

KEY STAGE
1

YEARS
1-2

National Curriculum assessments

Assessment and reporting arrangements

Key Stage 1

2012

**Standards and
Testing Agency**

An executive agency of the
Department for Education

The *Assessment and reporting arrangements* (ARA) contains provisions made pursuant to Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004 (amended by SI 2010/677 and SI 2011/2392). This Order is made under section 87(3) of the Education Act 2002.

The ARA gives full effect to, or otherwise supplements the provisions made in the Order and as such has effect as if made by the Order. The ARA provides information and guidance on National Curriculum assessments and their administration.

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Contents

1. Key changes and dates	3
1.1 Changes for 2012	3
1.2 Key dates	3
2. Introduction	4
2.1 What is the ARA?	4
2.2 Legal status of the ARA	4
2.3 Who needs to use the ARA?	4
2.4 The Standards and Testing Agency (STA)	6
2.5 How does this ARA apply to different types of schools?	6
2.6 Concerns and complaints	7
3. An overview of tasks and tests at the end of Key Stage 1	8
3.1 Use of tasks and tests	8
3.2 What do teachers have to assess?	8
3.3 Which children are eligible for teacher assessment at the end of Key Stage 1?	10
3.4 Children older or younger than seven at the end of Key Stage 1	11
3.5 Children for whom the school is unable to make a teacher assessment	11
3.6 Children who are working at level 1 or above but who are unable to access the tasks and tests	12
3.7 What if there is disagreement with the school's decision about whether a child should participate in the tasks and tests?	13
4. Getting ready for the tasks and tests	14
4.1 Choosing which tasks and tests to use	14
4.2 How many tasks or tests should be used?	15
4.3 Equipment for the mathematics tests	15
4.4 Supply cover	15
5. Access arrangements for the Key Stage 1 tasks and tests	16
5.1 Adaptations to the tasks and tests	16
5.2 Children who may need access arrangements	16
5.3 Use of scribes and readers	17
5.4 The language of the tests and children's response language	17
5.5 Modified versions of the materials	18
6. Administering the Key Stage 1 tasks and tests	19
6.1 Receiving and opening the task and test materials	19
6.2 Conditions for administering tasks and tests	19
7. Key Stage 1 moderation	20
7.1 Moderation arrangements	20
7.2 Statutory responsibility for moderation	21
7.3 Independent schools in England and moderation	22
7.4 Academies (including Free Schools) in England and moderation	22

8. Reporting and using results	23
8.1 Reporting teacher assessment results to local authorities or other accredited agencies	23
8.2 Reporting teacher assessment results to parents	24
8.3 Reporting children's achievements in maintained schools to parents	24
8.4 Children who transfer to a new school	25
8.5 School self-evaluation	26
8.6 Academies (including Free Schools) in England and reporting	26
9. Contact details	27

1. Key changes and dates

1.1 Changes for 2012

This year a separate *Assessment and reporting arrangements* (ARA) is available for the Early Years Foundation Stage Profile. An additional ARA will also be published for the Year 1 phonics screening check.

1.2 Key dates

14 October 2011	Deadline for ordering tests and tasks for Key Stage 1 in English and mathematics (standard and modified versions).	Administration of tasks and/or tests at anytime throughout the year.
February 2012	Schools receive their tasks and tests and check their delivery is correct. Modified versions are scheduled to be delivered during the same period as the standard versions.	
4 July 2012	Last date for finalising teacher assessment levels.	
By the end of the summer term (or sixth term)	Schools submit their results to their local authority. However, some local authorities may ask for the results earlier than the end of term. Schools report children's achievements to parents.	

These dates are correct at the time of printing and may be subject to change.

2. Introduction

2.1 What is the ARA?

The *Assessment and reporting arrangements* (ARA) explains the statutory requirements for National Curriculum assessment and reporting arrangements at Key Stage 1 in 2012.

The term 'parent' is used in the 2012 Key Stage 1 ARA as defined in section 576 of the Education Act 1996 as:

- parents of a child;
- any person who is not a parent of a child but who has parental responsibility for the child; and
- any person who has care of the child.

All information, including dates, is correct at the time of printing and subject to change. Any changes will be communicated to schools and local authorities.

2.2 Legal status of the ARA

The 2012 Key Stage 1 ARA contains provisions made pursuant to Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004 (amended by SI 2010/677 and SI 2011/2392). This Order is made under section 87(3) of the Education Act 2002. This ARA gives full effect to, or otherwise supplements, the provisions made in the Order and as such has effect as if made by the Order. It also contains information that does not form part of the law.

2.3 Who needs to use the ARA?

All those responsible for assessing and reporting Key Stage 1 will need to refer to this document and be aware of any changes from previous years. In particular this ARA is intended to help headteachers, governing bodies and local authorities ensure that schools' statutory assessment and reporting arrangements are completed in accordance with the requirements of the Order.

Headteachers

Headteachers of maintained schools have a duty to make sure that the National Curriculum and associated assessment arrangements are implemented in their school. The Academy or Free School's funding agreement requires that the Academy Trust (the body that runs the Academy) complies with any guidance issued by the Secretary of State to ensure that children take part in assessments and teacher assessments of children's performance, as they apply to maintained schools. It is the headteacher's responsibility to ensure these assessment arrangements are implemented. This duty does not normally apply to hospital schools.

All headteachers must ensure their schools comply with all aspects of the Key Stage 1 ARA.

Headteachers should:

- ensure their teachers fully comply with all aspects of the Key Stage 1 assessment, moderation and reporting arrangements;
- identify the children to be assessed at the end of Key Stage 1;
- ensure all task and test materials are stored responsibly and that children do not have access to the materials before they are used;
- ensure Key Stage 1 tasks and tests are administered;
- ensure children's responses to the tasks and tests are marked accurately and consistently;
- ensure teacher assessment levels for reading, writing, speaking and listening, mathematics and science are submitted to the local authority or other recognised body for all children;
- ensure teacher assessment levels for reading, writing, speaking and listening, mathematics and science are recorded for all children at the end of Key Stage 1;
- ensure teacher judgements are monitored;
- provide teacher assessment results to their school's governing body to enable it to comply with national data submission requirements and report to parents;
- provide parents with written reports on their child's progress free of charge, and provide the opportunity for discussion at least once in each school year;
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file; and
- ensure provision is made to meet the needs of all children with special educational needs (SEN).

Governing bodies

Governing bodies of maintained schools and Academies (including Free Schools) must carry out their functions so that National Curriculum and assessment arrangements are implemented effectively in their school.

If the headteacher is temporarily or permanently absent, the governing body should ensure a nominated representative carries out the headteacher's duties as specified in this ARA.

Local authorities and other recognised bodies

Local authorities and other recognised bodies must do all they can to ensure that assessment arrangements are moderated and in particular must monitor whether assessment arrangements are being administered correctly. Local authorities, and other recognised bodies, should ensure schools and Academies (including Free Schools) under their responsibility, understand and follow the requirements set out in this ARA.

Assessment coordinators should:

- offer schools (and where appropriate Academies, including Free Schools) training and advice on all aspects of assessment at Key Stage 1;
- ensure moderation of Key Stage 1 assessments is carried out as specified in this ARA;
- ensure schools (and where appropriate Academies, including Free Schools) have an electronic system to submit Key Stage 1 data;
- collect end of Key Stage 1 statutory assessment results, and quality assure and submit data to the Department in the required format by the due dates;
- ensure schools (and where appropriate Academies, including Free Schools) are aware of the need to store Key Stage 1 task and test materials responsibly; and
- inform the Standards and Testing Agency (STA) without delay of any irregularities in schools' (and where appropriate Academies', including Free Schools) assessment arrangements.

2.4 The Standards and Testing Agency (STA)

The Secretary of State for Education announced on 5 November 2010 that a new executive agency was to be established within the Department, accountable to him for the secure delivery of statutory assessment and testing functions.

STA was launched on 1 October 2011 and responsibility for delivery of the relevant functions has now passed from the Qualifications and Curriculum Development Agency to STA. STA has responsibility for the development and delivery of all statutory assessments at Key Stages 1, 2 and 3 and the Early Years Foundation Stage Profile. Responsibility for overseeing Key Stage 1 moderation in 2011/2012 will continue under STA as normal.

Ofqual will continue to have an important regulatory role ensuring the integrity and impartiality of statutory assessment and testing.

STA's framework document, providing further detail on its operation, is available from the Department's website at www.education.gov.uk.

The National Curriculum assessments helpline number is unchanged and schools will continue to have access to NCA tools for all test administration for the 2012 National Curriculum tests.

2.5 How does this ARA apply to different types of schools?

Academies (including Free Schools) in England

Where it is a requirement of their funding agreement, Academies (including Free Schools) must ensure they comply with the Key Stage 1 National Curriculum assessment arrangements. Where the funding agreement for an Academy or Free School provides that it shall comply with guidance of the Secretary of State in relation to assessments and teacher assessments of children's performance, this ARA is that guidance, and Academies (including Free Schools) must comply with it.

Academies (including Free schools) are no longer required to teach the National Curriculum programmes of study in English, mathematics and science but must teach these subjects as part of a broad and balanced curriculum. They must fully comply with the assessment and monitoring requirements as set out in this ARA. Key Stage 1 and Key Stage 2 arrangements are only applicable to those Academies that provide education to children at these stages of learning.

Overseas schools

Overseas schools, other than Service Children's Education schools, cannot formally participate in Key Stage 1 assessments. Overseas schools may choose to purchase copies of the Key Stage 1 tasks and tests from the STA orderline website at <http://orderline.education.gov.uk/international>.

Pupil referral units, hospital schools and children educated at home

Children attending a pupil referral unit (PRU) or hospital school are not subject to the assessment requirements in this ARA. Children still on the register at a maintained school but studying at a PRU or hospital school are required to be assessed, and the results should be reported by the home school.

These assessment and reporting arrangements do not apply to children who are being educated at home, unless they are on the register of a maintained school or an independent school that has chosen to participate in Key Stage 1 assessment.

Independent schools

Independent schools in England that are not Academies may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of Key Stage 1.

Independent schools must confirm their intent to issue a privacy notice to the parents of any child who is going to participate in one or more of the tasks and tests, and receive approval from the parents of each participating child before placing a test order.

Only independent schools that have taken part in the Key Stage 1 moderation process at least once in a four-year cycle can claim in a prospectus or any other publicity materials that their results are comparable with those published nationally or locally.

2.6 Concerns and complaints

Concerns and complaints should be raised with STA by writing to the Stakeholder relations team at STA, 53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH, or by emailing assessments@education.gov.uk.

Where schools feel that their concerns have not been fully addressed by STA in line with the published procedures, regulatory concerns can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). Enquiries and concerns can be sent to Ofqual, Spring Place, Coventry Business Park, Herald Avenue, Coventry CV5 6UB, or by email to info@ofqual.gov.uk.

3. An overview of tasks and tests at the end of Key Stage 1

Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting and is carried out as part of teaching and learning.

3.1 Use of tasks and tests

The statutory National Curriculum tasks and tests must be administered to all eligible children who are working at level 1 or above in reading, writing and mathematics. Tasks and tests are designed to help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1.

If teacher assessment and task and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class. Schools are not obliged to report task or test results. However, parents must be allowed access to their child's results on request.

There is no requirement to report the levels obtained from the tasks and tests separately.

3.2 What do teachers have to assess?

Teachers have to summarise their judgements on children's attainment in relation to the National Curriculum level descriptions for each eligible child. The aim is to reach a rounded judgement that:

- is based on knowledge of how a child has performed over time and across a range of contexts; and
- takes into account strengths and weaknesses of a child's performance through the key stage.

They need to determine:

- levels for reading, writing, and speaking and listening
- an overall subject level for mathematics
- a level for each attainment target in science.

English

For English, levels for reading, writing, and speaking and listening must be entered into the school's management information system. If a teacher reaches a level 2 judgement for reading and writing, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A.

Mathematics

Once teachers have information about each attainment target, they must reach an overall subject level. It must give greatest emphasis to a child's performance in 'Number' (including handling data) as this accounts for more than half of the overall performance in mathematics. 'Using and applying mathematics', and 'Shape, space and measures' have equal importance, each accounting for one fifth of the child's overall performance. When combined these account for less than half of the child's performance.

If a teacher decides that a child is at level 2 based on judgements for each attainment target, they should then consider whether the performance is just into level 2, securely at level 2, or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. The overall subject level for mathematics must be entered into the school's management information system.

Science

A subject level for science will be calculated automatically when the levels for the individual attainment targets are entered into the school's management information system. Where it is not possible to calculate an overall level because of absence or disapplication from more than one attainment target, the software will generate the code U. Weightings remain unchanged from previous years.

- Scientific enquiry (Sc1) 3
- Life processes and living things (Sc2) 1
- Materials and their properties (Sc3) 1
- Physical processes (Sc4) 1

P scales

The use of P scales is statutory for children with special educational needs (SEN) who are working below level 1 of the National Curriculum. Schools will need to use P scales to record and report the achievements of those children in the core subjects of English, mathematics and science. P scales are not to be used to assess children with English as an additional language (EAL) at any age unless they have additional special educational needs.

P scales are appropriate across Key Stage 1 and should be applied to children working towards National Curriculum level 1 (i.e. level W – working towards level 1 of the task or test) who have been identified as having special educational needs.

If a child is at P1i–P3ii level in English, then reading, writing, speaking or listening levels would not normally be appropriate. If a child is at an English level higher than P3ii, then the relevant separate levels P4–P8 in reading, writing, speaking or listening are appropriate and an English level is not expected. The position is similar in respect of mathematics. For science, a single level from P1i–P8 is appropriate.

There may be exceptional circumstances where a child is judged to be at P1i–P3ii in English and/or mathematics but at P4–P8 in a particular element of the subject. The school management information system will allow these levels to be recorded and will transfer all levels as entered for Key Stage 1 children.

If a child is working below level 1 of the National Curriculum in English solely because they have English as an additional language (and they do not have a special educational need) they should be recorded as EAL. They should only have a P scale recorded if they are working below level 1 and have a special educational need. EAL is not a P scale, but a code to explain why a child working towards level 1 does not have P scales reported.

P scale subject	Reportable levels
English	P1i, P1ii, P2i, P2ii, P3i, P3ii, EAL
Reading Writing Speaking Listening	P4, P5, P6, P7, P8, EAL
Mathematics	P1i, P1ii, P2i, P2ii, P3i, P3ii, EAL
Number Using and applying mathematics Shape, space and measures	P4, P5, P6, P7, P8, EAL
Science	P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8, EAL

3.3 Which children are eligible for teacher assessment at the end of Key Stage 1?

All children in their final year of Key Stage 1 in the school year 2011/12 must be assessed. This includes children in special schools and those attending PRUs on a part-time basis who are still on a school's roll. Children attending a PRU or hospital school on a full-time basis are not subject to the assessment requirements in this ARA.

All children moving on to the Key Stage 2 programmes of study in the next school year are regarded as being in the final year of Key Stage 1. Most of these children will be in Year 2 and will reach the age of seven by the end of the school year. In small schools, where children are not in specific year group classes, a child should be assessed in the school year in which he or she reaches the age of seven, provided the child will be moving on to the Key Stage 2 programme of study in the next school year.

Some children with SEN may move on to aspects of the Key Stage 2 programmes of study without having completed all the Key Stage 1 programmes of study. Only children who will still be operating entirely within Key Stage 1 in the next school year should have their National Curriculum assessment delayed.

3.4 Children older or younger than seven at the end of Key Stage 1

If schools have any queries about which children should be statutorily assessed, they should contact their local authority assessment coordinator.

A child who has been assessed earlier than his or her peers must not be statutorily assessed the following year.

For children with SEN who will not progress beyond Key Stage 1, and whose performance is being reported with the P scales, teachers should report their P scale performance when they reach the end of Key Stage 1 chronologically, with their initial peer group.

3.5 Children for whom the school is unable to make a teacher assessment

If a child arrives in school during Key Stage 1, every effort should be made to make a teacher assessment, bearing in mind that teacher assessment does not need to be finalised until Wednesday 4 July 2012.

For a very small number of children, schools will be unable to record and report a teacher assessment.

Child's circumstance	Record as
Long periods of absence, e.g. due to a prolonged illness	A
Arrives too late in the summer term for teacher assessment to be carried out	A
Child does not speak English	W – speaking and listening, reading and writing D – mathematics and science attainment targets
Child has been disapplied from all or part of the National Curriculum	D – for those parts of the statutory assessment arrangements that are included in the disapplication
Child is not physically able to write and can only dictate their writing to a scribe	D – do not carry out a teacher assessment for writing

If a teacher assessment will not be made, the school should write a short report, setting out the reasons why.

A copy of the report should be placed on the child's educational record and sent to:

- the chair of the governing body;
- the local authority assessment coordinator; and
- the child's parents, who should be given an opportunity to discuss the report. Where a headteacher believes that parents may have difficulty in understanding the report, they should offer appropriate assistance.

Children should only be reported as 'A', 'D' or 'U' in a subject when moving on to the Key Stage 2 programme of study in the following school year. Children in mainstream or special schools remaining at Key Stage 1 should not be reported.

3.6 Children who are working at level 1 or above but who are unable to access the tasks and tests

There are a small number of children working at the levels covered by the tasks and tests who are unable to access some or all of them. If children are unable to participate in tasks and tests through the provision of suitable access arrangements, teachers should follow the guidelines set out in this section.

The tasks and tests make up one piece of evidence for the overall teacher assessment. Children unable to access the tasks or tests should not therefore be reported as 'D' (for disapplied) but should be assessed solely on the work completed in class throughout the year, and an appropriate level should be reported.

Schools are responsible for making arrangements to agree and acknowledge that a child will not be able to participate in some or all of the tasks and tests. The headteacher is responsible for making the final decisions on the arrangements. Headteachers do not need permission from the local authority but should discuss any proposed arrangements with the local authority assessment coordinator before making the decision.

Schools must write a report for children working at level 1 or above, if they are not taking a task or test because they are unable to access it.

Procedures for providing notification of these children

Headteachers should:

- Discuss the child's circumstances and needs with the child's parents and teachers.
- Consult, if appropriate, educational psychologists, medical officers or other specialist staff.
- Consult the local authority, usually through the local authority assessment coordinator.
- Write a report indicating why the child cannot be entered for some or all of the tasks or tests referring to any action already taken or special support already offered. The report should identify any procedures the school has used to analyse and monitor the child's needs, or if this information is documented elsewhere indicate where it can be found. The report should also identify whether these circumstances are likely to be long-term or short-term.

A copy of the report must be sent to:

- the chair of the governing body;
- the local authority assessment coordinator; and
- the child's parents. Details of their right to appeal should be included with the report. Where a headteacher believes that a parent may have difficulty in understanding the report, they must offer appropriate assistance.

A copy of the report should also be placed on the child's educational record.

3.7 What if there is disagreement with the school's decision about whether a child should participate in the tasks and tests?

Headteachers have a statutory duty to administer National Curriculum assessments to all children who have completed the programme of study for Key Stage 1 and are considered to be working at level 1 or above. Schools do not have to agree to parents' requests to not enter a child for tasks or tests. Similarly, they do not have to agree to requests to enter a child for National Curriculum assessments where the school has decided this is not appropriate.

In these situations headteachers should explain their decision to the parents. The headteacher's decision regarding participation is final.

4. Getting ready for the tasks and tests

4.1 Choosing which tasks and tests to use

Schools must use the 2007 and 2009 Key Stage 1 National Curriculum tests. They may have been ordered from the NCA tools website at www.education.gov.uk/ncatools or previously supplied by QCDA. The following table may help teachers decide which task or test materials are most appropriate. There is flexibility about which years' tests can be administered, as teachers may choose to administer the 2007 tests to some children in the class and 2009 tests to others. However, teachers must ensure that for the writing tasks, the longer and shorter tasks and spelling test are from the same year.

Children judged to be working	Reading	Writing (including spelling)	Mathematics
Towards level 1	Optional use of reading task.	Optional use of writing task.	Optional use of mathematics task.
At level 1	Use the level 1 reading task.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 1 task (from a bank of previous tasks).
At level 2	Use the level 2 task or the level 2 test. Teachers may decide that different children will benefit from different approaches. For example, the task might be more appropriate than the test for children working at the lower end of level 2.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 2 test.

Children judged to be working	Reading	Writing (including spelling)	Mathematics
At level 3	Use the level 3 test. No need to use the level 2 task or test if level 3 is not achieved.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 3 test. No need to use the level 2 test if level 3 is not achieved.

4.2 How many tasks or tests should be used?

The Key Stage 1 tasks and tests are designed to test children's knowledge and understanding of the Key Stage 1 programmes of study in English and mathematics. They provide a snapshot of children's attainment.

Teachers must administer National Curriculum tasks and tests to help them arrive at a secure judgement for their final teacher assessment at the end of Key Stage 1. As a minimum, this will mean a task or test in reading, writing and mathematics for each child, except those judged to be working below level 1. The teacher should decide which tasks or tests should be used for each child, taking into account their knowledge of the level at which the child is working. Teachers can use the tasks and tests to inform their assessment judgements at any time during the year, but children are not to be tested more than once during the year in each subject or attainment target.

4.3 Equipment for the mathematics tests

Children are allowed access to hundred squares and number lines up to 30, as well as tens and units apparatus, for the level 2 mathematics tests.

No equipment should be provided for the level 3 tests.

4.4 Supply cover

The headteacher must ensure teachers are given sufficient non-contact time to administer and mark the tasks and tests, or to undertake activities in order to make their teacher assessment judgements. Funding for supply cover is available within the school's overall resources.

5. Access arrangements for the Key Stage 1 tasks and tests

5.1 Adaptations to the tasks and tests

Due to the wide range of children's needs and circumstances, it is not possible to provide specific rules governing the use of adaptations. Teachers should use their knowledge of individual children in deciding which adaptations to make, bearing in mind the nature and level of support that these children receive as part of normal classroom practice. The teacher's handbooks and guides give specific advice for particular needs, for example visual or hearing impairment needs.

5.2 Children who may need access arrangements

The tasks and tests are intended to assess children's ability in a fair and comparable way, with as many children as possible having access to them. The tests are designed so that many children with SEN or disabilities can undertake them in their standard format. However, teachers may need to adapt the administrative arrangements for the tasks and tests for some children so that they can demonstrate their achievement. Access arrangements should neither advantage nor disadvantage individual children.

Teachers should decide whether any access arrangements are appropriate by carefully considering the assessment needs of individual children.

Access arrangements may be appropriate for:

- children with a statement of SEN as described in the SEN Code of Practice (DCSF reference 581/2001) available from DfE publications on 0845 60 222 60;
- children for whom provision is being made in school at School Action or School Action Plus of the SEN code of practice and whose learning difficulty or disability significantly affects access to the tests;
- children with a disability that does not give rise to a special educational need but requires alternative access arrangements;
- children who are unable to sit and work at a task or test for a sustained period because of a disability or behavioural, emotional or social difficulty; and
- children for whom English is an additional language and who have limited fluency in English.

5.3 Use of scribes and readers

Scribes

Scribes may be used for any task or test except for the writing task.

A scribe should only be used to support a child who meets one of the following criteria:

- the child is a brailist;
- the child is physically unable to write down their answers and is unable to use a word processor; or
- the child has a motor impairment or experiences discomfort when writing.

Scribes are not allowed for the writing task at Key Stage 1 because seven-year-old children are generally unable to distinguish between dictating writing to a scribe and oral storytelling or recounting. Word processors, concept keyboards or other similar aids may be used in the writing task.

Readers

In the mathematics tests, readers may be used in accordance with the assistance for the written questions guidance which is included in the Teacher pack.

In English, readers can only be used for particular children to explain the procedures of the reading tests when necessary. The planning sheets for the writing tasks may be read to children. No other help with reading should be given.

5.4 The language of the tests and children's response language

The English tasks and tests are designed to test children's ability to read and write in English. The assessment must be conducted in English and children must respond in English, although when necessary the procedures of the tests may be given in the child's preferred language.

In mathematics, the tasks and tests are designed to test children's mathematical knowledge, skills and understanding. Teachers and/or language support staff may translate the assessment materials or children's responses. However, teachers should bear in mind that children with EAL or who use British sign language or other sign-supported communication may not be familiar with some subject vocabulary and technical terms in their preferred language.

Schools will still be able to translate whole mathematics test papers for children with EAL and who regularly have their work translated. If translations are provided orally, the assistance for the written questions guidance which is included in the Teacher pack must be followed.

5.5 Modified versions of the materials

Test materials ordered by 14 October 2011 will be sent out to schools in February 2012. If orders are amended materials will be distributed until July 2012.

The table below summarises what modified versions are available. For further information on ordering modified materials, contact the modified test agency on 0300 303 3019.

Standard	Modified large print	Braille
<p>A4 booklets printed in colour.</p> <p>Text size usually 16 point.</p>	<p>A4 black and white booklets.</p> <p>Large bold print.</p> <p>Some text modifications.</p> <p>Text size 24 point.</p> <p>Diagrams are modified or removed.</p> <p>Models may be supplied for some questions.</p>	<p>Grade 2 Braille on paper, Brailon, heat swell paper and plastic film as appropriate.</p> <p>Some text modifications.</p> <p>Diagrams are modified or removed.</p> <p>Models may be supplied for some questions.</p> <p>Braille capitals are used.</p> <p>The updated British Braille code (RNIB 2004) is used for Key Stage 1 test materials.</p>

6. Administering the Key Stage 1 tasks and tests

6.1 Receiving and opening the task and test materials

When the task and test materials are received in February 2012, the headteacher, or delegated senior member of staff, must check the delivery against the delivery note to ensure that the correct number of test packs has been received. Modified test packs will be dispatched around the same time as the standard test materials. If a delivery is found to be incomplete, a member of staff should contact STA's distribution agency helpline on 0800 169 4195 to arrange for the correct number of test packs to be sent to the school.

Schools can open the task and test packs when they arrive so that teachers can decide which tasks or tests to use with each eligible child in their class. Teachers should familiarise themselves with the procedures and content of the tasks and tests. To preserve the validity of the tests for individual children, teachers should use their discretion when administering tasks and tests to different groups of children throughout the school year.

6.2 Conditions for administering tasks and tests

The tasks and tests must be administered under appropriate conditions to ensure all schools are administering them to agreed national standards. In particular, schools must:

- ensure children can work undisturbed, individually and without access to materials that could give them an unfair advantage;
- ensure wall displays and similar classroom resources do not give children an unfair advantage; and
- ensure children are reminded that the work they produce in the tasks and tests must be their own and that they should not discuss questions or copy answers.

If there are instances where the task or test paper does not represent a child's own independent work, for example if a child copies from someone else, the headteacher should be informed. The headteacher may then contact their local authority for guidance on the actions that should be taken.

When administering the tasks and tests, teachers must:

- ensure children have the correct task or test materials and all necessary resources;
- introduce and administer the task or test as required by the guidance given in the Teacher's handbook (for the tasks) or the Teacher's guide (for the tests);
- ensure no additional support, information or help is given to children with the content of the tests; and
- make sure children are aware of what they are required to do and the time they will be given to complete the task or test.

7. Key Stage 1 moderation

7.1 Moderation arrangements

Moderation helps teachers to be confident that they are applying accurate and consistent standards when making their teacher assessment judgements. It also helps to ensure the teacher assessment results are fair for children and useful for schools and others who evaluate performance and progress.

Schools are required to be involved in a formal local authority moderation process at least once every four years, and this should be seen as one part of the continuous moderation process.

Local authorities are required to identify at least 25 per cent of their schools for formal moderation each year and to set up arrangements that are appropriate for their area.

For Academies (including Free Schools) which are not monitored by the relevant local authority, STA will send a list of accredited agencies and local authorities offering a moderation and results processing service. Academies (including Free Schools) can expect to pay for this service.

Local authorities will check understanding of standards by talking to teachers and looking at evidence during moderation visits or meetings. It may also be appropriate for moderators to observe children or talk to them about their work.

Key Stage 1 teacher assessment must be robust and credible and provide a good baseline for progress measures at Key Stage 2. STA will expect all local authorities to ensure Key Stage 1 moderation is carefully targeted so that schools where attainment and progress at Key Stage 1 and 2 are inconsistent are prioritised and moderated more frequently. Although many local authorities already follow this approach, it should be the case consistently.

Local authorities will use the planning form to provide STA with an outline of how the moderation process will support Year 2 to 3 transition. External moderation of local authorities will support this additional check.

Local authorities will be required to provide STA with details of how teacher assessment has changed as a result of moderation visits. The process for this will be communicated separately.

7.2 Statutory responsibility for moderation

Local authorities

Local authorities are responsible for moderating teacher assessment judgements in maintained schools. STA is responsible for monitoring the local authority moderation process. Under these arrangements, local authorities must:

- ensure that all schools are included in the formal moderation arrangements at least once in a four-year cycle, and that schools with identified problems or other particular circumstances, for example a teacher new to Year 2, are included more frequently;
- moderate a sample of the teacher assessments of children in each Year 2 class in schools that are being moderated;
- appoint moderators with recent experience of the National Curriculum in primary schools and appropriate authority to moderate teacher assessments so that judgements are consistent in relation to national standards;
- notify the headteacher of each school whether the standards applied in making teacher assessments are appropriate and consistent in relation to national standards; and
- notify the headteacher if the moderator judges the standards applied to be inconsistent in relation to national standards. If necessary the local authority should request the headteacher arranges for relevant assessments to be reconsidered by the teachers concerned and moderate this process.

If the moderator's judgements continue to differ from the school's after the steps outlined above have been completed, the local authority must substitute their assessment for that of the school's.

Headteachers and governing bodies

Headteachers and governing bodies have the following specific duties:

- To permit the moderator to enter the premises of the school at all reasonable times.
- To meet requests from the moderator for samples of children's classwork (including tasks and tests administered and results) or any other information reasonably required. In addition, headteachers must make time for the moderator to discuss the assessments with Year 2 teachers.
- Headteachers have a general responsibility to ensure the implementation of the National Curriculum assessment arrangements. Teachers engaged in carrying out teacher assessments and marking tasks and tests should have adequate opportunities to become familiar with national assessment standards using funds available within the school's overall resources.

7.3 Independent schools in England and moderation

Independent schools may submit their results to the Department for inclusion in the national summary of results. If an independent school wishes to do so it must be moderated in the first year it participates, and then at least once in every four-year cycle. The independent school must employ a local authority or STA accredited agency to process and verify its teacher assessments annually within each four-yearly statutory moderation cycle. A list of accredited agencies and local authorities is available from STA.

An independent school can only claim that its results are comparable with those published nationally or locally if it has taken part in the moderation process at least once in a four-year cycle.

Local authorities and agencies may advise STA that a particular independent school should be moderated more frequently. STA will inform these schools by the end of March in any year that they must obtain moderation if they wish to submit their results for inclusion in the national data.

7.4 Academies (including Free Schools) in England and moderation

Academies (including Free Schools) are required to comply with the Key Stage 1 assessment arrangements in relation to reporting, monitoring and moderation as set out in their funding agreement.

The Department will have asked all Academies (including Free Schools) to record their preference for monitoring of their assessment arrangements and they should submit their Key Stage 1 assessments to the appropriate body. STA will send a list of accredited agencies and local authorities offering a moderation and results processing service to all Academies (including Free Schools) with children in Key Stage 1. Academies (including Free Schools) can expect to pay for this service.

Where the funding agreement for an Academy or Free School provides that it will submit to monitoring and moderation of its assessment arrangements as prescribed by the Secretary of State, the requirements prescribed are the monitoring and moderation arrangements that apply to maintained schools.

8. Reporting and using results

8.1 Reporting teacher assessment results to local authorities or other accredited agencies

Schools must report the following for all children at the end of Key Stage 1:

- a teacher assessment level in reading, writing, and speaking and listening;
- a separate teacher assessment level for each science attainment target; and
- an overall teacher assessment level in mathematics and science.

For children with SEN who are working towards level 1, a P scale must be reported. Children working towards level 1 of the National Curriculum solely because they have English as an additional language should be reported as EAL.

The overall level for science will be generated by the school's management information system. Schools are not required to report an overall teacher assessment level for English.

Schools are not required to report task and test results to their local authority or the next school when a child moves. However, where the school has recorded this data it can choose whether to include these results in any data provided to the local authority or next school (see section 8.4). Local authorities do not give task and test results to the Department.

The following teacher assessment codes should be used:

Description	Teacher assessment code
For assessing reading, writing and mathematics. If the school believes the child is working above level 4, the school should submit level 4.	1, 2C, 2B, 2A, 3, 4
For assessing speaking and listening, and each science attainment target. If the school believes the child is working above level 4, the school should submit level 4.	1, 2, 3, 4
A secure level cannot be recorded because of long periods of absence or insufficient information (due to late arrival).	A
Disapplied – used where a child has been disapplied from the National Curriculum, including statutory assessment requirements or, in the case of writing, where an assessment cannot be made because the child is not physically able to write.	D (U – science subject level only)
Working towards level 1.	W

Schools must submit the teacher assessment levels to their local authority electronically and in the specified format, according to their local authority's instructions. Local authorities will submit the results to the Department in accordance with the guidance provided.

8.2 Reporting teacher assessment results to parents

The child's overall teacher assessment levels as sent to the local authority must be reported to his or her parents. However, for science, only the overall level, not the levels for each attainment target, needs to be reported to parents.

For children with SEN who are working towards level 1, schools should report progress in the P scales in English, mathematics and science.

Schools must keep curricular records on every child, update these at least once a year and ensure that educational records are maintained as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

When keeping curricular and educational records, schools should consider the implications of the Data Protection Act 1998, under which they are required to notify the Information Commissioner's Office (ICO) that they are data controllers. For advice on this, contact the ICO on 01625 545 745 or refer to the ICO's website at www.ico.gov.uk.

8.3 Reporting children's achievements in maintained schools to parents

Headteachers are responsible for preparing and providing a copy of the headteacher's annual report to parents noting their child's achievements at least once during each school year. The headteacher also needs to make arrangements to give the recipient of the report an opportunity to discuss its content with the child's teacher, if they so wish.

The minimum information that must be reported to parents in the headteacher's annual report to parents and adult pupils is noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

Reporting religious education

Religious education is a statutory subject for all children registered at a maintained school, except for those in nursery classes and those withdrawn by their parents under section 71 of the School Standards and Framework Act 1998. As it is not a subject within the National Curriculum there are no national statutory programmes of study or assessment requirements, and no collection of national data. Schools are required to teach religious education according to their locally agreed syllabus or, in the case of voluntary aided foundation or voluntary controlled schools, their trust deed or specified religious character.

It is a general requirement that schools report children's progress in religious education to their parents, but there is no nationally specified format for such reporting. Locally agreed syllabuses or faith community guidelines may contain requirements or guidance on reporting religious education, especially if an eight-level scale is used.

Information that is exempt from disclosure

Schools must report a child's National Curriculum test level to their parents. A headteacher can disclose the marks awarded to a child in the National Curriculum tests or allow their parents to see, or have copies of, marked test scripts, but there is no requirement in education law to do so.

Maintained schools are subject to the Freedom of Information Act 2000 and the Data Protection Act 1998. However, information that is recorded by a child during a test or examination is exempted from disclosure. Further details are available on the ICO's website at www.ico.gov.uk.

8.4 Children who transfer to a new school

There is a statutory requirement on schools to transfer a child's common transfer file and educational record to any new school to which the child transfers in England, Wales, Scotland and Northern Ireland.

The information must be sent within 15 school days of the child ceasing to be registered at the previous school, or within 15 school days of any request from the child's new school.

If the new school is not known, the previous school should attempt to contact the child's parents by telephone or, if their address is known, by writing to them to find out details regarding the child's new school.

If the previous school is still unable to discover the child's new school, then they should send the common transfer file to a special area for secure file transfer. This area is provided on the Department's website and forms a database of 'missing' children, i.e. with an unknown destination. Similarly, schools that do not receive common transfer files for new children can ask their local authority to search this database for the files.

Further guidance on the content and sending of common transfer files can be found on the Department's website at www.education.gov.uk/schools/adminandfinance.

At Key Stage 1, task and test results are not required to be transferred as part of the common transfer file, although schools may choose to transfer them to a new school by selecting the appropriate option when creating the common transfer file.

In addition:

- If a child starts at a new school before the summer half-term holiday, the new school must report the child's results to the local authority.
- If a child starts at a new school during the second half of the summer term, the previous school must report the child's results to the local authority. This includes children who transfer to a new school during the holiday.
- If a child moves school within Year 2, the new school must report the end of key stage results to the child's parents.

How should the information be sent to the new school?

The common transfer file must be sent to the new school either:

- through the secure file transfer service on the Department's website at www.education.gov.uk/schools/adminandfinance; or
- over a secure network that can only be accessed by the local authority, or the governing body or a teacher at any school within that local authority.

However, if either school does not have the facilities to send or receive information in this format, then local authorities may provide the file where there are agreed and secure local arrangements to that effect.

8.5 School self-evaluation

The outcomes of the Key Stage 1 teacher assessments are centrally loaded into RAISEonline during the autumn term, after assessments have been processed.

RAISEonline helps schools compare their performance with national data. Schools may also choose to carry out Key Stage 1 question-level analyses using the children's responses to chosen tasks or tests and enter this into RAISEonline. The system will enable schools to analyse outcomes by assessment focus, attainment target or topic, providing greater depth to the evaluation process.

Further information about RAISEonline can be found at www.raiseonline.org.

8.6 Academies (including Free Schools) in England and reporting

Academies (including Free Schools) are required to comply with the Key Stage 1 assessment arrangements in relation to reporting, monitoring and moderation as set out in their funding agreement. Where the funding agreement for an Academy or Free School provides that it shall report information to a body prescribed by the Secretary of State, the Academy or Free School must provide information on children and on teacher assessment either to their local authority or to an agency accredited by STA, as do maintained schools.

9. Contact details

Please make sure you have your seven-digit DfE number before you call, for example 123/4567.

<p>National Curriculum assessments helpline For general enquiries about National Curriculum assessments</p>	<p>Tel: 0300 303 3013 Email: assessments@education.gov.uk Websites: www.education.gov.uk/assessment www.education.gov.uk/ks1</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p>STA Orderline To order STA publications and previous years' statutory test materials</p>	<p>Tel: 0300 303 3015 Fax: 01603 696487 Website: http://orderline.education.gov.uk</p>	<p>STA Orderline PO Box 29 Norwich NR3 1GN</p>
<p>STA modified test helpline For guidance on ordering modified test materials</p>	<p>Tel: 0300 303 3019 Email: schooltests@rnib.org.uk</p>	
<p>STA distribution agency helpline For enquiries about deliveries of all tasks, tests and reading booklets</p>	<p>Tel: 0800 169 4195</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p>Ofqual Office of Qualifications and Examinations Regulation</p>	<p>Tel: 0300 303 3346 Fax: 0300 303 3348 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk</p>	<p>Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB</p>
<p>DfE national enquiry line For enquiries about the statutory requirements for assessment, national results, achievement and attainment tables and reporting to parents</p>	<p>Tel: 0370 000 2288 Fax: 01928 738 248 Website: www.education.gov.uk/contactus</p>	<p>Castle View House East Lane Runcorn Cheshire WA7 2GJ</p>
<p>DfE publications helpline To order single copies of DfE materials and circulars</p>	<p>Tel: 0845 602 2260 Fax: 0845 603 3360 Website: www.education.gov.uk/publications</p>	<p>PO Box 5050 Annesley Nottingham NG15 0DJ</p>
<p>Information Commissioner's Office For enquiries about the Data Protection Act 1998</p>	<p>Tel: 01625 545 745 Email: mail@ico.gsi.gov.uk Website: www.ico.gov.uk</p>	<p>Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF</p>

About this publication

Who is it for?

Headteachers and local authority Key Stage 1 assessment coordinators.

What is it for?

The Key Stage 1 ARA sets out statutory arrangements and provides information and guidance on the National Curriculum assessment arrangements in 2012.

What does it cover?

- Statutory assessment and reporting requirements for Key Stage 1.
- How to administer Key Stage 1 tasks and tests.
- Information about moderation of Key Stage 1 assessments.

Related materials

2012 EYFS <i>Assessment and reporting arrangements</i>	STA/12/5569
2012 Key Stage 1 <i>Assessment and reporting arrangements</i>	STA/12/5570
2012 Key Stage 2 <i>Assessment and reporting arrangements</i>	STA/12/5571
2012 Key Stage 3 <i>Assessment and reporting arrangements</i>	STA/12/5572

For more copies

Additional printed copies of this ARA are not available. The Key Stage 1 ARA can be accessed on the STA Orderline at <http://orderline.education.gov.uk>. Search using the PDF product code reference STA/12/5570/p.