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National Curriculum assessments

# Test administrators' guide

Level 3-5 externally marked  
English and mathematics tests

2012

**Standards and  
Testing Agency**

An executive agency of the  
Department for Education

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2012 Key Stage 2 level 3-5 externally marked English and mathematics tests  
*Test administrators' guide*

Print version ISBN: 978-1-4459-5428-8

PDF version ISBN: 978-1-4459-5429-5

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# Introduction

This *Test administrators' guide* (TAG) provides guidance for anyone administering the externally marked level 3-5 English and mathematics Key Stage 2 National Curriculum tests. This includes schools participating in the externally marked English writing test and the English writing sample.

Only schools that have chosen to administer the externally marked English writing tests, or have been selected as part of the English writing sample, should send writing scripts for external marking. The internally marked English writing tests must not be sent for external marking. This TAG should be used in conjunction with the 2012 Key Stage 2 *Guide to handling test papers and scripts*.

To make the administration of National Curriculum tests consistent for all schools, this guide must be followed. It should be taken into each room where the tests will take place, as it contains important information for test administrators and advice on what to do when things do not go according to plan.

In this guide, 'test administrator' refers to anyone responsible for, or involved with, test administration.

All test administrators must be familiar with the arrangements and what is permitted. Schools who do not comply with the guidance in this document could be subject to investigation of maladministration.

Test administrators' guides for administering the modified versions of the tests to children with visual or hearing impairment are available on the Department for Education's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

## Further information and advice

Further information is provided in the *Key Stage 2 Assessment and reporting arrangements* (ARA) and on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2). You may also telephone the National Curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

# What to do before the tests

## Preparing test administrators

Test administrators should familiarise themselves with the guidance in this document, as well as the relevant sections of the 2012 Key Stage 2 ARA, in particular section 5, Access arrangements (page 20), section 7, Preparing for the Key Stage 2 tests (page 32) and section 8, Administering the Key Stage 2 tests (page 35).

The 2012 *Guide to handling test papers and scripts* provides information for schools on handling, packaging and labelling test materials, attendance registers and other stationery. This guide is available online from the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2). It will also be sent to schools with their stationery pack.

The Standards and Testing Agency (STA) encourages schools to hold training sessions for those involved in administering the Key Stage 2 tests.

## Numbers of test administrators

Schools should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements should be in place should a child need to be removed, for example if they are disruptive or become ill.

Schools should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures.

## Pupil registration

All children enrolled at maintained schools or at Academies (including Free Schools), who will have completed the Key Stage 2 programme of study in the 2011/12 school year, must be registered for the tests. All children working at level 3 or above must take the tests, unless they have taken the tests in the past. Any child that sits a test must have their paper sent for external marking.

Schools should register children on the Pupil registration section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools).

## Access arrangements

If schools plan to administer access arrangements to children they should consider whether it will be necessary to administer the tests to children in a separate room to the main group.

Test administrators must be trained how to properly administer any access arrangements. See section 5 of the 2012 Key Stage 2 ARA.

Schools should also consider explaining the use of access arrangements and what support can be given in the tests to parents and the children taking the tests. This should help to

avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

## Administering the tests to children who are eligible for compensatory marks

Children with a profound hearing impairment may not be able to participate in the externally marked spelling test or the mental mathematics test even with the full range of access arrangements. In these cases, schools should have requested a formal exemption from the spelling and mental mathematics tests (see section 5.5 of the ARA).

If the exemption request has been approved, the child must not take either the spelling test or the mental mathematics tests and should be marked as 'A' (for absent) on the attendance register for the relevant test. They will be given a compensatory mark for these tests and will still get a subject level provided they have completed the written papers and gained enough marks overall. However, if the child attempts either of those tests, the mark will stand and a compensatory mark will not be given.

## Preparing equipment for the tests

The following equipment should be available. Schools need to ensure they have all the equipment needed for the tests and that all equipment is working.

|   |  |
|---|--|
| English tests                           | <ul style="list-style-type: none"> <li>● spare lined paper for all tests</li> <li>● spare blank paper for the writing test (in case children request blank paper for their planning)</li> <li>● pens, pencils, pencil sharpeners and erasers</li> </ul>  |
| Mathematics<br><i>Test A and Test B</i> | <ul style="list-style-type: none"> <li>● pens, pencils, pencil sharpeners and erasers</li> <li>● a ruler (showing centimetres and millimetres)</li> <li>● an angle measurer</li> <li>● tracing paper</li> <li>● a mirror</li> <li>● a calculator, for <i>Test B</i> only</li> </ul>  |
| Mental mathematics test                 | <p>A CD player is required in each room where the mental mathematics test is being administered.</p> <p>The test transcript should only be used if the test CD is faulty. If using the transcript, test administrators must have access to a stopwatch, watch or clock that measures in seconds.</p> <p>Schools will need a computer and projector to access the stimulus materials for the modified mental mathematics test CD.</p> |

|                                    |   |
|------------------------------------|---|
| Models for use with modified tests | Models and <i>Guidance notes: model packs</i> may be provided for particular versions of the modified tests. Schools may open and assemble models up to two school days before the test for which they are required. The date for opening these materials is printed on the cover of <i>Guidance notes: model packs</i> . |
|------------------------------------|---|

## Dictionaries and other reference material

Dictionaries, bilingual word lists and electronic spellcheckers can only be used as shown in the following table, providing this is normal classroom practice.

| Test   | Mono-lingual English dictionary | Bilingual dictionary or electronic translator | Bilingual word lists | Mono-lingual English electronic spellcheckers |
|--|---------------------------------|---|----------------------|---|
| Mathematics<br><i>Test A</i> and <i>Test B</i> | No                              | Yes   | Yes                  | Yes   |
| Mental mathematics                             | No                              | No  | No                   | No  |
| English – writing                              | Yes                             | No  | No                   | Yes   |
| English – reading                              | No                              | No  | No                   | Yes   |
| English – spelling                             | No                              | No  | No                   | No  |

If bilingual dictionaries or word lists are used in the mathematics *Test A* or *Test B*, they must only give word-for-word translations.

Children should not use a thesaurus during any of the Key Stage 2 tests.

## Insufficient test papers

If schools do not have enough test papers for every child on the day of the test, headteachers must contact the NCA helpline on 0300 303 3013 for advice and to request permission to photocopy the test materials.

## Preparing the room

Any rooms where tests will take place should be prepared before children are admitted. You should:

- remove or cover any displays or materials that could help children in the tests;
- ensure seating arrangements allow all children to work quietly and independently;
- make sure children cannot view other children’s test papers; and
- ensure a clock is provided in the room to help children pace themselves during the tests.

Test administrators should write the full school name and DfE number on a board at the front of the class for children to copy on to their test booklet covers and any additional paper they use. This information will make it easier to track test scripts, especially for schools or children with similar names.

## Arrangements for children who cannot take the test at the scheduled time

Some children may need to take the test at a different time from the rest of the cohort. The following table details what action should be taken in each instance where a child cannot take the test at the scheduled time, and whether either a notification of a timetable variation or an application for a timetable variation needs to be submitted to STA.

| Circumstance   | Action required   | Timetable variation required?         |
|--|---|---------------------------------------|
| A child arrives late but before the rest of the children have completed the test.  | The child should be given the full time to complete the test.   | No                                    |
| A child arrives after the test has been completed, but before the rest of the cohort has left the test room.   | The child should be kept isolated from the rest of the cohort until the child's rescheduled test has been administered.   | No                                    |
| A child arrives after the test has been completed and the children have left the test room.  | The child should be kept isolated from the rest of the cohort until the child's rescheduled test has been administered.   | Notification of a timetable variation |
| The school is unable to administer a test to the whole cohort in one sitting.  | The school may administer the test in two or more sittings.<br>No child should have the opportunity to communicate with any child who has already taken the test. | Notification of a timetable variation |
| A child is absent on the day of a test, returns to school within five school days of the published test date and the school wants to administer the test to the child. | To ensure the integrity of the test the school must first confirm that the child has not had any contact with any other child who has already sat the test.       | Application for a timetable variation |

If a child has arrived late, or was absent on the day of a test, and has had contact with children who have taken the test, the child must not be allowed to take the test and should be marked as absent on the attendance register.

Guidance on making an application or completing a notification for a timetable variation is available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).



## Preparing for the collection of completed test scripts

Schools should consider the arrangements for the collection of children's completed scripts before the tests are administered. Everyone involved in administering the tests should be aware of the arrangements and familiar with the guidance provided in the 2012 *Guide to handling test papers and scripts*.

Schools should consider that test administrators who collate the completed test scripts on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the collation and storage procedures.

## Specific information on the individual tests

Please note the following test-specific information to help you prepare for the tests. This guidance relates to the externally marked level 3-5 tests only.

### English reading test

- The reading test must not be read aloud to individuals or to a group, except for the general instructions. You may, however, rephrase the explanations provided in the test instructions on page 3 of the reading answer booklet to ensure that all children understand them.

### English writing test

- You must read aloud the writing task and planning sheet for the shorter and longer writing tasks.
- The writing test shorter task must be administered before the spelling test and in the same sitting.
- The use of additional paper in the writing test shorter task, while not prohibited, is not encouraged.
- The writing test longer task: instructions and planning booklet should not be sent for external marking.
- An additional page of answer lines is available on the back cover of the writing test longer task answer booklet. Children should use this page before being given additional paper.
- Children who are given additional paper should write their name, school and the school's DfE number at the top of each additional page.

### English spelling test

- 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 before distributing test papers.
- The passage should be read aloud twice, including the words in the gaps. Children should not write anything during the first reading.

- Responses may only be written during the second reading.
- You should provide children with time reminders throughout the tests, in accordance with the instructions on pages 12–14 in this document

### Mathematics Tests A and B

- Additional paper for working out must not be provided to children for any of the mathematics test papers. This includes paper with grid lines. Where appropriate, children should show their working on the test papers provided.
- You should provide children with time reminders throughout mathematics *Test A* and *Test B*, in accordance with the instructions on page 15 in this document.

### Mental mathematics test

- The mental mathematics CD includes the instructions for the children and the questions. The full set of instructions and the practice questions are also 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.
- The mental mathematics test must be administered using the CD provided unless the CD is unplayable due to a technical reason. Schools should only read from the transcript in the event of a power cut or a fault with the CD or CD player. If the transcript is used then the timings of the test must be adhered to using a stopwatch, watch or clock that measures in seconds.

# Administering the tests

It is important to familiarise yourself with the test timetable so that you know which subject and test paper children should be taking.

|                  |   |
|------------------|---|
| Monday 14 May    | Reading test  |
| Tuesday 15 May   | <b>For schools administering the externally marked English writing test and schools selected in the English writing sample</b><br>Writing test (shorter task) and Spelling test<br>Writing test (longer task) |
| Wednesday 16 May | Mental mathematics test<br>Mathematics <i>Test A</i>  |
| Thursday 17 May  | Mathematics <i>Test B</i>   |

## Opening the test packs

Care should be taken to ensure that the correct test papers are opened. If an incorrect test pack or mark scheme pack is opened accidentally you must call the NCA helpline on 0300 303 3013 for advice on securing the test materials.

Test packs should only be opened in the test room when the test is due to start. The test materials must not be opened in the hour before the tests for the general information of the test administrators. Information on when modified test materials can be opened is printed on the front sheet of each pack.

In exceptional circumstances the test packs may need to be opened earlier for administrative purposes (for example because they need to be delivered to different school sites). In such circumstances, they may be opened up to one hour before the test is due to start. If one hour is not sufficient for making necessary arrangements, schools must apply for permission for early opening.

Once the test pack has been opened, teachers and test administrators must not:

- discuss the content of the test papers with anyone; or
- use question-specific information to prepare children for the test.

Subject-specific guidance, when provided, includes additional information relating to a question or a task and should be read after opening the test packs.

## What to say at the beginning of the test

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

An example of what to say at the beginning of each test is provided in this section. Test administrators might find these useful when preparing their opening comments for the tests.

For all tests you should read aloud the instructions on the cover of the test paper and instruct the children to clearly write their name, school and DfE number on the answer booklet cover. You should also read the instructions on the first page of the test with the children. You should tell the children to pay particular attention to instructions within test questions.

### English reading test

- This is the Key Stage 2 English reading test.
- You should have a reading booklet and a reading answer booklet in front of you.
- You will need a pen, pencil and eraser for this test.
- 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.
- Clearly write your name, school and DfE number on the cover of the reading answer booklet. You will be asked questions on each text in the reading booklet and some questions will be about the whole booklet.
- If you want to change your answer, put a line through the response you don't want the marker to read.
- Open your reading answer booklet to page 3. I will read the instructions to you.
- You should try to answer all of 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 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 of the test 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.

### English writing test shorter task

- This is the Key Stage 2 English writing test shorter task.
- You should have the writing test shorter task and spelling test booklet in front of you.
- You will need a pen, pencil and eraser for this test.
- Clearly write your name, school and DfE number on the cover of your test booklet.
- 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.

- If you want to change your answer, put a line through the response you don't want the marker to read.
- The booklet contains space for you to write your answer for the writing test shorter task and 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 should be sufficient.
- I will now read the instructions on the front of the booklet to you.
- I will now read the writing task in full. Once I have finished reading the task, 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 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 now?
- You may start the test.

### **After five minutes of thinking time**

- Your five minutes of thinking time has passed. Begin writing if you have not done so already.

### **Spelling test**

- This is the Key Stage 2 spelling test.
- I will read the complete passage of the test twice, including words that should go in the gaps in your copy. The first time, 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 correctly and write as clearly as possible.
- If you want to change your answer, put a line through the response that you don't want the marker to read.
- 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 English writing test longer task.
- You should have a writing test longer task answer booklet and the writing test longer task instructions and planning booklet in front of you.
- You will need a pen, pencil and eraser for this test.
- Clearly write your name, school and DfE number on the cover of your answer booklet.
- You have 45 minutes to complete the test, including up to 10 minutes of planning time.

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- If you want to change your answer, put a line through the response you don't want the marker to read.
- I will now read the instructions and writing task.
- Now you should read the task through carefully, considering the audience and purpose.
- You can make brief notes about the main idea on the planning sheet. These notes are for your own use and will not be marked.
- You can ask for additional paper if needed, but use the lines on the back cover before requesting more. You should write your name, school and DfE number 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 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 want to ask me now?
- You may now start the test.

### After 10 minutes of planning time

- Your 10 minutes of planning time has passed. Begin writing if you have not done so already.

### Mental mathematics test

- This is the Key Stage 2 mental mathematics test.
- You will need a pen or pencil for this test. You must not use erasers, calculators or any other mathematical equipment.
- Clearly write your name, school and DfE number on the front of the mental mathematics test sheet.
- The test will last for about 20 minutes.
- 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.
- Once the test has started, I will not pause the recording at any point or give you additional instructions.
- Are there any questions you want to ask me now?

### 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 mathematics tests

- This test is 45 minutes long.
- For this test you will need a pen or pencil, an eraser, a sharp pencil for mathematical drawing, a ruler, an angle measurer, tracing paper and a mirror.
- I will now read the instructions on page 3 of the test booklet to you.
- Clearly write your name, school and DfE number on the cover of your test booklet.
- If you want to change your answer, put a line through the response you don't want the marker to read.
- If you want to change a drawing, you should either put a line through the response you don't want the marker to read or use an eraser.
- 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 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 now?
- You may now start the test.

## Dealing with queries and issues during the tests

It is impossible to plan for every scenario. Whatever action you take, child safety must always be your first consideration. However, you must ensure that nothing you say or do during a test could be interpreted as giving children an advantage.

This section provides guidance on what may and may not be said to children during the tests and what to do in some common situations.

### Answering children's questions

If a child 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 any child other than the general instructions.

The examples given here illustrate how to deal with some common situations.

**Q.** *What does 'give a reason' mean?*

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

**Q.** *What does 'quadrilateral' mean?*

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

**Q.** *How do I spell 'quickly'?*

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

**Q.** *I don't understand the question on the reading paper.*

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

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

If a child asks for clarification of the mathematical symbols or notation used in a question, you may read these to the child, but you should not indicate the operation or process involved. For example:

**0.5** - nought point five (not five tenths)

**%** - per cent (not out of every hundred)

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

### **What to do if a fire alarm goes off**

Stop the test and note the time. Evacuate the room following school procedures and tell the children to remain calm and silent. The test papers should be left in the test room. The children should be supervised at all times to ensure they do not talk about the test.

Once the disruption is over, children may continue with the test, using the correct amount of remaining time. If the children do talk to each other about the test, you must call the NCA helpline on 0300 303 3013 for advice before you continue.

### **What to do if a child is unwell**

Stop the test for the individual child and note the time. After a rest break, if the child is well enough, he or she should continue with the test.

If the test paper is spoiled, give the child a new copy. A member of staff should copy the answers from the spoiled paper onto the new paper. You should do this at a time that causes the least disruption to the child. If the paper is unreadable, ask the child 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 child is too ill to continue the test, send the partially completed test script for external marking.

If other children have been disturbed, you may stop the test for all the children in the room. If necessary, move the children to another room, ensuring they remain silent. Make sure the children receive the correct amount of remaining time.

### **What to do if a child has a panic attack or an absence seizure**

If this is disturbing other children, stop the test and arrange for the child to go to a quiet area. Decide what arrangements can be made to help the child settle. The child may continue the test if he or she is well enough.

Give the remaining children a few moments to refocus and then continue the test. Make sure the children receive the correct amount of remaining time.



## What to do if a child needs to leave the test room during the tests

All children taking the test must be supervised at all times. If a child needs to leave the test room, a test administrator should accompany the child.

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 child.

## What to do if a mobile phone rings or a child is found to be using a mobile phone

Children must not have any items with them that may cause disturbances during the tests. You may consider collecting mobile phones from children before the tests. If a mobile phone makes any sound, it should be removed from the child. After the test, follow the school's own behaviour and disciplinary procedures.

If the child has gained an advantage as a result of using the mobile phone, follow the guidance below. If the child has gained no advantage, there is no need to contact STA.

## What to do if a child is caught cheating

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

If you believe the child has gained an advantage as a result of cheating, notify STA of the incident using the Notification of a child cheating form available on the Access arrangements section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools).

By completing the form, the headteacher agrees to either:

- the removal of marks by STA for the specific questions where the child has gained an advantage; or
- the annulment of the child's test result in that subject by STA.

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

You do not need to notify STA if the child has disrupted the test but not cheated, or if the child has attempted to cheat but gained no advantage from their actions. The school should follow its own behaviour policy in dealing with such incidents.

## What to do if a child is being disruptive

If a child's behaviour is disturbing other children, stop the test and remove the child. It is up to the school to decide whether the disruptive child should continue the test in a separate room. If the test is not completed, the partially completed test script should be sent for external marking.

Give the other children a few moments to refocus and then continue the test. Give the children the correct amount of remaining time.

### **What to do if test papers are incorrectly collated or the print is illegible**

Stop the test for the affected children and tell them that you will organise replacement papers. Once the replacements are provided, give the children the remaining time to complete the test paper. Children should not be allowed to start the test again. All schools receive additional copies of each test paper. If there are insufficient additional copies, you should contact the NCA helpline on 0300 303 3013 for approval to photocopy the test paper. At the end of the test, attach the replacement paper to the original and inform the headteacher of the action you took.

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

Tell the children to stay silent and remain seated. Try to find a replacement CD player or find out when power should be restored. 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, watch or a clock that measures in seconds.

### **What to do if an incorrect test has been administered**

If an incorrect test has been administered you should keep the children under test conditions and contact the NCA helpline on 0300 303 3013 for advice.

# What to do at the end of the tests

## Collecting completed test scripts and completing the attendance register

When each test is over the children's test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the Key Stage 2 tests.

The test scripts should be placed in the same order as the children's names on the attendance register. All notification forms or other relevant paperwork must be attached to the test scripts. The attendance register should be completed for the appropriate test before being sent with the corresponding test scripts to the marker. Detailed information on completing the attendance register and packing and dispatching test scripts is provided in the *Guide to handling test papers and scripts*. This will be sent to schools with the stationery pack and can be downloaded from the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

The test scripts must not be looked at, annotated or reviewed in any way (unless it is necessary to make a transcript).

Teachers must not keep or photocopy the test scripts for any reason.

## Storing completed test scripts

The headteacher must ensure the test scripts are stored securely in the packaging provided and kept in a secure place (such as a locked cupboard or storeroom) until they are collected.

If you administer a timetable variation for one or more children, you should not seal the grey test script bag for that test until the rescheduled test has been administered. Extra care should be taken to ensure the security of the completed test papers until all children have taken the test. For further information, please refer to the *Guide to handling test papers and scripts*.

## Packing and sending test scripts for external marking

The *Guide to handling test papers and scripts* provides information on how to pack and dispatch test scripts and attendance registers.

Please ensure that all completed English test scripts for external marking (reading, shorter writing task and spelling test, and longer writing task) are sent to the marker as one consignment.

Any English writing test scripts marked for internal marking must not be included with these scripts and must be marked by the school.

Please ensure that all completed mathematics test scripts (mental mathematics test, *Test A* and *Test B*) are sent to the marker as one consignment.

## Completing the Key Stage 2 headteacher's declaration form

The 2012 Key Stage 2 headteacher's declaration form covers the level 3-5 National Curriculum tests, and where applicable, the science sampling and level 6 tests. It is statutory and must be completed by the headteacher, or another authorised member of staff, after the tests have been taken. Submission of the form confirms the tests have been administered in accordance with the statutory requirements set out in the Key Stage 2 ARA and that the security and confidentiality of the tests have been maintained.

The Key Stage 2 headteacher's declaration form is available in the Pupil registration section of NCA tools at [www.education.gov.uk/nca\\_tools](http://www.education.gov.uk/nca_tools).

The *Guide to handling test papers and scripts* gives full details on completing the headteacher's declaration form.

# Checklists

## Preparing for the tests

- Have all test administrators read this *Test administrators' guide*, the relevant sections of the 2012 Key Stage 2 ARA and the *Guide to handling test papers and scripts*?
- Where necessary have you considered how and where access arrangements will be administered to children? Do you understand how to administer the access arrangements appropriately?
- Have you considered the number of test administrators that will be needed for each room where the tests are going to be administered? Do all staff know where they need to be for each test and what their responsibilities are?
- Have arrangements for the collection of children's completed test scripts been decided? Are all test administrators aware of those arrangements?
- Have all children taking the tests been registered on the Pupil registration section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools)?

## Before the test

### Have you:

- checked that there is at least one test booklet per child?
- removed or covered all displays that could help children with the test?
- ensured there are enough places for the children taking the test and adequate space for them to work independently?
- prepared and checked that the correct equipment is available for each test for the children?
- got a supply of lined and plain A4 paper in case any children fill their answer booklets?
- ensured there is a clock in the room to help children pace themselves during the tests?
- checked that the CD player for the mental mathematics test is working?
- got the transcript of the mental mathematics test to hand in case of equipment failure during the test? This is provided in the pupil pack.
- got a stopwatch, watch or clock with a second hand in case you need to read the mental mathematics transcript?

- got a copy of the 2012 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.
- made a note of any individual needs, for example, children who are allowed additional time or a reader?
- made a note of 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?
- checked the attendance register to ensure your children are correctly listed for each subject?
- clearly written the school's name and DfE number on a board visible to all children?
- allowed enough time to seat the children, distribute test papers and give all information before the test starts?

## At the start of the test

### Have you:

- handed out the correct test papers? If the incorrect test is handed out to children or any test papers have missing pages or printing errors, please contact the NCA helpline on 0300 303 3013.
- checked that the children do not have mobile phones or other disruptive items?
- checked that the children do not have any materials or equipment that may give them extra help with the test?
- checked that spacing is appropriate and that any child cannot see other children's test answer booklets?
- explained to the children that if they need any help they should raise their hand and wait for a test administrator to come to them? All children must remain silent while in the test room.
- read all of the instructions to the children?
- told the children to fill in their name, school and DfE number on the front of the test paper?
- asked the children if they have any questions?
- told the children the length of the test?
- written the start and finish times on a board so that all the children can see them?

## During the test

- Are the children working in silence? Resolve any distractions or disturbances quickly.
- If a child 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 children other than the general instructions.
- Where appropriate, have you reminded the children 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 children that if they have finished the whole paper they should use the remaining time to check their answers?
- If you have noticed a child cheating during the test, have you followed the instructions on page 17 of this document?
- If any children have left the room during the test, were they supervised at all times?

## At the end of the test

### Have you:

- told the children to stop writing and put down their pens?
- collected all of the test scripts? The children must not talk until all of the test scripts have been collected.
- sorted the test scripts by child name using the order on the attendance register?
- attached any relevant paperwork to child's test scripts, for example Use of a scribe or Use of a transcript form?
- completed the relevant columns on the attendance register for each child?
- stored the completed test scripts securely, immediately after the test has finished?
- briefed relevant staff about any incidents that occurred during the tests?
- ensured only scripts for the externally marked level 3-5 English and mathematics tests have been prepared for sending to external markers?

Has the headteacher completed and submitted the headteacher's declaration form once the test scripts for all subjects have been sent for marking?

# About this publication

## Who is it for?

This guidance is for anyone involved in administering the externally marked level 3-5 English and mathematics Key Stage 2 tests.

## What is it for?

It provides guidance on the administration of the externally marked level 3-5 Key Stage 2 English and mathematics tests. Test administrators should familiarise themselves with this publication before administering the tests.

## Related materials

2012 Key Stage 2 *Assessment and reporting arrangements* STA/12/5571

2012 *Guide to handling test papers and scripts* STA/12/5801

Test administrators' guides for administering the modified versions of the tests to children with visual or hearing impairment are also available.

## For more copies

Additional printed copies of this guide are not available. This document can be downloaded from the STA Orderline at <http://orderline.education.gov.uk>. Search using the electronic product code reference STA/12/5797.