit accurate and valid TA judgements. The TA guidance includes details of the moderation process and how visits are carried out. Headteachers must

---

<sup>42</sup> [www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance](http://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance)

refer to the guidance to ensure that the essential requirements are met and that robust moderation processes are followed.

## **Academies (including free schools)**

Academies must comply with the requirements for maintained schools within this ARA.

Academies must choose which LA is responsible for external moderation of their KS1 TA. They must have a written agreement in place with their chosen LA and should inform STA in the Primary Assessment Gateway, by Friday 22 November, if they intend to use a non-geographical LA. Academies that do not select an alternate LA for moderation will be presumed to be using their geographical LA.

If a school became an academy on, or after 2 September 2019, they will be part of their geographical LA's arrangements for external moderation of their TA and cannot select an alternate LA until the 2020/21 academic year.

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.

Funding for these activities is paid directly to the geographical LA in the first year following conversion to an academy. Subsequent payments are made directly to the academy every 4 years.

If an academy fails to make an arrangement with their chosen LA to undertake external moderation of their KS1 TA, this information will be passed to Ofsted and may result in a maladministration investigation.

## **Independent schools**

If an independent school is participating in the English reading and/or mathematics tests, they should also submit TA outcomes in those subject(s) to DfE for inclusion in the national summary of results. Participating independent schools must have a written agreement in place with their chosen LA that will complete external moderation of their TA.

An independent school can only claim that its results are comparable with national or local results if it has taken part in the LA external moderation process and has been moderated in the first year of participation. Participating independent schools must also follow the same STA guidance, quality assurance and maladministration processes as maintained schools and academies if they wish to make these comparisons.

## Funding for external moderation

Academies should continue to fund external moderation through their general annual grant funding allocation, as in previous years.

LAs should factor in the costs of re-moderation activities at the beginning of the year as part of the funding that they retain centrally from maintained schools. They should not place additional charges on schools for appeals or re-moderation of TA judgements. The TA guidance provides further details about re-moderation of TA judgements.

Further information on retaining funding can be found in the [Pre-16 schools funding: guidance for 2019 to 2020: Operational guide](#)<sup>43</sup>. Further information about the provision of services and facilities by LA can be found in section 8 of the [Schemes for financing schools](#)<sup>44</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 English writing standardisation exercise for LA moderators
- concerns relating to the 2018/19 assessment cycle

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

- meet with the KS1 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

---

<sup>43</sup> [www.gov.uk/government/publications/pre-16-schools-funding-guidance-for-2019-to-2020](http://www.gov.uk/government/publications/pre-16-schools-funding-guidance-for-2019-to-2020)

<sup>44</sup> [www.gov.uk/government/publications/schemes-for-financing-schools](http://www.gov.uk/government/publications/schemes-for-financing-schools)

## 9.6 Submitting teacher assessment

Maintained schools, academies and participating independent schools must report end of KS1 TA data to their LA, or the LA chosen by the academy or independent school to moderate them, by Thursday 25 June. Schools must submit TA judgements in English reading, English writing, mathematics and science. Schools must use the codes detailed in the [reporting TA](#)<sup>45</sup> guidance.

## 9.7 English writing TA standardisation training and exercises for LAs

STA delivered a series of [English writing regional training events](#)<sup>46</sup> in September and October 2019. These events are followed by a standardisation exercise in November 2019 for moderation managers and lead moderators to complete. Those that are successful will then cascade the standardisation training to all LA pool moderators.

There will be 2 further exercises available in December 2019 and January 2020 for LA pool moderators to complete.

## 9.8 Pupils who move schools

### Change of school before KS1 test period

If a pupil changes school before Friday 1 May, the receiving school must administer the KS1 tests to the pupil and submit TA data for them.

### Change of school during KS1 test period

If a pupil changes school during the KS1 test period in May 2020, the receiving school must find out which tests have already been administered to the pupil and administer any remaining tests. The school where the pupil was registered for the greater number of school days in May should submit TA data for that pupil to the LA.

### Change of school after the KS1 test period

If a pupil changes school after Friday 29 May, the school where the pupil was registered during the KS1 test period must submit TA data for them.

---

<sup>45</sup> [www.gov.uk/government/publications/key-stage-1-reporting-teacher-assessment-data](http://www.gov.uk/government/publications/key-stage-1-reporting-teacher-assessment-data)

<sup>46</sup> [www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process](http://www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process)

## **Pupils arriving from a non-participating school or who were EHE**

If a pupil arrives at a school from a non-participating school or were EHE, the receiving school should submit data for them. Data should be submitted for any pupils who arrive during the KS1 test period. If a pupil arrives on, or after, 1 June 2020 data is not required.

## **9.9 How DfE uses TA**

DfE does not publish school-level results for KS1 TA in performance tables. KS1 TA is used as the baseline for measuring progress between KS1 and KS2.

Results for 2020 will be published in Analyse School Performance. Schools will also have access to national and LA check results to allow them to benchmark their pupils' performance.



# 10 Maladministration

The term 'maladministration' refers to any act that:

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

Schools could be subject to investigations of maladministration if they do not comply with:

- the 2020 ARA
- the [test administration guidance](#)<sup>47</sup>, including instructions provided with the test materials
- the [check administration guidance](#)<sup>48</sup>, including instructions provided with the check materials

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>49</sup> explain how STA processes allegations, as well as roles and responsibilities relating to school visits. This is supported by [guidance for LAs](#)<sup>50</sup> carrying out visits on STA's behalf.

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

## 10.1 Maladministration of the tests

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.

## 10.2 Maladministration of the phonics screening check

Check administrators must administer the check according to the published guidance in order to avoid allegations of maladministration.

---

<sup>47</sup> [www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag)

<sup>48</sup> [www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance](http://www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance)

<sup>49</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>50</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)

Maladministration can lead to changes to, or annulment of, results for a whole cohort, groups of pupils or individual pupils.

### **10.3 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:

- lack of independent work
- changes to TA judgements by school staff to influence school assessment outcomes

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 TA data.

# 11 Reporting to parents

## 11.1 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>51</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.

## 11.2 What reports must cover

The report must start from the day after the last report was given or the date of the pupil's admission to the school, if later. 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 KS1, it must also include:

- outcomes of statutory national curriculum TA in English reading, English writing, mathematics and science
- a statement that TA outcomes take into account the results of statutory national curriculum tests in English reading and mathematics
- where appropriate, a statement explaining why any national curriculum test has not been taken

---

<sup>51</sup> [www.legislation.gov.uk/ukpga/1996/56](http://www.legislation.gov.uk/ukpga/1996/56)

- 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, from the previous academic year
- arrangements for discussing the report with the pupil's teacher

If a parent requests access to their child's national curriculum test results, this must be made available to them.

For maintained schools, it is a requirement that reports cover pupils' general progress in statutory subjects. This includes national curriculum subjects that have a programme of study for KS1 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>52</sup>). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) \(England\) Regulations 2005](#)<sup>53</sup>.

## **Pupils not participating in the tests**

If a headteacher decides that a pupil should not take the English reading and/or mathematics tests they must explain this decision to the pupil's parents before the test period.

They should also write a report which:

- 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 indicates where the information is recorded
- identifies whether these circumstances are likely to be long or short term

The report should be sent to the chair of the governing body and a copy placed on the pupil's educational record.

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.

---

<sup>52</sup> [www.legislation.gov.uk/ukpga/1998/31/contents](http://www.legislation.gov.uk/ukpga/1998/31/contents)

<sup>53</sup> [www.legislation.gov.uk/uksi/2005/1437/made](http://www.legislation.gov.uk/uksi/2005/1437/made)

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

## 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 \(Pupil Registration\) \(England\) Regulations 2006](#)<sup>54</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

---

<sup>54</sup> [www.legislation.gov.uk/uksi/2006/1751/contents/made](http://www.legislation.gov.uk/uksi/2006/1751/contents/made)

## 12 Keeping and maintaining records

### 12.1 Pupils' educational records

Maintained schools and non-maintained special schools must ensure that educational records are maintained and disclosed to parents on request, as prescribed in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)<sup>55</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

Information processed by a teacher solely for the teacher's own use is excluded from the definition of educational records.

Maintained schools and non-maintained special 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. These records must be updated at least once every academic year.

Under the General Data Protection Regulation (GDPR) and the [Data Protection Act 2018](#)<sup>56</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](#)<sup>57</sup> as a data controller with the [Information Commissioner's Office](#)<sup>58</sup> (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the DPA and advice on developing their data policies. DfE provides suggested text for [school privacy notices](#)<sup>59</sup>.

---

<sup>55</sup> [www.legislation.gov.uk/uksi/2005/1437/made](http://www.legislation.gov.uk/uksi/2005/1437/made)

<sup>56</sup> [www.legislation.gov.uk/ukpga/2018/12/contents](http://www.legislation.gov.uk/ukpga/2018/12/contents)

<sup>57</sup> [www.legislation.gov.uk/uksi/2018/480/contents/made](http://www.legislation.gov.uk/uksi/2018/480/contents/made)

<sup>58</sup> [www.ico.org.uk](http://www.ico.org.uk)

<sup>59</sup> [www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice](http://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice)

## 12.2 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the GDPR, the DPA and the [Freedom of Information Act 2000](#)<sup>60</sup>. Access to a pupil's educational record held by a maintained school or non-maintained special school is covered by a parent's right of access under the Education (Pupil Information) (England) Regulations 2005.

Under the 2005 Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, free of charge, 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>61</sup>.

The 2005 Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil could not lawfully be given under the DPA. It also relates to information which they would not have a right of access to under the DPA, by virtue of paragraph 18 in Schedule 1 or paragraph 16 in Schedule 2 to the act. This includes material that 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](#)<sup>62</sup> can provide further advice.

## 12.3 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 [CTF](#)<sup>63</sup>. This requirement is set out in the Education (Pupil Information) (England) Regulations 2005, as amended.

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 this requirement but are expected to adhere to the following protocols as a matter of good practice.

---

<sup>60</sup> [www.legislation.gov.uk/ukpga/2000/36/contents](http://www.legislation.gov.uk/ukpga/2000/36/contents)

<sup>61</sup> [www.ico.org.uk/for-the-public/schools/pupils-info](http://www.ico.org.uk/for-the-public/schools/pupils-info)

<sup>62</sup> [www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access](http://www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access)

<sup>63</sup> [www.gov.uk/government/collections/common-transfer-file](http://www.gov.uk/government/collections/common-transfer-file)

Schools should arrange to exchange data by another secure method if transferring information to a school outside England where [school to school](#)<sup>64</sup> (S2S) is not available. Information must be transferred within 15 school days of the pupil ceasing to be registered at their previous school.

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

- through the 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 is unable to 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 does not 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 \(Pupil Information\) \(England\) Regulations 2005](#)<sup>65</sup>, as amended, explains more about the content of CTFs.

---

<sup>64</sup> [www.gov.uk/school-to-school-service-how-to-transfer-information](http://www.gov.uk/school-to-school-service-how-to-transfer-information)

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



## 13 Legal requirements and responsibilities

### 13.1 Application of ARA to different types of school

#### Maintained schools

The ARA applies to maintained schools, including maintained special schools, with pupils in KS1. 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 to their peers. See section 6.2 for information about the adjustments available for the KS1 tests.

#### Maintained nursery schools

Maintained nursery schools with pupils who will reach the age of 6 before the end of the school year must administer the phonics screening check.

#### Academies (including free schools)

All references to academies include free schools as, in law, they are academies. The following information also applies to [alternative provision](#)<sup>66</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 KS1 ARA is only applicable if the academy provides education to pupils at this stage. 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 any disadvantage to disabled pupils, compared with their peers, is minimised. See section 6.2 for information about the adjustments available for the KS1 tests.

Academies must make arrangements for monitoring the phonics screening check and external moderation of their TA with their chosen LA and inform STA by Friday 22

---

<sup>66</sup> [www.gov.uk/government/publications/alternative-provision](http://www.gov.uk/government/publications/alternative-provision)

November. Academy trusts must make sure their academies have complied with the external moderation, monitoring and data submission requirements in this publication.

## **Independent schools**

Independent schools in England may choose to take part in the assessments for one or more subjects at the end of KS1, although they are not required to do so. Participating independent schools must follow the guidance in this ARA.

Independent schools cannot formally administer the phonics screening check. They will be able to download the 2020 materials from GOV.UK from Monday 22 June, after the check administration window.

## **Pupil referral units**

Pupils studying at a PRU but who are on the register of a maintained school or academy, are expected to take the phonics screening check and end of KS1 assessments. Their results should be reported by the school where the pupil is registered.

Pupils not on the register of a maintained school or academy who attend a PRU are not expected to take the check or participate in the end of KS1 assessments. However, they are expected to receive a comparable education to a pupil in a mainstream school. Therefore, it is recommended that KS1 tests form part of their educational provision, where appropriate.

## **Ministry of Defence schools**

MoD schools take part in the national curriculum assessment and reporting arrangements in line with the administration in England. This includes administering the phonics screening check and KS1 tests, and submitting TA.

## **Overseas schools**

Overseas schools that are not MoD schools cannot formally participate in the phonics screening check or end of KS1 assessments. They will be able to download the 2020 KS1 materials from GOV.UK from Monday 1 June and the phonics screening check materials from Monday 22 June, after the administration windows.

## **Non-maintained special schools**

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of KS1, 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 tests must place a KS1 test order in the Primary Assessment Gateway by Friday 22 November. Non-maintained special schools cannot formally administer the phonics screening check. They will be able to download the 2020 materials from GOV.UK from Monday 22 June, after the check administration window.

### **Home-educated pupils**

Pupils who are EHE cannot participate in the phonics screening check or KS1 assessments unless they are on the register of a maintained school, academy or other independent school that is participating.

## **13.2 Regulatory concerns**

If schools have any regulatory concerns that they feel STA has not fully addressed in line with the published procedures, these can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). Ofqual regulates qualifications, examinations and assessments in England.

## 14 Further information

### 14.1 Useful websites and links

- Primary Assessment Gateway  
[www.primaryassessmentgateway.education.gov.uk](http://www.primaryassessmentgateway.education.gov.uk)
- Get information about schools  
[www.get-information-schools.service.gov.uk](http://www.get-information-schools.service.gov.uk)

### Key stage 1 tests

Collection available at [www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests](http://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests), including:

- Test administration guidance
- Access arrangements guidance
- Keeping materials secure
- Maladministration

### Teacher assessment

Collection available at [www.gov.uk/government/collections/key-stage-1-teacher-assessment](http://www.gov.uk/government/collections/key-stage-1-teacher-assessment), including:

- TA frameworks
- Instructions for reporting TA including codes
- Exemplification material
- TA guidance

### Phonics screening check

Collection available at [www.gov.uk/government/collections/phonics-screening-check-administration](http://www.gov.uk/government/collections/phonics-screening-check-administration), including:

- Check administration guidance
- Sample materials and training video
- Keeping materials secure

## 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 mark schemes
- Scaled score conversion tables

## Guidance for LAs

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

## 14.2 Additional resources

- 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's playlist on YouTube

[www.youtube.com/user/educationgovuk](http://www.youtube.com/user/educationgovuk)

- STA's media site

[www.sta-videos.co.uk](http://www.sta-videos.co.uk)

## 14.3 General enquiries

For general enquiries about the assessment and reporting arrangements at KS1, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).



© Crown copyright 2019

The 'Assessment and Reporting Arrangements' (ARA) contains provisions made pursuant to Article 9 of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#), as amended. The 2004 Order is made under section 87(3)(c) of the [Education Act 2002](#).

Under section 87(12) of the Education Act 2002, the ARA gives full effect to or otherwise supplements the provisions made in the 2004 Order and as such has effect as if made by the 2004 Order. The ARA provides information and guidance on national curriculum assessments and their administration.

Please discard and recycle previous printed versions of this guidance.

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned. To view this licence:



visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)  
or email [psi@nationalarchives.gov.uk](mailto:psi@nationalarchives.gov.uk)

This document is available for download at [www.gov.uk/government/publications](http://www.gov.uk/government/publications).

Reference: STA/20/8485/e

ISBN: 978-1-78957-456-2



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)