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Agency

# **2013 key stage 2 national curriculum tests review outcomes (provisional)**

**October 2013**

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## Introduction

This report provides provisional information on the outcomes of clerical reviews and reviews of marking for the 2013 key stage 2 national curriculum tests.

This report is published by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE). STA is responsible for developing and delivering all statutory assessments from early years to the end of key stage 3.

The 2013 levels 3-5 test reviews service, which is managed by STA's test operations agency, remained unchanged from the service offered in 2012 for the levels 3-5 English reading and mathematics tests. A reviews service was also offered for the first time for the externally marked levels 3-5 English grammar, punctuation and spelling test, which was introduced as a statutory end of key stage 2 test in 2013. The levels 3-5 English grammar, punctuation and spelling test was introduced as an onscreen marked test, while the equivalent English reading and mathematics tests continued to be paper-based marked tests. However there were no differences between the reviews services offered for each - simply the method by which the review marking was completed, which reflected the method by which the test script had been marked.

Level 6 tests in English reading and mathematics were available as part of the suite of key stage 2 tests for the second time in 2013. In addition a level 6 test in English grammar, punctuation and spelling was introduced for the first time in 2013. Schools could choose whether to administer the level 6 tests in addition to the levels 3-5 tests. The level 6 tests were externally marked and had an associated reviews service which was managed directly by STA; the reviews services offered mirrored those offered in 2012 and for the levels 3-5 tests.

The figures in this report are produced from the data feed provided by STA's test operations agency on Monday 21 October 2013. The information in this report is provisional and subject to the outcomes of a small number of outstanding maladministration investigations, and thus any potential review applications which may be received following any release of results to these schools. In addition STA's test operations agency is processing a small number of process review applications for the levels 3-5 tests. The outcomes of these will not be released until November 2013 so are not incorporated in the data.

## Reviews

A review is when a child's test script is checked to ensure that the original application of the mark scheme was appropriate and that no clerical errors were made. A request for a review for the levels 3-5 tests should be considered when, in the opinion of school staff, a child has been awarded a national curriculum level above or below the level that their work is entitled to, according to the published mark scheme. A request for a level 6 review should be considered when, in the opinion of school staff, the review would result in a change to the child's level 6 test outcome, according to the published mark scheme.

### Key stage 2 test review services in 2013

Schools had the choice to apply for either of the following types of review service:

- clerical review
- individual review

The levels 3-5 English grammar, punctuation and spelling test and the level 6 tests (in all subjects) were marked on screen; as a result the nature of the clerical review service for these tests differed from that offered for the levels 3-5 English reading and mathematics tests which were marked on paper. Transcription or addition errors (which would lead to a clerical review application for the levels 3-5 English reading or mathematics tests) could not arise for the onscreen marked tests. There was however a small risk that a child's test script image could have been incorrectly matched to another child's data record, therefore a clerical review service was available for schools for the onscreen marked tests for them to highlight any instances of test results being incorrectly assigned to the wrong child. There were also a small number of exception scripts for these tests which had to be marked on paper as they were not suitable for onscreen marking. For these test scripts the clerical review service available mirrored that for the other tests marked on paper.

Since 2010, an individual review service has involved a review of marking of the entire test script to check that the published mark scheme was applied to the agreed national standard throughout the test script. The review marker reviews the mark awarded for each item or question against the mark scheme to confirm it has been correctly applied. Since 2011, schools have been provided with the option to highlight any specific item(s) or question(s) they wished to bring to the review marker's attention. The entire test script is reviewed but this provides schools with the opportunity to highlight specific concerns. Both practices continued in 2013 for both the levels 3-5 and level 6 individual review services.

For the levels 3-5 English reading and mathematics tests, an individual review also includes a clerical check of the addition of marks on all test scripts submitted for review. Where an individual review request is not successful because the application of the mark scheme by the original marker is deemed appropriate, but a clerical error is detected, the

review is reported as a clerical review rather than an individual review. This is not applicable to the level 6 tests or the levels 3-5 English grammar, punctuation and spelling test because the addition of marks by the onscreen marking software is automated.

Schools that participated in the 2013 key stage 2 tests received their marked test scripts and results for the levels 3-5 and level 6 tests by the published deadline of Tuesday 9 July 2013. The deadline for requesting a review was Friday 19 July 2013. Schools applied for reviews for the levels 3-5 tests on a paper-based form which was returned directly to STA's test operations agency for processing, accompanied by any test scripts which were marked on paper and subsequently returned to schools. Schools applied for reviews for the level 6 tests using the online script return website, which schools also used to access images of their marked test scripts. A reviews service for the level 6 tests was not offered for children who were not registered to participate in the level 6 key stage 2 tests by the pupil registration deadline.

For the levels 3-5 English reading and mathematics tests, the system of collecting the national results data was consistent with the 2012 approach. Individual markers transferred the component scores from marked test scripts to an online mark capture system. Once the component scores had been captured, the aggregation of component scores for a child's test script to calculate a total mark for the test, and application of level thresholds to that total mark, was completed automatically. For the level 6 tests and levels 3-5 English grammar, punctuation and spelling test, test scripts were marked on screen, with markers inputting item level marks into the onscreen marking software as part of the marking process. For the levels 3-5 test; Paper 1 was grouped into 21 sections (one per page of the test answer booklet) and Paper 2 into 2 sections (one per page) for marking, so that up to 23 different markers marked each child's test script. For the level 6 tests questions from each test were grouped together into three (English grammar, punctuation and spelling) or four (English reading and mathematics) sections for marking. This meant that up to three markers marked each child's English grammar, punctuation and spelling test script and up to four markers each English reading or mathematics test script. Once all item level marks for a child's test script had been captured item marks were automatically aggregated to create a total mark for the test. The agreed level thresholds were later applied to the data feed by STA's test operations agency.

The level 6 tests and levels 3-5 English grammar, punctuation and spelling test scripts that were not able to be marked on screen (eg modified test papers) had their item level marks input to the onscreen marking system by a marker, who had marked the entire test script in hard copy. They were then automatically aggregated and the level thresholds applied in line with the test scripts marked on screen.

Details of the 2013 key stage 2 test reviews process is available on the DfE's website at: [www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/pupil/b00210121/markings-reviews](http://www.education.gov.uk/schools/teachingandlearning/assessment/keystage2/pupil/b00210121/markings-reviews).

## Review fees and process reviews

Schools were informed that they would be charged for any review applications that did not result in a change to the test level reported for the child for the levels 3-5 tests, or the test outcome for the child for the level 6 tests. The key stage 2 test review fees (which apply where there is no level or test outcome change) have remained unchanged since 2010 at £5 for a clerical review and £9 for an individual review. These fees applied to both the levels 3-5 and level 6 test reviews.

Schools were able to request a process review if they are not satisfied that the correct procedures had been followed in the conduct of an individual review. The outcome of a process review is final and there is no right of appeal. At the time of writing, four process review applications had been received for the 2013 key stage 2 tests at levels 3-5. No applications were received for the level 6 tests.

## Comparability

Valid comparisons between the 2013 statistics and previous years are difficult to make for a number of reasons:

- Since 2008, the marking process has differed slightly each year; these variances make direct comparisons with previous years difficult.
- The range of tests the reviews service was offered for in 2013 differed from 2012, with the introduction of the reviews service for the levels 3-5 and level 6 English grammar, punctuation and spelling test. The basis upon which the clerical review service can be applied for has also become more varied for the level 3-5 tests, to accommodate tests marked on screen and on paper.
- Until 2011, the levels 3-5 English reading and English writing tests reviews service had taken account of level changes at component subject level as well as for English overall (once the English reading and writing test results had been combined). The 2012 English reading reviews service considered only changes to the English reading test level so the drivers for schools to make review applications in 2011 and 2012 were not directly comparable.
- In 2013 the English grammar, punctuation and spelling test was introduced. The results from these tests were not however aggregated with those for the English reading test, so schools' decisions about making review applications for each test should be independent.
- Level 6 test outcomes are aggregated with a child's levels 3-5 test result in the same test, to generate an overall test level. This can mean a child's test outcome in one test influences a school's decision as to whether to apply for a review for the other test. Furthermore, it is acknowledged that what incentivised a school to make

a review application for the level 6 English reading and mathematics tests in 2012 may have been influenced by this being the introductory year of level 6 being an externally marked test. In the same way patterns of review applications for the levels 3-5 and level 6 tests in English grammar punctuation and spelling in 2013 may be affected by this being a newly introduced test.

STA does not believe that the number of review applications received, or the outcomes of reviews of marking, can be used to draw conclusions about the quality of marking in any year due to:

- the changing nature of the reviews services offered;
- the population of children sitting the tests; and
- varying factors influencing application decisions made by schools.



# Key figures for 2013

## Levels 3-5 tests

1 563 761 test scripts for the key stage 2 levels 3-5 tests in mathematics, English reading and English grammar, punctuation and spelling were marked in 2013. Review applications were received for 6 206 test scripts across the three levels 3-5 tests, representing 0.4 per cent of the total number of levels 3-5 test scripts that were marked.

1 487 levels 3-5 test scripts received an overall subject level change (to a higher or lower level) as a result of a review application, representing 0.1 per cent of the total number of levels 3-5 test scripts marked. 24 per cent of review requests for levels 3-5 test scripts resulted in a level change. The following tables show a breakdown of the figures for each of the levels 3-5 tests by subject.

Any review marks annulled due to malpractice during the review process have been excluded from the reviews requested figures.

Levels 3-5 English reading	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	202	257	20	202
		0.0%	7.8%	78.6%
Individual review	1 507	3 423	1	669
		0.7%	0.0%	19.5%

Table 1: Key stage 2 levels 3-5 test English reading test – review requests and outcomes

Levels 3-5 mathematics	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	156	210	9	144
		0.0%	4.3%	68.6%
Individual review	1 084	1 647	0	240
		0.3%	0.0%	14.6%

Table 2: Key stage 2 levels 3-5 mathematics test – review requests and outcomes

Levels 3-5 English grammar, punctuation and spelling	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	0	0	0	0
		0.0%	-	-
Individual review	426	669	2	200
		0.1%	0.3%	29.9%

Table 3: Key stage 2 levels 3-5 English grammar, punctuation and spelling test - review requests and outcomes

### Key to tables (1, 2 and 3)

† The percentage figures given in the 'Reviews requested' column use the cohort as the denominator in the calculation.

‡ The percentage figures given in the 'Outcome' columns use the value in the 'Reviews requested' column as the denominator in the calculation.

- A percentage cannot be calculated as the denominator is zero.

## Level 6 tests

206 948 test scripts for the key stage 2 level 6 tests in mathematics, English reading and English grammar, punctuation and spelling were marked in 2013. Review applications were received for 773 level 6 test scripts across the three level 6 test subjects, representing 0.4 per cent of the total number of level 6 test scripts that were marked.

A total of 158 level 6 test scripts received an overall subject level change (to a higher or lower level) as a result of a review application, representing less than 0.1 per cent of the total number of level 6 test scripts marked. 20.4 per cent of review requests resulted in a level change. The following tables show a breakdown of the figures for each level 6 test by subject.

Headteachers were advised to consider a child's expected attainment before entering them for the level 6 tests as they should be demonstrating attainment above level 5 in the relevant subject. To be awarded a level 6 a child would have to achieve both a level 5 in the levels 3-5 test and pass the corresponding level 6 test in the same year. If the child did not pass the level 6 test they would be awarded the level achieved in the levels 3-5 test. Reviews for the levels 3-5 and level 6 tests were processed independently, and so it was

possible for a school to request a review for both tests for the same child. However there were no cases of this in 2013.

Level 6 English reading	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	0	0	0	0
		0.0%	-	-
Individual review	185	294	0	75
		0.4%	0.0%	25.5%

Table 4: Key stage 2 level 6 English reading test - review requests and outcomes

Level 6 mathematics	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	0	0	0	0
		0.0%	-	-
Individual review	72	81	0	26
		0.1%	0.0%	32.1%

Table 5: Key stage 2 level 6 mathematics test - review requests and outcomes

Level 6 English grammar, punctuation and spelling	Schools	Reviews requested †	Outcome: lower level ‡	Outcome: higher level ‡
Clerical review	0	0	0	0
		0.0%	-	-
Individual review	255	398	1	56
		0.7%	0.3%	14.1%

Table 6: Key stage 2 level 6 English grammar, punctuation and spelling test - review requests and outcomes

### Key to tables (4, 5 and 6)

† The percentage figures given in the 'Reviews requested' column use the cohort as the denominator in the calculation.

‡ The percentage figures given in the 'Outcome' columns use the value in the 'Reviews requested' column as the denominator in the calculation.

- A percentage cannot be calculated as the denominator is zero.

## Technical information

### Population of interest

The population of interest, or cohort, for each of the levels 3-5 and level 6 tests includes all schools in England with children participating in the relevant key stage 2 test. Also included are a small number of Service Children's Education schools that are located overseas and have children eligible for the tests.

Children are not included if they did not sit the tests because they were:

- absent;
- withdrawn (level 6 test only);
- working below the level of the test (levels 3-5 test only); or
- working at the level of the test but unable to access them (levels 3-5 test only).

In addition children are not included if they sat the level 6 test but were not registered by their school by the pupil registration deadline. A reviews service was not offered for children that had not been registered to participate but took a level 6 test using the spare test papers which are provided to schools.

## Cohort numbers

The calculations of the types of review as a percentage of the cohorts given in tables 1 to 6 (above) and 10 to 13 (below) are based on the denominators given in table 7.

**Levels 3-5 tests:** a count of children with national curriculum level 2, 3, 4, 5 or an award of 'N', ie the number of children who sat the test and were subsequently awarded one of these levels.

**Level 6 tests:** a count of children with a pass or fail result, ie the number of children who were registered for and then subsequently sat the test.

Test	English reading	Mathematics	English grammar, punctuation and spelling
2009 levels 3-5	554 774	557 841	-
2010 levels 3-5	399 371	395 622	-
2009 -10 Single level tests (SLTs)	5 510	12 056	-
2011 levels 3-5	531 036	533 295	-
2012 levels 3-5	522 264	524 689	-
2012 level 6	46 499	55 029	-
2013 levels 3-5	520 288	522 028	521 445
2013 level 6	69 821	78 361	58 766

Table 7: Cohort numbers for key stage 2 tests, 2009-2013

The number of children for each test or test cycle may vary for a number of reasons, including:

- take up of the tests by independent schools
- school entry decisions (for SLTs in December 2009 and June 2010 and level 6 tests in 2012 and 2013 only)
- absenteeism
- rates at which children make progress and complete the relevant programme of study
- for 2010, schools not participating in the key stage 2 tests due to industrial action
- for 2010, schools not participating in the key stage 2 tests in mathematics due to involvement in the SLT pilot

## Data sets

The data sets used are given to STA or its predecessors by contracted test operations agency and by the onscreen marking supplier for the December 2009 and June 2010 SLTs. For the 2012 and 2013 level 6 tests, the data was supplied to STA by the onscreen marking supplier, then merged with the levels 3-5 test data by STA's test operations agency and provided back to STA. The data sets analysed in this report are the data feeds referenced in tables 8 and 9 below.

<b>Year</b>	<b>Data feed reference</b>	<b>Date the data was provided</b>
2009	6	16 October 2009
2010	6	7 September 2010
2011	6	25 October 2011
2012	6	29 October 2012
2013	6	21 October 2012

Table 8: Data sets for key stage 2 tests levels 3-5 2009-2013 and level 6 2012-2013

<b>Year</b>	<b>Data feed reference</b>	<b>Date the data was provided</b>
December 2009	6	17 March 2010
June 2010	6	30 September 2010

Table 9: Data sets for single level tests in December 2009 and June 2010

## Reviews upheld

For the key stage 2 levels 3-5 tests, only reviews where the level for the subject changed as a consequence of the review are included in the totals for outcomes in tables 1-3 (above) and 10-13 (below). For the level 6 tests, only reviews where the overall test outcome changed as a consequence of the review are included in the totals for outcomes in tables 4-6 and 10-13.

Any amendments to results outside the reviews process are not counted.

## Rounding

Any percentages given in this report are given to one decimal place. The rounding convention is as follows: any fractions of 0.05 and above will be rounded up, anything less than 0.05 will be rounded down. For example, 4.483 will be rounded to 4.5 and 4.445 will be rounded to 4.4. As a result of rounding, figures that are less than 0.05 per cent are rounded down and recorded as 0.0 per cent.

## Appendix A

### Historical reviews data 2009-2013

#### Key to tables (10 to 13):

# 2009 was the last year a group review service was offered.

\* In 2010 due to industrial action, 4 005 of the 15 515 maintained schools expected to administer the key stage 2 levels 3-5 tests did not do so. Therefore, the population of schools from which review applications was submitted was 74.2 per cent of the expected national cohort of schools. Furthermore, year 6 children in 225 schools who were participating in the SLT pilot did not sit a key stage 2 mathematics test, but did sit key stage 2 tests in English. This further reduced the mathematics cohort from which review applications could have been received, in comparison to 2011 and 2012. Finally, in 2010 the individual review service was widened to include a review of the child's entire test script.

+ The data reported for SLTs includes year 6 children only. However, test entries and review applications were also permitted from children in years 3, 4 and 5 as part of the SLT pilot.

~ From 2011 schools had the option to highlight specific concerns about the marking of their test scripts. The entire test script was still reviewed but this slightly altered the nature of the individual review service offered.

- Figure not applicable

For 2009 to 2013 any review marks annulled due to malpractice during the review process have been excluded from the reviews requested figures.



	2009 Levels 3-5#	2010 Levels 3-5*	2009/10 SLT +	2011 Levels 3-5~	2012 Levels 3-5	2012 Level 6	2013 Levels 3-5	2013 Level 6
<b>English reading</b>								
Clerical review	522	201	-	371	200	0	202	0
Individual review	2 724	1 798	5	2 477	882	39	1 507	185
Group review	17	-	-	-	-	-	-	-
<b>Mathematics</b>								
Clerical review	238	127	-	208	180	1	156	0
Individual review	956	525	27	797	417	43	1 084	72
Group review	1	-	-	-	-	-	-	-
<b>English grammar, punctuation and spelling</b>								
Clerical review	-	-	-	-	-	-	0	0
Individual review	-	-	-	-	-	-	426	255
Group review	-	-	-	-	-	-	-	-

Table 10: Number of schools requesting reviews

	2009 Levels 3-5#	2010 Levels 3-5*	2009/10 SLT +	2011 Levels 3-5~	2012 Levels 3-5	2012 Level 6	2013 Levels 3-5	2013 Level 6
<b>English reading</b>								
Clerical review	916 (0.2%)	273 (0.1%)	-	519 (0.1%)	233 (0.0%)	0 (0.0%)	257 (0.0%)	0 (0.0%)
Individual review	8 336 (1.5%)	5 890 (1.5%)	13 (0.2%)	6 657 (1.3%)	1 964 (0.4%)	93 (0.2%)	3 423 (0.7%)	294 (0.4%)
Group review	1,034 (0.2%)	-	-	-	-	-	-	-
<b>Mathematics</b>								
Clerical review	277 (0.0%)	141 (0.0%)	-	237 (0.0%)	224 (0.0%)	1 (0.0%)	210 (0.0%)	0 (0.0%)
Individual review	1 201 (0.2%)	760 (0.2%)	49 (0.4%)	1 065 (0.2%)	528 (0.1%)	52 (0.1%)	1 647 (0.3%)	81 (0.1%)
Group review	96 (0.0%)	-	-	-	-	-	-	-
<b>English grammar, punctuation and spelling</b>								
Clerical review	-	-	-	-	-	-	0 (0.0%)	0 (0.0%)
Individual review	-	-	-	-	-	-	669 (0.1%)	398 (0.7%)
Group review	-	-	-	-	-	-	-	-

Table 11: Number of reviews requested

	2009 Levels 3-5#	2010 Levels 3-5*	2009/10 SLT +	2011 Levels 3-5~	2012 Levels 3-5	2012 Level 6	2013 Levels 3-5	2013 Level 6
<b>English reading</b>								
Clerical review	48 (5.2%)	13 (4.8%)	-	34 (6.6%)	25 (10.7%)	0 (0.0%)	20 (7.8%)	0 (0.0%)
Individual review	3 (0.0%)	111 (1.9%)	0 (0.0%)	70 (1.1%)	5 (0.3%)	0 (0.0%)	1 (0.0%)	0 (0.0%)
Group review	44 (4.3%)	-	-	-	-	-	-	-
<b>Mathematics</b>								
Clerical review	5 (1.8%)	3 (2.1%)	-	7 (3.0%)	15 (6.7%)	0 (0.0%)	9 (4.3%)	0 (0.0%)
Individual review	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.1%)	1 (0.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Group review	2 (2.1%)	-	-	-	-	-	-	-
<b>English grammar, punctuation and spelling</b>								
Clerical review	-	-	-	-	-	-	0 (0.0%)	0 (0.0%)
Individual review	-	-	-	-	-	-	2 (0.3%)	1 (0.3%)
Group review	-	-	-	-	-	-	-	-

Table 12: Number of levels lowered after review

	2009 Levels 3-5#	2010 Levels 3-5*	2009/10 SLT +	2011 Levels 3-5~	2012 Levels 3-5	2012 Level 6	2013 Levels 3-5	2013 Level 6
<b>English reading</b>								
Clerical review	433 (47.3%)	155 (56.8%)	-	274 (52.8%)	179 (76.8%)	0 (0.0%)	202 (78.6%)	0 (0.0%)
Individual review	1 799 (21.6%)	931 (15.8%)	6 (46.2%)	1 669 (25.1%)	494 (25.2%)	12 (12.9%)	669 (19.5%)	75 (25.5%)
Group review	87 (8.4%)	-	-	-	-	-	-	-
<b>Mathematics</b>								
Clerical review	236 (85.2%)	127 (90.1%)	-	191 (80.6%)	162 (72.3%)	1 (100%)	144 (68.6%)	0 (0.0%)
Individual review	626 (52.1%)	221 (29.1%)	13 (26.5%)	416 (39.1%)	194 (36.7%)	13 (25.0%)	240 (14.6%)	26 (32.1%)
Group review	1 (1.0%)	-	-	-	-	-	-	-
<b>English grammar, punctuation and spelling</b>								
Clerical review	-	-	-	-	-	-	0 (0.0%)	0 (0.0%)
Individual review	-	-	-	-	-	-	200 (29.9%)	56 (14.1%)
Group review	-	-	-	-	-	-	-	-

Table 13: Number of level increases after review



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