

National curriculum assessments

KEY STAGE
2

YEARS
3–6

Assessment and reporting arrangements

Key stage 2

2014



Standards
& Testing
Agency

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, SI 2010/290, SI 2010/677, SI 2011/2392, SI 2012/765, SI 2012/838 and SI 2013/1513). This Order is made under section 87(3) of the Education Act 2002.

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

Please discard and recycle previous printed versions of this guidance.

© Crown copyright 2013

2014 Key stage 2 Assessment and reporting arrangements

Print version product code: STA/14/7089/p ISBN: 978-1-78315-325-1

Electronic version product code: STA/14/7089/e ISBN: 978-1-78315-326-8

OGL You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v2.0.

To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/version/2 or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This document is available for download at www.gov.uk/government/publications.

Contents

1. Changes for the academic year 2013 to 2014	5
1.1 Calculators in the mathematics tests	5
1.2 Test model and timings for the levels 3-5 English reading test	5
1.3 Additional time	5
1.4 Changes to floor standards	5
1.5 Arrangements for science sampling	6
1.6 Final year of optional tests for years 3, 4 and 5	6
1.7 Investigations into allegations of maladministration of teacher assessment	6
2. Key dates	7
3. Introduction	10
3.1 What is the ARA?	10
3.2 Legal status of the ARA	10
3.3 How does the ARA apply to different types of schools?	11
3.4 Responsibilities	13
3.5 Concerns and complaints	15
4. The national curriculum tests	16
4.1 An overview of the tests	16
4.2 Which children should take the tests?	17
4.2.1 Children younger or older than 11 at the end of key stage 2	17
4.2.2 Children working below the level of the tests	17
4.2.3 Children working at the level of the tests but who are unable to access them	18
4.2.4 Children whose level cannot be established	18
4.2.5 Children with English as an additional language	19
4.2.6 Children with a profound hearing impairment who are unable to access the tests	19
4.3 What materials are needed?	19
4.3.1 Standard test materials	19
4.3.2 Braille, modified large print and enlarged versions of the tests	20
4.4 Access arrangements	20
4.4.1 Applying for access arrangements	21
4.5 How to register children for the tests	21
4.6 Receiving and storing test materials	22
4.7 When must the tests be administered?	23
4.8 How must the tests be administered?	23
4.8.1 Administering the tests away from school	24
4.8.2 Monitoring the tests	24
4.8.3 Maladministration of the tests	25
4.9 Test results	26
4.9.1 Return of results to schools	26
4.9.2 Return of test scripts to schools	26
4.9.3 Reviews of marking	26
4.9.4 How children's test and teacher assessment results are used in the performance tables	26

5. Teacher assessment	28
5.1 What do teachers have to assess?	28
5.2 Children working below level 1 of the national curriculum	29
5.3 Children for whom the school is unable to make a teacher assessment	29
5.4 Children who move schools	29
5.5 Calculating overall teacher assessment levels	30
5.6 Submitting teacher assessment to STA	30
5.7 Moderating the end of key stage 2 writing teacher assessments	30
5.8 Maladministration of teacher assessment	32
6. Reporting to parents	33
6.1 What must the report include?	33
6.1.1 Reporting on children with SEN	33
6.1.2 Reporting religious education	33
6.2 Reporting on a child who changes schools during the academic year, or a child who is registered at more than one school	34
7. Keeping and maintaining records	35
7.1 Disclosure of educational records	35
7.2 Transferring records to a child's new school	36
7.2.1 How information should be transferred between schools	36
8. Contact details	38

1. Changes for the academic year 2013 to 2014

1.1 Calculators in the mathematics tests

Calculators are not allowed in any of the levels 3-5 mathematics tests. The standard required to achieve each level will remain the same. This may mean a larger change than usual in the level thresholds for mathematics to account for any difference in difficulty between the tests in 2014 and those in previous years.

Calculators continue to be allowed in the level 6 Paper 2 test.

1.2 Test model and timings for the levels 3-5 English reading test

The texts in the levels 3-5 English reading booklet will not be linked by a theme. The booklet will contain three or four texts. The least demanding text will come first with the following texts increasing in level of difficulty.

Instead of being given 15 minutes reading time and 45 minutes to answer the questions, children will have a total of one hour to read the texts and complete the questions at their own pace.

There are no changes to the level 6 English reading test.

1.3 Additional time

The process for schools to apply for additional time for children sitting the national curriculum tests has changed. Schools will use the 'Access arrangements' section of the NCA tools website to respond to a short series of questions about the child. The questions will draw on teachers' knowledge of children and their ability to assess an individual child's levels and corresponding access needs. Applications must be submitted by **Monday 14 April**.

Local authorities will not consider applications for additional time although they will still be able to view applications. Schools will be notified immediately of the outcome of their application via the NCA tools website.

More information on the new process will be provided to schools before they need to apply.

1.4 Changes to floor standards

In the key stage 2 tests for 2013 to 2014 a school will be below the floor standard if:

- fewer than 65 per cent of its children do not achieve level 4 or above in reading, writing and mathematics; and
- it is below the England median for progression by two levels in reading, in writing, and in mathematics.

Results of the English grammar, punctuation and spelling test are likely to be part of the floor standard in 2014. This will be confirmed in the autumn term.

1.5 Arrangements for science sampling

Science sampling tests for children at the end of key stage 2 will recommence in June 2014 on a biennial basis. The test will not be taken by whole cohorts. Instead a sample of approximately 9 500 children will be randomly selected, based on five children from 1 900 schools. Schools that are selected have a statutory obligation to participate.

Test results will be reported as national data only. No individual school or child will be identified within the data that is published. Results will not be used for school accountability or performance tables and individual results will not be returned to schools or children.

Children will sit the test within a two week period from Monday 2 June. It will consist of three papers. Each will take no longer than 25 minutes to complete. STA will contact schools by the middle of May to agree the date that the test will be taken at each school.

The test will be overseen by external administrators. A member of school staff may need to be available to support the administration of the test if this is agreed with the external administrator. The external administrator will notify the school of the five children that have been included in the sample. Schools are not required to place test orders. The external administrator will be responsible for bringing the test papers to school and taking the test scripts for marking.

The science sampling test will not be subject to monitoring visits nor will it need supporting by local authorities.

The 'Assessment and reporting arrangements' does not provide further details about this test. An overview is available on the Department for Education's (DfE) website at www.education.gov.uk/ks2. Detailed information will be provided to schools selected to participate.

1.6 Final year of optional tests for years 3, 4 and 5

The present suite of optional tests for years 3, 4 and 5 is fully integrated with the current national curriculum. As a new national curriculum is being introduced these optional tests will be discontinued from July 2014.

If schools wish to order hard copies of the optional tests they must do so via the 'Test orders' section of NCA tools by **Friday 29 November**. PDF versions of the tests will be available to download from STA's orderline at <http://orderline.education.gov.uk> until **Monday 30 June**. These tests will not be available after this point.

1.7 Investigations into allegations of maladministration of teacher assessment

To ensure accuracy of teacher assessment judgements, STA has a statutory duty to investigate maladministration allegations relating to key stage 2 teacher assessment as well as the key stage 2 tests. See section 5.8 for further details.

2. Key dates

2013

Autumn term	Local authorities submit their completed moderation plan to STA.
Monday 30 September	'Test orders' section of the NCA tools website opens for orders of standard and modified versions of the levels 3-5 national curriculum tests and optional tests for years 3, 4 and 5.
Friday 29 November	<p>Deadline for schools to order standard and modified versions of the national curriculum tests and optional tests for years 3, 4 and 5.</p> <p>Deadline for independent schools to order test materials and issue privacy notices.</p> <p>Any schools wishing to place an order for modified national curriculum tests or change an existing modified test order after this date should contact STA's modified test helpline on 0300 303 3019.</p>

2014

January	'Test administrators' guide' published on the DfE's website.
February	Schools that have ordered modified versions of the national curriculum tests will be contacted by STA's modified test helpline to confirm their order.
Monday 3 February	'Access arrangements' section of NCA tools opens for applications for additional time, early opening and compensatory marks.
Monday 24 February	'Pupil registration' section of NCA tools opens.
March	'Test administrators' guide' sent to schools.
Monday 3 March	Deadline for schools to submit applications for early opening and compensatory marks.
Monday 3 to Friday 14 March	Schools that have ordered optional tests for years 3, 4 and 5 receive their materials.
Friday 21 March	Deadline for schools to complete pupil registration for all levels 3-5 and level 6 national curriculum tests.
Final week of spring term	Schools notified of inclusion in local authority teacher assessment moderation visits.
Summer term	Local authority teacher assessment moderation visits take place.

Monday 14 April	Deadline for schools to submit applications for additional time. All schools that have applied for early opening will have been notified of the outcome of their application via NCA tools.
W/c 28 April	Schools receive their national curriculum test materials (standard and modified versions) and stationery items.
Mid-May	Schools notified of their selection in the science sampling tests.
Monday 12 May	'Teacher assessment' section of NCA tools opens. 'Access arrangements' section of NCA tools opens for applications for special consideration.
Monday 12 May to Thursday 15 May	National curriculum test dates (levels 3-5 and level 6 tests).
Friday 23 May	Deadline for schools to submit the headteacher's declaration form. Deadline for schools to submit special consideration applications.
Tuesday 27 May	Mark schemes available to download from NCA tools.
Monday 2 June to Friday 13 June	Science sampling tests (selected schools only).
Friday 27 June	STA's final deadline for accepting teacher assessment and P scale data. Schools that have applied for special consideration will have been notified of the outcome of their application via NCA tools.
Monday 30 June	Deadline for schools to download optional tests for years 3, 4 and 5 from STA's orderline.
Tuesday 8 July	Results available for the national curriculum tests. Level thresholds available for the national curriculum tests.
Friday 18 July	Deadline for STA to receive schools' review applications.
By the end of the summer term	Local authorities submit their completed moderation evaluation form to STA.
Friday 5 September	Review outcomes returned to schools.

National curriculum test timetable

The levels 3-5 tests must be taken before the corresponding level 6 tests on the scheduled day. All children who are entered for a level 6 test must also complete the corresponding levels 3-5 test.

Monday 12 May	Levels 3-5 English reading test Level 6 English reading test
Tuesday 13 May	Levels 3-5 English grammar, punctuation and spelling test Level 6 English grammar, punctuation and spelling test
Wednesday 14 May	Levels 3-5 mental mathematics test Levels 3-5 mathematics Paper 1 No level 6 tests timetabled for this day
Thursday 15 May	Levels 3-5 mathematics Paper 2 Level 6 mathematics Paper 1 Level 6 mathematics Paper 2

3. Introduction

3.1 What is the ARA?

The 'Assessment and reporting arrangements' (ARA) explains the statutory requirements and provides guidance for the key stage 2 national curriculum assessment and reporting arrangements in the academic year 2013 to 2014.

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

STA's framework document, which gives more detail on its operation, is available from the DfE's website at www.education.gov.uk/sta.

The term 'parent' is used in this document as defined in section 576 of the Education Act 1996 as:

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

All references to academies include free schools, as in law they are academies.

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

3.2 Legal status of the ARA

This document contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (as amended by SI 2009/1585, SI 2010/290, SI 2010/677, SI 2011/2392, SI 2012/765, SI 2012/838 and SI 2013/1513). This Order is made under section 87(3) of the Education Act 2002.

With respect to the science sampling tests, although the ARA contains provisions made pursuant to section 87(3) of the Education Act 2002 and article 11 of the Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (as amended by SI 2009/1585 and SI 2010/290 and SI 2013/1513), it does not provide full details in relation to these tests. An overview is available on the DfE's website at www.education.gov.uk/ks2. Detailed information will be provided elsewhere to schools selected to participate.

This document 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 order can be viewed on the government's legislation archive at www.legislation.gov.uk/uksi/2003/1038/made.

The ARA also contains guidance and information that does not form part of the law.

3.3 How does the ARA apply to different types of schools?

Maintained schools

This ARA applies to all maintained schools (including maintained special schools) with children in key stage 2.

Academies in England

Where the funding agreement for an academy provides that it shall comply with guidance issued by the Secretary of State in relation to assessments and teacher assessments of children's performance, this ARA is that guidance and the academy must comply with it. This also applies to alternative provision (AP) academies.

It is an academy trust's responsibility to ensure that, where required, the academy has fully complied with the moderation, monitoring and data submission requirements as set out in this ARA. Key stage 2 arrangements are only applicable to those academies that provide education to children at this stage of learning.

Academies are not required to follow the national curriculum however they are required to teach a broad and balanced curriculum which must include English, mathematics and science (English and mathematics in the case of AP academies). Academies are held to account through statutory assessments on the same basis as maintained schools.

Pupil referral units, maintained hospital schools and children educated at home

Children still on the register at a maintained school or academy studying at a pupil referral unit (PRU) or hospital school are required to take the national curriculum tests and their results must be reported.

It is the responsibility of maintained schools and academies to ensure that the child is registered for the key stage 2 tests. Children not on the register of a maintained school or academy that attend a PRU or hospital school are not required to take the tests.

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

Overseas schools

Service Children's Education (SCE) schools are required to participate in the national curriculum assessment and reporting arrangements in line with the arrangements for administration in England.

All other overseas schools cannot participate formally, but may purchase copies of the levels 3-5 national curriculum tests from the DfE's website at <http://orderline.education.gov.uk/international>. These will be dispatched after Friday 23 May, once all the tests have taken place in England.

All materials, including level 6 tests, will also be available to download from <http://orderline.education.gov.uk>, after all tests have taken place.

Non-maintained special schools

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of key stage 2, although they are not required to do so. Those that choose to participate should follow the arrangements described in this document.

Independent schools in England

Independent schools in England, which are not academies, may 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. Independent schools' results will not be reported in the performance tables.

Participating independent schools should comply fully with these assessment and reporting arrangements by:

- placing orders for standard and modified levels 3-5 national curriculum tests, including an estimated number of early and late takers, on the 'Test orders' section of the NCA tools website by **Friday 29 November**;
- issuing a privacy notice to the parents of any child participating in one or more of the tests and receiving approval before submitting pupil registration data;
- registering all eligible children for the levels 3-5 tests, and any children who will be participating in the level 6 tests, by **Friday 21 March**;
- co-operating with any monitoring requests, including visits to the school by STA or local authority representatives;
- ensuring any eligible child takes the test(s);
- sending relevant test scripts for marking;
- recording teacher assessment levels and submitting these to STA by **Friday 27 June**; and
- meeting any other relevant deadlines, for example for access arrangements.

If an independent school does not meet the ordering deadline or complete pupil registration, the school will be excluded from the 2014 national curriculum tests for key stage 2.

Any independent schools that withdraw from the assessment arrangements after the delivery of the national curriculum test materials will be invoiced for any materials provided.

If independent schools are not formally participating in the tests they may purchase copies to administer informally. Copies of the levels 3-5 English and mathematics national curriculum tests can be purchased from <http://orderline.education.gov.uk/nctests> and will be dispatched after Friday 23 May, once all the tests have taken place in England.

All materials, including level 6 tests, will also be available to download for free from <http://orderline.education.gov.uk>, after all tests have taken place.

3.4 Responsibilities

All those responsible for assessing and reporting key stage 2 need to refer to this document and ensure they are aware of any changes from previous years.

Headteachers

Headteachers of maintained schools, including maintained special schools, have a duty to ensure that the requirements in this document are implemented in their school by:

- ensuring all deadlines are met;
- ensuring teachers and other staff comply with the assessment and reporting arrangements;
- identifying which children have reached the end of key stage 2;
- providing parents 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; and
- ensuring the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

In relation to the key stage 2 tests headteachers must:

- ensure all children are registered for the levels 3-5 national curriculum tests including those who:
 - will take the tests;
 - are working below the level of the tests;
 - are unable to take the tests;
 - have taken the tests in the past;
 - will take the tests in the future;
- decide whether any children should be entered early for the tests;
- ensure any children who are registered at a maintained school and attend a PRU or hospital school are registered for the tests at the maintained school on the 'Pupil registration' section of the NCA tools website at www.education.gov.uk/ncatools;
- keep all test materials secure and treat them as confidential before, during and after the test period;
- be able to give an accurate account of all those who have had access to test materials before, during and after the test period;
- ensure that the tests are administered according to the published procedures;
- carry out all tests according to the published timetable unless STA has approved a timetable variation;
- complete and submit the headteacher's declaration form after all test scripts have been collected for marking; and
- co-operate with any monitoring visits, including visits to the school by local authority representatives.

Children recently arrived from overseas should be registered for the tests but may be discounted from the calculation of performance measures (see section 4.9.4).

For teacher assessment headteachers must:

- ensure levels and results for each attainment target in the core subjects of English, mathematics and science are submitted to STA for all children at the end of key stage 2 by **Friday 27 June**;
- comply with arrangements for the external moderation of English writing teacher assessment, including visits by local authority or STA representatives;
- ensure their school has an appropriate system to record and submit data to STA by the deadline date; and
- ensure the data reflects any changes made as a result of a local authority moderation visit. If submitted data differs from the moderated data the local authority will investigate this as possible maladministration and notify STA.

Headteachers of schools selected to participate in the science sampling tests have a statutory duty to ensure that the assessment arrangements for the science sampling tests are implemented in their schools. They must:

- ensure that teachers and other staff comply with the arrangements for the science sampling tests; and
- ensure that the selected children take the tests if they are working at level 3 or above in science at the end of the key stage 2 programme of study.

In addition, headteachers should:

- consider whether children may be working above level 5 for possible participation in a level 6 test; and
- ensure their school's details are up to date on EduBase and the NCA tools websites. This will ensure that their school receives communications and test materials sent by STA.

Teachers of children 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 national curriculum tests

Maintained schools have a statutory duty to ensure that provision is made to meet the special educational needs of their children. Academies must also make such provision, according to the requirements set out in their funding agreement. Access arrangements are summarised in section 4.4 of this document.

Governing bodies

Governing bodies of maintained schools must carry out their functions so that the requirements in this document are implemented in their school.

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

Academy trusts

An academy's funding agreement will usually require that the academy trust (the body that runs the academy) complies with any guidance to ensure that children take part in assessments and in teacher assessments of children's performance as they apply to maintained schools. This ARA is such guidance.

Local authorities

Local authorities must do all they can to ensure that assessment arrangements are implemented and, in particular, must monitor whether the national curriculum tests are being administered correctly. Local authorities must ensure that their maintained schools and academies (where an academy trust has requested to be part of their assessment arrangements) administer the statutory assessment and reporting arrangements appropriately. Local authorities should ensure that these schools understand and follow their statutory and funding agreement requirements.

To do this, local authorities will:

- offer training and advice on all aspects of assessment at key stage 2, including to any academy trusts that have requested to be part of these assessment arrangements;
- moderate the teacher assessment of English writing in a sample of schools. If the levels submitted by a school differ from the agreed local authority moderated data, the local authority must investigate this as possible maladministration and notify STA;
- view applications from their schools for early opening of the tests or additional time;
- make unannounced visits to at least ten per cent of their key stage 2 schools before, during and after the test period;
- inform STA of any irregularities in the test administration process or within any school's submitted teacher assessment data and discuss steps to take; and
- ensure the requirements for the transfer of records between schools are met, including the completion of the common transfer file as noted in the Education (Pupil Information) (England) Regulations 2005, where this has been agreed between a governing body and authority.

3.5 Concerns and complaints

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

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

4. The national curriculum tests

4.1 An overview of the tests

The national curriculum tests are designed to assess children's knowledge and understanding of specific elements of the key stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the key stage. Further information about the tests is available on the DfE's website at www.education.gov.uk/ks2.

The levels 3-5 tests

Schools must administer the following levels 3-5 tests:

- English reading
- English grammar, punctuation and spelling
- mathematics

Results will be published as scores and corresponding levels for each test.

A child's overall mathematics subject level is calculated by combining the child's scores from the mathematics components. The child must have completed all components.

A child's marks from the English grammar, punctuation and spelling test components will be aggregated to calculate their level for the English grammar, punctuation and spelling test. The child must have completed all components.

A combined overall English level will not be calculated.

The level 6 tests

Schools may also choose to administer the following level 6 tests:

- English reading
- English grammar, punctuation and spelling
- mathematics

Children entered for level 6 tests are required to take the levels 3-5 tests. Headteachers should consider a child's expected attainment before registering them for the level 6 tests as they should be demonstrating attainment above level 5. Schools may register children for the level 6 tests and subsequently withdraw them.

The child must achieve a level 5 in the levels 3-5 test and pass the corresponding level 6 test in the same year in order to be awarded an overall level 6 result. If the child does not pass the level 6 test they will be awarded the level achieved in the levels 3-5 test.

Results will be published as scores and levels for each test. These will continue to be used in the accountability framework and published in performance tables. Details of the measures to be published in the performance tables can be found in the statement of intent at www.education.gov.uk/schools/performance.

4.2 Which children should take the tests?

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

All children who have reached the end of key stage 2 are included in the calculation of a school's performance measures, regardless of whether they have been entered for national curriculum tests. Section 4.9.4 explains the circumstances when children may be removed from these calculations.

All children enrolled at maintained schools and special schools who will have completed the key stage 2 programme of study in the 2013/14 school year and all eligible children enrolled at academies must be registered for the national curriculum tests, even if they are working below the level of the tests. The tests must be taken by all children working at level 3 or above, unless they have taken them in the past.

Children in their final year of key stage 2 who attend a PRU or hospital school but are still on the register of a maintained school or academy must also participate in the tests. The headteacher at the school where the child is registered is responsible for ensuring that the tests are administered according to the published guidance and that the completed test scripts are returned to their home school immediately after the tests.

Some parents may ask a headteacher not to enter their child for the tests. Parents may also ask a headteacher to enter their child for a test when the school has decided this is not appropriate. In all instances the headteacher's decision regarding participation is final. Headteachers should explain the school's decision to parents.

4.2.1 Children younger or older than 11 at the end of key stage 2

Children must only be entered for the tests before the school year in which they are 11 if they have completed the key stage 2 programme of study and the headteacher considers they are working at level 3 or above.

Children must take the levels 3-5 and corresponding level 6 test in the same year. If a school wishes to enter children for a levels 3-5 test early they should therefore also consider whether to enter them for the corresponding level 6 test as the children will not be allowed to take it in following years.

Children older than 11 who have not taken the tests must be entered to take them at the end of the year in which they complete the key stage 2 programme of study, if the headteacher considers the child to be working at level 3 or above.

The performance tables report children's results in the year in which they complete the key stage 2 programme of study. Where a child takes one test early the results will not be reported in the tables until the year in which the remaining tests are taken.

4.2.2 Children working below the level of the tests

Children who are assessed as working below level 3 of the national curriculum and who are not expected to reach this level by May 2014 must be registered as below the level during the pupil registration process. They should be marked as 'B' on the test attendance register and should not sit the test.

Children cannot be registered as below the level for individual components of a test. If they are not below the level of the entire test they must take all components of the test. For example, a child cannot take Paper 1 of the English grammar, punctuation and spelling test and be marked as 'B' on the attendance register for Paper 2. In this scenario STA would correct the child's status to 'A' (Absent) and the child would be recorded as absent overall.

If the 2014 tests are administered to children working below the level of the tests, their completed test scripts must be sent for marking. These children will be awarded levels based on their achievements in those tests. Their test results must be included when reporting results to the Department and in the annual report to parents.

Teacher assessment data must be submitted for children working below the level of the tests. Headteachers must submit teacher assessment data using P scales for those children with SEN who are working towards level 1 (see section 5.2). More information on P scales is available on the DfE's website at www.education.gov.uk/assessment.

4.2.3 Children working at the level of the tests but who are unable to access them

Schools are responsible for making arrangements to determine whether a child 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.

Some examples of children who may fit this category are included below.

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

Specific arrangements can be put in place to enable children to access the tests. A summary of the access arrangements that can be used are set out in section 4.4.

Children who are working at the level of the tests but who are unable to access them must be registered in the 'Pupil registration' section of NCA tools and marked as 'T' on the test attendance register.

If the 2014 tests are administered to children who are working at the level of the tests but are unable to access them, their completed test scripts must be sent for marking. Children will be awarded levels based on their achievements in those tests.

4.2.4 Children whose level cannot be established

Schools may not have enough time to determine a child's level before the tests, for example because a child has recently arrived from a different education system. Where this is the case the child must be registered as part of pupil registration but should not sit the test. They must be marked as 'T' on the test attendance register.

If the 2014 tests are administered to children whose level has not been established, their completed test scripts must be sent for external marking. Children will be awarded levels based on their achievements in those tests.

4.2.5 Children with English as an additional language

Children with English as an additional language (EAL) must be registered for the levels 3-5 national curriculum tests even if there is a valid reason why they will not take them.

English tests

If children cannot communicate in English then they will be working below the level of the English tests and should not take them (see section 4.2.2).

Mathematics tests

To establish the child's level for mathematics, teachers and language-support staff should work together to translate national curriculum work into the child's preferred language. Care should be taken to ensure that any translation does not provide additional support or understanding of mathematical terms.

If a child is working at the level of the mathematics tests, the school should administer the tests using the access arrangements summarised in section 4.4. Children working below the level of the mathematics tests should not take them (see section 4.2.2).

4.2.6 Children with a profound hearing impairment who are unable to access the tests

A child with a profound hearing impairment may not be able to participate in the spelling aspect of the English grammar, punctuation and spelling test or the mental mathematics test even with the full range of access arrangements. The school should apply for a compensatory mark (see section 4.4). In order for children to be awarded a compensatory mark they must be marked as 'A' on the attendance register for the test component where compensatory marks have been sought and take the remaining components of the test.

4.3 What materials are needed?

4.3.1 Standard test materials

Maintained schools and academies should use the 'Test orders' section of the NCA tools website to order standard versions of the levels 3-5 tests. The deadline for placing orders is **Friday 29 November**. However schools will receive test materials based on the number of children they register for the tests by **Friday 21 March**, the pupil registration deadline. All schools must complete pupil registration.

Independent schools that wish to participate in the 2014 key stage 2 national curriculum tests must place their test order by **Friday 29 November**. Those that miss the deadline will be **excluded**.

All schools will be sent a small surplus for each test to accommodate changes in cohort size.

Schools cannot order the level 6 tests. Instead materials will be based on the number of children the school registers for the level 6 tests by **Friday 21 March**.

4.3.2 Braille, modified large print and enlarged versions of the tests

Schools can administer Braille, modified large print (MLP) and enlarged print (EP) versions of the tests. They may order:

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

There is information on the DfE's website at www.education.gov.uk/ks2 to help schools decide which test materials will be most appropriate for their children. STA's modified test helpline can also offer advice.

Modified test materials should be ordered via the 'Test orders' section of NCA tools by **Friday 29 November**. Participating schools may place orders after this date by contacting STA's modified test helpline on 0300 303 3019.

Orders for modified versions of the level 6 tests will only be fulfilled for schools that are registered for the level 6 tests by **Friday 21 March**.

4.4 Access arrangements

A small number of children may require additional arrangements to enable them to take part in the tests. Access arrangements are adjustments that schools must consider before the tests and should be based primarily on normal classroom practice for children with particular needs. Access arrangements must never provide an unfair advantage; the support given must not change the test questions and the answers must be the child's own.

The information in this section provides a summary of who access arrangements are for and how they can be used. Detailed information about each access arrangement and how it can be used in each test is available on the DfE's website at www.education.gov.uk/ks2.

Access arrangements may be appropriate for a child:

- with a statement of SEN as described in the SEN code of practice or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA);
- for whom provision is being made in school using the School Action or School Action Plus aspect of the SEN code of practice and whose learning difficulty or disability significantly affects their ability to access the tests;
- who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need);
- who is unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties; or
- with EAL and who has limited fluency in English.

When making a decision about using access arrangements, schools should consider:

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

Some examples of access arrangements are below. A full list of access arrangements and information about each one is available on the DfE's website.

- Opening test materials more than one hour early to allow schools to make adaptations to the text or to prepare apparatus
- Allowing a child additional time to complete the test
- Granting a child compensatory marks if he or she has a profound hearing impairment and does not use lip-reading or a signing system
- Allowing a child to use a scribe, for example if he or she is unable to write or finds writing very difficult or uncomfortable
- Making a transcript if a child's writing is very difficult for a marker to read
- Delivering a translated version of the mental mathematics test to a child with limited fluency in English

Schools must ensure that documentation showing that a child is eligible for access arrangements, including readers, prompters and scribes, is available for inspection in the event of a monitoring visit. This must include evidence that resources are routinely committed to providing this support in the classroom.

If schools use access arrangements for a child inappropriately, the child's results may be annulled.

4.4.1 Applying for access arrangements

Schools that wish to use access arrangements must use the NCA tools website to make applications and download notification forms. The 'Access arrangements' section opens on Monday 3 February. Schools must note the deadlines for making applications (see section 2).

In order to comply with the Data Protection Act (1998) STA cannot accept emails about access arrangements. Instead, schools should use the 'Message us' page in the 'Access arrangements' section of NCA tools which is a secure alternative to email. Schools may contact the national curriculum assessments helpline for general queries about access arrangements but should use the 'Message us' page for queries about individual children.

4.5 How to register children for the tests

Schools must use the NCA tools website at www.education.gov.uk/ncatools to register and confirm all children at the end of key stage 2 for the 2014 national curriculum tests. This process, referred to as pupil registration, ensures schools receive accurate attendance registers and appropriate quantities of test materials.

The 'Pupil registration' section of NCA tools opens on Monday 24 February. The deadline for registering children for all tests is **Friday 21 March**. Any children not registered for the level 6 tests by **Friday 21 March** will **not** be able to participate in them.

The 'Pupil registration' section of NCA tools is pre-populated for maintained schools and academies that have completed their spring School Census submission by the deadline. Schools that miss this deadline must upload their own data. Independent schools must also upload their pupil data.

Independent schools that have not uploaded their pupil registration data by the deadline of **Friday 21 March** will not be allowed to participate in the tests.

4.6 Receiving and storing test materials

It is the headteacher's responsibility to ensure that the integrity of the tests is maintained throughout the test period so that no child has an unfair advantage over another. This means keeping the test materials secure and treating them as confidential from when the school receives them until the end of the timetable variation period (five school days after the final test).

Schools will receive test materials, including modified materials, in the week commencing 28 April. Materials will be delivered to school addresses taken from EduBase (www.education.gov.uk/edubase). If a school has not received its materials by **Tuesday 6 May**, it should contact the national curriculum assessments helpline on 0300 303 3013.

The headteacher, or delegated senior member of staff, must check the delivery against the delivery note to ensure the correct number of packs has been received. The boxes must then be resealed and stored in a secure, locked place such as a filing cabinet, cupboard or storeroom with limited access to other members of staff. Schools should contact STA if:

- a delivery does not contain the materials shown on the delivery note;
- anyone suspects that there might have been a breach of security with the test materials; or
- any of the test packs are unsealed or damaged on arrival. (Schools may be asked to send a photograph of the damaged packages to STA).

Test packs should only be opened in the test room when the children are ready to start the test. They should not be opened earlier unless STA has granted permission for early opening (see section 4.4).

To maintain the integrity of the tests for any child that does not take the tests on the scheduled day, teachers and test administrators must not discuss the content of the test papers with anyone or use question-specific information to prepare children for the test. In particular, test specific content which could compromise the test must not be discussed on social media websites or published in blogs.

After the tests have been administered the test scripts must be kept securely until they are collected for marking.

Schools will not be sent mark scheme packs or mark scheme amendments for the modified tests. These will be published on NCA tools after all test scripts have been collected for marking in May.

4.7 When must the tests be administered?

All tests should be taken on the days specified in section 2 of this document. Under no circumstances may a test be taken before the day specified in the statutory timetable.

Headteachers are responsible for deciding the start time for the tests each day. If a school chooses to administer a level 6 test they must administer the corresponding levels 3-5 test earlier the same day.

In any one school, all children should take each test at the same time. If unavoidable practical difficulties make this impossible no child should have the opportunity to communicate with any children who have already taken the test. Where a school schedules two sittings for a particular test, the second sitting must immediately follow the first.

Absence during the test period

Children who miss one or more component of a test and do not qualify for a timetable variation will not be awarded a level for that test.

If a child is absent for the levels 3-5 test but takes the level 6 test, the level 6 test result will be returned but the child will be reported as absent overall.

Teacher assessment judgements must still be submitted for children who are absent during the test period.

Changes to the statutory test timetable

The tests can be rescheduled for individual children or for a whole cohort subject to the strict criteria described on the DfE's website at www.education.gov.uk/ks2. This is known as a timetable variation.

Schools may move the tests for individual children within the scheduled day as long as they notify STA of this change using NCA tools. To reschedule a test by up to five school days schools must submit their application through NCA tools and have it approved.

If a school uses a timetable variation the headteacher must ensure that:

- the child takes the test(s) at the nominated time(s); and
- STA is informed of any variation to the nominated time(s).

Headteachers must also gain assurance from parents that the child:

- is kept apart from other children taking or who have taken the test; and
- does not have access to the internet.

4.8 How must the tests be administered?

The tests must be administered in accordance with the published procedures, in particular the 'Test administrators' guide' and guidance for the modified versions of the tests. It is the headteacher's responsibility to ensure that this guidance is read and followed by all teachers, teaching assistants and others involved in administering the tests. It contains detailed information including how to prepare rooms and what equipment is

needed. Schools that do not comply with the published procedures could be subject to investigations of maladministration.

Schools will be sent a copy of the 'Test administrators' guide' in March. It will also be available to download from the DfE's website at www.education.gov.uk/ks2, along with modified test administrators' guides.

Headteachers must complete and submit the headteacher's declaration form to confirm that their school has administered the tests according to the published guidance. The form will be available on the 'Pupil registration' section of NCA tools. It must be submitted online by **Friday 23 May**.

4.8.1 Administering the tests away from school

In exceptional circumstances and at the headteacher's discretion, schools may administer tests at a different location within the UK. The alternative location might be another school, the child's home, a hospital or PRU.

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

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

Schools should consider whether they need to request additional test materials so that unopened test packs can be transported to another location.

Headteachers must ensure completed test scripts are returned to the school at which the child is registered immediately after the tests and then sent for marking. The security of the tests must be maintained at all times. Failure to follow the published procedures may lead to annulment of results.

Children solely registered at a PRU or hospital school are not required to take national curriculum tests (see section 3.3).

4.8.2 Monitoring the tests

Monitoring visitors, for example local authority or STA representatives, will make unannounced visits to schools to check that they are following the security arrangements and administering the English and mathematics tests in accordance with published procedures.

Local authorities have a statutory duty to make monitoring visits to at least ten per cent of maintained schools in their authority before, during and after the test period.

Maintained schools must allow monitoring visitors to:

- see all national curriculum test materials and any relevant delivery notes;
- observe tests being administered;
- see evidence to show that children using access arrangements, for example prompters or scribes, are doing so in accordance with normal classroom practice; and
- see copies of correspondence and other documents sent to and received from the local authority or STA about the administration of the tests.

If a monitoring visitor sees administrative irregularities or potential maladministration in a school STA will carry out a full investigation to decide whether there is any doubt relating to the accuracy or correctness of a child's test results.

Academies will be contacted in the autumn term to establish whether they will be included in their geographical local authority's monitoring visit arrangements or be part of another accredited agency's arrangements. If an academy does not notify the Department of an alternative provider they will become part of their geographical local authority's arrangements by default.

More information on monitoring visits will be available on the DfE's website at www.education.gov.uk/ks2 in February.

4.8.3 Maladministration of the tests

The term 'maladministration' refers to any act that affects the integrity, security or confidentiality of national curriculum assessments and that could lead to results that do not reflect children's actual ability or unaided work.

STA is responsible for deciding whether marks should be amended or test results annulled following investigations into allegations of maladministration or administrative irregularities. Maladministration can lead to changes or annulment of results for whole cohorts, groups of children or individual children.

Schools and local authorities should report any issue with the administration of the tests and/or any allegations of maladministration they receive to STA by calling the national curriculum assessments helpline on 0300 303 3013.

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any child's results in the national curriculum tests. STA's maladministration team will work closely with local authorities to investigate any allegations of maladministration. Test scripts and results for schools under investigation will be withheld until the investigation is complete.

The maladministration investigation procedures are available on the DfE's website at www.education.gov.uk/ks2.

4.9 Test results

4.9.1 Return of results to schools

Schools will be able to view their results on Tuesday 8 July from the 'Pupil results' section of the NCA tools website at www.education.gov.uk/nca_tools.

Level threshold tables for the tests will also be available on Tuesday 8 July from the DfE's website at www.education.gov.uk/ks2.

4.9.2 Return of test scripts to schools

Marked test scripts will be available on or by Tuesday 8 July. Schools must report any missing marked test scripts immediately to STA. Test scripts will be available as follows.

- Test scripts marked in hard copy will be returned to schools in the same format.
- Test scripts marked on screen will be available to access and print via NCA tools.

Schools may return marked test scripts to children but are not required to do so.

4.9.3 Reviews of marking

If schools believe that there is evidence that a mark scheme has not been applied correctly or a clerical error has occurred they can apply for a review of marking. There is a charge for this service, although schools will not be charged if a review results in a change to a levels 3-5 test result or the outcome of a level 6 test.

Guidance on how to apply for a review of marking will be published on the DfE's website at www.education.gov.uk/ks2 in June. The deadline for applications is **Friday 18 July**. Schools will be informed of the outcome of review applications by Friday 5 September. Reviewed hard copy test scripts will be returned to schools during the week commencing 1 September; test scripts marked on screen will be available to schools on Friday 5 September.

4.9.4 How children's test and teacher assessment results are used in the performance tables

All children who have reached the end of key stage 2 are included in calculation of school-level performance measures. However, a small number of children may be discounted from these calculations before publication of the performance tables and release of validated data in RAISEonline. These will be children who have recently arrived from overseas with little or no English. To be eligible, a child must meet all three of the following criteria:

- they were admitted to an English school for the first time during the 2012/13 or 2013/14 school year; and
- they arrived from overseas before their admission; and
- English is not an official language of the country they came from.

During the annual performance tables checking exercise schools can apply to remove children from the 'number of eligible pupils' figure that is used for calculation of performance measures. This exercise will run in early September 2014. If a request is accepted, the child will be excluded from calculation of all measures. Omissions will not be granted for an individual subject.

The first autumn release of 2014 data that is published on RAISEonline uses the data which schools are asked to check during September, so will not take account of any amendments that have been submitted. Amendments will be included in the following RAISEonline release of validated data.

Detail of the content of the 2014 performance tables will be available in the statement of intent on the DfE's website at www.education.gov.uk/schools/performance by the end of the summer 2014 term. For queries about performance tables, contact the DfE's national enquiry line on 0370 000 2288.

5. Teacher assessment

Teacher assessment provides a rounded judgement that:

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

At the end of key stage 2, schools must report teacher assessment judgements (including component attainment targets) to STA for English, mathematics and science.

Teacher assessment data is used in the performance tables, RAISEonline and floor standards. Data submitted late will not be used in the school performance tables checking exercise or the RAISEonline release of unvalidated data. (See section 4.9.4 for information about how children can be discounted.)

Teacher assessment judgements must be submitted via the 'Teacher assessment' section of the NCA tools website at www.education.gov.uk/ncatools by **Friday 27 June**.

5.1 What do teachers have to assess?

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

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

Teachers must base their judgements on the level descriptions in the national curriculum. They should use their knowledge of a child's work over time and across a range of genres to judge which level description is closest to the child's performance. They should take into account written, practical and oral work as well as classroom work, homework and the results of informally administered tests taken in class. Teachers should consider the level descriptions of the attainment targets immediately above and below the level awarded to confirm which level is the closest match to the child's performance. There is no requirement to determine a sub-level. Level descriptions are available from the DfE's website at www.education.gov.uk/schools/teachingandlearning/curriculum/primary.

The optional tests for years 3, 4 and 5 can provide additional evidence to contribute to teachers' periodic assessment of their children throughout the key stage. They are fully integrated with the present national curriculum and statutory testing protocols. Further information is available from the DfE's website at www.education.gov.uk/assessments.

Schools that wish to order these tests must do so by **Friday 29 November** via the 'Test orders' section of NCA tools. Please note that these tests have not been revised in recent years so schools do not need to order new materials if they have copies from previous years. As a new national curriculum is being introduced in the 2014-15 academic year these optional tests will be discontinued from July 2014.

Optional tests can also be downloaded from STA's orderline, <http://orderline.education.gov.uk>.

5.2 Children working below level 1 of the national curriculum

The use of P scales is statutory for children with SEN who are working below level 1 of the national curriculum. In this context, SEN is defined by section 312 of the Education Act 1996 by reference to a child who has a 'learning difficulty'.

Schools will need to use P scales to record and report the achievements of children with SEN in English, mathematics and science. The P scales must not be used to assess children with EAL at any age, unless they have additional special educational needs.

Children working towards level 1 of the national curriculum who do not have a special educational need should be reported to STA as 'W' (Working below the level). This includes children who are working towards level 1 solely because they have English as an additional language. Schools should use the code 'NOTSEN' to explain why a child working towards level 1 does not have P scales reported. 'NOTSEN' replaces the code 'EAL' that was used in previous years.

Further information about P scales is published on the DfE's website at www.education.gov.uk/assessment.

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

There may be a very small number of children for whom schools will be unable to record and report a teacher assessment. In these cases, the following codes should be recorded.

Child's circumstance	Record as
Recently arrived in the school so it is not possible to establish the level that the child is working at	A (not enough information available to calculate a teacher assessment level)
Has been absent for long periods of time	A (absent)
Has been disapplied from all or part of the national curriculum	D (this code should only be used for teacher assessment; it should not appear on the attendance register)

5.4 Children who move schools

Teacher assessment judgements must be submitted by **Friday 27 June** (the statutory deadline for submission of teacher assessment data).

The school where the child was enrolled during test week must submit teacher assessment data to STA. If a child moves before test week, the receiving school must submit teacher assessment data. If a child moves during test week, the school where they sat each test should submit the data. For example if the child sat English reading at one school and mathematics at another, each school must submit data for the relevant test(s).

5.5 Calculating overall teacher assessment levels

To calculate an overall teacher assessment level, teachers have to aggregate the levels they have awarded for each attainment target according to weightings. They must arrive at an overall teacher assessment level and enter it into their school management information system. Formulae and guidance for calculating overall teacher assessment levels is on the DfE's website at www.education.gov.uk/ks2.

5.6 Submitting teacher assessment to STA

Teacher assessment and P scale data is submitted to STA via the 'Teacher assessment' section of NCA tools. The deadline for submissions is **Friday 27 June**.

Maintained schools, including special schools, must submit teacher assessment judgements in English, mathematics and science, including component attainment targets. They must do this by either:

- submitting their data directly to STA using NCA tools; or
- submitting their data via their local authority, where the local authority has agreed to submit on behalf of its schools.

Submissions must include teacher assessment data for every child that was registered to sit a national curriculum test and those who were registered as working below the level of the tests.

Academies must comply with the key stage 2 assessment arrangements in relation to reporting as set out in their funding agreement.

STA requires independent schools and non-maintained special schools that are participating in the assessment and reporting arrangements to submit teacher assessment judgements for the subjects that they have registered their children for.

More information on the submission of teacher assessments and P scale data, including teacher assessment codes, is on the DfE's website at www.education.gov.uk/ks2.

5.7 Moderating the end of key stage 2 writing teacher assessments

External moderation is statutory. It gives confidence that schools' teacher assessment judgements are accurate and consistent with national standards. All maintained schools and academies will receive a local authority moderation visit at least once every four years.

Local authority moderation visits are only one part of the teacher assessment process. It is important for teachers to build a shared understanding of national standards and to discuss their assessment of children's work with colleagues, including those from neighbouring schools.

Detailed arrangements for schools and local authorities will be published on the DfE's website at www.education.gov.uk/ks2 in the autumn term.

Local authorities

Local authorities are responsible for moderating teacher assessment judgements in at least 25 per cent of maintained schools in their area. They must also moderate any academies that have chosen to be part of their arrangements. Local authorities must provide an appeals process.

STA is responsible for monitoring the local authority moderation process. STA expects all local authorities to ensure that moderation activity is carefully targeted, so that schools with inconsistencies in attainment and progress are moderated more often than once every four years. Local authorities should submit their moderation plan to STA by the end of the autumn term.

Local authorities must notify schools of the dates for their moderation visits during the final week of the spring term. Visits must take place by the end of the summer term.

During the visits, local authority moderators must check teachers' understanding of national standards and look at children's work and other evidence from across the year. Where judgements are not consistent with national standards the local authority moderator must explain how they should be changed before the school submits its data.

If the teacher assessment levels a school submits are different from those agreed during a moderation visit the local authority must investigate this as possible maladministration and consider notifying STA. Local authorities should also investigate and, if required, notify STA of any irregularities with any school's submitted teacher assessment data.

STA will ask local authorities to evaluate their experiences of moderating the end of key stage 2 assessments towards the end of the summer term.

Headteachers

Headteachers are responsible for ensuring the accuracy of the teacher assessment judgements in their school and submitting accurate teacher assessment data.

Headteachers have the following specific duties:

- To permit the moderator to enter the premises of the school at all reasonable times.
- To meet requests from the moderator for samples of children's classwork (including tasks and tests administered and results) or any other information reasonably required.
- To make time for the moderator to discuss the assessments with year 6 teachers.
- To submit accurate teacher assessment data which reflects any changes made as a result of a local authority moderation visit.

Teachers engaged in carrying out teacher assessments should have adequate opportunities to become familiar with national assessment standards using funds available within the school's overall resources.

Academies

Academies must decide whether to be included in their geographical local authority's monitoring and moderation visit arrangements or to be part of the moderation

arrangements of another local authority. STA will contact academies with more information about this process in the autumn term.

Independent schools

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

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

Local authorities and agencies may advise STA that a particular independent school should be moderated more frequently.

5.8 Maladministration of teacher assessment

The term 'maladministration' refers to any act that affects the integrity, security or confidentiality of national curriculum assessments and that could lead to results that do not reflect children's actual ability or unaided work.

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any child's teacher assessment. STA's maladministration team will work closely with local authorities to investigate any allegations of maladministration.

Schools and local authorities should report any issue with teacher assessment and/or any allegations of maladministration they receive to STA by calling the national curriculum assessments helpline on 0300 303 3013.

The maladministration investigation procedures are available on the DfE's website at www.education.gov.uk/ks2.

6. Reporting to parents

Headteachers must prepare annual reports for the parents of every child and make arrangements for parents to discuss the report with the child's teacher, if they so wish.

6.1 What must the report include?

The report must start from the day after the last report was given. It must be made available to parents before the end of the summer term.

The report must cover:

- the child's achievements;
- general progress; and
- attendance record.

It must also include the following results, where appropriate:

- results of any national curriculum tests, by level; and
- results of any public examinations, by subject and grade.

If a national curriculum test result is not received by a headteacher before the end of the summer term it must be provided to parents within 15 school days of the headteacher receiving it.

Detailed content requirements, including specific information for key stage 2, is set out in Schedule 1, Regulation 6 (4) of The Education (Pupil Information) (England) Regulations 2005, SI 2005/1437 that can be viewed on the government's legislation archive at www.legislation.gov.uk/ukxi/2005/1437/made. Requirements for academies are set out in their funding agreements.

Further information is available as follows:

- Pupil support section of the DfE's website: www.education.gov.uk/schools/pupilsupport/parents/keepinginformed/a0010864/reports-for-parents.
- The Education (Pupil Information) (England) Regulations 2005: www.legislation.gov.uk/ukxi/2005/1437/contents/made.

6.1.1 Reporting on children with SEN

Requirements for reporting on children with SEN are set out in paragraph 2 of Schedule 1 to the Education (Pupil Information) (England) Regulations 2005. This includes specific headings which schools should use when reporting on English, mathematics and science.

6.1.2 Reporting religious education

Religious education is a statutory subject for all children registered at a maintained school, except for those in nursery classes and those withdrawn by their parents under section 71 of the School Standards and Framework Act 1998. It is a general requirement that schools report children's progress in religious education to parents. There is no required format for reports.

6.2 Reporting on a child who changes schools during the academic year, or a child who is registered at more than one school

If a child changes school before the end of the academic year, the headteacher should write an annual report covering the child's progress over the year up to the point of departure, issue it to the child's parent and make arrangements for it to be discussed with the child's teacher, if the parent wishes.

To help ensure the continuity of learning for children whose families travel for occupational purposes or who may not have a fixed address, registration at more than one school is allowed for some children¹. In such cases, the headteacher at each school should write the child's annual report for parents and make arrangements for them to discuss it with the child's teacher (if so wished by the parent).

¹ The regulation which allows the dual registration of 'families that travel for occupational purposes' is regulation 9 of the 'Education (Pupil Registration) (England) Regulations 2006': regulation 9(3) and (4) (www.legislation.gov.uk/ukxi/2006/1751/contents/made) define which school would be the base school (school of ordinary attendance). Regulation 9 (1) applies to a pupil who:

- (a) has no fixed abode for the reason that his/her parent is engaged in a trade or business of such a nature as to require him/her to travel from place to place; and
- (b) is at the time registered as a pupil at two or more schools.

7. Keeping and maintaining records

Schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher;
- originating from or supplied by local authority employees (for certain schools); or
- originating from or supplied by teachers or other employees of the school.

Records processed by a teacher solely for the teacher's own use will be excluded from pupils' educational records.

Schools must also keep curricular records on every child. Curricular records form a 'subset' of the child's educational record. They are a formal record of a child's academic achievements, their skills and abilities and the progress they make at a school. They must be updated at least once a year.

Under the Data Protection Act 1998 (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the DPA. This includes personal information appearing in children's educational records and any other information they hold which identifies individuals, including children, staff and parents.

Schools must consider the implications of the DPA, under which they are required to register as a data controller with the Information Commissioner's Office (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the DPA and advice on developing their data policies.

7.1 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools, for example the DPA and the Freedom of Information Act 2000. A parent's access to their child's educational information is most appropriately covered by the right of access under the Pupil Information Regulations.

All information incorporated within a child's educational record constitutes personal data under the DPA. It is therefore subject to disclosure following a written 'subject access' request by the child or a parent on their behalf.

Under these Regulations a school's governing body must ensure that a child's educational record is made available for parents to see within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record this must also be provided and within 15 school days. Governing bodies can charge a fee for the copy but if they do, it must not be more than the cost of supply.

The Regulations describe some material that is exempt from disclosure to parents. This relates to information that the child could not lawfully be given under the Data Protection Act 1998, or to which s/he would have no right of access under that Act, or by virtue of any order made under section 30(2) or section 38(1) of the Act. For example, information which may cause serious harm to the physical or mental health or condition of the child or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility which affects their entitlement to receive such information.

For further advice:

- contact the ICO on 0303 123 1113;
- visit the ICO's website at www.ico.gov.uk/what_we_cover/promoting_data_privacy/keeping_the_register.aspx, www.ico.gov.uk/Home/for_organisations/data_protection_guide.aspx and www.ico.gov.uk/for_organisations/sector_guides/education.aspx; or
- order the ICO's guidance, free of charge from www.ico.gov.uk/tools_and_resources/request_publications.aspx.

7.2 Transferring records to a child's new school

If a child moves to another school in England, Wales, Scotland or Northern Ireland then the child's common transfer file and educational record must be passed to the new school as set out in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). Information must be transferred within 15 school days. The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England.

If the new school is unknown, the Department recommends that the school should still complete the common transfer file and load it on the 's2s' (School to School) secure file transfer service area on the DfE's website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s. Schools that do not receive common transfer files for new children can ask their local authority to search this database for the files.

While academies are not subject to the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437) they are expected to follow the protocols above, as a matter of good practice.

Further information on handling records for children where their destination is not known is available in the DfE's 'Handbooks for schools and for LAs'. This can be downloaded from the DfE's website at:

www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s/a0064627/handbooks-for-schools-and-for-las.

7.2.1 How information should be transferred between schools

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

- through the s2s secure file transfer service on the DfE's website; 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.

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

Further guidance on the content and sending of common transfer files can be found:

- on the DfE's website at www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf;
and
- in Schedule 2 to the Regulations at www.legislation.gov.uk/uksi/2005/1437/schedules/made.

8. Contact details

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

<p>National curriculum assessments helpline For general enquiries about national curriculum tests</p>	<p>Tel: 0300 303 3013 Email: assessments@education.gov.uk Website: www.education.gov.uk/assessment</p>
<p>STA distribution helpline For enquiries about deliveries of standard and modified test materials</p>	<p>Tel: 0800 169 4195</p>
<p>STA modified test helpline For guidance on ordering modified test materials</p>	<p>Tel: 0300 303 3019 Email: schooltests@rnib.org.uk</p>
<p>STA orderline To access previous years' national curriculum test materials</p>	<p>Tel: 0300 303 3015 Website: http://orderline.education.gov.uk (available until Monday 30 June 2014)</p>
<p>Department for Education national enquiry line For enquiries about the statutory requirements for assessment, national results, performance tables and reporting to parents</p>	<p>Tel: 0370 000 2288 Website: www.education.gov.uk/contactus</p>
<p>Department for Education publications helpline To order single copies of DfE materials and circulars</p>	<p>Tel: 0845 602 2260 Website: www.education.gov.uk/publications</p>
<p>EduBase To keep your school's contact details up to date</p>	<p>Website: www.education.gov.uk/edubase</p>
<p>Information Commissioner's Office For enquiries about the Data Protection Act 1998</p>	<p>Tel: 0303 123 1113 Website: www.ico.gov.uk</p>
<p>Ofqual For regulatory concerns</p>	<p>Tel: 0300 303 3346 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk</p>



About this publication

Who is it for?

Headteachers, governing bodies and those responsible for key stage 2 assessment in local authorities.

What does it cover?

- Statutory assessment and reporting requirements for key stage 2
- The key stage 2 national curriculum tests
- Teacher assessment
- Reporting results to parents
- Keeping and maintaining records.

Related information

Visit the Department for Education's website at www.education.gov.uk/ks2 for all related information.

For more copies

Additional printed copies of the ARA are not available. It can be downloaded from the DfE's website at www.education.gov.uk/ks2.