

KEY STAGE

2

YEARS

3–6

Assessment and reporting arrangements

2011



National curriculum assessments

The *Assessment and reporting arrangements* (ARA) contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (amended by SI 2009/1585 and SI 2010/290). This Order is made under sections 87(3) and 87(11) 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.

Please discard and recycle previous printed versions of this guidance.

We want our website and publications to be widely accessible, so please contact us if we're not meeting your needs.

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Contents

1	Introduction	4
1.1	What is the ARA?	4
1.2	Legal status of the ARA	4
1.3	Who needs to have the ARA?	4
1.4	Responsibilities	4
1.5	Get involved	7
1.6	Concerns and complaints	7
2	Changes for 2011	8
2.1	Access arrangements guide	8
2.2	Delivery of test materials	8
2.3	Single level test pilot	8
3	Optional tests for years 3, 4 and 5	9
4	Reporting teacher assessment levels at the end of key stage 2	10
4.1	What is reported at the end of key stage 2?	10
4.2	What do teachers have to assess?	10
4.3	P scales.	11
4.4	Calculating overall subject levels	11
4.5	Pupils for whom the school is unable to make a teacher assessment	11
4.6	Pupils who have left the school.	11
4.7	Submitting teacher assessment to QCDA	12
4.8	What records do schools have to keep?	12
5	Reporting and using pupils' results	13
5.1	Reporting teacher assessments	13
5.2	Reporting pupils' achievements to parents or persons with parental responsibility.	13
5.3	Pupils who transfer to a new school	15
6	Statutory tests at the end of key stage 2	17
6.1	The English tests	17
6.2	The mathematics tests	18
6.3	The science sampling tests	18

7	Who are the key stage 2 tests for?	19
7.1	Pupils younger or older than 11 at the end of key stage 2	19
7.2	Pupils working below the level of the tests	20
7.3	Pupils with English as an additional language	20
7.4	Pupils whose level cannot be established	20
7.5	Pupils with profound hearing impairment who are unable to access the spelling or mental mathematics tests.	20
7.6	Pupils working at the level of the tests but who are unable to access them	21
7.7	What if there is disagreement with the school's decision about whether a child should participate in the tests?	21
8	The test timetable	22
8.1	At what time should the tests be taken?	22
8.2	Changes to the statutory test timetable	22
9	Ordering and storing test materials	24
9.1	Test order process and pupil registration	24
9.2	Ordering modified versions of the statutory test materials	25
9.3	Delivery of test materials	27
9.4	Storage of test materials	27
10	Preparing for the tests	29
10.1	Ensuring pupils are ready for the tests.	29
10.2	Preparing rooms for the tests	29
10.3	Preparing equipment for the tests	29
10.4	Ensuring test administrators are ready.	31
11	Opening and administering the tests	32
11.1	Opening the test packs	32
11.2	Administering the tests	32
11.3	Disruption during the tests	33
11.4	Pupils arriving late for a test	33
11.5	Absence during the test period	33
11.6	Unforeseen injuries and illness	34
11.7	Special consideration	34
11.8	Administering the tests away from school	34
11.9	Monitoring visits by local authorities and QCDA	35

12	What happens after the tests?	36
12.1	Attendance registers	36
12.2	Packaging and security of completed test scripts	37
12.3	Sending test scripts for external marking	37
12.4	Headteacher's declaration form	37
12.5	Return of results to schools	38
12.6	Age standardised scores	38
12.7	Reviews of marking	38
12.8	Amendment or annulment of test results	39
12.9	Maladministration investigations	39
12.10	Discounting pupils' results from Achievement and Attainment Tables	39
13	Access arrangements	40
13.1	The 2011 key stage 2 AAG	40
13.2	Who might need access arrangements?	40
13.3	What type of access arrangements are available?	40
13.4	Reading arrangements	42
13.5	Writing arrangements	42
13.6	Arrangements for pupils with a visual impairment	43
13.7	Arrangements for pupils using apparatus	44
13.8	Arrangements for pupils with a hearing impairment and/or pupils who use sign language	44
13.9	Concentration and fatigue related arrangements	44
13.10	Arrangements for pupils with EAL	45
14	Useful contact details	46



Introduction

1.1 What is the ARA?

This *Assessment and reporting arrangements* (ARA) sets out the statutory requirements and provides information and guidance on the key stage 2 national curriculum assessment and reporting arrangements in 2011. It sets out the statutory assessment and reporting arrangements for pupils throughout and at the end of key stage 2. The ARA also has details of the optional tests for years 3, 4 and 5 pupils.

All information, including dates, is correct at the time of printing and subject to change by the Qualifications and Curriculum Development Agency (QCDA). Any changes will be communicated immediately to schools and local authorities.

1.2 Legal status of the ARA

The ARA contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (amended by SI 2009/1585 and SI 2010/290). This Order is made under sections 87(3) and 87(11) 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 also contains guidance and information that does not form part of the law.

1.3 Who needs to have the ARA?

All those responsible for assessment and reporting in key stage 2 need to refer to the ARA and ensure they are aware of any changes from previous years.

1.4 Responsibilities

The ARA sets out the statutory responsibilities of maintained schools for assessment and reporting in key stage 2. Academies are required to follow these arrangements, as set out in their funding agreements. Further information about the responsibilities of academies is available on page 6 of the ARA.

Headteachers

Headteachers of maintained schools have a duty to ensure that the national curriculum is implemented in their schools. Headteachers also have a duty to ensure that the assessment arrangements specified in the national curriculum are implemented. Headteachers must:

- ensure teachers and other staff comply with the assessment and reporting arrangements
- identify which pupils should be assessed at the end of key stage 2, ensuring all eligible pupils take the tests
- decide whether any pupils should be entered for the key stage 2 tests early
- ensure teacher assessment levels for the attainment targets in the core subjects are submitted to QCDA for all pupils
- ensure the overall subject levels based on teacher assessment levels in the core subjects are calculated and recorded for all pupils

- keep all test materials secure and treat them as confidential
- ensure the test opening and administrative procedures are followed
- be able to give an accurate account of all those who have had access to the test materials before, during and after the test period
- carry out all tests according to the published timetable unless QCDA has approved a timetable variation
- follow the arrangements for external marking of tests
- provide parents or persons with parental responsibility¹ with written reports on, and the opportunity to discuss, their child's progress at least once in each school year, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437)
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file
- cooperate with any monitoring requests, including visits to the school by local authority representatives and QCDA and its representatives.

Teachers of pupils in key stage 2

Teachers must comply with the provisions of this ARA when carrying out assessment and reporting functions.

Special educational needs coordinators or those responsible for access arrangements for the tests

Maintained schools have a statutory duty and academies are required, as set out in their funding agreement, to ensure provision is made to meet the special educational needs of their pupils. The access arrangements allowed in the key stage 2 tests are set out in section 13 of the ARA and in more detail in the 2011 key stage 2 *Access arrangements guide* (AAG).

Governing bodies

Governing bodies of maintained schools have a duty to exercise their functions with a view to making sure that the national curriculum and the assessment arrangements are implemented in their school. If the headteacher is temporarily or permanently absent, the governing body should ensure the deputy headteacher or delegated senior member of staff carries out the headteacher's duties as specified in the ARA.

Overseas schools

Overseas schools are not able to formally participate in the key stage 2 assessments. This does not apply to Service Children's Education schools. Overseas schools may choose to purchase copies of the tests from the QCDA website at <http://orderline.qcda.gov.uk/international>.

¹ Parents or persons with parental responsibility also includes carers and guardians.
This applies throughout the 2011 key stage 2 ARA.

Local authorities

Local authorities must ensure that schools administer the statutory assessment and reporting arrangements appropriately. Local authorities should ensure schools understand and follow the statutory requirements. To do this, local authorities will:

- offer schools training and advice on all aspects of assessment at key stage 2
- consider requests from their schools for early opening or additional time
- make unannounced visits to at least 10 per cent of their key stage 2 schools before, during or after the test period
- inform QCDA of any irregularities in the test administration process and discuss steps to take.

Academies in England

Academies must ensure that they comply with the key stage 2 national curriculum assessment arrangements where that is a requirement of their funding agreement. Where the funding agreement for an academy provides that the academy shall comply with guidance of the Secretary of State in relation to assessments and teacher assessments of pupil's performance, this ARA is that guidance, and the academy must comply with it.

Academies 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. Academies must fully comply with the assessment and monitoring requirements as set out in this ARA. Key stage 2 arrangements are only applicable to those academies that provide education to children at these stages of learning.

Pupil referral units, hospital schools and pupils educated at home

Pupils attending a pupil referral unit or hospital school are not required to take national curriculum tests. Pupils still on the register at a maintained school or academy but studying at a pupil referral unit or hospital school are required to take the tests, and their results must be reported.

Pupils who are educated at home are not allowed to take the tests unless they are on the register of a maintained school, academy or independent school participating in the tests.

Independent schools

Independent schools, not being academies, may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of key stage 2, although they are not required to do so.

Participating independent schools should fully comply with these assessment and reporting arrangements. An independent school participating in one or more of the tests must:

- ensure any eligible pupil takes the test(s)
- place orders for standard and modified tests, including an estimated number of early and late takers, on the *Test orders* section of the *NCA tools* website by Friday 26 November 2010

- issue a *Fair processing notice* to the parents or persons with parental responsibility of any pupil participating in one or more of the tests and receive approval before submitting pupil registration data
- cooperate with any monitoring requests, including visits to the school by QCDA representatives
- register all pupils for the tests by Friday 25 March 2011
- send all test scripts for external marking
- record teacher assessment levels and submit these to QCDA.

Independent schools must submit their test orders on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools by Friday 26 November 2010. If an independent school does not meet the ordering deadline, the school will be excluded from the 2011 national curriculum tests for key stage 2.

Independent schools that withdraw from the programme and do not inform QCDA by contacting the national curriculum assessments helpline will be invoiced for the test materials provided.

Independent schools that are not formally participating in the national curriculum tests may purchase the key stage 2 tests to administer informally. Tests can be purchased from <http://orderline.qcda.gov.uk/nctests> and will be dispatched in June 2011, after the statutory tests have taken place.

1.5 Get involved

Schools and local authorities can register their interest in any QCDA assessment events involving teachers and/or local authority staff, for example focus groups reviewing publications or test materials, by visiting the *Get involved* section of the QCDA website at www.qcda.gov.uk/getinvolved.

1.6 Concerns and complaints

Concerns and complaints should be raised with QCDA in the first instance by writing to the service response manager at QCDA, 53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH, or by emailing assessments@qcda.gov.uk.

Where schools feel that their concerns have not been fully addressed by QCDA in line with the published procedures, these 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.



Changes for 2011

2.1 Access arrangements guide

Comprehensive guidance on access arrangements can be found in the 2011 key stage 2 *Access arrangements guide* (AAG). This is a new publication and is available on the QCDA website at www.qcda.gov.uk/accessarrangements.

2.2 Delivery of test materials

In 2011, the standard and modified test materials will be delivered in the same consignment. Deliveries of key stage 2 test materials will take place from April 2011 and will be planned to avoid the Easter holiday.

2.3 Single level test pilot

The Government announced the end of the single level test pilot in September 2010. The pilot has run for three years, and a substantial amount has been learned from it, which will benefit the national assessment system in the future. In 2009/10, year 6 pupils in single level test pilot schools were exempt from the end of key stage 2 mathematics tests. The key stage 2 mathematics single level test results for these pupils will be reported in the Achievement and Attainment Tables in December 2010.

For 2010/11, single level test pilot schools will participate in the statutory key stage 2 national curriculum tests.



Optional tests for years 3, 4 and 5

Key dates

26 November 2010	Deadline for ordering optional tests for years 3, 4 and 5 in English and mathematics (standard and modified versions).
14–25 March 2011	Delivery of optional tests for years 3, 4 and 5 in English and mathematics ordered by the school (standard and modified versions).

A suite of standardised optional tests was published in 2006 to support teachers in assessing pupils' progress throughout years 3, 4 and 5. These tests are available to order for use in 2011.

The optional tests provide additional evidence that can contribute to teachers' periodic assessment of their pupils. The optional tests are fully integrated with the national curriculum and statutory testing protocols. Further details are available on the QCDA website at www.qcda.gov.uk/y345.

Ordering optional tests

To purchase optional tests, schools should log in to the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. Orders should be placed by Friday 26 November 2010 for delivery of the tests in March 2011. Any orders received after this date will be dispatched to schools after Easter 2011. If schools have questions about their order, they should contact the QCDA orderline on 0300 303 3015.

Modified versions of the optional tests

Modified large print, braille and enlarged print versions of the optional tests are available for pupils with a visual impairment. Modified materials for the mental mathematics tests are available for pupils with a hearing impairment and pupils who use sign language. Orders for modified materials must be placed on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools by Friday 26 November 2010 to ensure delivery in March 2011. Examples of modified large print and enlarged print test formats can be found on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. For more information on the format of the modified optional tests, contact the QCDA modified test agency on 0844 500 6727.

Administering the optional tests

Guidance on administering the optional tests is provided in the teacher's guides that accompany the tests. Schools can choose how to administer the optional tests.



Reporting teacher assessment levels at the end of key stage 2

Key dates

April 2011	Guidance on submission of teacher assessments and P scale data published on the QCDA website at www.qcda.gov.uk/teacherassessment .
3 May 2011	Teacher assessments can be submitted from this date.
8 July 2011	Deadline for submission of teacher assessments and P scale data.

4.1 What is reported at the end of key stage 2?

At the end of key stage 2, teacher assessment judgements for English, mathematics and science are reported with the national curriculum test results.

For any pupil who has completed the programme of study and has taken one or more of the tests early, schools must report the teacher assessment level in that subject in the same school year.

4.2 What do teachers have to assess?

At the end of key stage 2, teachers summarise their judgements for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage. They need to determine:

- a level for each attainment target in English, mathematics and science
- an overall subject level in each of these subjects.

Teachers should base their judgements on the level descriptions in the national curriculum. They should use their knowledge of a pupil's work over time to judge which level description is closest to the pupil's performance, taking into account written, practical and oral work as well as classroom work, homework and the results of school examinations or tests.

Teacher assessment provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts
- takes into account strengths and weaknesses of the pupil's performance.

Teachers should consider the level descriptions of the attainment targets immediately above and below the level awarded to confirm this level is the closest match to the pupil's performance.

Examples of teacher assessment

When making judgements, teachers might find it helpful to visit the QCDA *National curriculum in action* website at www.qcda.gov.uk/ncinaction. This website gives examples of pupils' work across the whole curriculum that have been assessed using the national curriculum level descriptions.

Pupils working above or below the levels covered by the tests

QCDA has produced a suite of optional tasks covering levels above and below the test levels. The optional tasks provide additional evidence that can contribute to teachers' assessment of their pupils. Optional tasks for pupils working above or below the level of the tests are available at www.mycurriculum.com.

4.3 P scales

The use of P scales is statutory for pupils with special educational needs who are working below level 1 of the national curriculum. In this context, special educational needs is defined in the Education Act 1996 as all those on the school's Special Needs Register. Schools will need to use P scales to record and report the achievements of those children in English, mathematics and science. The P scales must not be used to assess children with English as an additional language (EAL) at any age, unless they have additional special educational needs. For further information and guidance on P scales, please visit the QCDA website at www.qcda.gov.uk/pscales.

4.4 Calculating overall subject levels

To calculate an overall subject level, teachers have to aggregate the assessment levels they have awarded for each attainment target according to weightings. They must arrive at a teacher assessment and, using the range of codes provided in section 5, enter it into their school management information system. For further information and guidance on calculating overall subject levels, please visit the QCDA website at www.qcda.gov.uk/subjectlevels.

4.5 Pupils for whom the school is unable to make a teacher assessment

For a very small number of pupils, schools will be unable to record and report a teacher assessment. Where a teacher assessment judgement cannot be made because of long periods of absence, the pupil should be recorded as 'A'.

If a pupil has recently arrived in the school and it is not possible to establish the level that the pupil is working at before submitting teacher assessment, the pupil should be recorded as 'A'.

A pupil that does not speak English should be recorded as 'W' (working towards level 1) in reading, writing, and speaking and listening, and 'A' for mathematics and science.

If a pupil has been disapplied from all or part of the national curriculum, they should be recorded as 'D' for the statutory assessment arrangements that are included in the disapplication. The code 'D' should be used for teacher assessment only and should not be included on the *Attendance register*.

4.6 Pupils who have left the school

There will be some occasions where pupils who were registered to sit the test at a particular school have left before test week. In this situation, the school should still report the pupil and record their teacher assessment as 'L' to inform QCDA that the pupil has left the school.

4.7 Submitting teacher assessment to QCDA

Maintained schools must submit their teacher assessment for the key stage 2 core subjects English, mathematics and science.

Academies are required to comply with the key stage 2 assessment arrangements in relation to reporting, monitoring and moderation where that is a requirement of their funding agreement. Where the funding agreement for an academy provides that the academy shall report information to a body prescribed by the Secretary of State, the academy must provide information on pupils and on teacher assessment to QCDA.

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

Independent schools, not being academies, that are participating in the assessment and reporting arrangements must submit teacher assessments.

Teacher assessment is submitted to QCDA on the *Teacher assessment* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. Teacher assessment and P scale data must be submitted by Friday 8 July 2011. More information on the submission of teacher assessments and P scale data can be found on the QCDA website at www.qcda.gov.uk/teacherassessment.

4.8 What records do schools have to keep?

Schools must keep curricular records on every pupil, 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 may need to register themselves as data controllers. For advice on this, contact the Information Commissioner's Office on 01625 545 700.



Reporting and using pupils' results

Teacher assessment codes

1–6	Curriculum level achieved.
A	Absence, or not enough information available to calculate a teacher assessment level.
D	Disapplied – used when a pupil has been disapplied from the national curriculum, including statutory assessment requirements. This code is to be used for teacher assessment only and should not appear on the <i>Attendance register</i> .
L	Pupil has left the school.
W	Working towards level 1.
F	Pupil will reach end of programme of study and take the relevant key stage test in the future.*
P	Pupil has already completed programme of study, the relevant key stage test has been taken and a teacher assessment result has been reported in the past.**
P scales	Visit www.qcda.gov.uk/pscales for full details.

5

5.1 Reporting teacher assessments

Schools have a statutory responsibility to report the overall subject teacher assessment levels for each eligible pupil to QCDA. Schools must submit their teacher assessment, including overall attainment levels, to QCDA on the *Teacher assessment* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. The deadline for submitting teacher assessment is Friday 8 July 2011.

P scales

P scale data for pupils with special educational needs who are working towards level 1 should be submitted with teacher assessments by Friday 8 July 2011.

More information on how to submit teacher assessment can be found on the QCDA website at www.qcda.gov.uk/teacherassessment.

5.2 Reporting pupils' achievements to parents or persons with parental responsibility

Headteachers are responsible for preparing and providing a copy of the headteacher's annual report to parents or persons with parental responsibility noting their child's achievements at least once during each school year. The headteacher also needs to

* For example, if a pupil takes a mathematics test a year early in 2011 but is not due to take English until 2012, English should be marked as 'F'.

**For example, if a pupil took a mathematics test in 2010 and is taking English in 2011, mathematics should be marked as 'P'.

make arrangements to give the recipient of the report an opportunity to discuss its content with the pupil's teacher, if they so wish.

Any national curriculum test result that is not received by a headteacher before the end of the summer term must be provided to parents or persons with parental responsibility within 15 school days of the headteacher receiving it.

Headteachers have the discretion to:

- arrange for the report to be translated
- include additional information about the pupil's progress in the report
- provide more than one report
- decide when to issue the report. The report must be received by the end of the summer term of the year to which the report relates.

The report must start from the day after the date on which the last report was made and contain the minimum required information, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

What must be reported to parents or persons with parental responsibility?

The following information must be reported to parents or persons with parental responsibility each year during key stage 2.

- Brief details of achievements in all subjects and other activities forming part of the school curriculum.
- Comments on general progress.
- The results of any national curriculum tests taken during the year.
- Results of any public examinations taken and details of any vocational qualifications and credit towards such qualifications obtained by the pupil.
- Attendance record, providing the number of possible attendances and, of those, the percentage of unauthorised absences.
- Arrangements for discussing the report.

In addition to the above, the following information must be reported to parents or persons with parental responsibility at some point during the final year of key stage 2.

- Teacher assessment levels for reading, writing, speaking and listening, English overall, mathematics and science.
- Comparative information about the national curriculum levels of attainment for pupils of the same age in the school.
- Comparative information about the national curriculum levels of attainment for pupils of the same age nationally. Comparative information will comprise a national average from the previous academic year for each core subject, at each level. National results tables can be found on the *Pupil results* section of the QCDA website at www.qcda.gov.uk/tests.
- A statement confirming the national curriculum levels of attainment have been awarded in accordance with the statutory arrangements.

- Details of any national curriculum attainment targets or subjects from which the pupil is exempt.
- A brief account of what the teacher assessment and national curriculum test results show about the pupil's progress individually and in relation to other pupils in the same year, drawing attention to any particular strengths and weaknesses.

QCDA provides templates to assist schools in meeting the reporting requirements. These forms are available on the *Pupil results* section of the QCDA website at www.qcda.gov.uk/tests.

Parents or persons with parental responsibility must be given an opportunity to discuss the report. Details of how to arrange this must be included in the report.

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 or persons with parental responsibility under section 71 of the School Standards and Framework Act 1998. It is not a subject within the national curriculum and there is no national programme of study.

It is a general requirement that schools report pupils' progress in religious education to their parents or persons with parental responsibility, but there is no required format for national reporting.

Religious education: The non-statutory national framework provides guidance for schools and local authorities on assessing progress in religious education using two attainment targets and a non-statutory eight-level scale, which may be used for reporting progress. This guidance can be downloaded from www.mycurriculum.com. Copies can also be ordered from the QCDA orderline at <http://orderline.qcda.gov.uk> or by calling 0300 303 3015 and quoting reference QCA/04/1336.

Information that is exempt from disclosure

Schools must report a pupil's national curriculum test level to their parents or persons with parental responsibility. A headteacher can disclose the marks awarded to a pupil in the national curriculum tests or allow their parents or persons with parental responsibility 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 exempt from disclosure includes information recorded by a pupil during a test or examination. Further details are available on the Information Commissioner's Office website at www.ico.gov.uk.

5.3 Pupils who transfer to a new school

There is a statutory requirement for information about a pupil who is moving to a new school to be sent to the receiving school. This information should be sent using a common transfer file, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

Detailed guidance on compiling and sending the common transfer file is available on the DfE website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf.

This also outlines the statutory information that must form part of the common transfer file. A school must supply the latest assessments that provide a fair indication of a pupil's progress within each attainment target as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

Governing body responsibilities

The governing body must arrange to have the defined items of data that comprise the common transfer file and the pupil's educational record sent to the pupil's new school. This is commonly delegated by governing bodies to headteachers.

The information must be sent within 15 school days of the pupil ceasing to be registered at the old school, unless the new school is not known. In this case it should be sent within 15 school days of any request from the pupil's new school.

Schools are required to transfer the information to any school in England, Wales, Scotland and Northern Ireland. The means of transfer to a school in Wales, Scotland and Northern Ireland must be in line with the arrangements for transfer between schools in England.

A governing body should contact the pupil's parents or persons with parental responsibility to find out a pupil's new school. If unsuccessful, the common transfer file should be sent to the DfE's s2s website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s. Schools that do not receive a common transfer file for new pupils can ask local authority representatives to search this website for the file.

How should the information be sent to the new school?

Where both the old and new school have the necessary facilities, the common transfer file must be sent to the new school either:

- through the secure file transfer service on the DfE website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s, or
- over a secure network that can only be accessed by the local authority, the governing body or a teacher at any school within that local authority.

Local authorities may provide the file where there are agreed local arrangements.



Statutory tests at the end of key stage 2

The key stage 2 tests are designed to test pupils' knowledge and understanding of specific elements of the key stage 2 programmes of study. They provide a snapshot of a pupil's attainment at the end of the key stage.

Pupils participate in tests in English and mathematics. In addition, pupils at selected schools are required to take part in science sampling tests. Further information can be found on the QCDA website at www.qcda.gov.uk/sciencesampling.

Information on the test development process can be found on the QCDA website at www.qcda.gov.uk/testdevelopment.

6.1 The English tests

There are three English tests:

- a reading test
- a writing test (made up of a longer task and a shorter task)
- a spelling test.

Schools have to report separate reading and writing test levels, as well as an overall English level. Pupils' spelling test marks will be aggregated with their writing test marks to calculate an overall writing level. Handwriting will be assessed as part of the longer writing task. The reading and writing marks (including spelling) will then be aggregated to calculate the overall English level.

Speaking and listening are not currently tested but levels are reported as part of teacher assessment judgements.

Reading	50 marks
Writing	50 marks
Longer task	28
Handwriting	3
Shorter task	12
Spelling	7
Total	100 marks

6.2 The mathematics tests

There are three mathematics tests:

- Test A (a non-calculator paper)
- Test B (a calculator paper)
- mental mathematics test.

Pupils' marks from all three tests will be aggregated to calculate their overall mathematics level.

Test A	40 marks
Test B	40 marks
Mental mathematics test	20 marks
Total	100 marks

6.3 The science sampling tests

As in 2010, only selected schools will participate in the science sampling tests. QCDA will inform selected schools that they are required to participate in the science sampling tests by the end of February 2011. A list of all schools selected to participate in science sampling will be published after the selected schools have been notified. The science sampling tests will take place on Friday 13 May 2011. Schools must ensure that they are able to administer the science sampling tests on Friday 13 May 2011 should they be selected.

The 2011 key stage 2 *Science sampling arrangements* (SSA) will be made available for schools after they have been notified of their selection in the sample. More information on science sampling can be found on the QCDA website at www.qcda.gov.uk/sciencesampling.



Who are the key stage 2 tests for?

All pupils enrolled at a maintained school or academy who are in their final year of key stage 2 in the 2010/11 school year must be registered for the tests. All pupils working at level 3 or above must take the tests.

Most of the pupils taking the tests will be in year 6 and will reach the age of 11 by the end of the school year. This includes pupils with special educational needs who will start some aspects of the key stage 3 programme of study without having completed all of the key stage 2 programme of study.

To enable pupils with special educational needs to access the tests, schools can order modified versions of the tests and use a wide range of access arrangements as outlined in the 2011 key stage 2 *Access arrangements guide* (AAG).

Pupils in their final year of key stage 2 who attend a pupil referral unit or hospital school, but are still on a school's register, must also participate in the tests.

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

Schools should contact their local authority assessment advisers, or QCDA for independent schools and academies that are not monitored by their local authority, for advice if they are considering:

- entering a pupil for the tests early (ie before the school year in which they are 11)
- keeping a pupil in year 6 for another year, so that they will take the tests late.

Pupils must only be entered for the key stage 2 tests at an earlier age if they have completed the programme of study and are ready to move on. It is expected that such pupils would achieve at least level 4, as level 4 represents the national expected outcome for most 11-year-olds. A pupil can only take a key stage 2 test once in any subject.

Where pupils are assessed in a subject early, their result should be reported in the year they take the test.

To supplement the statutory tests for high-attaining or gifted and talented pupils who have followed a curriculum that blends faster pace, more breadth and greater depth, schools can use:

- optional tasks that have been designed for pupils working above the level of the tests to inform teacher assessment, available at www.mycurriculum.com.
- the World Class Tests in mathematics and problem solving. More information about these tests is available on the World Class Arena website at www.worldclassarena.org.

Pupils older than 11 who have not taken the key stage 2 tests must be entered to take them at the end of the year in which they complete the key stage 2 programme of study.

Reporting for Achievement and Attainment Tables

The Achievement and Attainment Tables will report the results of the early takers on a cumulative basis. Where a pupil takes one of the subjects early, the results will not be reported in the Tables until the year in which the remaining tests are taken.

7.2 Pupils working below the level of the tests

Pupils who are assessed as working below level 3, and are not expected to reach this level by May 2011, must be registered but should not sit the tests. Pupils working below the level of the tests must be entered as 'B' (working below the level of the tests) on the attendance registers. Teacher assessment is the only statutory requirement for pupils working below level 3, however, they should still be included when reporting results.

If schools want to administer a test to pupils who are working below the level, for inclusion purposes, then a past test paper should be administered.

If the 2011 national curriculum tests are administered to pupils working below the level of the tests, their completed test scripts must be sent for external marking. These pupils will be awarded levels based on their achievements in those tests.

Headteachers must use P scales for those pupils with special educational needs who are working towards level 1 of the national curriculum. More information on P scales is available on the QCDA website at www.qcda.gov.uk/pscales.

Optional tasks have been produced to support teacher assessment for pupils working below the level of the tests. Optional tasks are available at www.mycurriculum.com.

7.3 Pupils with English as an additional language

Pupils with English as an additional language (EAL) should be registered for the English and mathematics tests.

If pupils cannot communicate in English they should not take the English tests and should be entered as 'B' on the marksheets.

To establish the pupil's level for mathematics, teachers and language-support staff should work together to translate national curriculum work into the pupil's preferred language. Care should be taken when translating sections of the tests from the pupil's preferred language to English.

If a pupil is working below the level of the tests in mathematics, they should be entered as 'B' on the marksheets. If a pupil is working at the level of the tests, the school should consider entering them and using the access arrangements set out in the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

7.4 Pupils whose level cannot be established

If a school does not have enough time before the tests to determine a pupil's level, they must be entered as 'T' on the marksheets. This would apply to pupils who have recently arrived from a different education system, for example.

7.5 Pupils with profound hearing impairment who are unable to access the spelling or mental mathematics tests

Pupils with profound hearing impairment may not be able to participate in the spelling test or the mental mathematics test even with the full range of access arrangements. In these cases, schools should request a formal exemption from the spelling and mental mathematics tests. For more information please read the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

If the request is approved, the pupil should be marked as 'A' (for absent) for their spelling and mental mathematics tests and will be given a compensatory mark for these papers. These pupils will still get a subject level provided they have completed the written papers and gained enough marks overall.

7.6 Pupils working at the level of the tests but who are unable to access them

Pupils who are working at the level of the tests but who are unable to access them should be registered for the tests and entered as 'T' on the marksheets. Some examples are included below.

- Pupils with a physical or sensory disability.
- Pupils who have spent time in hospital towards the end of the key stage.
- Pupils who have been educated at home or excluded from school and need time to adjust to regular school life.
- Pupils who are experiencing or have recently experienced severe emotional problems, perhaps because of a family crisis.

Schools are responsible for making arrangements to determine whether a pupil is working at the level of the tests but is unable to access them. The headteacher can make final decisions without permission from the local authority. Full details on arrangements for pupils working at the level of the tests but who are unable to access them are set out in the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

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

Some parents or persons with parental responsibility may ask a headteacher not to enter their child for the tests. Schools should not agree to this simply because parents or persons with parental responsibility are opposed to assessment or feel that their child would find national curriculum assessments stressful.

Parents or persons with parental responsibility may also ask a headteacher to enter their child for a test when the school has decided this is not appropriate. Headteachers should explain the school's decision to parents or persons with parental responsibility.

The headteacher's decision regarding participation is final.



The test timetable

The 2011 key stage 2 national curriculum tests will be held from Monday 9 May to Friday 13 May 2011. Pupils must take the tests on the following days unless a change to the statutory timetable has been agreed by QCDA.

Monday 9 May	Tuesday 10 May	Wednesday 11 May	Thursday 12 May	Friday 13 May
Reading test 15 minutes of reading time with 45 minutes to answer questions	Writing test (shorter task) 20 minutes and Spelling test 10 minutes Writing test (longer task) 45 minutes (including up to 10 minutes of recommended planning time)	Mental mathematics test 20 minutes Mathematics Test A 45 minutes	Mathematics Test B 45 minutes	Science sampling tests (selected sample schools only) Test A 45 minutes Test B 45 minutes

Please note: schools must ensure that they are able to administer the science sampling tests on Friday 13 May 2011 should they be selected.

8.1 At what time should the tests be taken?

Schools are responsible for deciding the start time for the tests each day. The tests must be taken on the day they have been timetabled, but do not have to be taken in the order shown above. The only exception to this is the writing test (shorter task) and the spelling test, which must be taken in the same sitting and in the order shown.

In any one school, all pupils taking the tests must take each test at the same time, unless unavoidable practical difficulties make this impossible. Where a school schedules two sittings for a particular test, no pupil should have the opportunity to communicate with any pupils who have already taken the test. The second sitting must follow on immediately from the first.

8.2 Changes to the statutory test timetable

Occasionally, changes to the test timetable requested for individual pupils or for a whole year group will be granted, subject to:

- the pupil(s) taking the test(s) at nominated time(s)
- QCDA being informed of any variation to the nominated time(s)
- the pupil(s) being kept apart from other pupils taking the test.

With QCDA's permission, tests may be rescheduled for the next school day or, in exceptional circumstances, two school days after the scheduled date.

Applications for, and notifications of, changes to the statutory test timetable must be made using the appropriate form on the *Access arrangements* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. Further information about making applications for, and notifications of, changes to the statutory timetable can be found in the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.



Ordering and storing test materials

Key dates	
26 November 2010	<p>Deadline for:</p> <ul style="list-style-type: none"> ■ placing orders for statutory tests (standard and modified versions) ■ independent schools to read and accept the <i>Fair processing notice</i> and place test orders ■ ordering English and mathematics optional tests for years 3, 4 and 5 (standard and modified versions).
February 2011	Schools sent a confirmation of their orders for modified statutory test materials.
March 2011	<p>Schools should:</p> <ul style="list-style-type: none"> ■ register pupils on the <i>Pupil registration</i> section of the <i>NCA tools</i> website at www.qcda.gov.uk/ncatools ■ receive delivery of the English and mathematics optional tests for years 3, 4 and 5 (standard and modified versions). <p>Any schools wishing to place or change modified test orders after the Friday 26 November 2010 deadline should telephone the QCDA modified test agency on 0844 500 6727 for key stage 2 tests and optional tests for years 3, 4 and 5.</p>
From April 2011	Delivery of statutory test materials (standard and modified versions) and stationery items to all schools.

9.1 Test order process and pupil registration

To ensure your school receives the correct quantity of test materials, you must place a test order on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools by Friday 26 November 2010. This should include numbers for early and late takers.

Schools will be sent a 10 per cent surplus for each subject to allow for late changes. Additional copies of the mental mathematics CDs can be ordered on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools.

Before the tests, schools are also required to complete pupil registration. Further information on pupil registration will be available on the QCDA website in February 2011.

The *Guide to using the NCA tools website* factsheet provides more information on accessing the *NCA tools* website. If you have any questions about ordering tests or accessing the *NCA tools* website, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@qcda.gov.uk.

9.2 Ordering modified versions of the statutory test materials

Modified versions of the statutory tests must be ordered on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. Schools can order:

- modified test materials for pupils with a visual impairment or other special educational needs
- modified mental mathematics test materials for pupils with a hearing impairment and pupils who use sign language.

If schools have any questions about ordering modified versions of the statutory tests, they should contact the QCDA modified test agency on 0844 500 6727.

Modified tests for pupils with a visual impairment or other special educational needs

Modified large print, Braille and enlarged print test papers are available for pupils:

- who have a statement of special educational needs
- whose needs are being met at *School Action Plus* of the *Special educational needs (SEN) code of practice*
- who have a medical condition that causes a visual impairment (this must be supported by a doctor's certificate).

The table below shows the different test formats available. Schools should decide which is the most appropriate version for each pupil based on the materials they normally use in the classroom. Samples of modified large print and enlarged print test papers can be viewed on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools.

Standard	Enlarged print	Modified large print	Braille
A4 booklets printed in colour. Text size: 13 point.	B4 black and white booklets. Enlarged print version of the standard test. Text size: 14 point. Enlarged text and diagrams not modified in any other way.	B4 black and white booklets. Large, bold print. Some text modifications. Text size: 18 point. Diagrams are modified or removed. Models may be supplied for some questions.	Grade 2 Braille on paper, Brailon, heat swell paper and plastic film, as appropriate. Some text modifications. Diagrams are modified or removed. Models may be supplied for some questions. Braille capitals are used. British Braille code (RNIB 2004) is used.

Schools should order one copy of the most appropriate modified test paper for each pupil who needs to use these versions of the tests. Extra copies of modified large print, Braille and enlarged print tests will not be supplied.

Schools should contact the QCDA modified test agency on 0844 500 6727 to:

- order previous years' modified statutory test materials
- discuss requirements for modified versions of the statutory test materials
- seek advice before placing an order for modified versions of the test materials.

The modified large print papers have been designed specifically for pupils with a visual impairment and, as a result, might actually disadvantage pupils with other special educational needs. However, modified large print papers may be used in exceptional circumstances by pupils who require this format for reasons other than visual impairment.

For pupils who normally use enlarged materials in class, it might be appropriate to order the enlarged print tests. Enlarged print tests can also be ordered for pupils with other special educational needs such as learning difficulties, motor disabilities and dyspraxia.

Modified mental mathematics materials for pupils with a hearing impairment and pupils who use sign language

Modified materials for the mental mathematics test are available for pupils with permanent or long-term hearing loss who use British sign language or other sign-supported communication, or who supplement their residual hearing with lip-reading. If pupils with a hearing impairment can access the standard test by listening to it at full volume or through earphones, or by having the transcript (included with the standard test materials) read aloud to them, schools should not order the modified materials.

The modified mental mathematics test materials consist of:

- a modified script for the test administrator (an oralist and sign-supported English modified script for lip-readers and a British sign language script)
- a CD-ROM or flashcards of the stimulus material from the answer sheet as well as some additional stimulus materials where this will support access to the test content.

Pupils using modified mental mathematics materials should respond on a standard answer sheet. A pupil with dual sensory impairment may respond on an enlarged version of the standard answer sheet if this is appropriate.

Schools that order these materials will also receive *Modified subject-specific guidance* on administering the English and mathematics written tests to pupils with a hearing impairment and pupils who use sign language. The hearing impairment guidance can be ordered separately on the *Test orders* section of the *NCA tools* website if the modified mental mathematics materials are not needed.

9.3 Delivery of test materials

Deliveries of key stage 2 test material consignments will take place from April 2011 and will be planned to avoid the Easter holiday. The standard and modified test materials will be delivered in the same consignment.

If a school has not received its test materials by Wednesday 4 May 2011, it should contact the national curriculum assessments helpline on 0300 303 3013.

The *Guide to handling test papers and scripts* will be available in April 2011 to provide more information.

Where appropriate, *Subject-specific guidance* is included in each test pack. This provides confidential, test-specific information, for example guidance on the enlargement of specific questions in a mathematics test.

Checking the delivery

When the test materials arrive in school, the headteacher or a delegated senior member of staff must:

- open the outer packaging (individual test papers are wrapped in tamper-evident bags and must not be opened until the date shown on the front cover) and check the materials received against the *Delivery note*
- ensure sealed packs have not been opened or damaged in transit
- check the correct materials have been received
- reseal the materials in the boxes they arrived in, ready for secure storage
- ensure the *Delivery note(s)* received with the test materials are kept in an accessible place in case the school receives a monitoring visit (see section 11.9).

If a delivery is incomplete, or contains more materials than are shown on the *Delivery note*, the school must report this immediately to the national curriculum assessments helpline on 0300 303 3013. It is important to do this as soon as possible, as there is limited time to correct test orders before the test period.

If any of the test packs are unsealed or damaged on arrival, the school must report this immediately to the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of the damaged packages to QCDA.

9.4 Storage of test materials

Once the delivery has been checked, the resealed boxes containing the statutory test packs and mark scheme packs must be stored in a secure, locked place. This should be a locked cupboard or storeroom. Opening dates will be specified on the front of each item. Further guidance on storing test materials securely can be found in the *Keeping test materials secure* factsheet, available on the QCDA website at www.qcda.gov.uk/tests from March 2011.

Mark scheme packs, and mark scheme amendments for modified tests, must not be opened until all of the key stage 2 tests have taken place and all test scripts have been sent for external marking.

It is the headteacher's duty to ensure test materials are kept secure from the time they are delivered to the school to the time they are sent for external marking.

The headteacher must be able to give an accurate account of everyone who has had access to the test materials before, during and after the tests.

What if there has been a breach of security?

If anyone suspects that there might have been a breach of security with the test materials, they must report the problem immediately to QCDA by calling the national curriculum assessments helpline on 0300 303 3013.



Preparing for the tests

10.1 Ensuring pupils are ready for the tests

It may be helpful to prepare pupils for aspects of the tests that are unfamiliar to them. For example, teachers could give pupils opportunities to:

- work independently (if they usually work cooperatively)
- see the layout and design of previous years' tests
- complete work within a time limit.

It may also be helpful to explain to pupils in advance:

- how much time they will have to complete the tests
- the type of instructions they will need to follow in the tests
- that there may be some questions in the tests that they cannot answer
- that if they are struggling with reading the mathematics tests, they can raise their hand and ask for help
- that if they are struggling with spelling a word, they cannot ask for help but should do their best and carry on.

Pupils must not learn or practise pieces of writing or phrases to reproduce in the writing tests. If pupils' responses do not relate to the writing prompt given in the writing test, they will not have access to the full range of marks for composition and effect. If several pupils in a class write using similar or identical words, phrases, content or form, their work may be reviewed for maladministration.

The reading test may include a range of texts such as stories, poems, explanations, descriptions, interviews and accounts. Teachers should focus on developing the skills involved in understanding and responding to a wide range of texts.

10.2 Preparing rooms for the tests

Headteachers must provide a space where pupils can work individually and undisturbed such as a school hall or classroom.

Before the start of each test, the headteacher must ensure there are no displays, notes or textbooks in the room that could give pupils an unfair advantage. Incorrect preparation of the test room could result in maladministration of the tests.

10.3 Preparing equipment for the tests

Schools need to ensure they have all the equipment needed for the tests and that all equipment is working.

Dictionaries and electronic spellcheckers

Pupils may use dictionaries, bilingual word lists and electronic spellcheckers in some of the tests, as shown in the following table, providing this is normal classroom practice.

Test	Monolingual English dictionary	Bilingual dictionary or electronic translator	Bilingual word lists	Monolingual English electronic spellcheckers
Mathematics <i>Test A</i> and <i>Test B</i>	X	✓	✓	✓
Mental mathematics	X	X	X	X
English – writing	✓	X	X	✓
English – reading	X	X	X	✓
English – spelling	X	X	X	X

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

A thesaurus must not be used in any of the key stage 2 tests.

Equipment for the tests

English tests	<p>The following should be available during the English tests:</p> <ul style="list-style-type: none"> ■ spare lined paper for all tests ■ spare blank paper for the writing test (in case pupils request blank paper for their planning).
Mathematics <i>Test A</i> and <i>Test B</i>	<p>As well as pens, pencils, pencil sharpeners and erasers, pupils taking the mathematics tests may need:</p> <ul style="list-style-type: none"> ■ a ruler (showing centimetres and millimetres) ■ an angle measurer ■ tracing paper ■ a mirror ■ a calculator, for <i>Test B</i> only. <p>Any pupil without this equipment might be at a disadvantage in the tests.</p>
Mental mathematics test	<p>A CD player is required in each room where the mental mathematics test is being administered.</p> <p>If the test CD is faulty, the test transcript should be used. When using a transcript, test administrators must have access to a stopwatch, watch or clock that measures in seconds.</p> <p>To access the stimulus materials for the modified mental mathematics test CD-ROM, schools require a computer and projector.</p>

Models for use with modified tests

Models and *Guidance notes: model packs* 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 *Guidance notes: model packs*.

10.4 Ensuring test administrators are ready

Test administrators must familiarise themselves with the ARA and the *Test administrators' guide*. It is important that they understand all of the procedures involved in administering the tests and that any queries are resolved in advance.

Schools should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements must also be in place should a pupil need to be removed from the room 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.

Training or briefing test administrators

QCDA encourages schools to hold training sessions for those involved in administering the key stage 2 tests. QCDA has produced a series of materials to support the training of national curriculum test administrators. These are available to download from the *Administering the tests* section of the QCDA website at www.qcda.gov.uk/tests.

Guidance for modified test administrators

The modified test administrators' guides can be downloaded from the QCDA website at www.qcda.gov.uk/tests from March 2011. Test administrators should allow time to read and understand these guides.

Modified subject-specific guidance for those administering the modified large print and Braille tests will be sent with the modified test materials.

Modified subject-specific guidance for those administering the English and mathematics written tests to pupils with a hearing impairment and pupils who use sign language will be sent with the modified mental mathematics test materials. Hearing impairment guidance may be ordered separately from the modified mental mathematics test materials on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools.

The date for opening these materials is printed on the cover of the guidance. Test administrators need to ensure they allow time to read and understand this guidance material.



Opening and administering the tests

11.1 Opening the test packs

Test packs should only be opened in the test room when the test is due to start. However, 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.

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

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

Subject-specific guidance

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

Early opening

In exceptional circumstances, when one hour is not sufficient for making necessary arrangements, schools must apply for permission for early opening. For further information, see the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

11.2 Administering the tests

Test administrators must follow the instructions set out in the *Test administrators' guide*, which will be available in March 2011.

If a test administrator is a relative of a pupil they are supervising, there must be at least one other non-related test administrator present at all times.

If a pupil does not require a reader for the whole test but struggles with reading any part of the mathematics tests, they may be given help with single words or sentences.

Test administrators must not assist with spelling in any of the tests. Test administrators should suggest pupils 'have a go' or 'sound it out' if a pupil asks them to spell a word.

Vigilance during the tests

If a test administrator suspects that a pupil might have cheated during any of the tests, they must make a note of which parts of the test they think have been affected and advise the headteacher. The headteacher must report any pupils suspected of cheating to QCDA using the *Notification of a pupil cheating* form available on the *Access arrangements* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. All forms must be completed and submitted by Friday 20 May 2011.

Anyone involved in the administration of the tests must be familiar with the guidance in the *Test administrators' guide* to avoid any action that may result in accusations of unfairly helping pupils, as this could lead to schools being investigated for maladministration.

Completing the front cover of the test booklet

Test administrators need to check that the front cover of the test booklet has been completed with:

- the pupil's first and last name in full
- the school's name
- the school's DfE number.

This information must match the details on the *Attendance register*. If a pupil writes a different name on their test script, this should be crossed out and replaced with the correct name before it is sent for external marking.

Pupils with the same or similar names should write their dates of birth on the front cover of their test papers and should be clearly differentiated on the *Attendance register*.

11.3 Disruption during the tests

Occasionally, the administration of the tests may be disrupted by unexpected circumstances such as:

- a pupil's illness
- a disturbance in the test room, such as a fire alarm
- discovery that the test booklet has been printed or collated incorrectly
- disruptive pupil(s)
- audio equipment failure (mental mathematics test).

The *Test administrators' guide* provides guidance to support schools in preparing test administrators to deal effectively with unexpected circumstances.

If a school suspects that a disruption in the test room may have compromised the integrity of a test, they should contact the national curriculum assessments helpline on 0300 303 3013 for further guidance.

11.4 Pupils arriving late for a test

Provided that the confidentiality of a test is not compromised, individual pupils who arrive late but before the rest of cohort has completed the test, should be allowed the full amount of time to complete the test. Where possible, to avoid disruption to other pupils already taking the test, any pupils arriving late should take the test in another room.

If a pupil arrives after the rest of the cohort has completed the test, they should be kept isolated from those pupils. Schools must notify QCDA before the pupil takes the test. For further information on changes to the test timetable, see the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

11.5 Absence during the test period

Pupils who miss one or more of the key stage 2 test papers in a subject and do not qualify for a timetable variation must be recorded as 'A' (absent) on the *Attendance register*. These pupils will not be awarded a test level for the subject, although teacher assessment levels should still be submitted.

If a pupil is absent for one test paper, but takes the other test paper(s) in that subject at the correct time, the school should still send the completed test script(s) for external marking. The school will be able to use the pupil's results to provide an informal report to parents or persons with parental responsibility.

Pupils who are absent during the test period can take the tests informally on their return. The test scripts can be marked in school and the results reported informally to parents or persons with parental responsibility.

11.6 Unforeseen injuries and illness

During test week, some pupils may be injured or become ill in a way that affects their ability to take the tests. When this happens, schools should consider using access arrangements to help the pupil access the tests. Schools must not open the tests early because of unforeseen injuries. Schools do not need to submit an application for these arrangements unless they wish to make an application for additional time. For more detailed information and guidance, please refer to the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

Unforeseen illness at the time of the tests

Pupils who are ill on the day of the tests are not expected to sit the tests. However, the school may consider the use of a timetable variation if it is a minor illness. If a pupil is not able to take the test later in the day, they may, in exceptional circumstances and with authorisation from QCDA, take the tests up to two days later. In such circumstances it is the headteacher's responsibility to maintain the confidentiality of the tests. If a pupil does not take a test because of illness, the pupil should be entered as 'A' (absent) on the *Attendance register*. For further information on making changes to the test timetable, please refer to the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

11.7 Special consideration

Special consideration is for pupils whose performance in the tests is affected by extremely distressing circumstances. It is not for pupils who have not covered the curriculum or are not prepared for the tests. For information on applying for special consideration, please refer to the 2011 key stage 2 AAG on the QCDA website at www.qcda.gov.uk/accessarrangements.

11.8 Administering the tests away from school

In exceptional circumstances and at the headteacher's discretion, schools may administer tests at a different location. Schools should discuss with their local authority or QCDA when a pupil or a group of pupils need to take one or more of the tests somewhere other than the school where they are enrolled (their home school). The alternative location might be:

- another school
- a hospital
- a pupil referral unit
- a pupil's home.

When this happens, the headteacher at the pupil's home school must ensure:

- the person administering the tests is familiar with the published guidance in the *Test administrators' guide* and the ARA
- the tests follow the statutory timetable
- the pupil is given the correct total response time
- the security and confidentiality of the tests is maintained
- a responsible adult (not related to the pupil) takes the test materials to and from the off-site location.

Schools should consider whether permission for early opening will be needed in order to transport the test materials to the alternative venue. If early opening is required, an application for early opening will need to be made by 5pm on Monday 28 February 2011. For further information and guidance, refer to the 2011 key stage 2 AAG available on the QCDA website at www.qcda.gov.uk/accessarrangements.

The completed test scripts must be returned to the home school immediately after the tests and sent for external marking. The pupil's results will be returned to the home school. Failure to follow procedures set out in the ARA may lead to annulment of pupil results.

Pupils registered at a pupil referral unit or hospital school are not required to take national curriculum tests. For further details, see section 1.4.

11.9 Monitoring visits by local authorities and QCDA

Local authority or QCDA representatives will make unannounced visits to schools to check that they are following the security arrangements and administering the tests in accordance with published procedures. Local authorities have a statutory duty to make monitoring visits to at least 10 per cent of schools in their authority before, during or after the test period. QCDA will also make monitoring visits to maintained schools and participating independent schools. Academies may decide to be included in their local authority's monitoring visit arrangements. If they do not, they will be subject to monitoring through arrangements made by QCDA.

Schools are required to let the representatives:

- see all statutory test materials and the *Delivery note*
- observe tests being administered
- see evidence to show that pupils using access arrangements are doing so in accordance with normal classroom practice
- see copies of correspondence and other documents sent to and received from the local authority or QCDA about the administration of the tests.

If a representative sees administrative irregularities or potential maladministration, they will make a note of this on a *Monitoring form*, used to record details of the visit. In such cases QCDA will be alerted immediately and will carry out a full investigation to decide whether there is any doubt relating to the accuracy or correctness of a pupil's test results.

More information on monitoring visits is available on the *Monitoring visits* section of the QCDA website at www.qcda.gov.uk/tests.



What happens after the tests?

Key dates

20 May 2011 – 5pm	<p>Deadline for submission of special consideration applications.</p> <p>Deadline for submission of <i>Notification of a pupil cheating</i> form.</p> <p>Deadline for submission of <i>Headteacher's declaration</i> form.</p>
5 July 2011	Level threshold tables available on the QCDA website at www.qcda.gov.uk/tests .
5 July 2011	Marked test scripts and results returned to schools.
15 July 2011	Deadline for requesting a review of marking.
By 16 September 2011	All reviewed test scripts and review outcomes received by schools.

12.1 Attendance registers

Schools must complete the *Attendance register* for each subject of the key stage 2 tests. Details on how to complete the *Attendance register* will be included in the *Guide to handling test papers and scripts*. A complete *Attendance register* is essential for the marking of tests. An incomplete *Attendance register* may delay the return of results to schools.

All pupils' names must have one of the codes from the following table entered on the *Attendance register*, for each subject.

Code	Description
✓	If a pupil is working at levels 3–5 and took all the tests for that subject.
A	If a pupil was absent from one or all of the test papers.
B	If a pupil is working below the level assessed by the tests.
T	If a pupil is working at the level of the tests but is unable to access them, or the pupil's level cannot be established.
L	If a pupil has left the school.
F	If a pupil has not taken the tests but will be taking them in the future (ie next year).
P	If a pupil has not taken the tests but has taken them in the past (ie the previous year).
Braille	If a pupil took the Braille version of the test.

A pupil who misses one or more tests in a subject cannot be given an overall test level and should be recorded as 'A' (absent) for all tests in the subject.

The code 'D' (disapplied) should not be entered on the *Attendance register*.

12.2 Packaging and security of completed test scripts

After each test, the pupils' 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 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.

The headteacher must store the test scripts securely in the packaging provided and keep them in a secure place (such as a lockable cupboard or storeroom) until they are collected. All notification forms or other relevant paperwork must be attached to the test scripts.

12.3 Sending test scripts for external marking

Test scripts for all pupils must be sent for external marking once all tests in each subject have been completed. Schools should have all test scripts ready for collection by the scheduled collection dates. The *Guide to handling test papers and scripts* will contain guidance on the packaging and dispatch of test scripts and the scheduled dates for collections.

Braille test scripts should be packaged in the padded envelopes provided. Dispatch information for the Braille test papers will be included with the test materials.

How are the test scripts marked?

External markers are trained in how to apply set mark schemes to test scripts. Marker performance is checked throughout the marking process.

If markers suspect that test scripts do not represent a pupil's own independent work or if they find evidence of administrative irregularities, they will contact QCDA and QCDA will investigate their concerns.

Mark schemes are sent to schools with test materials but must not be opened until all test scripts have been sent for external marking.

12.4 Headteacher's declaration form

The *Headteacher's declaration form* is statutory and must be completed by the headteacher or delegated senior member of staff after the final test to confirm that:

- each test was administered correctly
- security arrangements were followed
- all test scripts have been sent for external marking.

Further guidance about completing the *Headteacher's declaration form* will be included in the *Guide to handling test papers and scripts*. The *Headteacher's declaration form* must be submitted by Friday 20 May 2011.

12.5 Return of results to schools

Marked test scripts and results will be made available to schools by Tuesday 5 July 2011. Results will be available on the *Pupil results* section of the NCA tools website at www.qcda.gov.uk/ncatools. Schools must check that all test scripts have been returned and report any missing materials immediately to QCDA. Pupil results for each test will include one of the following codes or one of the codes in section 12.1.

Code	Description
2–5	National curriculum levels.
N	No test level awarded.
M	Missing script.
X	Marks pending.

Level threshold tables for each subject for the 2011 tests will be available from the *Pupil results* section of the QCDA website at www.qcda.gov.uk/tests from Tuesday 5 July 2011.

Schools can return the marked test scripts to pupils but are not required to do so.

12.6 Age standardised scores

As in previous years, QCDA will produce tables to enable teachers to convert pupils' test scores to age standardised scores for the:

- English reading test
- mathematics tests
- mental mathematics test.

Age standardised scores will be available from July 2011 on the QCDA website at www.qcda.gov.uk/tests.

12.7 Reviews of marking

The *Reviews guidance for schools*, providing guidance on applying for reviews of marking, will be made available to schools in June 2011. If schools believe that clerical errors or marking errors have resulted in pupils being awarded the wrong levels, they should request a review of marking by Friday 15 July 2011. Schools will be informed of the outcome of review applications by Friday 16 September 2011. Reviewed test scripts will be returned to schools during the week commencing Monday 12 September 2011. Schools will be charged for any review that does not lead to a change in a pupil's level.

12.8 Amendment or annulment of test results

Schools can change marks that do not affect a pupil's level via the *Achievement and Attainment Tables Checking Exercise* website in the autumn term. Changes made on this website will be incorporated into results published on RAISEonline.

In the case of any investigation into allegations of maladministration or administrative irregularities, QCDA is responsible for deciding whether marks should be allowed to stand for particular test questions. In some cases, the results for an individual pupil or a school may be amended or annulled.

12.9 Maladministration investigations

QCDA has a statutory responsibility to investigate any matter brought to its attention where there is doubt over the accuracy or correctness of pupils' results in the key stage 2 national curriculum tests.

Pupil results for schools under investigation may be suppressed until the investigation is complete.

Each year a few schools have their results amended or annulled because they do not comply with the statutory arrangements.

The maladministration investigation procedures are available on the *Maladministration* section of the QCDA website at www.qcda.gov.uk/tests.

12.10 Discounting pupils' results from Achievement and Attainment Tables

Each year a small number of pupils' results may be discounted from a school's results prior to the publication of the Achievement and Attainment Tables. Schools have an opportunity to do this during the annual Tables checking exercise. Further details about this will be communicated to schools by the DfE. These will be pupils who have recently arrived from overseas with little or no English. To be eligible, a pupil must meet all three of the following DfE criteria:

- they were admitted to an English school for the first time during the 2009/10 or 2010/11 school year
- they arrived from overseas prior to their admission
- their first language is not English. Dialects of English such as Patois or Krio will not be accepted as a language other than English.

A request to have a pupil discounted from the school's Achievement and Attainment Tables will affect the results of all pupils taking the tests at a school. If an omission is granted, it will affect both English and mathematics. Omissions will not be granted for an individual subject.

For more information, schools should contact DfE at www.education.gov.uk/contactus or on 0870 000 2288.



Access arrangements

The national curriculum tests have been designed to ensure that pupils working at the level of the tests can access them. A small number of pupils may require additional arrangements to enable them to access the tests appropriately.

13.1 The 2011 key stage 2 AAG

Comprehensive guidance on access arrangements can be found in the 2011 key stage 2 AAG. This is a new publication and is available on the QCDA website at www.qcda.gov.uk/accessarrangements.

13.2 Who might need access arrangements?

To decide whether an individual pupil needs access arrangements, schools should consider:

- the pupil's assessment needs
- the type and amount of support the pupil receives as part of normal classroom practice.

The access arrangements described in the 2011 key stage 2 AAG may be appropriate for:

- pupils with a statement of special educational needs as described in the *Special educational needs (SEN) code of practice* (available from DfE publications on 0845 602 2260 or at www.teachernet.gov.uk/sen) or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA)
- pupils for whom provision is being made in school under *School Action* or *School Action Plus* of the *Special educational needs (SEN) code of practice*
- pupils who require alternative access arrangements because of a specific disability
- pupils with English as an additional language (EAL) and who have limited fluency in English.

Inappropriate use of access arrangements can lead to results that do not accurately reflect pupils' abilities. This is considered maladministration and can lead to the amendment or annulment of pupil results. Schools must ensure documentation demonstrating a pupil's eligibility for access arrangements being used is available for inspection should the school receive a monitoring visit during the test period. This documentation must include evidence that resources are routinely committed to providing the support in the classroom.

13.3 What type of access arrangements are available?

The following access arrangements are available for key stage 2 national curriculum tests.

Detailed information, contact details and links to the online application process can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Early opening

If a school needs to open test papers, including modified test papers, more than one hour before a test is due to start, they must apply for permission. When a school is given permission for early opening, test papers may be opened up to one school day before

the test is due to start. However, in exceptional circumstances test papers may be opened more than one day before the tests.

Schools must receive written confirmation from their local authority or QCDA before opening tests early.

Only the headteacher or a person making adaptations to test papers should have access to the test papers they have opened early.

Examples of when this arrangement is appropriate and more information about applying for early opening can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Additional time

Pupils with a statement of special educational needs are permitted up to 25 per cent additional time for the tests, at the school's discretion. Schools are not required to request permission for additional time for pupils with a statement of special educational needs.

Pupils using modified large print or Braille versions of the tests are automatically entitled to up to 100 per cent additional time. Pupils using enlarged print versions of the tests are not automatically entitled to additional time unless they have a statement of special educational needs.

Pupils with a hearing impairment, or who access the tests using sign language and who are using the modified versions of the mental mathematics test, are automatically entitled to up to 100 per cent additional time.

Schools do not need to request permission for additional time for the spelling test, as this test is not strictly timed and the time quoted is for guidance only.

In all other cases, if a school believes a pupil needs additional time to access a test, permission must be requested.

Pupils who have been given permission for additional time, including those with a statement of special educational needs, are not entitled to additional time for the mental mathematics test, unless they fall into the following categories:

- pupils with a visual impairment
- pupils using modified large print or Braille versions of the test
- pupils with a hearing impairment and/or pupils who use sign language.

Guidance for pupils who receive additional time as normal classroom practice, arrangements for pupils who need additional time because of unforeseen injuries and information about applying for more than 25 per cent additional time (or more than 100 per cent for the modified large print and Braille tests) can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Schools should consider carefully whether a pupil will actually benefit from additional time or whether rest breaks are more appropriate.

13.4 Reading arrangements

Readers

Schools do not need to request permission for the use of a reader if this is normal classroom practice and schools have evidence to show that resources are routinely committed to providing this support.

In the English tests readers may read the general instructions to pupils. However, readers must not read the stimulus in the English reading test.

Further guidance about using readers in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.5 Writing arrangements

There are a number of different access arrangements available for pupils who require support to write. Schools should consider which of the following access arrangements is most suitable for the pupil. The chosen access arrangement should reflect the pupil's assessment needs and the support the pupil receives as part of normal classroom practice. Schools must have evidence to show resources are routinely committed to providing this support, except in the case of unforeseen injuries.

Scribe

In a small number of cases, a pupil will need to use a scribe to enable them to access the key stage 2 tests. A scribe is a writing assistant (or amanuensis) who writes out answers dictated by the pupil. The scribe should not be another pupil at the school or a relative, parent or person with parental responsibility of the pupil taking the test. The scribe may also act as a reader.

Whenever a pupil uses a scribe, the school must complete the *Use of a scribe* form and attach it to the pupil's test script. This form can be downloaded from the *Access arrangements* section of the QCDA website at www.qcda.gov.uk/accessarrangements.

Further guidance about using scribes in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Transcripts

Where it would be very difficult for the external marker to read a pupil's writing, a school can transcribe all or part of the pupil's test script. Pupils for whom a transcript might be required should be identified before the tests. Braille test scripts should not be transcribed as QCDA will make appropriate marking arrangements.

A test administrator should transcribe the work with the pupil immediately after the test has been completed. The pupil should be kept separate from the rest of the cohort until the transcript has been completed.

The original test script must always be sent to the marker with the transcript. If the marker can read the pupil's writing, they will mark the original work. The marker will always look at the pupil's original test script to mark the handwriting for the English writing test (longer task).

Whenever a school makes a transcript of a pupil's work, the school must complete the *Use of a transcript* form and attach it to the pupil's test script. This form can be downloaded from the *Access arrangements* section of the QCDA website at www.qcda.gov.uk/accessarrangements.

Transcripts should not be made for pupils who cannot read their own writing. These pupils should use a word processor or scribe, if this is normal classroom practice.

Further guidance about using transcripts in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Word processors

Pupils who use word processors as part of normal classroom practice may use them for the mathematics tests. For the English tests, word processors may only be used by:

- pupils with special educational needs who would otherwise not be able to access the tests
- pupils who use a word processor or similar aid as part of normal classroom practice.

For all tests, word processor editorial functions must not be used and tools that help with spelling, punctuation and grammar must be switched off.

Whenever a pupil uses a word processor, the school must complete the *Use of a word processor or other technical or electrical aid* form and attach it to the pupil's test scripts. This form can be downloaded from the *Access arrangements* section of the QCDA website at www.qcda.gov.uk/accessarrangements.

Further guidance about using word processors in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Technical or electrical aids

Voice-activated software may be used as long as any editorial functions are turned off.

Whenever a pupil uses a technical or other electrical aid, the school must complete the *Use of a word processor or other technical or electrical aid* form and attach it to the pupil's test scripts. This form can be downloaded from the *Access arrangements* section of the QCDA website at www.qcda.gov.uk/accessarrangements.

Further guidance about using technical or electrical aids in the tests can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.6 Arrangements for pupils with a visual impairment

Modified large print, Braille and enlarged print tests are available for pupils with a visual impairment or special educational needs. Schools have to decide which test paper format is most appropriate for pupils when they order test materials.

Readers and test administrators may help pupils using the Braille version of the tests to use tactile diagrams, graphs and tables to obtain information that the printed paper would give to a sighted pupil.

Further guidance about arrangements for pupils with a visual impairment, including arrangements for the mental mathematics test, can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.7 Arrangements for pupils using apparatus

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

In the mathematics tests, teachers may provide real objects that look like those illustrated in the tests, as long as this is normal classroom practice. This arrangement is normally used to ensure pupils can appropriately access two-dimensional diagrams that are included in the test paper. Teachers may indicate on the test papers where objects are available for pupils to look at.

Further guidance about pupils using apparatus can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.8 Arrangements for pupils with a hearing impairment and/or pupils who use sign language

Schools can use communicators or sign language interpreters at their own discretion – they do not need to request permission.

The person responsible for access arrangements should make arrangements for communicators or sign language interpreters to support pupils who use British sign language or other sign-supported communication, or who supplement their residual hearing with lip-reading.

Guidance about preparing communicators and signers and specific requirements associated with communicating instructions and the test content can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.9 Concentration and fatigue related arrangements

Schools can choose to administer rest breaks or use prompters at their own discretion – they do not need to request permission.

Schools can administer rest breaks to pupils who find it difficult to concentrate or who are likely to experience fatigue during the tests. Schools should consider the most appropriate time to administer a rest break.

When administering a rest break, the content of the test must not be discussed. Schools should stop the clock during the rest break. Pupils must be given the correct amount of time to complete the test.

Schools may use prompters in all tests to help pupils keep to the task. Prompters should only be used to draw a pupil's attention back to the task – not to advise the pupil on which questions to do, when to move on to the next question or the order in which to attempt questions.

Further guidance about administering rest breaks and using prompters can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

13.10 Arrangements for pupils with EAL

All arrangements for pupils with EAL must be based on normal classroom practice and the school must have evidence that any support provided in the tests is also provided in the classroom.

If pupils with EAL normally use the English language in the classroom, they should also access the tests by reading and writing in English.

There are a number of options available for pupils with EAL who use a combination of English and their first language in the classroom, including oral and written translation of the tests and pupils' responses.

Whenever a written translation into English is made of a pupil's work, the school must complete the *Use of a transcript* form and attach it to the pupil's test script. This form can be downloaded from the *Access arrangements* section of the QCDA website at www.qcda.gov.uk/accessarrangements.

The pupil's script, the translated script and the *Use of a transcript* form should then be sent to the marker.

Further guidance about pupils with EAL can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.

Access arrangements for the mental mathematics test

Schools considering using access arrangements in the mental mathematics tests should read the guidance in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements before administering the test as their use may differ from the other tests.

The recorded version of the mental mathematics test must be administered to all pupils, with the exception of pupils who require specific arrangements.

Further guidance on access arrangements for the mental mathematics test, including when to use the transcript of the test instead of the recorded version, can be found in the 2011 key stage 2 AAG at www.qcda.gov.uk/accessarrangements.



Useful contact details

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

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For enquiries about national curriculum assessments

National curriculum assessments helpline For general enquiries about key stage 2 assessment arrangements, pupil registration, teacher assessments, stationery packs, test script handling and collection, return of test scripts and results and marking reviews.	Tel: 0300 303 3013 Fax: 0300 303 3014 Email: assessments@qcda.gov.uk Website: www.qcda.gov.uk/tests	QCDA 53–55 Butts Road Earlsdon Park Coventry CV1 3BH
QCDA enquiry line For general enquiries about the work of QCDA.	Tel: 0300 303 3011 Fax: 0300 303 3014 Email: info@qcda.gov.uk Website: www.qcda.gov.uk	QCDA 53–55 Butts Road Earlsdon Park Coventry CV1 3BH
QCDA orderline To order QCDA publications and previous years' statutory test materials.	Tel: 0300 303 3015 Fax: 0300 303 3016 Email: orderline@qcda.gov.uk Website: http://orderline.qcda.gov.uk	QCDA Orderline PO Box 29 Norwich NR3 1GN
QCDA modified test agency For enquiries about modified test materials.	Tel: 0844 500 6727 Fax: 0844 500 6451	
Becoming a marker For enquiries about becoming a marker.	Website: www.qcda.gov.uk/tests <i>Marking and examining section</i>	

Other useful contacts

Ofqual Office of Qualifications and Examinations Regulation.	Tel: 0300 303 3346 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk	Ofqual Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB
DfE national enquiry line For enquiries about the statutory requirements for assessment, national results, Achievement and Attainment Tables and reporting to parents or persons with parental responsibility.	Tel: 0870 000 2288 Website: www.education.gov.uk/contactus	Department for Education Castle View House East Lane Runcorn Cheshire WA7 2GJ
DfE publications helpline To order single copies of DfE materials and DfE circulars.	Tel: 0845 602 2260 Fax: 0845 603 3360	DfE Publications PO Box 5050 Annesley Nottingham NG15 0DJ
Information Commissioner's Office For enquiries about the Data Protection Act 1998.	Tel: 01625 545 700 Email: mail@ico.gsi.gov.uk Website: www.ico.gov.uk	Information Commissioner's Office Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF



About this publication

Who is it for?

Headteachers, English and mathematics teachers and teachers of year 6 pupils, key stage 2 assessment coordinators, special educational needs coordinators and teachers of pupils in years 3, 4 and 5. It is also sent to local authorities.

What is it for?

The key stage 2 ARA sets out statutory arrangements and provides information and guidance on the national curriculum assessment arrangements for key stage 2 in 2011.

What does it cover?

- Assessment and reporting requirements for key stage 2.
- How to administer the end of key stage 2 tests, including how to order assessment materials.
- Information about access arrangements.
- Requirements for reporting results to parents or persons with parental responsibility.
- How to order optional and statutory tests.

Related materials

2011 EYFS and key stage 1 *Assessment and reporting arrangements* (QCDA/10/4851).

Information and contacts

See section 14 'Useful contact details' or visit www.qcda.gov.uk/tests.

For more copies

Further printed copies of the ARA will not be available. The ARA can be accessed on the QCDA website at www.qcda.gov.uk/ara. QCDA/10/4852.

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