



Standards
& Testing
Agency

Key stage 2 assessment and reporting arrangements

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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 2020/21	6
2.1 Performance tables in 2021	6
2.2 English grammar, punctuation and spelling test	6
2.3 Test timetable	6
2.4 Science teacher assessment	6
2.5 Multiplication tables check	6
2.6 Timetable variation period	7
2.7 Applications for additional time and aid notifications	7
2.8 Pupils working below the standard of national curriculum assessments and not engaged in subject-specific study	7
2.9 Braille versions of the English reading test	8
2.10 Teacher assessment moderation	8
3 Important dates	9
3.1 Important dates for 2020/21	9
3.2 Test timetable for 2021	10
4 Responsibilities	11
4.1 Headteachers' responsibilities	11
4.2 Local authorities' responsibilities	14
4.3 Teachers' responsibilities	15
4.4 Governing bodies' responsibilities	15
4.5 Academy trusts' responsibilities	15
5 2021 national curriculum tests	16
5.1 Overview of tests	16
5.2 Scaled scores	16
5.3 Practice test materials	17
5.4 Test frameworks	17
5.5 Modified test materials	17

5.6 Delivery of test materials	18
5.7 Security of test materials	18
6 Test participation	19
6.1 Participating pupils	19
6.2 Registering pupils for the tests	20
6.3 Access arrangements	22
6.4 Pupils with English as an additional language	23
7 Test administration	24
7.1 Administering the tests	24
7.2 When to administer tests	24
7.3 Administering a test in multiple sittings on the scheduled day	24
7.4 Timetable variations	24
7.5 Absence during the test period	25
7.6 Making modifications to tests	25
7.7 Packing and collection of scripts	25
7.8 Monitoring the tests	26
8 Teacher assessment	28
8.1 Overview of teacher assessment	28
8.2 What teachers must assess	28
8.3 English writing teacher assessment framework	29
8.4 Pre-key stage standards	29
8.5 Engagement model and P scales 1 to 4	30
8.6 External moderation of teacher assessment	30
8.7 Submitting teacher assessment	32
8.8 Pupils who change schools	33
8.9 Standardisation and approval to moderate for local authorities	33
9 Marking and test results	35
9.1 Marking of the tests	35
9.2 Return of results	35
9.3 Return of test scripts to schools	35
9.4 Reviews of marking	36
9.5 How results will be used	36

10 Maladministration	37
10.1 Maladministration of the tests	37
10.2 Maladministration of teacher assessment	37
11 Reporting to parents	38
11.1 Annual reports	38
11.2 What reports must cover	38
12 Keeping and maintaining records	41
12.1 Pupils' educational records	41
12.2 Disclosure of educational records	42
12.3 Transferring records to a pupil's new school	42
13 Legal requirements and responsibilities	44
13.1 How the arrangements apply to different types of school	44
13.2 Special educational provision	45
13.3 Regulatory concerns	45
14 Further information	46
14.1 Useful websites and links	46
14.2 Additional resources	47
14.3 General enquiries	47

1 Summary

1.1 About this guidance

This guidance sets out the statutory requirements for key stage 2 (KS2) national curriculum assessment and reporting for the 2020/21 academic year. It is produced by the [Standards and Testing Agency](#)¹ (STA), an executive agency of the Department for Education (DfE), and is relevant until the end of the 2020/21 academic year.

The assessment and reporting arrangements (ARA) apply to:

- maintained schools (including maintained special schools)
- academies (including free schools)
- pupil referral units (PRUs)
- Ministry of Defence (MoD) schools
- participating independent schools with KS2 pupils

1.2 Who is this guidance for?

This guidance is for:

- all staff responsible for KS2 assessments, including administering the tests
- headteachers and senior leadership teams
- governors and trustees
- local authority (LA) assessment co-ordinators

1.3 Legal status

The ARA contains provisions made in terms of Article 11 (as amended) of [The Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#)². This 2003 Order is made by the Secretary of State under powers provided for by [section 87 of the Education Act 2002](#)³. This document gives full effect to the provisions made in the 2003 Order concerning KS2 assessment and has effect as if made by the 2003 Order. The ARA also contains guidance that does not form part of the law. Section 13 contains further information on legal requirements and responsibilities.

¹ www.gov.uk/sta

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

³ www.legislation.gov.uk/ukpga/2002/32/section/87

2 Changes for 2020/21

In response to the disruption schools are facing due to the coronavirus (COVID-19) pandemic, the Secretary of State for Education has announced [extra measures to support pupils taking exams and assessments in 2021](#)⁴.

Changes relating to the KS2 national curriculum assessments are detailed below.

2.1 Performance tables in 2021

School-level data from the KS2 national curriculum assessments will not be published in performance tables in 2021, but results will be available in [Analyse School Performance](#)⁵ (see section 9.5).

2.2 English grammar, punctuation and spelling test

The KS2 English grammar, punctuation and spelling test has been suspended for 2021.

2.3 Test timetable

Removal of the KS2 English grammar, punctuation and spelling test means that the English reading test will take place on Monday 10 May and the mathematics test will be on Tuesday 11 and Wednesday 12 May (see section 3.2).

2.4 Science teacher assessment

In 2021, schools do not need to make or submit teacher assessment (TA) judgements for pupils in science.

2.5 Multiplication tables check

Introduction of the statutory multiplication tables check (MTC) has been delayed until the 2021/22 academic year. In 2021, schools can choose to administer the MTC to year 4 pupils, between Monday 7 June and Friday 25 June, but there is no requirement to do so.

We will publish [MTC guidance](#)⁶ when the service opens in March 2021.

⁴ www.gov.uk/government/news/extra-measures-to-support-students-ahead-of-next-summertime-exams

⁵ www.analyse-school-performance.service.gov.uk

⁶ www.gov.uk/government/collections/multiplication-tables-check

2.6 Timetable variation period

Schools must administer the tests according to the statutory timetable (see section 3.2) unless an application for a [timetable variation](#)⁷ has been approved by STA. The timetable variation period has been extended to give greater flexibility to schools if pupils cannot take the tests on the scheduled dates because of coronavirus disruption.

In 2021, schools may make an application to administer the KS2 tests to pupils up to 10 school days after the dates specified in the test timetable.

2.7 Applications for additional time and aid notifications

To help reduce the administrative burden on schools, the requirement to submit applications for additional time or notifications that pupils used an aid (such as a scribe, transcript or word processor) in the KS2 tests has been suspended for 2021.

Schools must hold evidence to demonstrate that any support provided to pupils in the tests reflects normal classroom practice. Schools could be subject to a maladministration investigation if they fail to use access arrangements appropriately.

[Access arrangements guidance](#)⁸ will be published in December 2020.

2.8 Pupils working below the standard of national curriculum assessments and not engaged in subject-specific study

In the 2020/21 academic year, schools can use [the engagement model](#)⁹ or [P scales 1 to 4](#)¹⁰ to assess pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. This is a transitional arrangement, on a non-statutory basis for one year, as some schools may not be fully prepared to implement the engagement model as originally intended.

Schools that have implemented the engagement model can report which pupils they have assessed using the model. Schools that need more time to implement the engagement model should report that they have used P scales. The engagement model will be statutory from September 2021.

⁷ www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable

⁸ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

⁹ www.gov.uk/government/publications/the-engagement-model

¹⁰ www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

2.9 Braille versions of the English reading test

All KS2 tests are available in contracted braille. From 2021, the English reading test will also be available in uncontracted braille, by request (see section 5.5).

2.10 Teacher assessment moderation

The usual process for LAs to gain approval to moderate teacher assessment (TA) of English writing has been simplified. Approval to moderate in 2021 will be granted by STA in the order of precedence detailed in section 8.9.

STA will not deliver TA moderation training events to LAs. Training materials from 2018/19 and 2019/20 are available on the [Primary Assessment Gateway](#)¹¹. LAs can use these materials to support their delivery of moderator training.

In previous years, STA visited a sample of LAs during the TA moderation period, to monitor their moderation procedures. This process has been suspended for 2021.

¹¹ www.primaryassessmentgateway.education.gov.uk

3 Important dates

These dates may be subject to change.

3.1 Important dates for 2020/21

Date	Action
Friday 11 December	Deadline for participating independent schools to report to STA, on the Primary Assessment Gateway, that they have a written agreement in place with an LA to monitor their KS2 tests (and complete external moderation of TA, if submitting).
Monday 15 February	Forms available on the Primary Assessment Gateway for schools to: <ul style="list-style-type: none"> • register pupils • apply for early opening • apply for timetable variations
Friday 12 March	Deadline for schools to: <ul style="list-style-type: none"> • complete pupil registration • submit applications for early opening
By the end of March	KS2 test administration guidance published. MTC guidance published for schools choosing to take part.
Monday 12 April	Schools notified of outcomes of early opening applications on the Primary Assessment Gateway.
Monday 26 April to Friday 30 April	Schools receive all KS2 test materials and stationery items.
Monday 10 May to Wednesday 12 May	Schools administer the KS2 tests (see section 3.2).
Wednesday 12 May	Pupil cheating form available on the Primary Assessment Gateway. KS2 headteacher's declaration form (HDF) available to schools on the Primary Assessment Gateway from 5pm.
Monday 17 May	TA submission form available on the Primary Assessment Gateway.
Friday 21 May	Schools informed by the LA on, or after, this date if they are going to be part of the sample for external moderation of TA.
Monday 24 May to Wednesday 26 May	Final dates for schools to administer the KS2 tests to pupils with approved timetable variations: <ul style="list-style-type: none"> • English reading (Monday 24 May) • Mathematics Papers 1 and 2 (Tuesday 25 May) • Mathematics Paper 3 (Wednesday 26 May)

Friday 28 May	<p>Deadline for schools to:</p> <ul style="list-style-type: none"> • notify STA of a pupil cheating • submit the KS2 HDF <p>Test materials and mark schemes available to download from GOV.UK.</p>
Monday 7 June to Friday 25 June	MTC administration period for schools choosing to participate.
Tuesday 8 June to Thursday 1 July	LAs undertake external moderation of KS2 English writing TA.
Thursday 1 July	Deadline to submit KS2 TA data on the Primary Assessment Gateway.
By no later than Tuesday 13 July (this date will be confirmed by spring 2021)	<p>KS2 test results and marked script images available on the Primary Assessment Gateway.</p> <p>Raw score to scaled score conversion tables available on GOV.UK.</p>
Wednesday 21 July	Deadline for schools to submit marking review applications.
Wednesday 8 September	Review outcomes returned to schools.

3.2 Test timetable for 2021

The tests must be taken on the scheduled day, and in order, unless an application for a timetable variation has been approved by STA (see section 7.4).

Date	Tests
Monday 10 May	English reading
Tuesday 11 May	<p>Mathematics:</p> <ul style="list-style-type: none"> • Paper 1: arithmetic • Paper 2: reasoning
Wednesday 12 May	Mathematics Paper 3: reasoning

The timetable variation period has been extended to give greater flexibility to schools if pupils cannot take the tests on the scheduled dates because of coronavirus disruption. In 2021, schools may make an application to administer the KS2 tests to pupils up to 10 school days after the dates specified in the test timetable.

Eid al Fitr is expected to begin on the evening of Wednesday 12 May. Schools may use timetable variations to reschedule the KS2 tests for pupils who will be absent.

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 6.3)
- parents are issued with a [privacy notice](#)¹² that explains how pupils' personal data is processed

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

Key stage 2 tests

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

- consider whether any pupils will need modified versions of the tests and, if you have not placed a test order on the Primary Assessment Gateway, contact the national curriculum assessments helpline to make a late order
- ensure all pupils are registered for the tests on the Primary Assessment Gateway by Friday 12 March and that each pupil's details are accurate, including any pupils who are registered at their school, but are attending a PRU
- register new pupils for the tests if they arrive in school after Friday 12 March
- keep all test materials secure and treat them as confidential before, during and after the test period until Friday 28 May
- be able to give an accurate account of everyone with access to test materials from the point materials arrive in school until Friday 28 May

¹² www.gov.uk/government/publications/data-protection-and-privacy-privacy-notices

- 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
- administer all tests according to the published timetable, unless STA has approved a timetable variation
- ensure pupils have the correct test materials and equipment
- ensure the correct use of access arrangements
- notify STA of any incident that may have affected the security or confidentiality of the tests
- co-operate with any monitoring visit requests, including visits by STA or LA representatives
- submit notifications of pupils identified as having cheated, on the Primary Assessment Gateway (if required) before submitting the HDF
- submit the HDF on the Primary Assessment Gateway after all test scripts have been collected for marking and by Friday 28 May (see below)

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for monitoring the KS2 tests and moderating their KS2 TA
- have notified STA on the Primary Assessment Gateway, by Friday 20 November, if they intend to use a non-geographical LA

Headteachers at participating independent schools must also:

- have issued a privacy notice to the parents of any pupils taking the tests, and received approval for their child's participation, before placing a test order
- have placed orders for standard and modified tests on the Primary Assessment Gateway
- have a written agreement in place with their chosen LA for monitoring the KS2 tests (and moderating their KS2 TA, if submitting to STA) and have reported this information to STA on the Primary Assessment Gateway by Friday 11 December
- register eligible pupils for the tests by Friday 12 March

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

Headteacher's declaration form

After all test scripts have been collected for marking, headteachers must submit the KS2 HDF on the Primary Assessment Gateway, as detailed in article5(4) of the [Education](#)

[\(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#)¹³.

This requirement applies to all maintained schools, including specialist provision schools, even if all pupils are working below the standard of the KS2 tests or are unable to access them.

The HDF confirms that the tests have been administered according to the published guidance or that any issues have been reported to STA. The form will be available from 5pm on Wednesday 12 May and must be submitted by Friday 28 May. 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 (including free schools) and participating independent schools must:

- use funds available within the school's overall resources to give those carrying out TA sufficient opportunity to become familiar with:
 - the TA frameworks
 - the pre-key stage standards
 - the engagement model or P scales 1 to 4
- ensure the relevant framework or guidance is used to make each pupil's TA judgements (see section 8.2)
- ensure TA judgements are an accurate assessment of pupils' attainment
- submit TA data to STA, for all pupils at the end of KS2, by Thursday 1 July
- notify STA of any issues that 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 KS2 TA. If they have selected a non-geographical LA, they must have reported this information to STA on the Primary Assessment Gateway by Friday 20 November.

Headteachers at participating independent schools that wish to compare their TA in English writing with local or national data, must also have a written agreement in place with their chosen LA for external moderation of their KS2 TA. They must report this information to STA, on the Primary Assessment Gateway, by Friday 11 December.

¹³ www.legislation.gov.uk/ukxi/2003/1038/contents/made

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 KS2
- are aware of the need to store all assessment materials securely
- meet the requirements for transferring records between schools, including the completion of the [common transfer file](#)¹⁴ (CTF) as noted in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)¹⁵

Key stage 2 tests

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the KS2 tests
- viewing reports of their schools' applications for early opening and timetable variations to help inform monitoring visits
- making unannounced monitoring visits to a sample of schools before, during and after the KS2 test period (see section 7.8)
- informing STA of any irregularities, which could result in the school being investigated for maladministration

Teacher assessment and moderation

Responsibilities include:

- arranging a robust programme of moderation, to ensure that all schools they are responsible for are moderated at least once every 4 years (excluding 2020), or more frequently, to validate English writing TA judgements (see section 8.6)
- submitting TA data to STA on the Primary Assessment Gateway, by Thursday 1 July, for schools that have arranged for the LA to submit on their behalf

¹⁴ www.gov.uk/government/collections/common-transfer-file

¹⁵ www.legislation.gov.uk/uksi/2005/1437/made

- informing STA of any irregularities, which could result in the school being investigated for maladministration
- moderating participating independent schools in the first year they opt in and then at least once every 4 years (excluding 2020)

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 KS2 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 KS2 national curriculum assessments are administered in the school according to this ARA.

5 2021 national curriculum tests

5.1 Overview of tests

The KS2 tests consist of:

- English reading
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

English reading test

The English reading test focuses on the comprehension elements of the [English programmes of study](#)¹⁶ and includes a mixture of text types. The test is designed so that the texts increase in their level of difficulty.

The test consists of a reading booklet and a separate answer booklet. Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions, which are worth 50 marks in total.

Mathematics test

The mathematics test focuses on the assessable elements of the [mathematics programmes of study](#)¹⁷ and comprises 2 components, arithmetic and reasoning, presented to pupils as 3 test papers.

Paper 1 assesses arithmetic. Pupils will have 30 minutes to answer the questions, which are worth 40 marks in total.

Papers 2 and 3 assess reasoning. For each paper, pupils will have 40 minutes to answer the questions, which are worth 35 marks per paper.

5.2 Scaled scores

[Scaled scores](#)¹⁸ are used to report national curriculum test outcomes.

¹⁶ www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

¹⁷ www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

¹⁸ www.gov.uk/guidance/scaled-scores-at-key-stage-2

5.3 Practice test materials

[Practice test materials](#)¹⁹ are available to help teachers prepare for the 2021 tests. These include past versions of KS2 national curriculum tests, mark schemes and test administration instructions.

5.4 Test frameworks

[Test frameworks](#)²⁰ 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
- 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.

5.5 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 modified tests available are:

- enlarged print versions, which are produced in a larger format booklet (364mm x 257mm) – all text, pictures and non-scaled diagrams are larger than the standard versions
- modified large print versions, which are in the larger format (364mm x 257mm), but more white space is present – some diagrams are substituted for a high contrast design or require the use of physical models
- braille versions, available in Unified English Braille (UEB) (297mm x 275mm), which are suitable for pupils with extremely limited or no vision – diagrams are produced in tactile formats or as physical models

¹⁹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²⁰ www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

Past versions of the modified tests (excluding braille) are available in the practice test materials collection (see section 5.3).

Schools can contact the national curriculum assessments helpline on 0300 303 3013 to:

- order the English reading test in uncontracted braille, if required
- ask for further advice about which modified materials may be suitable
- request hard copies of the modified large print and braille tests from previous years
- make late orders

5.6 Delivery of test materials

Schools will receive test materials, including any modified test orders, in the week beginning Monday 26 April. During this week, STA will check for changes to the pupil registration data made after the deadline of Friday 12 March. If required, STA will dispatch additional materials from Tuesday 4 May up to the day of each test. Schools will not be sent KS2 mark schemes as they will be published on GOV.UK on Friday 28 May.

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

If schools have not received test materials by Friday 30 April, or they arrive unsealed or damaged, they should contact the national curriculum assessments helpline on 0300 303 3013.

Additional test materials

Schools requiring additional KS2 test materials should contact the national curriculum assessments helpline on 0300 303 3013 as soon as possible to arrange a delivery.

5.7 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 [keeping materials secure](#)²³ and treat all test materials as confidential from when they are received until Friday 28 May (after the timetable variation period has ended). Any school behaviour that leads to test materials being shared before Friday 28 May could lead to a maladministration investigation (see section 10.1).

²¹ www.get-information-schools.service.gov.uk

²² <https://sa.education.gov.uk>

²³ www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice

6 Test participation

6.1 Participating pupils

The tests are designed for pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests. This means that if pupils are working above the pre-key stage standards, they should be entered for the tests.

Most pupils taking the KS2 tests will be in year 6 and will reach the age of 11 by the end of the academic 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 5.3) to inform these decisions.

Pupils who should not take the tests

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

- they are working at the [pre-key stage 2 standards](#)²⁴, the [engagement model](#)²⁵ or [P scales 1 to 4](#)²⁶
- they are working at the standard of the KS2 tests but are unable to participate, even when using suitable access arrangements
- they have not completed the relevant KS2 programme of study and will not move on to the key stage 3 (KS3) programme of study in the next academic year

When making decisions about which pupils should take the tests, headteachers should consider the disruption to teaching due to coronavirus. In most cases, year 6 pupils, who will move on to the KS3 programme of study in the next academic year, should take the tests even if the full KS2 programme of study has not been covered in the usual way.

If the 2021 tests are incorrectly administered to pupils who should not have participated, their test scripts must be sent for marking. This includes if a pupil starts a test and is unable to complete it. Pupils will be awarded test outcomes based on their achievements in those tests and their results must be reported to parents (see section 11.2).

Administering a KS2 test to a pupil who is known to be working below the standard of the test may result in a maladministration investigation.

²⁴ www.gov.uk/government/publications/pre-key-stage-2-standards

²⁵ www.gov.uk/government/publications/the-engagement-model

²⁶ www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

Decisions on participation in the tests

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests. 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 professional or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities

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.

6.2 Registering pupils for the tests

Schools must register pupils on the Primary Assessment Gateway between Monday 15 February and Friday 12 March. Any pupils who arrive in school after this date must also be added.

All pupils enrolled at maintained schools and academies who will complete the KS2 programmes of study in the 2020/21 academic year, must be registered for the tests. This includes pupils who are working below the overall standard of the tests, and ultimately will not take them, and pupils who are working at the overall standard of the tests but cannot access them.

Pupils in their final year of KS2 who attend a PRU but are still on the register of a maintained school or academy, must also participate in the tests. The headteacher at the school where the pupil is registered, is responsible for ensuring the tests are administered.

Special schools, PRUs and secure units are required to complete pupil registration, even if no pupils will take the tests.

Independent schools that have placed a test order must complete pupil registration by Friday 12 March to participate in the 2021 tests. They must also have a written agreement in place with their chosen LA for monitoring activities (and TA moderation, if submitting). They must inform STA which LA they have selected, on the Primary Assessment Gateway, by Friday 11 December.

Pupils younger or older than 11 at the end of key stage 2

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

Pupils older than 11 who have not yet taken the tests must be entered to take them at the end of the academic year in which they complete the relevant KS2 programme of study (if the pupil is working at the overall standard of the tests). This applies even if the full KS2 programme of study has not been covered in the usual way because of the disruption to teaching due to coronavirus but the pupil will move on to the KS3 programme of study in the next academic year.

Pupils working below the overall standard of the tests (code 'B')

Pupils who are assessed as working below the overall standard of the KS2 tests should be registered as below the standard during pupil registration. This includes pupils who are not expected to reach this standard by May 2021. They should be marked as 'B' (working below the standard of the test) on the test attendance register and should not take the test.

In mathematics, where there is more than one test paper, pupils must take all components to be awarded an overall test outcome. Pupils cannot take one component of the test and then be registered as below the standard for another. For example, a pupil cannot take Papers 1 and 2 of the mathematics test and be marked as 'B' on the attendance register for Paper 3. In this scenario, STA would correct the pupil's status to 'A' (absent) and the pupil would be recorded as 'A' overall.

If a school decides not to enter a pupil for a test because they are working below the overall standard, they should use one of the following to provide a TA outcome for the pupil in that subject (see section 8.4):

- pre-key stage standard (for pupils engaged in subject specific study)
- engagement model or P scales 1 to 4 (where the school has opted to use either framework for pupils not engaged in subject specific study)

Pupils working at the standard of the tests but who are unable to access them (code 'U')

Schools should consider using access arrangements (see section 6.3) to enable all pupils who are working at the overall standard of the tests to take them. If a pupil is working at the standard of the tests but is unable to access them, even with appropriate access arrangements, they must be registered on the Primary Assessment Gateway but should not take the test. They should then be marked as 'U' (unable to access) on the test attendance register.

Some examples of pupils who may fit this category are:

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

Pupils whose performance cannot be established because they have just arrived in school (code 'J')

Schools may not have enough time before the tests to determine a pupil's abilities and whether they are working at the overall standard of the tests. Where this is the case, the pupil must be registered on the Primary Assessment Gateway but should not take the test. They should be marked as 'J' (just arrived) on the test attendance register.

Examples of pupils who may fit this category include:

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

If a test is administered to a pupil who has just arrived in school, the pupil should be marked as '✓' (attended) and their test script must be returned for marking.

6.3 Access arrangements

KS2 tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them. They are designed so that most pupils with special educational needs or disabilities (SEND) can participate using the standard versions. However, a small number of pupils may need additional arrangements. [Access arrangements](#)²⁷ are adjustments that schools can make to support specific pupils.

²⁷ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

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 SEN Support system, or whose learning difficulty or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

The support given during the tests must never advantage or disadvantage individual pupils and the school must have evidence that it is based on normal classroom practice. Schools could be subject to a maladministration investigation if they fail to use access arrangements appropriately.

6.4 Pupils with English as an additional language

Pupils with EAL must be registered for the KS2 tests, even if there is a valid reason why they will not take them.

English reading

If pupils cannot communicate in English, they will be working below the overall standard of the English reading test and should not take it. To make a TA judgement, these pupils should be assessed using the pre-key stage standards providing they are engaged in subject-specific study (see section 8.4).

Mathematics

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 test, the school should consider using access arrangements to enable the pupil to take the test. Further information on using written or oral translations is in the access arrangements guidance.

7 Test administration

7.1 Administering the tests

Schools must follow the [test administration guidance](#)²⁸, which will be published in March 2021. STA will also provide test administration instructions with the KS2 tests. They will contain test-specific content and must only be accessed immediately before the administration of each test.

7.2 When to administer tests

Schools must administer the KS2 tests on the days specified in the statutory timetable. Headteachers are responsible for deciding the start time of the tests, and all pupils should take each test at the same time, where possible. Tests must never be taken before the day specified in the statutory timetable and should be taken in order.

7.3 Administering a test in multiple sittings on the scheduled day

If necessary, schools can vary the start time of the tests for their pupils. For example, if a pupil arrives late or the school has a large cohort and not enough staff to administer the tests to all pupils at the same time. Schools do not need to notify STA but should be prepared to explain the arrangements if they receive a monitoring visit.

If pupils are taking a test at different times, schools must ensure:

- the content of the test has remained confidential
- pupils have not been in contact with any pupils who have already taken the test
- the affected pupils have not had access to the test materials, for example on the internet or social media
- the pupils are in a fit state to take the test

7.4 Timetable variations

If any pupils cannot take the tests on the days specified in the statutory timetable, the school may apply for a timetable variation on the Primary Assessment Gateway. The application must be approved by STA before the pupil takes the tests. An approved

²⁸ www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag

timetable variation allows an individual pupil, group of pupils or whole cohort, to take the test up to 10 school days after the scheduled day.

The [timetable variations guidance](#)²⁹ includes acceptable reasons and the headteacher's responsibilities. In 2021, Eid al Fitr is expected to begin on the evening of Wednesday 12 May. Schools may use timetable variations to reschedule the KS2 tests for pupils who will be absent. Schools can also use timetable variations if pupils cannot take the tests on the scheduled dates because of coronavirus disruption.

7.5 Absence during the test period

If a pupil is absent and does not return within 10 school days of the scheduled test date, or an application for a timetable variation is rejected, they should be recorded as 'A' (absent) on the test attendance register.

Pupils who do not take all mathematics test papers will receive a score for the papers they have completed but will not receive a scaled score. The overall outcome for a pupil who does not complete all test papers for a subject will be 'A' (absent).

7.6 Making modifications to tests

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

Schools should consider how much time they will need to make modifications. Schools can open test materials up to one hour before the administration of the tests if they need to make minor modifications to the papers for particular pupils. This may include copying onto coloured paper or enlarging the test.

If schools need more than one hour before the test start time for more complex modifications, they must make an application for early opening on the Primary Assessment Gateway by Friday 12 March. Further information is available in the access arrangements guidance.

7.7 Packing and collection of scripts

Schools must send all test scripts for external marking. Headteachers are responsible for making sure the school's completed test scripts are immediately collated, packed and

²⁹ www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation

sealed correctly. All test scripts must be collected, ensuring every pupil is accounted for. Full guidance on [returning test scripts](#)³⁰ will be published in March 2021.

7.8 Monitoring the tests

We are keeping the coronavirus situation under close review and, if indicators show face to face monitoring activities are not going to be possible in May, we will provide further advice when we update the monitoring visits guidance in spring 2021.

LAs have a statutory duty to make monitoring visits to at least 10% of maintained schools that are administering the tests. LAs are also expected to monitor at least 10% of academies and participating independent schools that have selected the LA for monitoring. STA may identify schools for LAs to include in their samples.

Monitoring visitors, on behalf of the LA, will make unannounced visits to schools administering the tests before, during and after the test period. They will check if the school is following the published guidance on:

- keeping test materials secure
- administering the tests
- returning scripts

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

- see all KS2 test materials, and relevant delivery notes
- observe any KS2 tests being administered
- see evidence to show that pupils using access arrangements, for example prompters, scribes or readers, are doing so in accordance with the access arrangements guidance
- see copies of correspondence and other documents sent to, and received from, the LA or STA about the administration of the KS2 tests

³⁰ www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts

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

- administrative irregularities
- potential maladministration

These investigations are used to make decisions about the accuracy of pupils' results. For further information, schools and LAs should refer to the [guidance on monitoring visits](#)³¹, which will be updated in the spring.

Academies

Academies must choose which LA is responsible for monitoring their KS2 tests 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 have informed STA by Friday 20 November, on the Primary Assessment Gateway, if they have chosen an alternate LA.

If a school became an academy on, or after, 2 September 2020 they will be part of their geographical LA's arrangements for monitoring the 2021 tests and will be unable to select an alternate LA until the 2021/22 academic year.

Failure to have an agreement in place with a LA may lead to non-compliance action being taken.

Independent schools

Independent schools must choose which LA is responsible for monitoring the KS2 tests. They must have a written agreement in place with their chosen LA and should inform STA of their choice by Friday 11 December on the Primary Assessment Gateway. This can be their closest geographical LA or another of their choosing.

³¹ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

8 Teacher assessment

8.1 Overview of teacher assessment

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 consider the pupil's written, practical and oral classwork.

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

8.2 What teachers must assess

This table shows which framework to use when making TA judgements, depending on the subject and standard at which the pupil is working. [Exemplification materials](#)³² are also available to help teachers make their judgements if additional guidance is needed.

Key stage 2 standard	Guidance	English reading	Maths	English writing	Science
Pupils working at the standard of the national curriculum assessments	TA frameworks ³³	N/A	N/A	Yes	No
Pupils working below the standard of the national curriculum assessments and engaged in subject-specific study	Pre-key stage 2 standards ³⁴	Yes	Yes	Yes	N/A

For details of how to assess pupils working below the standard of national curriculum assessments and not yet engaged in subject-specific study, see section 8.5.

³² www.gov.uk/government/collections/key-stage-2-teacher-assessment

³³ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

³⁴ www.gov.uk/government/publications/pre-key-stage-2-standards

8.3 English writing teacher assessment framework

The TA framework must be used to assess pupils who have completed the KS2 programme of study in English writing and are working at the standard of the national curriculum assessments. This applies even if the full KS2 programme of study has not been covered in the usual way because of the disruption to teaching due to coronavirus but the pupil will move on to the KS3 programme of study in the next academic year.

The framework contains ‘pupil can’ statements. Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for the preceding standards. Pupils’ work that demonstrates they are meeting a standard is sufficient to show they are working above the preceding standards.

The KS2 English writing framework contains 3 standards:

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

Pupils who have not completed the programme of study or are not yet ‘working towards the expected standard’ should be assessed using the pre-key stage standards (see section 8.4).

8.4 Pre-key stage standards

Pre-key stage standards must be used for statutory assessment of pupils at the end of KS2 who are working below the overall standard of national curriculum assessments and engaged in subject-specific study. They should also be used to assess pupils who:

- have not completed the KS2 programmes of study
- are working below the standard of national curriculum assessments because they cannot communicate in English (and are engaged in subject-specific study)

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

- Standard 6 (working at the KS1 expected standard)
- Standard 5 (working towards the KS1 expected standard)
- Standard 4
- Standard 3
- Standard 2
- Standard 1

The pre-key stage standards follow the same principles as the TA frameworks. They each contain ‘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.

8.5 Engagement model and P scales 1 to 4

In 2020/21, if a pupil is working below the standard of national curriculum assessments and not yet engaged in subject-specific study, their outcome can be reported using [the engagement model](#)³⁵ or [P scales 1 to 4](#)³⁶.

Schools that have implemented the engagement model can report which pupils they have assessed using the model. Schools that need more time to implement the engagement model have the option to use P scales in 2020/21.

A school can use the engagement model and P scales, if required, but an individual pupil cannot be assessed using both. For example, one pupil may be assessed using the engagement model, and another may be assessed using P scales within the same school.

8.6 External moderation of teacher assessment

We are keeping the coronavirus situation under close review and, if indicators show face to face moderation activities are not going to be possible in June, we will publish further guidance in spring 2021.

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

LAs will inform schools on, or after, Friday 21 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Tuesday 8 June to Thursday 1 July.

[TA guidance](#)³⁷ includes details of the moderation process and how visits are carried out. Headteachers and LAs must refer to the guidance to ensure that the essential requirements are met and that robust moderation processes are followed.

³⁵ www.gov.uk/government/publications/the-engagement-model

³⁶ www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

³⁷ www.gov.uk/government/collections/key-stage-2-teacher-assessment

Local authorities

LAs are required to externally moderate at least 25% of maintained schools. They are also expected to externally moderate at least 25% of academies and participating independent schools that opt into the LA's external moderation provision. LAs must ensure all schools they are responsible for are moderated at least once every 4 years (excluding 2020), or more frequently if required.

Academies (including free schools)

Academies must choose which LA is responsible for external moderation of their KS2 English writing TA. They must have a written agreement in place with their chosen LA and should have informed STA on the Primary Assessment Gateway if they intend to use a non-geographical LA, by Friday 20 November. STA assumes academies are being moderated by their geographical LA, unless informed otherwise.

If a school became an academy on, or after, 2 September 2020, they will be part of their geographical LA's arrangements for external moderation of their TA in 2021 and cannot select an alternate LA until the 2021/22 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 the record and outcome of their most recent external moderation visit.

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 a written agreement with an LA to undertake external moderation of their KS2 TA, this information will be passed to Ofsted and may result in a maladministration investigation by STA.

Independent schools

Participating independent schools that wish to compare their KS2 TA in English writing with local or national data will need an agreement in place with their chosen LA to undertake external moderation of TA, and must report this information to STA on the Primary Assessment Gateway by Friday 11 December.

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

Each LA receives direct funding from DfE for moderating maintained schools. Academies receive direct funding from DfE for KS2 statutory external moderation.

LAs should factor in the costs of re-moderation activities at the beginning of the year as part of the funding that they retain centrally for 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 2020 to 2021: Operational guide](#)³⁸. Further information about the provision of services and facilities by LAs can be found in the [Schemes for financing schools](#)³⁹.

8.7 Submitting teacher assessment

Maintained schools, academies and participating independent schools must submit TA data for pupils at the end of KS2 using the codes detailed in the [submitting TA data guidance](#)⁴⁰ by Thursday 1 July. Schools that choose to assess pupils using the engagement model or P scales are also expected to submit data for these pupils.

Maintained schools, including special schools

Schools must submit TA data, either:

- on the Primary Assessment Gateway
- to their LA, where the LA has agreed to submit on the Primary Assessment Gateway on their behalf

To ensure schools submitting data to LAs have sufficient time for moderation, LAs should not request the data before midday on Monday 28 June, at the earliest.

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

- registered by the school to take a KS2 national curriculum test (even if they did not subsequently take the test)
- registered as working below the overall standard of the tests

³⁸ www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2020-to-2021

³⁹ www.gov.uk/government/publications/schemes-for-financing-schools

⁴⁰ www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data

Academies

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

Independent schools and non-maintained special schools

Independent schools that wish to publish and compare their national curriculum assessment results with local or national data, and non-maintained special schools participating in the assessment and reporting arrangements, should submit TA on the Primary Assessment Gateway.

8.8 Pupils who change schools

If a pupil changes school:

- before test week – the receiving school must submit TA data for them
- during test week – the school where the pupil was registered at the beginning of test week must submit TA data for them
- after test week – the school where the pupil was registered during test week must submit TA data for them

If a pupil arrives during test week from a non-participating school or was electively home educated (EHE), the receiving school must submit the TA data for them. If the pupil arrives after test week, they can no longer be registered for the tests, so data will not be expected.

8.9 Standardisation and approval to moderate for local authorities

Standardisation exercises are used to gain STA approval to moderate and are usually undertaken annually. This approach to [TA standardisation](#)⁴¹ has been suspended for 2021.

Approval to moderate will be granted by STA in the following order of precedence:

1. Approved moderators from 2019/20 (this should cover the vast majority) and approved moderators from the autumn 2020 standardisation exercise.
2. Approved moderators from 2018/19 who did not attempt a standardisation exercise in 2019/20.

⁴¹ www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process

3. Approved moderators from 2018/19 who were unsuccessful in 2019/20 standardisation. These moderators must be cognisant of the issued commentaries, have had a discussion with their moderation manager and the moderation manager must have confidence in the moderator's ability to make accurate judgments.

LAs should compile their list of approved moderators based on this order of precedence and note it in their moderation plans.

9 Marking and test results

9.1 Marking of the tests

The KS2 tests are marked according to the published mark schemes by markers recruited and trained by STA's marking supplier. Mark schemes for the 2021 tests will be published on [GOV.UK](https://www.gov.uk)⁴² on Friday 28 May.

The 2021 tests will be marked according to the same published marking principles as in 2019. These principles are detailed in the general guidance on marking in the 2019 KS2 mark schemes for [English reading](#)⁴³ and [mathematics](#)⁴⁴. As part of an ongoing improvement process, STA works with the marking supplier to ensure tests are marked fairly and consistently.

9.2 Return of results

Test results will be available on the Primary Assessment Gateway by no later than Tuesday 13 July (this date will be confirmed by spring 2021).

Each pupil registered for the tests will receive:

- a raw score (the number of marks awarded)
- a scaled score
- confirmation of whether they met the expected standard

Conversion tables for the 2021 tests will be published on GOV.UK so schools can understand how pupils' scaled scores are derived from their raw scores.

9.3 Return of test scripts to schools

Test scripts that have been marked on screen will be available on the Primary Assessment Gateway alongside results.

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

⁴² www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁴³ www.gov.uk/government/publications/key-stage-2-tests-2019-english-reading-test-materials

⁴⁴ www.gov.uk/government/publications/key-stage-2-tests-2019-mathematics-test-materials

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

9.4 Reviews of marking

Schools can apply for a [review of marking](#)⁴⁵ if they believe there is evidence that the mark scheme has not been applied correctly or a clerical error has occurred. The deadline for applications is Wednesday 21 July.

Most reviews will be undertaken on screen using the original scans of the pupil's test scripts. Test scripts marked on paper must be returned by the school for the review to take place. The marking supplier will arrange collection of these directly with the school.

Schools will be informed of the outcome of review applications on the Primary Assessment Gateway on Wednesday 8 September. All test scripts reviewed on screen will be available on the Primary Assessment Gateway. Any test scripts reviewed on paper will be returned to schools by this date.

9.5 How results will be used

DfE will not publish school-level data from the KS2 national curriculum assessments in performance tables in 2021, but results will be available in [Analyse School Performance](#)⁴⁶.

DfE uses data from primary assessments in school accountability measures, as set out in the [primary accountability technical guide](#)⁴⁷ (which will be updated in 2021). Outcomes of national curriculum assessments are also used to inform departmental policy and operational decisions.

DfE has published further information on [accountability arrangements for 2020/21](#)⁴⁸.

⁴⁵ www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results

⁴⁶ www.analyse-school-performance.service.gov.uk

⁴⁷ www.gov.uk/government/publications/primary-school-accountability

⁴⁸ www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures

10 Maladministration

The term 'maladministration' refers to any act that:

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

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](#)⁴⁹ explain how STA processes allegations, as well as roles and responsibilities for school visits. This is supported by [guidance for local authorities](#)⁵⁰ carrying out visits on behalf of STA.

Allegations of maladministration can come from misunderstandings about correct check or test administration. To help avoid this, all staff, pupils and parents involved should understand how and when the assessments will be administered.

Anybody with concerns about the administration of the tests, 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

Schools must administer the tests according to the published guidance. Maladministration can lead to changes to, or annulment of, results for a whole cohort, groups of pupils or individual pupils.

10.2 Maladministration of teacher assessment

If there is doubt that a school has not followed the published guidance, this could be investigated as maladministration.

Examples of maladministration include:

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

STA is responsible for deciding whether the school's TA is accurate. STA will annul the school's TA judgements if it concludes that there is doubt about the accuracy of TA data.

⁴⁹ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

⁵⁰ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

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 arrange for parents to discuss the report with their child's teacher, if the parents request it.

The term 'parent' is defined in section 576 of the [Education Act 1996](#)⁵¹ as:

- 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 KS2, it must also include:

- the results of any national curriculum tests taken, including the pupil's scaled score and whether they met the expected standard (or a statement explaining why any national curriculum test has not been taken)
- the outcome of statutory national curriculum TA in English writing
- 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
- arrangements for discussing the report with the pupil's teacher

⁵¹ www.legislation.gov.uk/ukpga/1996/56

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

For maintained schools, it is a requirement that reports cover pupils' general progress in statutory subjects. This includes subjects within the KS2 national curriculum as well as religious education unless a child has been withdrawn from this subject by their parents (under section 71 of the [School Standards and Framework Act 1998](#)⁵²). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁵³.

Pupils not participating in the tests

If a headteacher decides that a pupil should not take one or more of the tests, they must explain this decision to the pupil's parents before the test period.

They should also write a report that:

- 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.

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.

⁵² www.legislation.gov.uk/ukpga/1998/31/contents

⁵³ www.legislation.gov.uk/uksi/2005/1437/made

Pupils registered at more than one school

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

If a pupil is registered at more than one school, each headteacher should write an annual report for parents. Each headteacher should also arrange 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](#)⁵⁴ 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 because their parent is engaged in a trade or business that requires them to travel from place to place
- is at the time registered as a pupil at 2 or more schools

⁵⁴ www.legislation.gov.uk/uksi/2006/1751/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](#)⁵⁵. 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](#)⁵⁶ (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 that identifies individuals, including pupils, staff and parents

Schools must consider the implications of the DPA, under which they are required to [register](#)⁵⁷ as a data controller with the [Information Commissioner's Office](#)⁵⁸ (ICO). Many schools consult their legal advisers for guidance on their responsibilities under the DPA and advice on developing their data policies. DfE provides suggested text for [school privacy notices](#)⁵⁹.

⁵⁵ www.legislation.gov.uk/uksi/2005/1437/made

⁵⁶ www.legislation.gov.uk/ukpga/2018/12/contents

⁵⁷ www.legislation.gov.uk/uksi/2018/480/contents/made

⁵⁸ www.ico.org.uk

⁵⁹ 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](#)⁶⁰. 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](#)⁶¹.

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 that 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](#)⁶² 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. This requirement is set out in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁶³, 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.

⁶⁰ www.legislation.gov.uk/ukpga/2000/36/contents

⁶¹ www.ico.org.uk/for-the-public/schools/pupils-info

⁶² www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access

⁶³ www.legislation.gov.uk/uksi/2005/1437/contents/made

Schools should arrange to exchange data by another secure method if transferring information to a school outside England, where [school to school](#)⁶⁴ (S2S) is not available. Information must be transferred within 15 school days of the pupil ceasing to be registered at the old 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 CTF and 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](#)⁶⁵, as amended, explains more about the content of CTFs.

⁶⁴ www.gov.uk/school-to-school-service-how-to-transfer-information

⁶⁵ www.legislation.gov.uk/uksi/2005/1437/contents/made

13 Legal requirements and responsibilities

13.1 How the arrangements apply to different types of school

Maintained schools

Maintained schools, including maintained special schools, with pupils in KS2 must administer statutory assessments.

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](#)⁶⁶ (AP) academies.

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

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, and mathematics.

Academies must choose which LA is responsible for monitoring their KS2 tests and moderating their TA. They must have a written agreement in place with their chosen LA, and if this will not be their geographical LA, they should have informed STA of their choice by Friday 20 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 KS2, although they are not required to do so. Participating independent schools must follow the guidance in this ARA. Independent schools cannot participate in the multiplication tables check.

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 KS2 tests. Their results should be reported by the school where

⁶⁶ www.gov.uk/government/publications/alternative-provision

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

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

Ministry of Defence schools

MoD schools take part in national curriculum assessments in line with the administration in England. This includes administering the KS2 tests and submitting TA data.

Overseas schools

Overseas schools that are not MoD schools cannot formally participate in the KS2 assessments. They will be able to download the 2021 KS2 materials from GOV.UK from Friday 28 May, after the test administration period.

Non-maintained special schools

Non-maintained special schools may take part in the KS2 assessments, 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 choose to participate in the KS2 tests must have placed a test order on the Primary Assessment Gateway and must complete pupil registration by Friday 11 March.

Home-educated pupils

Pupils who are EHE cannot take part in the KS2 assessments, unless they are on the register of a maintained school, academy or participating independent school.

13.2 Special educational provision

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 any disadvantage to disabled pupils, compared to their peers, is minimised. See section 6.3 for information about the adjustments available for the KS2 tests.

13.3 Regulatory concerns

If you have any regulatory concerns that have not been fully addressed by STA in line with the published procedures, you can raise them 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
- Get information about schools
www.get-information-schools.service.gov.uk
- Multiplication tables check
www.gov.uk/government/collections/multiplication-tables-check

Key stage 2 tests

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

- Test administration
- Access arrangements
- Keeping materials secure
- Maladministration
- Results
- Multiplication tables check

Teacher assessment

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

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

National curriculum tests: practice materials

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

- Past papers and mark schemes
- Scaled score conversion tables

Guidance for local authorities

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

- 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

- STA's playlist on YouTube

www.youtube.com/user/educationgovuk

- STA's media site

www.sta-videos.co.uk

14.3 General enquiries

For general enquiries about the assessment and reporting arrangements at KS2, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.



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The 'Assessment and Reporting Arrangements' (ARA) contains provisions made pursuant to Article 11 of [The Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#), as amended. This Order is made under section 87(3)(c) of the [Education Act 2002](#).

The ARA gives full effect to or otherwise supplements the provisions made in the 2003 Order under section 87(12) of the Education Act 2002 and as such has effect as if made by the 2003 Order. The ARA provides information and guidance on national curriculum assessments and their administration.

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