

KEY STAGE

**2**

YEARS

**3–6**

English, mathematics and science  
**Test administrators' guide**

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**2009**

National curriculum assessments

## Introduction

**Administering the key stage 2 national curriculum tests is an important task. This guidance has been produced by the Qualifications and Curriculum Authority (QCA) to ensure that all schools follow the same procedures when administering the key stage 2 national curriculum tests, thereby providing similar test conditions for all pupils.**

### Who is the *Test administrators' guide* for?

The *Test administrators' guide* is for all test administrators, which means anyone involved in activities associated with administering national curriculum tests. This could include members of the school's staff or staff specifically recruited to administer the tests. Throughout this booklet, the term 'test administrator' refers to anyone who is responsible for or involved with test administration.

### What is the *Test administrators' guide* about?

The *Test administrators' guide* provides key information for test administrators, including:

- > What to do before the tests page 3
- > What to do at the start of the tests pages 4–7
- > What to do during the tests pages 8–10
- > What to do at the end of the tests page 10

The *Test administrators' guide* should be taken into each room where the tests will take place as it contains important test administration guidance and advice on what to do when things do not go according to plan. Please refer to the checklists at the back of this booklet for further guidance on what to do before, at the start of, during and at the end of the tests.

### Where can I find more detailed information about the key stage 2 tests?

The 2009 key stage 2 *Assessment and reporting arrangements* (ARA) provide detailed information and guidance on all aspects of the key stage 2 tests, including test administration and access arrangements. Copies of the 2009 key stage 2 ARA were sent to schools in November 2008. Headteachers must make sure that all test administrators are familiar with the relevant sections of the 2009 key stage 2 ARA. If you have not seen the 2009 key stage 2 ARA, ask your headteacher for a copy.

Alternatively, you can access the online version of the 2009 key stage 2 ARA on the QCA *Tests and exams* website at [www.qca.org.uk/ara](http://www.qca.org.uk/ara). For further information refer to the following materials on the QCA *Tests and exams* website at [www.qca.org.uk](http://www.qca.org.uk):

- > 2009 *Keeping test materials secure* factsheet
- > 2009 *Guide to handling test papers and scripts* (included in the stationery pack, delivered from 20 April).

### How can I make sure I carry out my responsibilities effectively?

Headteachers have a statutory duty to ensure their school complies with all aspects of the 2009 key stage 2 ARA. All test administrators must be familiar with the arrangements and know what is permitted. Each year a few schools have their results annulled because they do not comply with the statutory arrangements. If you are not sure what to do, seek advice to make sure your actions do not lead to allegations of maladministration.

### What if I still need further information and guidance?

If you need further help before, during or immediately after the tests, telephone the national curriculum tests helpline on 08700 60 60 40. For non-urgent queries, you can also email [tests@qca.org.uk](mailto:tests@qca.org.uk).

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# What to do before the tests

## Preparing yourself

You should familiarise yourself with the relevant sections of the 2009 key stage 2 ARA, in particular section 9, 'Preparing for the tests'. You can review copies of previous years' tests to familiarise yourself with the layout of the papers. Copies of past test papers can be ordered from the QCA orderline at [www.orderline.qca.org.uk](http://www.orderline.qca.org.uk). You may find it useful to view the test administrators' training materials available to download from the QCA *Tests and exams* website [www.qca.org.uk/tests](http://www.qca.org.uk/tests).

As in previous years, all eligible pupils must be registered for the national curriculum tests. The deadline for all schools to complete pupil registration is 27 March 2009. Pupil registration is important to ensure the accuracy of marksheets (marksheets are referred to as attendance registers in the 2009 key stage 2 ARA). Further information about marksheets can be found in the 2009 *Guide to handling test papers and scripts*.

Please note the following information to help you prepare for the tests.

- > The writing test shorter task must be administered before the spelling test and in the same sitting.
- > The teacher's version of the spelling test, which contains the missing words, is included in each pupil pack of the *Writing test shorter task and spelling test* booklets. Remove the teacher's version from the pupil packs prior to distributing test booklets to pupils.
- > The use of additional paper in the shorter writing task, while not prohibited, is not encouraged.
- > Pupils should be given additional paper on request, and should write their name, school and Department for Children, Schools and Families (DCSF) number at the top of each page.
- > The *Writing test longer task: instructions and planning* booklet should not be sent for external marking.
- > The *Writing test longer task answer booklet* must be sent for external marking.
- > You can read the writing prompt and planning sheet for the shorter and longer writing tasks aloud to pupils. Do not explore the writing prompt, or structure the content of the pupils' written work.
- > You can rephrase the explanations given in the instructions in the reading paper to ensure that all pupils understand them. The reading paper must not be read aloud either individually or as a group, except for the general instructions.
- > The mental mathematics CD includes the instructions for the pupils and the questions. The full set of instructions and the practice questions are provided in the transcript.
- > There are two occasions to pause the mental mathematics CD recording, which are indicated by a beep. The first occasion is near the beginning of the

recording once the instructions have been given.

The second is after the practice question.

- > You should provide pupils with time reminders throughout the tests.

On the day of the test, if you do not have enough test papers for every pupil, your school must contact the national curriculum tests helpline on 08700 60 60 40 to request permission to photocopy the test materials. Photocopying test materials without permission could be viewed as maladministration.

## Preparing the room

You must prepare any rooms where tests will take place before pupils are admitted. You should remove or cover any displays or materials that could help pupils in the tests.

Although the QCA does not stipulate how pupils should be spaced during the tests, seating arrangements should allow all pupils to work quietly and independently. Having a clearly visible clock in the room will help pupils pace themselves during the tests.

Test administrators' are asked to write the full school name and DCSF number on a board at the front of the class for pupils to write on their test booklet cover. This information will make it easier to track test scripts, especially for schools or pupils with similar names.

Pupils who sit the tests for reasons of inclusiveness should not do so under test conditions and their test scripts should not be sent for external marking.

## Arrangements for pupils who cannot take the test at the correct time

Some pupils may need to take the test at a different time from the rest of the cohort. If a pupil arrives after the end of the test or needs to take the test earlier in the day, he or she can take the test between 7am and 7pm on the timetabled day. The pupil should be kept isolated from other pupils until everyone has taken the tests. The school must submit the online *Notification of a timetable variation between 7am and 7pm* form, which can be found on the *Test forms* website at [www.qca.org.uk/testforms](http://www.qca.org.uk/testforms). The form must be submitted before the pupil takes the test. Failure to submit the relevant notification could result in the school being investigated for maladministration.

If a pupil needs to take the test on a day other than the timetabled day, the school must apply and receive permission for a timetable variation. Tests cannot be taken earlier than the timetabled day under any circumstances. Full details can be found in the 2009 key stage 2 ARA, section 7, 'The test timetable'. The *Application for a timetable variation* form can be found on the *Test forms* website at [www.qca.org.uk/testforms](http://www.qca.org.uk/testforms).

## What to do at the start of the tests

### Distributing the test papers

It is important to familiarise yourself with the test timetable so that you know which subject and test paper the pupils should be taking. For details, see the 2009 key stage 2 ARA, section 7.

For 2009, there is subject-specific guidance included in the English reading pupil packs only.

### What to say at the beginning of the test

It is important to fully brief pupils at the start of each test. The briefing should include information about what is expected of the pupils in terms of behaviour while they are in the test room, as well as any test-specific procedures.

An example of what to say at the beginning of the tests is given on the following pages. Test administrators might find this useful when preparing their opening comments for the tests.

At the appropriate time, read aloud any other instructions on the cover of the test paper, including 'Write your name, school and DCSF number on the answer booklet cover'. You should also read the instructions on the first page of the test with the pupils. You should tell the pupils to pay particular attention to instructions within test questions. Please refer to the checklists at the back of this booklet for further guidance.

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### Science Test A and Test B

- This is the key stage 2 science Test A (or science Test B).
- Make sure you have the test booklet in front of you.
- You have 45 minutes for this test.
- You will need a pen or pencil for writing, a sharp pencil for scientific drawing, a ruler and a rubber.
- If you don't have the necessary equipment, I can provide it for you.
- Write your name, school and DCSF number on the test booklet cover.
- Open your test booklet to page three. I will read the instructions to you.
- You should read the questions carefully as you work through the test booklet. If you cannot answer a question, move on and return to it later.
- If you want to change your answer, put a neat line through the response you don't want the marker to read.
- If you want to change a drawing, you should either put a neat line through the response you don't want the marker to read or use a rubber.
- Remember to check your work carefully.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- I will tell you when you are halfway through the test and also tell you when you are into the last five minutes. I will tell you when the test is over and when to stop writing.
- Are there any questions you want to ask now?
- You should now start working through your test booklet. The test has started.

**English Writing test shorter task and spelling test****Writing test shorter task**

- This is the key stage 2 writing test shorter task.
  - You should have the *Writing test shorter task and spelling test* booklet in front of you.
  - You will be given 20 minutes to complete the shorter writing task, including up to five minutes to think about your answer and make brief notes.
  - You will need a pen, pencil and rubber for this test.
  - Write your name, school and DCSF number on the test booklet cover.
  - The booklet contains space for you to write your answer for the writing test shorter task and the spelling test. Once the writing test shorter task is completed, I will read the instructions for the spelling test. Do not open the spelling test until I tell you to do so.
  - You are not expected to write at length. Try to write precisely and concisely. About two or three paragraphs will be sufficient.
  - I will read the instructions on the front of the booklet with you now.
  - I will now read the writing prompt in full. Once I have finished reading the prompt, you should read through it carefully, considering the audience and purpose.
  - I will tell you when you are halfway through the test and will also tell you when you have five minutes left. I will tell you when the test is over and to stop writing.
  - If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
  - Are there any questions you want to ask me?
  - You may now start the test.
- (After five minutes of thinking time)
- Your five minutes of thinking time have passed. Begin writing if you have not done so already.

**English Writing test shorter task and spelling test** *continued***Spelling test**

- This is the key stage 2 spelling test.
- I will read the complete passage of the test aloud, including the words in the gaps. You may follow the words with me, but do not write anything at this time.
- I will now read the passage again. This time you must fill in the missing words.
- Do your best to spell all the words and write as clearly as possible.
- If you have any problems, you may ask me for help but I cannot help you with any spelling.

**English Writing test longer task**

- This is the key stage 2 writing test longer task.
  - You will have 45 minutes to complete the test, including up to 10 minutes of planning time.
  - You will need a pen, pencil and rubber for this test.
  - You should have a *Writing test longer task answer booklet* and a *Writing test longer task: instructions and planning* booklet in front of you.
  - Write your name, school and DCSF number on the test booklet cover.
  - I will now read the instructions and writing prompt.
  - Now you should read the prompt through carefully, considering the audience and purpose.
  - Brief notes for the main idea are sufficient for the planning sheet. These notes are for your own use and will not be marked.
  - You can ask for additional paper if needed. You should write your name and school at the top of each page of additional paper.
  - I will tell you when you are halfway through the test and when you have five minutes left. I will tell you when the test is over and to stop writing.
  - If you have any urgent questions during the test, you should put your hand up and wait for someone to come over to you. You must not talk to each other.
  - Are there any questions you would like to ask now?
  - You may now start the test.
- (After 10 minutes of planning time)
- Your 10 minutes of planning time have passed. Begin writing if you have not done so already.

## What to do at the start of the tests continued

### English reading test

- This is the key stage 2 reading test.
- You should have a reading booklet and a *Reading answer booklet* in front of you.
- You have 15 minutes to read the reading booklet. You can make notes on the text while you read but you must not open the *Reading answer booklet* during the reading time. You will then have 45 minutes to answer the questions.
- You should now start reading your reading booklet.

(After 15 minutes of reading time)

- You have now had your 15 minutes of reading time.
- Write your name, school and DCSF number on the *Reading answer booklet* cover. You will answer questions on each text in the reading booklet and some questions which will be about the whole booklet.
- Open your *Reading answer booklet* to page three. I will read the instructions to you.
- You should try and answer all the questions. If you cannot answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I cannot help you answer any questions or read any of the words to you. You must not talk to each other.
- Are there any questions you want to ask me now?
- You should now open the *Reading answer booklet* and start to answer the questions. You have 45 minutes to complete the test. I will tell you when you are halfway through the test and will also tell you when you have five minutes left. I will tell you when the test is over and to stop writing.

### Mental mathematics test

- This is the key stage 2 mental mathematics test.
- The test will last for about 20 minutes.
- You will need a pen or pencil for this test. You must not use rubbers, calculators or any other mathematical equipment.
- Write your name, school and DCSF number on the front of the mental mathematics test sheet.
- The mental mathematics CD contains the test instructions and questions.
- The recorded test will explain how long you have to answer each question. The test is divided into three sections and the time given will increase from five, to 10, to 15 seconds as the test progresses.
- Are there any questions you want to ask me now?
- Once the test has started, I will not pause the recording at any point or give you additional instructions.

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### Mathematics Test A and Test B

#### Mathematics Test A

- This is the key stage 2 mathematics Test A.
- You must not use a calculator for this test.

#### Mathematics Test B

- This is the key stage 2 mathematics Test B.
- You may use a calculator for this test.

#### General instructions for both tests

- This test is 45 minutes long.
- You will need the following equipment for this test: a pen or pencil, a rubber, a sharp pencil for mathematical drawing, a ruler, an angle measurer or protractor, tracing paper and a mirror.
- Write your name, school and DCSF number on the test booklet cover.
- If you want to change your answer, put a neat line through the response you don't want the marker to read.
- If you want to change a drawing, you should either put a neat line through the response you don't want the marker to read or use a rubber.
- Remember to check your work carefully.
- I will tell you when you are halfway through the test and will also tell you when you have five minutes left. I will tell you when the test is over and to stop writing.
- If you have any urgent questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask me?
- You should start working through the booklet. The test has started.

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# What to do during the tests

## Dealing with queries and issues during the tests

It is impossible to plan for every scenario. Whatever action you take, it is important that nothing you say or do during a test could be interpreted as giving pupils an advantage. This section provides guidance on what may and may not be said to pupils during the tests and what to do in some of the more common situations. For further help and guidance, call the national curriculum tests helpline on 08700 60 60 40.

## How may I answer pupils' questions?

If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. In addition, you must not read any part of the English reading paper to pupils except for general instructions. The following examples illustrate how to deal with some of the questions you might be asked.

### What does 'give a reason' mean?

It means you have to say why you think it works out like that.

### What does 'quadrilateral' mean?

I can't tell you, but think hard and try to remember. We can talk about it after the test.

### What does 'explain' mean?

It means why you think it says, does or behaves like that.

### How do I spell 'quickly'?

I can't tell you how to spell it, but have a go at sounding it out and write that down.

### Mathematical notation

In cases where a pupil asks for clarification of the mathematical symbols or notation used in a question, you may read these to the pupil but you should not indicate the operation or process involved.

For example say:

0.5    nought point five    (not five tenths)

%    per cent    (not out of every hundred)

### Pointing out given information

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

### Unfamiliar contexts

If any everyday context or words related to the context of a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context or related objects.

### I don't understand the question on the reading paper

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

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### What if a pupil arrives late or is absent on the day of the test?

Individual pupils who arrive late, but before the rest of the pupils have completed the test, may have the full time to complete the test. A timetable notification is not required in these cases.

If a pupil arrives after the test has been completed, but where the pupils are still in the test room, they should be kept isolated from other pupils until the test has been administered. If the test is administered immediately, a notification does not need to be made.

If a pupil arrives after the test has been completed and the pupils have left the test room, they should be kept isolated from other pupils until the test has been administered. A notification must be made before the test can be administered.

If a pupil is absent on the day of a test, you should follow the instructions for making a timetable variation in section 7 of the 2009 key stage 2 ARA.

### What if a fire alarm goes off?

Evacuate the room, following school policy, but tell the pupils to remain silent. The scripts should be left in the test room. The pupils should be supervised at all times to ensure they do not talk about the test. Once the disruption is over, pupils may continue with the test. If the pupils do talk to each other about the test, you must call the national curriculum tests helpline on 08700 60 60 40 for advice before you continue.

### What if something goes wrong with the CD player or there is a power cut during the mental mathematics test?

Tell the pupils to stay silent and remain seated. Try to find a replacement CD player or find out when power should be resumed. As a last resort, use the transcript included in the pupil pack to administer the rest of the test. Restart the test at the appropriate place, following the timings for each question. You should use a stopwatch or a clock with a second hand.

### What if a pupil is unwell?

Stop the clock for the individual pupil. After a rest break, the pupil who was unwell can continue the test if he or she is well enough. If other pupils are disturbed, you may stop the test. If necessary, move the pupils to another room, ensuring they remain silent. Make sure the pupils receive the correct amount of remaining time.

If the test paper is spoiled, give the pupil a new copy. A member of staff should copy the answers from the spoiled paper onto the new paper. If the paper is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new paper. A note explaining the event should be attached to the paper for the external marker. Do not send the original spoiled paper for external marking. If the pupil is too ill to continue the test, send the partially completed script for external marking.

### What if a pupil needs to leave the test room during the tests?

All pupils taking the test must be supervised at all times. If a pupil needs to leave the test room, a test administrator should accompany the pupil. When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility of at least one test administrator needing to leave the room with a pupil.

### What if a mobile phone rings or a pupil is found to be using a mobile phone?

Remove the mobile phone from the pupil. After the test, follow the school's own behaviour and disciplinary procedures. If the pupil has gained an advantage as a result of using the mobile phone, follow the guidance on pupil cheating below. If the pupil has gained no advantage, there is no need to contact the QCA.

## What to do during the tests *continued*

### What if a pupil is caught cheating?

Record details of the cheating, including the pupil's name, the name of the test and any specific questions in which the pupil was advantaged by cheating. If appropriate, move the pupil to another location for the remainder of the test.

If you believe the pupil has gained an advantage as a result of cheating, notify the QCA of the incident using the *Notification of a pupil cheating* form available on the *Test forms* website at [www.qca.org.uk/testforms](http://www.qca.org.uk/testforms). By completing the form, your headteacher agrees to either:

- › the removal of marks by the QCA for the specific questions where the pupil has gained an advantage
- › or the annulment of the test result by the QCA in that subject.

The scripts must be collated with the other pupils' scripts. Do not enclose with the scripts any information regarding the incident.

You do not need to notify the QCA if the pupil has disrupted the test but not cheated or if the pupil has attempted to cheat but gained no advantage from their actions. The school should follow its own behaviour and disciplinary procedures in dealing with these incidents.

### What if a pupil is being disruptive?

If this is disturbing other pupils, stop the test and remove the pupil. Give the remaining pupils a few moments

to refocus and then continue the test. Give the pupils the correct amount of remaining time. It is up to the school to decide whether the disruptive pupil should continue the test in a separate room. If the test is not completed, the partially completed script should be sent for external marking.

### What if a pupil has a panic attack or an absence seizure?

If this is disturbing other pupils, stop the test and arrange for the pupil to go to a quiet area. Decide what arrangements can be made to help the pupil settle. The pupil may continue the test if he or she is well enough. Give the remaining pupils a few moments to refocus and then continue the test.

### What if test papers are incorrectly collated or the print is illegible?

Stop the test for the affected pupils and tell them that you will organise replacement papers. Once the replacements are provided, the pupils should be given the remaining test time to complete the test paper. Pupils should not be allowed to start the test again. All schools receive additional copies of each test paper (around 10 per cent extra). If this is not enough, you should contact the national curriculum tests helpline on 08700 60 60 40 for approval to photocopy the test paper. At the end of the test, attach the replacement paper to the original and tell the headteacher what action you took.

## What to do at the end of the tests

### Collecting and storing completed test scripts

When the test is over, the scripts should be collected immediately. The test scripts should then be stored securely in the packaging provided. For further information, please refer to the *2009 Guide to handling test papers and scripts* and the *Keeping test materials secure* factsheet.

### Completing the marksheet

As soon as the tests have been completed for each subject, the completed marksheet needs to be sent with the corresponding scripts to the marker.

The *2009 Guide to handling test papers and scripts* provides guidance on how to complete and package the marksheets.

### Completing the key stage 2 Headteacher's declaration form

After the last test has been taken, the headteacher must complete the *Headteacher's declaration form* to confirm that the tests were administered correctly and all security arrangements were followed. It is important that you brief appropriate staff in the school about any incidents that arise during the tests. Further details about completing the *Headteacher's declaration form* can be found in the *2009 Guide to handling test papers and scripts*.

# Checklists

## Checklist for before the test

- Have you checked that there is at least one test booklet per pupil?
- Have all displays that may help the pupils with the test been removed or covered?
- Are there enough places for the pupils taking the test, and is there adequate space for them to work independently?
- Have you allowed enough time to seat the pupils, distribute test papers and give all information before the test starts?
- Have you got a supply of A4 paper, lined and blank, in case pupils fill the answer booklets?
- Have you prepared and checked any equipment needed to administer the test, for example a CD player for the mental mathematics test?
- Do you have the transcript of the mental mathematics test to hand in case of equipment failure during the test? This is provided in the pupil pack.
- Do you have a copy of the 2009 key stage 2 ARA in the test room? You might need a copy in case any questions arise that are not answered in this guide.
- Have you made a note of any individual needs, for example pupils who are allowed additional time or a reader?
- Do you know who in the school you should contact for advice or a decision in the event of unforeseen circumstances? Do you know how to contact them?
- Have you checked the marksheet to ensure your pupils are correctly listed for each subject?

## Checklist for during the test

- Are the pupils working in silence? Resolve any distractions or disturbances quickly.
- If a pupil asks for help, ensure you do not say or do anything that in any way suggests the correct answer. Remember that you must not read any part of the English reading test to pupils other than the general instructions.
- Where appropriate, have you reminded the pupils how much time they have left, for example halfway through the test and five minutes before the end? At the five-minute reminder, have you told the pupils that if they have finished the whole paper they should use the remaining time to check their answers?
- Have you noticed a pupil cheat during the test? Follow the instructions on page 10.
- If any pupils left the room during the test, were they supervised at all times?

## Checklist for the start of the test

- Have you handed out the correct test papers? If any test papers have any missing pages or printing errors, please contact the national curriculum tests helpline on 08700 60 60 40 immediately.
- Have you checked that each pupil has the appropriate equipment, as listed in section 9.3 of the 2009 key stage 2 ARA?
- Have you checked that the pupils do not have mobile phones or other disruptive items?
- Have you checked that the pupils do not have any materials or equipment that may give them extra help with the test?
- Have you explained to the pupils that if they need any help they should put up their hand and wait for a test administrator to come to them? All pupils must remain silent whilst in the test room.
- Have you read all the instructions to the pupils?
- Have you told the pupils to fill in their name, school and DCSF number on the front of the test paper?
- Have you asked the pupils if they have any questions?
- Have you told the pupils the length of the test? Can all the pupils see the clock?
- Have you written the start and finish times on a board so that all the pupils can see them?
- Have you checked pupils against the marksheet?

## Checklist for the end of the test

- At the correct time, have you told the pupils to stop writing and put down their pens?
- Have you collected all the test scripts? The pupils must not talk until all the scripts have been collected.
- Have you completed the marksheet?
- Have you sorted the scripts by pupil name as per the order on the marksheet?
- Where appropriate, have you attached any relevant paperwork to pupil scripts, for example *Use of an amanuensis* or *Use of a transcript* form?
- Have you stored the test scripts securely, immediately after the test has finished?
- Have you briefed relevant staff about any incidents that occurred during the tests?
- Has your headteacher completed the *Headteacher's declaration form*?
- Have you referred to 2009 *Guide to handling test papers and scripts* for further guidance on dispatching test scripts?

## About this publication

### Who is it for?

Headteachers, test administrators, key stage 2 English, mathematics and science teachers and key stage 2 assessment and special educational needs coordinators. It is also sent to local authorities.

### What is it about?

This booklet provides guidance on the administration of the key stage 2 English, mathematics and science tests.

### Related materials

- 2009 key stage 2 *Assessment and reporting arrangements*.
- 2009 *Guide to handling test papers and scripts*.

### For additional copies

A PDF version of the 2009 key stage 2 *Test administrators' guide*, and the related materials listed above, are available to download from the QCA *Tests and exams* website at [www.qca.org.uk/tests](http://www.qca.org.uk/tests).

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