

# **Key stage 1 assessment and reporting arrangements**

*Further guidance and information*

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## Introduction

The 2011 key stage 1 [Assessment and reporting arrangements](#) (ARA) contains guidance on the early years foundation stage (EYFS) profile, and statutory information and guidance on the key stage 1 national curriculum assessment and reporting arrangements.

This document provides further guidance and information as outlined in sections 4.6, 5.5 and 6.1 of the ARA.

# Teacher assessment at the end of key stage 1

## Exemplification and guidance on assessment

The [Building a picture of what children can do](#) guidance (QCA/04/1461) contains information and exemplification to support teachers in coming to a final judgement based on a range of evidence, including the outcome of tasks and tests.

Schools will also find it helpful to look at the [assessing pupils' progress \(APP\) materials](#), which have been developed to support periodic assessment judgements.

## School record keeping

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

When keeping curricular and educational records, schools should consider the implications of the Data Protection Act 1998, under which they may need to register themselves as data controllers. For advice on this, contact the Information Commissioner's office on 01625 545 700.

## **Administering tasks and tests to support teacher assessment**

### **Assessing children who are working towards level 1**

Children working towards level 1 should be assessed on their work completed in class throughout the year. The use of the tasks with these children is optional. Schools do not have to notify anyone if these children do not take the tasks.

For school records, children who do not speak English as a first language and are working towards or at level 1 of the national curriculum in English should be assessed using the English as an additional language (EAL) steps that the Qualifications and Curriculum Development Agency (QCDA) sets out in [A language in common](#) (QCA/00/584).

### **Using P scales**

P scales describe the progress of pupils with special educational needs who are working towards level 1 of the national curriculum.

For more information on using P scales, please visit the [P scales section](#) of the QCDA website.

### **Assessing children working at level 1 or above, but unable to access tasks and tests**

There are a small number of children working at the levels covered by the tasks and tests who are unable to access some or all of them, for example because of a physical disability.

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

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

Schools must write a report for children working at level 1 or above but who are unable to access the tasks and tests, if they are not taking the tasks or tests in one or more subjects. They may wish to use the *Key stage 1 notification of a child working at the level of tasks or tests but unable to access them* form in order to complete this exercise.

### **Procedures for providing notification of these children**

Headteachers should:

- discuss the child's circumstances and needs with the child's teachers and parents or persons with parental responsibility
- if appropriate, educational psychologists, medical officers or other specialist staff
- consult the local authority
- write a report indicating why the child cannot be entered for some or all of the tasks or tests referring to any action already taken or special support already offered. Identify in the report any procedures the school has used to analyse and monitor the child's needs and difficulties. If this information is documented elsewhere, indicate where it can be found. Also identify whether these circumstances are likely to be long term or short term.

A copy of the child's report must be sent to:

- the chair of the governing body
- the local authority assessment coordinator
- the child's parents or persons with parental responsibility. Details of their right to appeal should be included with the report. Where a headteacher believes that a parent or persons with parental responsibility may have difficulty in understanding the report, they must offer appropriate assistance. This can include, for example, providing an interpretation or translation of the documents or arranging to discuss them with the parents or persons with parental responsibility.

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

## **Adaptations to the tasks and tests**

Due to the wide range of children's needs and circumstances, it is not possible to provide specific rules governing the use of adaptations. Teachers should use their knowledge of individual children in deciding which adaptations to make, bearing in mind the nature and level of support that these children receive as part of normal classroom practice.

General information on the range and extent of the flexibility and adaptations that may be adopted for tasks and tests at the end of key stage 1 is given in the teacher's handbooks and teacher's guides. These booklets also provide more specific advice for particular needs, for example, visual or hearing impairment.

## **Access arrangements**

The tasks and tests are intended to assess children's ability in a fair and comparable way, with as many children as possible having access to them. When developing the tasks and tests, advice on the suitability of questions is taken into account from a range of educational experts, special educational needs specialists, specialist teachers of children with EAL and specialists who use British sign language or other sign-supported communication. The tests are designed so that many children with special educational needs or disabilities can undertake them in their standard format. However, teachers may need to adapt the administrative arrangements for the tasks and tests for some children so that they can demonstrate their achievement. Access arrangements should neither advantage nor disadvantage individual children.

Teachers should decide whether any access arrangements are appropriate by considering carefully the assessment needs of individual children. Access arrangements may be appropriate for:

- children with a statement of special educational needs as described in the [Special educational needs \(SEN\) code of practice](#)
- children for whom provision is being made in school at *School Action* or *School Action Plus* of the [Special educational needs \(SEN\) code of practice](#) and whose learning difficulty or disability affects access to the tests
- children with a disability that does not give rise to a special educational need but requires alternative access arrangements

- children who are unable to sit and work at a task or test for a sustained period because of a disability or behavioural, emotional or social difficulty
- children with EAL and who have limited fluency in English.

## **Use of scribes and readers in key stage 1**

### **Scribes**

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

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

- the child is a Brailist
- the child is physically unable to write down his or her answers and is unable to use a word processor
- the child suffers from severe motor disabilities or physical discomfort when writing.

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

### **Readers**

In the mathematics test, readers may be used in accordance with the *Assistance for the written questions* guidance (QCA/03/1067) included within the *Teacher pack*.

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



## **The language of tests and children's response language**

Some schools have language support staff to help particular children in their normal classes. Schools may choose to make these or other support staff available while the tests are taking place.

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

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

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

## **Modified versions of test and task materials**

The level 1 and level 2 booklists, published in the English *Teacher's handbook*, include a number of titles suitable for use by children with visual impairment. Test materials will be sent out to schools in February 2011.

### **Modified large print**

The 2007 and 2009 level 2 and level 3 reading and mathematics tests and the spelling tests will be available in modified large print. Although designed for children with visual impairment, modified large print papers can also be used by children who have other special educational needs. These test papers are helpful only for particular special educational needs and you can seek advice from the QCDA modified test agency on 0844 500 6727 before ordering. Modified papers are produced in black and white only, on A4-size paper, using bold print and simplified illustrations, and with extraneous information removed.

## **Braille**

A number of books on the level 1 and level 2 booklists for the reading task have been produced in grade 1 and grade 2 Braille.

The level 2 and level 3 reading tests and the level 2 and level 3 mathematics tests are available in grade 2 Braille.

Schools can undertake the rebrailleing of grade 2 Braille tests into grade 1 or a mixture of grade 1 and grade 2 Braille. To do this, order the grade 2 version of the test and follow the modified wording used in the printed transcription of the Braille. A Braille version of the spelling test is not provided.

The updated British Braille code (Royal National Institute of Blind People 2004) is used for key stage 1 test materials.

## **Delivery of modified materials**

Modified large print and Braille test papers are accompanied by *Guidance notes for administering tests to children with visual impairment*. These notes provide details of how the standard tests have been modified, how test administrators can support children appropriately during the assessment, models that have been supplied with the tests and any modifications to the standard mark scheme.

## **Assessing high attainers**

If a child completes the key stage 1 programmes of study for a subject early and is ready to move on to the key stage 2 programme of study, the [optional tasks](#) for children working above the levels of the tests may be used to inform teacher assessment in addition to administering the level 3 tasks or tests. These optional tasks are suitable for children who have followed a curriculum that blends a faster pace, more breadth and greater depth.

## Key dates

|                       |   |
|-----------------------|---|
| February 2011         | Schools receive their tasks and tests.  |
| Monday 4 July         | Last date for finalising teacher assessment levels.   |
| By end of summer term | Schools submit results to their local authority. Some local authorities may ask for the results earlier than the end of term.<br><br>Schools report children's achievements to parents or persons with parental responsibility. |

### Receiving and opening the key stage 1 task and test materials

When the task and test materials are received in February 2011, the headteacher or delegated senior member of staff must check the delivery against the *Delivery note* to ensure that the correct number of test packs have been received. If the delivery is found to be incomplete, a member of staff should contact the QCDA distribution agency helpline on 0800 169 4195 to arrange for the correct number of test packs to be sent to the school.

Modified test packs are dispatched separately. The headteacher or delegated member of staff must check the delivery against the itemised *Delivery note* to ensure the correct number of test packs has been received. If the delivery is incomplete, a member of staff should contact the QCDA modified test agency on 0844 500 6727 to arrange for the correct number of test packs to be sent to the school.

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

## **Administering tasks and tests**

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

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

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

When administering the tasks and tests, teachers must:

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

### **Preparing children for the tasks and tests**

It may be helpful to prepare children for any aspects of the tests that are unfamiliar to them. For example, it may be helpful to give children opportunities to work independently if they usually work collaboratively.

### **Supply cover**

Funding for supply cover for the periods when teachers are engaged in administering and marking the tasks and tests or undertaking other activities in making their teacher assessment judgements, such as training and moderation, is available within the school's overall resources. The headteacher must ensure teachers are given sufficient non-contact time to complete these activities.