



Standards
& Testing
Agency

Key stage 2 assessment and reporting arrangements

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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 2021/22 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 2021/22 academic year.

The assessment and reporting arrangements (ARA) apply to:

- maintained schools (including maintained special schools)
- academies (including free schools)
- alternative provision (AP) (including pupil referral units (PRUs), AP academies and AP free schools)
- secure units
- 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 KS2 tests and the multiplication tables check (MTC)
- 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. The 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

¹ www.gov.uk/sta

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

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

Order. The ARA also contains guidance that does not form part of the law. Section 14 contains further information on legal requirements and responsibilities.

2 Changes for 2021/22

All existing statutory KS2 assessments will return in 2021/22, following their usual timetable.

This includes:

- the end of KS2 assessments (including tests and teacher assessment)
- the year 4 multiplication tables check (see section 10)
- statutory trialling

If any changes are needed due to unprecedented circumstances beyond STA's control, schools will be informed at the appropriate time, via the assessment update.

2.1 Performance tables in 2022

DfE has announced that [school-level data from the KS2 national curriculum assessments will not be published in performance tables in 2022⁴](#). Results will be shared securely with primary schools, academy trusts, LAs and Ofsted for school improvement purposes (see section 9.5).

2.2 Multiplication tables check

From the 2021/22 academic year, the MTC is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England (see section 10).

2.3 The engagement model

The engagement model replaces P scales 1-4 and is a new statutory teacher assessment tool for pupils working below the standard of the national curriculum and not engaged in subject-specific study. It should be used to assess pupils' learning regularly throughout the year, enabling these pupils' achievements and progress to be measured over time.

Schools must report to STA which pupils have been assessed using the engagement model when the pupil is at the end of KS2. This is so the DfE is aware of how many pupils are not engaged in subject-specific study and where they are being educated.

⁴ www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures

STA has published further guidance on the [statutory requirements for using the engagement model](#)⁵ to assess pupils working below the standard of the national curriculum and not engaged in subject-specific study.

2.4 Science sampling

There will be no science sampling in 2021/22. We will confirm arrangements for 2022/23 in due course.

2.5 Braille versions of the English reading test

All KS2 tests are available in contracted braille. The English reading test will also be available in uncontracted braille, by request (see section 5.6).

2.6 Teacher assessment moderation training

Online self-guided [teacher assessment \(TA\) moderation training](#)⁶ in English writing will be added to the Primary Assessment Gateway on Monday 1 November.

These training materials are produced for LA moderators and will replace the face-to-face training that was previously delivered by STA to LAs each year.

The training materials will stay on the Primary Assessment Gateway, with further materials being added in the 2022/23 academic year. The 2018/19 and 2019/20 standardisation training materials will also be available on the Primary Assessment Gateway for use if required. We recommend that LAs select which, if any, of the materials they require to support training of LA moderators. The training can be downloaded and delivered by the LA or used as self-guided learning by LA moderators.

2.7 Monitoring of local authorities' moderation

STA will no longer visit a sample of LAs during the moderation period to monitor their moderation processes and procedures.

2.8 Removal of 'D' codes for KS2 teacher assessment

The 'D' code, originally used to record where a pupil was 'disapplied' from the national curriculum assessments, has been withdrawn for KS2 TA.

⁵ www.gov.uk/government/publications/the-engagement-model

⁶ www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process

Further information on reporting TA and the codes covering the specific reasons for non-participation in the assessments will be published in the KS2 TA guidance. This guidance is due to be updated on Monday 1 November.

3 Important dates

These dates are subject to change. If any changes are needed due to unprecedented circumstances beyond STA's control, schools will be informed at the appropriate time, via the assessment update and on [GOV.UK](https://www.gov.uk)⁷.

3.1 Important dates for 2021

Date	Action
Monday 11 October	Access arrangements ⁸ guidance published.
Monday 25 October	Forms available on the Primary Assessment Gateway ⁹ for schools to: <ul style="list-style-type: none"> • submit holiday dates • place test orders (if required) • notify STA of the LA selected for monitoring and moderation, applicable to: <ul style="list-style-type: none"> • academies not using their geographical LA • participating independent schools
Monday 1 November	Online TA moderator training on English writing added to the Primary Assessment Gateway.
November to March	LA moderators complete TA moderation standardisation exercises in English writing.
Monday 8 November	MTC IT guidance ¹⁰ published.
Friday 19 November	Deadline for: <ul style="list-style-type: none"> • maintained schools and academies to order modified versions of the KS2 tests (see section 5.6) • participating independent schools to order standard and modified versions of the KS2 tests and issue privacy notices to parents • special schools, PRUs and secure units to place KS2 test orders if any pupils are working at the standard of the tests and can access them • schools to submit their holiday dates for the 2021/22 academic year on the Primary Assessment Gateway

⁷ www.gov.uk/government/organisations/standards-and-testing-agency

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

⁹ www.primaryassessmentgateway.education.gov.uk

¹⁰ www.gov.uk/guidance/multiplication-tables-check-it-guidance

	<ul style="list-style-type: none"> • academies to have a written agreement in place with their chosen LA (for monitoring the end of KS2 tests and external moderation of their KS2 English writing TA) • academies not using their geographical LA (for monitoring the end of KS2 tests and external moderation of their KS2 English writing TA) to have reported this information to STA on the Primary Assessment Gateway
Friday 10 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 end of KS2 tests (and complete external moderation of TA, if submitting).

3.2 Important dates for 2022

Date	Action
Monday 14 February	Forms available on the Primary Assessment Gateway for schools to register pupils for the KS2 tests and make applications for: <ul style="list-style-type: none"> • early opening • compensatory marks for spelling • additional time • timetable variations
Friday 11 March	Deadline for schools to: <ul style="list-style-type: none"> • complete KS2 pupil registration (see section 6.2) • submit applications for early opening
Monday 14 March	KS2 test administration guidance published.
Monday 21 March	Schools can access the MTC service via DfE Sign-in and MTC guidance published.
Monday 11 April	Schools notified of outcomes of early opening applications on the Primary Assessment Gateway.
Monday 25 April	Deadline for schools to: <ul style="list-style-type: none"> • submit applications for additional time for the end of KS2 tests • submit applications for compensatory marks for spelling
Monday 25 April to Friday 29 April	Schools receive all KS2 test materials and stationery items.

Monday 9 May to Thursday 12 May	Schools administer the KS2 tests (see section 3.3).
Thursday 12 May	Available on the Primary Assessment Gateway: <ul style="list-style-type: none"> • aid notification and pupil cheating forms • KS2 headteacher's declaration form (HDF) available to schools from 5pm
Friday 13 May	LAs begin informing schools if they will receive an external moderation visit for English writing TA.
Monday 16 May	TA submission form available on the Primary Assessment Gateway.
Friday 20 May	Deadline for schools to: <ul style="list-style-type: none"> • submit notifications if pupils used a scribe, transcript, word processor or electronic or technical aid in an end of KS2 test • submit the KS2 HDF Test materials and mark schemes available to download from GOV.UK.
Friday 27 May	Deadline for schools to notify STA of a pupil cheating in an end of KS2 test.
Monday 6 June	MTC HDF available to schools on the MTC service.
Monday 6 June to Friday 24 June	MTC administration period – schools are strongly encouraged to administer the check within the first 2 weeks.
Monday 6 June to Tuesday 28 June	LAs undertake external moderation of KS2 English writing TA.
Friday 24 June	Deadline for schools to submit the MTC HDF on the MTC service by 5pm.
Monday 27 June	Provisional MTC results available on the MTC service.
Tuesday 28 June	Deadline to submit KS2 TA data on the Primary Assessment Gateway.
Tuesday 5 July	KS2 test results and marked script images available on the Primary Assessment Gateway from 7:30am. Raw score to scaled score conversion tables available on GOV.UK.
Friday 15 July	Deadline for schools to submit marking review applications by 11:59pm.

Wednesday 7 September	Review outcomes returned to schools.
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3.3 Key stage 2 test timetable for 2022

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 9 May	English grammar, punctuation and spelling: <ul style="list-style-type: none"> • Paper 1: questions • Paper 2: spelling
Tuesday 10 May	English reading
Wednesday 11 May	Mathematics: <ul style="list-style-type: none"> • Paper 1: arithmetic • Paper 2: reasoning
Thursday 12 May	Mathematics Paper 3: reasoning

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 of 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](#)¹¹ 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 of maintained schools, academies (including free schools) and participating independent schools must:

- identify which pupils will take the KS2 tests
- consider whether any pupils will need modified versions of the tests and, if so, place a test order on the Primary Assessment Gateway by Friday 19 November (section 5.6)
- ensure all pupils are registered for the tests on the Primary Assessment Gateway by Friday 11 March and that each pupil's details are accurate, including any pupils who are registered at their school, but are attending an AP school (including PRUs)
- register new pupils for the tests if they arrive in school after Friday 11 March
- keep all test materials secure and treat them as confidential before, during and after the test period until Friday 20 May

¹¹ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

- be able to give an accurate account of everyone with access to test materials from the point materials arrive in school until Friday 20 May
- ensure specific content from test materials is not used to prepare pupils
- explain to all staff, participating pupils and their parents, how the tests will be administered
- ensure sufficient staff are available to administer tests
- ensure test administrators are appropriately trained and administer the tests according to the published guidance
- ensure all tests are administered according to the published timetable, unless STA has approved a timetable variation
- ensure pupils have the correct test materials and equipment for the tests
- ensure the correct use of access arrangements
- notify STA of any issues that may have affected the integrity, security or confidentiality of the tests
- co-operate with any monitoring visit requests, including visits by STA or LA representatives
- submit aid notifications and notifications of pupils identified as having cheated on the Primary Assessment Gateway (if required)
- submit the KS2 HDF on the Primary Assessment Gateway after all test scripts have been collected for marking and by Friday 20 May

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

- have issued a [privacy notice](#)¹² to the parents of any pupils taking the tests, and received approval for their child's participation, before placing a test order by Friday 19 November
- place orders for standard and modified tests on the Primary Assessment Gateway by Friday 19 November
- have a written agreement in place with their chosen LA for monitoring their end of KS2 tests (and moderating their KS2 English writing TA, if submitting to STA) and have reported this information to STA on the Primary Assessment Gateway by Friday 10 December
- register eligible pupils for the tests by Friday 11 March

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

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

Key stage 2 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 article 5(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 Thursday 12 May and must be submitted by Friday 20 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 of maintained schools, academies (including free schools) and participating independent schools must:

- as required, 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
- 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 registered pupils at the end of KS2, by Tuesday 28 June
- notify STA of any issues that may have affected the integrity of the TA

Headteachers of academies must also have a written agreement in place with their chosen LA for external moderation of their KS2 English writing TA. If they have selected

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

a non-geographical LA, they must report this information to STA on the Primary Assessment Gateway by Friday 19 November.

Headteachers of 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 10 December.

Multiplication tables check

Headteachers of maintained schools and academies (including free schools) must:

- ensure that suitable IT equipment is available to administer the check (as detailed in the [MTC IT guidance](#)¹⁴)
- ensure that all eligible pupils are registered for the check, using the MTC service
- consider whether any pupils will need access arrangements, and where appropriate, allow them to practise in the try it out area
- administer the check to all eligible pupils within the check window starting Monday 6 June to Friday 24 June
- submit the MTC HDF after all eligible pupils have taken the check, using the MTC service

Schools can access the MTC service via [DfE Sign-in](#)¹⁵ (independent schools cannot participate in the MTC) from Monday 21 March.

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

¹⁴ www.gov.uk/guidance/multiplication-tables-check-it-guidance

¹⁵ <https://services.signin.education.gov.uk>

- meet the requirements for transferring records between schools, including the completion of the [common transfer file](#)¹⁶ (CTF) as noted in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)¹⁷

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, additional time 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 and 2021), or more frequently, to validate English writing TA judgements (see section 8.6)
- submitting TA data to STA on the Primary Assessment Gateway, by Tuesday 28 June, for schools that have arranged for the LA to submit on their behalf
- 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

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.

¹⁶ www.gov.uk/government/collections/common-transfer-file

¹⁷ www.legislation.gov.uk/ukxi/2005/1437/made

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 2022 national curriculum tests

5.1 Overview of tests

The KS2 tests consist of:

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

English grammar, punctuation and spelling test

The English grammar, punctuation and spelling test focuses on the relevant elements of the [English programmes of study](#)¹⁸.

Paper 1: questions is a combined question and answer booklet. Pupils will have 45 minutes to answer the questions, which are worth 50 marks in total.

Paper 2: spelling consists of a test transcript to be read by the test administrator and an answer booklet in which pupils write 20 spellings. The paper takes approximately 15 minutes but is not strictly timed. The spellings are worth 20 marks in total.

English reading test

The English reading test focuses on the comprehension elements of the English programmes of study and includes a mixture of text types. The test is designed so that the texts are presented in increasing 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.

¹⁸ www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

Mathematics test

The mathematics test focuses on the assessable elements of the [mathematics programmes of study](#)¹⁹ and comprises of 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](#)²⁰ are used to report national curriculum test outcomes.

5.3 Practice test materials

[Practice test materials](#)²¹ are available to help teachers prepare for the 2022 tests. These include past versions of KS2 national curriculum tests, mark schemes and test administration instructions.

5.4 Test frameworks

[Test frameworks](#)²² 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.

¹⁹ www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

²⁰ www.gov.uk/guidance/scaled-scores-at-key-stage-2

²¹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²² www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

5.5 Test orders

Schools should submit their holiday dates for the 2021/22 academic year on the Primary Assessment Gateway by Friday 19 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 KS2 tests. STA will calculate the quantities they require based on their census and pupil registration data. Modified tests should be ordered by Friday 19 November on the Primary Assessment Gateway, if required (see section 5.6).

Independent schools

Independent schools choosing to participate in the KS2 assessments for one or more subjects must 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 on the Primary Assessment Gateway by Friday 19 November. For independent schools to receive KS2 test materials, they must have an agreement in place with an LA to monitor the tests and have reported this information to STA, on the Primary Assessment Gateway, by Friday 10 December. Independent schools that do not report which LA they have an agreement with, will not be able to complete pupil registration and may not receive test materials.

Participating independent schools must complete pupil registration by uploading details of the pupils who will take the tests on the Primary Assessment Gateway by Friday 11 March.

Special schools, pupil referral units and secure units

Special schools, PRUs and secure units should place test orders on the Primary Assessment Gateway by Friday 19 November if any pupils are working at the standard of the tests and are able to access them (see section 5.6). Otherwise, STA will assume their pupils are not taking the tests and will not send test materials. If schools believe their pupils may reach the standard of the tests by May 2022, they should order test materials for them.

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

5.6 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 contracted (Grade 2) 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
- braille versions, available in contracted (Grade 1) braille UEB for the English Reading, GPS and mathematics, and uncontracted (Grade 1) braille UEB for KS2 English Reading only. Uncontracted braille is suitable for pupils who have not learnt to read contracted braille.

All schools can order modified versions of the tests, in enlarged print, modified large print, contracted and uncontracted braille, using the modified test order form on the Primary Assessment Gateway, until Friday 19 November.

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:

- make late orders after Friday 19 November (for example where a pupil arrives in school after this date or if a pupil's needs change)
- 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

5.7 Delivery of test materials

Schools will receive test materials, including any modified test orders, in the week beginning Monday 25 April. During this week, STA will check for changes to the pupil

registration data made after the deadline of Friday 11 March. If required, STA will dispatch additional materials from Tuesday 3 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 20 May.

Materials are delivered to school addresses taken from [Get information about schools](#)²³ (GIAS). Schools must ensure their details are up to date. Schools must log in to GIAS via [DfE Sign-in](#)²⁴ 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 29 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.

5.8 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](#)²⁵ and treat all test materials as confidential from when they are received until Friday 20 May (after the timetable variation period has ended).

Any school behaviour that leads to test materials being shared before Friday 20 May could lead to a maladministration investigation (see section 11.1).

²³ www.get-information-schools.service.gov.uk

²⁴ <https://services.signin.education.gov.uk>

²⁵ 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 have not completed the relevant KS2 programme of study
- they are working at the [pre-key stage 2 standards](#)²⁶ or being assessed using the [engagement model](#)²⁷
- they are working at the standard of the KS2 tests but are unable to participate, even when using suitable access arrangements

If the 2022 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 12.2).

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

²⁶ www.gov.uk/government/publications/pre-key-stage-2-standards

²⁷ www.gov.uk/government/publications/the-engagement-model

If a headteacher decides a pupil should not take one or more of the tests, they should report this decision to the pupil's parents.

6.2 Registering pupils for the tests

All pupils enrolled at maintained schools, maintained special schools and academies who will complete the KS2 programmes of study in the 2021/22 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.

Schools must register pupils on the Primary Assessment Gateway between Monday 14 February and Friday 11 March. Any pupils who arrive in school after this date, must also be added to pupil registration.

Pupils in their final year of KS2 who attend an AP school (including PRUs) 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.

Independent schools that have placed a test order must complete pupil registration by Friday 11 March to participate in the 2022 tests.

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. This is only applicable if the headteacher considers the pupil to be working at the overall standard of the tests.

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

Pupils who are assessed as working below the overall standard of the KS2 tests should be registered as below the standard during pupil registration. This includes pupils who are not expected to reach this standard by May 2022. They should be marked as 'B' (working below the standard of the test) on the test attendance register and should not take the test.

In English grammar, punctuation and spelling and mathematics, where there is more than one test paper, pupils must take all components 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 Paper 1 of the English grammar, punctuation and spelling test and be marked as 'B' on the attendance register for Paper 2. In this scenario, STA would correct the pupil's status to 'A' (absent for paper 2) 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 and 8.5):

- pre-key stage standard (for pupils engaged in subject-specific study)
- engagement model (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. 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](#)²⁸ are adjustments that schools can make to support specific pupils.

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
- 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. The school must have evidence that the support provided is based on normal classroom practice. Schools could be subject to a maladministration investigation if they fail to use access arrangements appropriately.

6.4 Compensatory marks for the spelling paper

Pupils with a profound hearing impairment, and who do not use lip reading or a signing system, may not be able to participate in the spelling paper of the English grammar, punctuation and spelling test, even with the full range of access arrangements. Schools can apply for [compensatory marks](#)²⁹ to allow these pupils to receive an overall test outcome. Applications must be made on the Primary Assessment Gateway by Monday 25 April.

²⁸ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

²⁹ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

6.5 Pupils with English as an additional language

Pupils with EAL must be registered for the KS2 tests, even if the pupils will not take them.

English tests

If pupils cannot communicate in English, they will be working below the overall standard of the English tests and should not take them. 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 tests

To establish a pupil's abilities in mathematics, teachers and language support staff could 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. 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](#)³⁰, which will be published on Monday 14 March. 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 the order specified.

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 pupil is in a fit physical and mental state to take the tests, particularly in cases where the pupil is returning to school after an illness or injury

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

³⁰ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

application must be approved by STA before the pupil takes the tests. An approved timetable variation allows an individual pupil, group of pupils or whole cohort, to take the test up to 5 school days after the scheduled test day.

The [timetable variations guidance](#)³¹ includes acceptable reasons and the headteacher's responsibilities. This guidance will be updated on Monday 11 October.

7.5 Absence during the test period

If a pupil is absent and does not return within 5 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 test papers for a subject 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 5.6).

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. Headteachers must ensure that the confidentiality of the tests is maintained while any modifications are being made.

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 11 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 sealed correctly. All test scripts must be collected, ensuring every pupil is accounted for. Full guidance on [returning test scripts](#)³² will be published in March 2022.

³¹ www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation

³² www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts

7.8 Monitoring the tests

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. Monitoring visitors will follow the latest Government COVID-19 guidance when carrying out their visit. 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 key stage 1 (KS1) and 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

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](#)³³, which will be updated in April 2022.

Academies

Academies must choose which LA is responsible for monitoring their end of KS2 tests and must have a written agreement in place with their chosen LA. Academies will be

³³ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

presumed to be working with their geographical LA and should inform STA by Friday 19 November, on the Primary Assessment Gateway, if they choose an alternate LA.

If a school became an academy on, or after, 2 September 2021 they will be part of their geographical LA's arrangements for monitoring the 2022 tests and will be unable to select an alternate LA until the 2022/23 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 their end of KS2 tests. They must have a written agreement in place with their chosen LA and should inform STA of their choice by Friday 10 December on the Primary Assessment Gateway. This can be their closest geographical LA or another of their choosing.

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, using one of the relevant codes which will be published in the KS2 TA guidance.

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](#)³⁴ 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 ³⁵	N/A	N/A	Yes	Yes
Pupils working below the standard of the national curriculum assessments and engaged in subject-specific study	Pre-key stage 2 standards ³⁶	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.

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

³⁵ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

³⁶ www.gov.uk/government/publications/pre-key-stage-2-standards

8.3 Teacher assessment frameworks

The TA frameworks must be used to assess pupils who have completed the KS2 programmes of study in English writing and science and are working at the standard of the national curriculum assessments.

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

Framework for English writing

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).

Framework for science

The KS2 science 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’.

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, as well as for pupils who are working below the standard of the national curriculum assessments because they:

- have not completed the KS2 programmes of study but are still moving onto KS3 with their current year group (and are engaged in subject-specific study)
- cannot communicate in English (and are engaged in subject-specific study)

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.

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

8.5 The engagement model

In 2021/22, if a pupil is working below the standard of national curriculum assessments and not yet engaged in subject-specific study, they must be assessed using [the engagement model](#)³⁷ at the end of KS2.

The engagement model is a teacher assessment tool that replaces P scales 1 – 4 and is formed of 5 areas of engagement: exploration, realisation, anticipation, persistence and initiation. Each of the 5 areas are interrelated and should be used when assessing pupils who are not engaged in subject-specific study. From September 2021, schools are required to:

- use the engagement model to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS2
- report to DfE which pupils have been assessed using the engagement model for KS2 – schools are not required to submit any other data to DfE about the progress of these pupils

Schools have autonomy over how they implement the engagement model but should ensure that the assessments are conducted regularly throughout the academic year. This is so schools are able to demonstrate whether the pupil is able to sustain the new skills, concepts and knowledge over time, rather than just reflecting a snapshot of one activity or observation.

³⁷ www.gov.uk/government/publications/the-engagement-model

Schools should follow the guidance published for the engagement model for best practice on how to use the engagement model to support teachers and staff involved in assessing these pupils.

8.6 External moderation of teacher assessment

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

LAs will inform schools on, or after, Friday 13 May if they are going to receive an external moderation visit. LAs will carry out moderation visits following the latest Government COVID-19 guidance from Monday 6 June to Tuesday 28 June.

[TA guidance](#)³⁸ 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.

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 and 2021), 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 inform STA on the Primary Assessment Gateway if they intend to use a non-geographical LA, by Friday 19 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 2021, they will be part of their geographical LA's arrangements for external moderation of their TA in 2022 and cannot select an alternate LA until the 2022/23 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.

³⁸ www.gov.uk/government/collections/key-stage-2-teacher-assessment

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 10 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 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](#)³⁹. Further information about the provision of services and facilities by LAs can be found in the [Schemes for financing schools](#)⁴⁰.

8.7 Submitting teacher assessment

Maintained schools, academies and participating independent schools must submit TA data for all pupils at the end of KS2 (including pre-key stage and the engagement model) by Tuesday 28 June.

³⁹ www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2020-to-2021

⁴⁰ www.gov.uk/government/publications/schemes-for-financing-schools

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 Tuesday 21 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

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 having been 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 undertaken annually. Moderators must successfully complete a standardisation exercise to be added to the list of approved moderators for this year.

Training materials will be available on the Primary Assessment Gateway for self-guided learning from Monday 1 November. There will be no face-to-face training events as in previous years. Please refer to the [standardisation webpage](#)⁴¹ for further details.

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

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 2022 tests will be published on [GOV.UK](https://www.gov.uk)⁴² on Friday 20 May.

The 2022 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, [English grammar, punctuation and spelling](#)⁴⁴ and [mathematics](#)⁴⁵. 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 from 7:30am on Tuesday 5 July. 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 2022 tests will be published on GOV.UK on Tuesday 5 July, so schools can understand how pupils' scaled scores are derived from their raw scores.

Results will also be available on the Primary Assessment Gateway for key stage 3 schools with a year 7 intake, these schools will need to use unique pupil numbers (UPNs) to access the results of pupils joining their school.

9.3 Return of test scripts to schools

Test scripts that have been marked on screen can be accessed on the Primary Assessment Gateway from 7:30am on Tuesday 5 July.

Test scripts marked on paper, including modified versions of the tests and test papers photocopied by a school, are returned to schools in hard copy. Schools should check the

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-english-grammar-punctuation-and-spelling-test-materials

⁴⁵ www.gov.uk/government/publications/key-stage-2-tests-2019-mathematics-test-materials

Primary Assessment Gateway to ensure they know which scripts were marked on paper. These test scripts will be returned to schools by Tuesday 5 July.

Schools must report any missing test scripts, which have been marked on paper, 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](#)⁴⁶ if they believe there is evidence that the mark scheme has not been applied correctly or a clerical error has occurred. The deadline for applications is Friday 15 July at 11:59pm.

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 directly with the school.

Schools will be informed of the outcome of review applications on the Primary Assessment Gateway on Wednesday 7 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 results of primary school tests and assessments in KS2 performance tables in academic year 2021/22](#)⁴⁷. The normal suite of KS2 school-level results will be produced and shared securely with primary schools, academy trusts, LAs and Ofsted for school improvement purposes and to help identify schools most in need of support. Primary schools will be able to access their own performance data via the schools checking exercise and [Analyse School Performance](#)⁴⁸.

National, regional, and LA level KS2 performance data will be published, including by pupil and school characteristics.

KS2 results from 2021/22 will also be used to calculate Progress 8 baselines for future institution-level progress measures.

⁴⁶ www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results

⁴⁷ www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures

⁴⁸ www.analyse-school-performance.service.gov.uk

10 Multiplication tables check

10.1 Overview of the multiplication tables check

The [multiplication tables check](#)⁴⁹ (MTC) is an online assessment, designed to determine whether pupils can fluently recall their multiplication tables up to 12, through a set of 25 timed questions. It will identify pupils who have not yet mastered this mathematical skill so schools can give them additional support.

Schools can access the MTC service via [DfE Sign-in](#)⁵⁰ from Monday 21 March, alongside publication of the [multiplication tables check guidance](#)⁵¹. This will allow schools to review their pupil register and use the try it out area with their pupils.

The check window opens on Monday 6 June for a 3-week period. All participating pupils must complete the check in this 3-week period. Schools are strongly encouraged to administer the check within the first 2 weeks, leaving the final week for pupils who were absent during the first 2 weeks or in case of any delays due to technical difficulties.

[MTC IT guidance](#)⁵² will be available on Monday 8 November to help IT support staff who manage the school's ICT network prepare for the check administration.

10.2 Check participation

Participation in the check depends on the type of school (see section 14.1).

Schools should administer the check to all pupils in year 4, unless the headteacher decides it would not be appropriate for a pupil to take the check.

Pupils should not take the check if they:

- are absent during the entire 3-week check period
- are unable to access the check, even when using access arrangements
- are working below expectation for [year 2 in multiplication tables](#)⁵³ and are considered unable to answer the easiest questions
- have just arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working
- have been incorrectly registered for the check

⁴⁹ www.gov.uk/government/collections/multiplication-tables-check

⁵⁰ <https://services.signin.education.gov.uk>

⁵¹ www.gov.uk/government/publications/multiplication-tables-check-administration-guidance

⁵² www.gov.uk/guidance/multiplication-tables-check-it-guidance

⁵³ www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

Access arrangements

A range of access arrangements will be available to support pupils. Further information will be published in the MTC guidance. Schools do not need to request permission from STA to use access arrangements for the MTC. However, the support given must not advantage or disadvantage individual pupils. Pupils should use the try it out area with the devices they will use, with any access arrangements enabled, to ensure they are familiar with the check.

Decisions on participation in the check

The headteacher's decision regarding participation is final. When a pupil is not entered for the check, schools must explain the decision to the pupil's parents. If appropriate, they should provide parents with documentary evidence to support the 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 their multiplication tables.

10.3 Administering the check

Headteachers should decide their own schedule for administering the check within the check window. The check may be administered to individuals, small groups or a whole class. Schools can administer the check to their pupils on the same day or over multiple days. A school password and pupil PINs will need to be generated for each day that pupils are taking the check.

10.4 Headteacher's declaration form

Headteachers should submit the HDF using the MTC service, once all pupils have completed the check or been recorded as not taking the check, and by no later than 5pm on Friday 24 June.

10.5 Results

Schools can access provisional results on the MTC service, from Monday 27 June, providing all pupils have completed the check and the HDF has been submitted.

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

- their child's MTC score
- the reason their child did not take the check

10.6 How results will be used

DfE will not publish school-level results for the MTC. There will be a statistical publication at national and LA level and results will be available in [Analyse School Performance](#)⁵⁴ in the 2022 autumn term.

⁵⁴ www.analyse-school-performance.service.gov.uk

11 Maladministration

The term 'maladministration' refers to any act that:

- affects the security or confidentiality of the 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](#)⁵⁵ explain how STA processes allegations, as well as roles and responsibilities for school visits. This is supported by [guidance for local authorities](#)⁵⁶ 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 MTC, KS2 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.

11.1 Maladministration of the MTC or KS2 tests

Schools must administer the MTC and KS2 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.

11.2 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.

⁵⁵ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

⁵⁶ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

12 Reporting to parents

12.1 Annual reports

Headteachers of 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.

The term 'parent' is defined in section 576 of the [Education Act 1996](#)⁵⁷ 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.

12.2 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 the end of KS2, it must also include:

- a brief commentary, outlining a brief account of what the teacher assessments and national curriculum tests results show about the pupil's progress individually, and in relation to other pupils in the same year, which draws attention to any particular strengths and weaknesses of the pupil
- 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 outcomes of statutory national curriculum TA in English writing and science

⁵⁷ www.legislation.gov.uk/ukpga/1996/56

- the pre-key stage standards achieved by the pupil, for pupils working below the standard of the national curriculum and engaged in subject-specific study
- a qualitative narrative commentary of the pupils' achievements and progress in the areas of the engagement identified in the engagement model, for pupils working below the standard of the national curriculum and not engaged in subject-specific study
- 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, which will be published in the National curriculum assessment: key stage 2, 2022 (interim) statistics publication on [Explore Education Statistics](#)⁵⁸

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](#)⁵⁹). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁶⁰.

Pupils not participating in the tests

If a headteacher decides that a pupil should not take one or more of the tests, they should 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

⁵⁸ <https://explore-education-statistics.service.gov.uk/find-statistics>

⁵⁹ www.legislation.gov.uk/ukpga/1998/31/contents

⁶⁰ www.legislation.gov.uk/uksi/2005/1437/made

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 ensure an annual report is written for the pupil. The report should draw upon information transferred from the pupil's previous school (see section 13.3). 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' 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](#)⁶¹ 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

⁶¹ www.legislation.gov.uk/ukxi/2006/1751/made

13 Keeping and maintaining records

13.1 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](#)⁶². 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](#)⁶³ (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](#)⁶⁴ as a data controller with the [Information Commissioner's Office](#)⁶⁵ (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](#)⁶⁶.

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

⁶³ www.legislation.gov.uk/ukpga/2018/12/contents

⁶⁴ www.legislation.gov.uk/ukxi/2018/480/contents/made

⁶⁵ www.ico.org.uk

⁶⁶ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

13.2 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](#)⁶⁷. 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](#)⁶⁸.

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](#)⁶⁹ can provide further advice.

13.3 Transferring records to a pupil's new school

Headteachers of 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](#)⁷⁰, 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.

⁶⁷ www.legislation.gov.uk/ukpga/2000/36/contents

⁶⁸ www.ico.org.uk/for-the-public/schools/pupils-info

⁶⁹ www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access

⁷⁰ 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](#)⁷¹ (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 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](#)⁷², as amended, explains more about the content of CTFs.

⁷¹ www.gov.uk/school-to-school-service-how-to-transfer-information

⁷² www.legislation.gov.uk/uksi/2005/1437/contents/made

14 Legal requirements and responsibilities

14.1 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](#)⁷³ (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, mathematics and science. For AP academies, this only includes English and mathematics.

Academies must choose which LA is responsible for monitoring their end of 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 inform STA of their choice by Friday 19 November. Academy trusts must ensure 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

⁷³ www.gov.uk/government/publications/alternative-provision

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

Pupils not on the register of a maintained school or academy, 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 MTC and 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 2022 KS2 materials from GOV.UK from Friday 20 May, after the test administration period. The MTC is not available to download.

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 place a test order on the Primary Assessment Gateway by Friday 19 November and 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.

14.2 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 sections 6.3 and 6.4 for information about the adjustments available for the KS2 tests.

14.3 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.

15 Further information

15.1 Useful websites and links

- Primary Assessment Gateway
www.primaryassessmentgateway.education.gov.uk
- Get information about schools
www.get-information-schools.service.gov.uk

Key stage 2 tests

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

Multiplication tables check

Collection available at www.gov.uk/government/collections/multiplication-tables-check, including:

- Multiplication tables check administration guidance
- Multiplication tables check IT guidance
- Assessment framework

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

15.2 Additional resources

- Information for parents

www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents

www.gov.uk/government/publications/multiplication-tables-check-information-for-parents

- STA's playlist on YouTube

www.youtube.com/user/educationgovuk

15.3 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.

15.4 Message us

Message us forms can be found in the 'Available activity' section of the [Primary Assessment Gateway](#)⁷⁴.

For enquiries relating to KS2 access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form.

For general enquiries about the assessment and reporting arrangements at KS2 schools and LAs can use the 'Message us – general enquiry' form.

15.5 Modified Tests

Schools can discuss the suitability of, and order, braille, enlarged print and MLP versions of the KS2 tests by contacting the national curriculum assessments helpline on 0300 303 3013 or emailing modifiedtestshelpline@pia.co.uk.

⁷⁴ www.primaryassessmentgateway.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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