

2016 national curriculum assessments

Key stage 1

2016 Assessment and reporting arrangements (ARA)

Revised March 2016



Standards
& Testing
Agency

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Updates reflect the information contained in [Clarification: key stage 1 and 2 teacher assessment and moderation guidance](#), published on 8 March 2016, at www.gov.uk/sta.

If you are already familiar with this guidance, you do not need to re-read it but should refer to the updated sections below:

- section 2.4, 3.2, 8, 8.6 and 11.3 - change of date for submission of TA assessment data
- section 8 and 8.5 - clarification of dates for TA moderation visits
- section 8.2 - clarification of evidence required to support TA judgements

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1. Introduction

This guidance details the statutory requirements for key stage 1 (KS1) national curriculum assessment and reporting for the 2015 to 2016 academic year. It is produced by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE).

The assessment and reporting arrangements apply to maintained schools, including maintained special schools, academies, including free schools, Service Children's Education (SCE) schools and participating independent schools with pupils in KS1. Full details of how the ARA applies to different types of schools are included in section 11.2.

The new national curriculum has been taught in all local authority (LA) maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of KS1 in May 2016 will be the first to be assessed against the new national curriculum.

This guidance details the key changes for the 2015 to 2016 assessments and the updated reporting and assessment arrangements for the period.

2. Key changes

2.1 New tests

From 2016, KS1 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead; guidance is available at www.gov.uk/guidance/scaled-scores.

A new set of KS1 national curriculum tests replaces the previous tests and tasks.

The new tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

There is no longer a test for English writing.

Schools should no longer use the 2007 and 2009 KS1 test and task materials.

A full set of sample tests and materials has been published to help teachers prepare for the 2016 KS1 national curriculum tests. These are available at www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials.

2.2 Test administration window

The KS1 tests do not have set days for their administration, but schools must administer the tests during May 2016.

A number of schools will be selected to administer one of the KS1 tests in April 2016 to inform the standard setting for the tests. These schools should do all the other tests in May. For any schools selected to administer one of the KS1 tests in April 2016, participation is statutory.

2.3 Interim teacher assessment frameworks

Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016.

The interim teacher assessment frameworks for KS1 are available at www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1

They are for 2015 to 2016 only. The DfE is evaluating options for future years.

2.4 Moderation of teacher assessment

Details of schools' and LAs' responsibilities relating to the moderation of teacher assessment (TA) have now been published at www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-1

The deadline for submission of teacher assessment data to LAs is Thursday 30 June. Moderation will take place from Monday 23 May.

2.5 Test orders

Maintained schools, academies and free schools do not need to place a test order for the standard versions of the KS1 tests. Quantities of test materials will be sent to schools based on their autumn census data.

Independent schools who want to participate in the tests will need to place a test order by Friday 27 November 2015.

Special schools, pupil referral units (PRUs), hospital schools and secure units can confirm zero test orders by Friday 27 November, where all pupils are working below the standard of the tests or pupils will not be participating in the tests. Otherwise these schools will receive test materials based on their autumn census data.

3. Key dates

The introduction of the new KS1 tests has brought a number of key changes to the dates in the assessment cycle.

3.1 2015 key dates

Monday 28 September	<p>'Test orders' section of NCA tools, available at https://ncatools.education.gov.uk/ opens for schools to order modified versions of the KS1 English reading; English grammar, punctuation and spelling; and mathematics tests.</p> <p>Maintained schools, academies and free schools do not need to order standard versions of the tests. The quantities of standard test materials schools require will be based on their autumn census.</p>
Monday 28 September	<p>Independent schools who want to participate in the KS1 assessments will need to place orders on NCA tools, available at https://ncatools.education.gov.uk/ for both the standard and modified versions of the tests from this date.</p>
Friday 27 November	<p>Deadline for maintained schools, academies and free schools to order modified versions of the KS1 tests.</p>
Friday 27 November	<p>Deadline for independent schools to order standard and modified versions of the KS1 tests and issue privacy notices.</p>
Friday 27 November	<p>Deadline for special schools, PRUs, hospital schools and secure units to confirm zero test orders on NCA tools, available at https://ncatools.education.gov.uk/ where all pupils are working below the standard of the tests.</p>
End of autumn term	<p>Academies to have chosen which LA will undertake their monitoring of the KS1 national curriculum assessments.</p>

3.2 2016 key dates

March	<p>Phonics screening check administration guidance will be published for the 2016 administration period and will be available on GOV.UK.</p>
Monday 11 April to Friday 22 April	<p>Selected schools to administer KS1 tests early to inform standard setting.</p>
w/c 18 April	<p>Schools receive their standard and modified versions of the KS1 tests.</p>
May	<p>KS1 test administration window.</p>
Friday 6 May	<p>Deadline for ordering braille versions of the phonics screening check from STA's modified tests agency, telephone number 0300 303 3019.</p>

2016 key stage 1 Assessment and reporting arrangements

Friday 3 June	Publication of raw score to scaled score conversion tables for KS1 tests on GOV.UK.
Monday 6 June to Friday 10 June	Schools receive phonics screening check materials.
w/c 13 June	Schools administer the phonics screening check.
From Friday 20 May to Thursday 30 June	Schools notified of inclusion and LAs undertake moderation of KS1 teacher assessment data.
w/c 20 June	Timetable variation week for pupils who were absent during phonics screening check week.
Monday 27 June	Phonics screening check threshold published on GOV.UK.
Thursday 30 June	Deadline for schools to submit KS1 teacher assessment data to LAs.
Friday 1 July	Deadline for schools to submit the headteacher's declaration forms for the KS1 tests and phonics screening check on NCA tools, which is available at https://ncatools.education.gov.uk/ .
By the end of the summer term (or sixth term)	Schools and academies submit their phonics screening check results to their LA.
End of July	LAs submit phonics screening check and end of KS1 outcomes to the DfE.

These dates may be subject to change.

4. 2016 national curriculum tests

4.1 Overview of 2016 tests

For 2016, a new set of KS1 national curriculum tests replaces the previous tests and tasks. Schools should no longer use the 2007 and 2009 KS1 test and task materials as they relate to the old national curriculum.

The new tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

There is no longer a test for English writing.

There won't be any test-based assessment of writing as part of the KS1 tests. This will be done through teacher assessment.

Teachers can use their discretion to decide if pupils require a break during any of the tests or whether, if appropriate, to stop the test early.

KS1 English reading test

The new reading test has a greater emphasis on the comprehension elements of the new curriculum. There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with the questions in a separate booklet. Both papers must be administered to all pupils.

Each paper will have a selection of unrelated texts of increasing difficulty. There will be a mixture of text genres.

Paper 1 consists of a combined reading prompt and answer booklet. It is expected that the test will take approximately 30 minutes to complete but it is not strictly timed. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils.

Paper 2 consists of a reading answer booklet and a separate reading booklet. It is expected that the test will take approximately 40 minutes to complete but it is not strictly timed. There are no practice questions on this paper.

KS1 English grammar, punctuation and spelling test

The new grammar, punctuation and spelling test has an emphasis on technical aspects of grammar. There are 2 papers, Paper 1: spelling and Paper 2: questions. The written task has been removed and writing will instead be assessed through teacher assessment.

Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. Pupils will have approximately 15 minutes to complete the test but it is not strictly timed, writing the 20 missing words in the answer booklet.

Paper 2: questions consist of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper but it is not strictly timed. There will be no contextualised questions in the test (as there were in the initial sample questions).

KS1 mathematics test

In mathematics at KS1, an arithmetic test has been introduced. There are two papers, Paper 1: arithmetic and Paper 2: reasoning.

Paper 1: arithmetic assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting. The test consists of a single test paper. It is expected that the test will take approximately 20 minutes to complete but it is not strictly timed.

Some items in the arithmetic test have grids in the answer spaces or working out spaces. The grids are there for questions where the pupils may benefit from using more formal methods for calculations.

Paper 2: reasoning assesses pupils' mathematical fluency, problem solving and reasoning skills. This test consists of a single test paper. It is expected that the reasoning paper will take approximately 35 minutes to complete but it is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the paper should be approximately 30 minutes.

4.2 Scaled scores

From 2016 scaled scores, see guidance at www.gov.uk/guidance/scaled-scores, will be used to report national curriculum test outcomes. Headteachers won't need to change the way their school prepares for, or administers, the tests because of the introduction of scaled scores.

Scaled scores help test results to be reported consistently from one year to the next. National curriculum tests are designed to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score in different years will have demonstrated the same attainment.

For the KS1 tests a scaled score of 100 will always represent the 'expected standard'.

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table.

For 2016 KS1 tests, conversion tables will be published on GOV.UK at the beginning of June 2016. Teachers will need to use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the expected standard.

4.3 Sample test materials

A full set of sample questions and materials has been published for the 2016 KS1 national curriculum tests at

www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials to help teachers prepare for them.

They have been designed to be as close as possible to the look and feel of the live tests. They can be used by schools as practice tests for pupils prior to the live tests. Modified versions of the sample tests will be published during the autumn term.

Alongside the sample tests are mark schemes and test administration instructions.

4.4 Test frameworks

Test frameworks, available at

www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks are also available for each test. Although written primarily for test developers, these may also be of interest to schools.

A description of a pupil performing at the expected standard is included in the test framework; it will be used to set the standard in relation to the test.

Each framework sets out:

- what will and won't be assessed in the test
- how each element of the subject will be assessed
- the structure of the tests
- a test performance descriptor that describes the standard a pupil will be expected to achieve on the test in each subject

The performance descriptor describes the range of knowledge and skills that a pupil working at the expected standard will be required to demonstrate in each key stage test, in each subject.

The test frameworks don't provide information on how schools should teach the new national curriculum. Teachers shouldn't use the frameworks to guide their teaching and learning.

4.5 Test orders

Maintained schools do not need to place a test order for the standard versions of the KS1 tests. Quantities of test materials will be sent to schools based on their autumn census data.

Independent schools who want to participate in the tests will need to place a test order by Friday 27 November.

Special schools, pupil referral units (PRUs), hospital schools and secure units can confirm zero test orders by Friday 27 November, where all pupils are working below the standard of the tests or pupils will not be participating in the tests. Otherwise these schools will receive test materials based on their autumn census data.

4.6 Modified test materials

All schools can order modified versions of the tests, in enlarged print, modified large print and braille, via the 'Test orders' section of the NCA tools website at <https://ncatools.education.gov.uk/> until Friday 27 November 2015.

For 2016, braille versions of the tests will only be available in Unified English Braille (UEB).

Access arrangements guidance will be published on GOV.UK and will provide detailed information about the adjustments available for each subject so pupils can access the phonics screening check and the KS1 tests.

4.7 Delivery of test materials

Schools will receive their test materials, including any modified test orders, in the week commencing 18 April 2016.

Materials will be delivered to school addresses taken from EduBase, see www.education.gov.uk/edubase/home.xhtml. Schools must make sure their details are up to date by logging in to EduBase via Secure Access. Further information on updating an establishment's records is provided on the Edubase website at www.education.gov.uk/edubase/faq.xhtml.

If schools have not received their test materials by Friday 22 April then they should contact the NCA national helpline on 0300 303 3013.

Headteachers must check their delivery against the delivery note to ensure that the correct number and type of test materials have been received. Headteachers must delegate a senior member of staff if they're not available. If a delivery is incomplete headteachers should contact the national curriculum assessments helpline on 0300 303 3013.

5. Participation in tests

Participation in the tests depends on the type of school. The types of schools required to participate in the tests are detailed in section 11.

5.1 Participating pupils

Pupils must take the KS1 tests if they:

- have completed the programme of study for KS1
- are considered to be working at the standard of the test

The tests are designed to be used with all pupils at the appropriate standard. There will be some pupils who will be working below the 'expected standard' of the test, who will not achieve a scaled score of 100, but who should still take the tests. Teachers should use their knowledge of each pupil to decide whether to administer the tests to them. They may use the sample materials, available at www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials to help inform these decisions.

Pupils that shouldn't take the tests

Teachers shouldn't use the tests with pupils who:

- are working below the standard of the tests
- are unable to participate in the tests using suitable access arrangements

Headteachers should decide whether it is appropriate for each of their pupils to take the tests. The headteacher's decision regarding participation is final.

If a school decides not to enter a pupil for the tests or if a teacher does not have evidence that a pupil consistently meets all the statements in the lowest standards in the interim teacher assessment frameworks, the interim pre-key stage standard(s) at www.gov.uk/government/publications/pre-key-stage-1-pupils-working-below-the-test-standard should be used to provide a statutory assessment outcome for the pupil and any reasonable adjustments which reflect usual classroom practice may remain for teacher assessment.

It is important to note that because the standard of the easiest questions remains the same as on previous tests, we are not expecting any significant increase in the number of pupils not sitting the tests. If pupils are able to answer the easiest questions, they should be entered for the test.

Decisions on participation in the tests

Headteachers can make final decisions about participation in the tests.

As part of the decision-making process, headteachers should:

- discuss the pupil's circumstances and needs with their parents and teachers
- if appropriate, consult with educational psychologists, medical officers or other specialist staff

If a headteacher decides a pupil shouldn't take one or more of the tests they should explain this decision to the parents. They should also write a report which:

- explains why the pupil can't take some or all of the tests
- refers to any action the school has already taken or special support the pupil has been offered
- identifies any procedures that they've used to analyse and monitor the pupil's needs and indicate where the information is recorded
- identifies whether these circumstances are likely to be long term or short term

A copy of the report must be sent to the:

- pupil's parents
- chair of the governing body

Details of the parents' right to appeal the decision should be included with the report. If a headteacher believes that a parent may have difficulty in understanding the report, they may offer appropriate assistance.

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

5.2 Access arrangements

The tests are intended to assess pupil's ability in a fair and comparable way, with as many pupils as possible able to access them. They are designed so that most pupils with a special educational need (SEN) or disability can participate in the standard format. However, teachers may need to use access arrangements to adapt the administrative arrangements for the tests for some pupils so that they can demonstrate their abilities.

Using access arrangements during the tests should be based primarily on normal classroom practice for particular needs. They should neither advantage nor disadvantage individual pupils.

Teachers should decide whether any access arrangements are appropriate by carefully considering the assessment needs of individual pupils. Access arrangements that can be used to support pupils:

- with hearing impairments
- with visual impairments
- who use sign language

Access arrangements may be appropriate for pupils:

- with a statement of SEN or an Education Health and Care Plan as described in the SEN Code of Practice, which is available at www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice
- for whom provision is being made in school using the SEN Support system and/or whose learning difficulty or disability significantly affects their ability to access the tests
- who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
- who are unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties
- with English as an additional language and who have limited fluency in English

6. Test administration

6.1 Test administration window

The KS1 tests do not have set days for their administration, and they may be administered to groups of children on different days, but schools must administer the tests during May 2016, except where a school has been selected to administer one of the tests early in April. Pupils must only be allowed to take each test once.

A number of schools will be selected to administer one of the KS1 tests in April 2016 to inform the standard setting for the tests. These schools should do all the other tests in May. For any schools selected to administer one of the KS1 tests in April 2016, participation is statutory.

It's the headteacher's responsibility to ensure that anyone who is involved in administering and marking the tests reads, follows and understands the published guidance. Schools should use the sample materials, available at www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials to prepare for the administration of the live tests. Test specific instructions will be provided with the live tests. These instructions will contain test specific content so they must only be accessed immediately before the administration of each test.

Headteachers are responsible for making sure:

- pupils have the correct test materials and equipment
- the tests are introduced and administered according to the guidance provided
- pupils are aware of what they are required to do and the time they will be given to complete the test
- that, where appropriate, access arrangements are made available to pupils
- no additional support, information or help which would provide an unfair advantage is given to pupils with the content of the tests

If any pupil's response to a test doesn't represent their own independent work, the headteacher should be informed. The headteacher must contact their LA for guidance on what action should be taken.

A school could be subject to a maladministration investigation if it doesn't comply with the test administration guidance. Allegations of maladministration can come from misunderstandings about correct test administration. To help avoid this, all staff, pupils and parents should understand how and when the tests will be administered.

6.2 Security of test materials

Headteachers must ensure that the integrity of the tests is maintained so that no pupil has an unfair advantage.

The test materials must be kept secure and treated as confidential from the point they are received in school until the end of May. Guidance about keeping test materials secure will be published later in the assessment cycle.

Test packs should be opened in the test room when the pupils are ready to start the test. The content of the tests must not be used to prepare pupils. This could lead to inaccurate results that do not represent the pupils' unaided abilities.

Teachers and test administrators mustn't discuss the content of the test papers with anyone or use question-specific information to prepare pupils for the test. In particular, specific content which could compromise the test must not be discussed on social media or published in blogs.

After the tests have been administered the test materials must be kept securely until the end of May. A breach of the security of the test materials, or using the test content to prepare pupils, could lead to a maladministration investigation at the school.

6.3 Headteacher's declaration form

Headteachers will be required to complete and submit a headteacher's declaration form for the KS1 tests. The form will confirm that the tests have been administered according to the published guidance or that any issues have been raised with STA. The deadline for submission of the headteacher's declaration form is Friday 1 July 2016.

6.4 Reporting test results

Schools are not required to report test results to their LA or the next school when a pupil moves. However, where the school has recorded this data it can choose whether to include these results in any data provided to the LA or next school (see section 10). LAs do not give test results to the DfE.

Schools are not obliged to report test results to parents in an annual report (see section 9). However, parents must be allowed access to their child's results on request.

7. Phonics screening check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. Teachers can use the sample materials, available at www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video to familiarise themselves with the check.

Teachers can also look at materials from previous years, available at www.gov.uk/government/collections/key-stage-2-tests-past-papers.

7.1 Key dates

The check must be taken during the week commencing 13 June. A pupil may only take the check the following week if they were absent during check week.

If a pupil doesn't take the check during this period and returns to school after Friday 24 June they must be recorded as absent.

March	Phonics screening check administration guidance will be published for the 2016 administration period and will be available on GOV.UK.
Friday 6 May	Deadline for ordering braille versions of the materials.
Monday 6 June to Friday 10 June	Schools receive phonics screening check materials.
w/c 13 June	Schools administer the phonics screening check.
w/c 20 June	Timetable variation week for pupils who were absent during check week.
Monday 27 June	Phonics screening check threshold published on GOV.UK.
Friday 1 July	Deadline for schools to submit the headteacher's declaration form for the phonics screening check on NCA tools at https://ncatools.education.gov.uk/ .
By the end of the summer term (or sixth term)	Schools and academies submit their phonics screening check results to their LA. Schools report pupils' phonics screening check results to parents.
End of July	LAs submit phonics screening check results to the DfE.

7.2 Participation in the check

Participation in the check depends on the type of school. Which types of schools are required to participate in the check are detailed in section 11.

Pupils that should take the check

With some exceptions (see below), all pupils who have reached the end of year 1 must take the check. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the school year, the equivalent age to those pupils in year 1 at primary and infant schools.

Unless they fit the exceptions (below), pupils in year 2 must also take the check if they:

- didn't meet the required standard in year 1
- haven't taken it before

Schools don't need to register pupils for the check.

Pupils that shouldn't take the check

Pupils shouldn't take the check if they:

- haven't shown any understanding of grapheme-phoneme correspondences
- have recently moved to the country and are unable to understand letters and sounds in English
- use British sign language or other sign-supported communication, eg communication boards, to spell out individual letters
- are mute or selectively mute

If a pupil didn't take the check in year 1 or year 2, or if they still did not meet the standard of the check in year 2, they don't need to be considered for the check in future years. However, these pupils must continue to receive support in phonics.

Decisions on participation in the check

Headteachers should decide whether it is appropriate for each of their pupils to take the check or not. The headteacher's decision regarding participation is final.

Schools should explain their decision to the pupil's parents so that they understand why their child is or is not being assessed. If appropriate, they should provide the parents with documentary evidence to support their decision. Where the decision has been made not to administer the check to a child, schools should also explain how they are helping the child learn to decode using phonics.

7.3 Check materials

Schools don't need to order standard materials for the check. Materials are sent to schools based on the year 1 autumn school census data.

Braille materials must be ordered by Friday 6 May via our modified test helpline on 0300 303 3019. To comply with the Data Protection Act 1998, schools mustn't request materials by email.

Schools will receive their check materials, including any braille orders, in the week commencing Monday 6 June.

Materials are delivered to school addresses taken from the EduBase website at www.education.gov.uk/edubase/faq.xhtml. Schools must make sure their details are up to date by logging in to EduBase via Secure Access. Further information on updating establishment's records is provided on the Edubase website.

Additional materials

Schools will be able to download materials from the 'Phonics screening check' section of the NCA tools website at <https://ncatools.education.gov.uk/> from Monday 13 June. This includes the mark sheet and modified versions of the check, excluding braille.

7.4 Security of check materials

Headteachers are responsible for ensuring that the integrity of the check is maintained so that no pupil has an unfair advantage over another.

Headteachers must keep their check materials secure and treat them as confidential from the point the school receives them until Friday 24 June. Advice on keeping your check materials secure will be published during the assessment cycle.

Check packs mustn't be opened before Monday 13 June. They must only be opened when the check is going to be administered.

Teachers mustn't discuss the content of the check with anyone or use question-specific information to prepare pupils for the check. This helps to maintain the integrity of the check. In particular, teachers mustn't discuss specific content which could compromise the check on social media or publish it in blogs.

After the check has been administered, schools must make sure the materials are stored securely until Friday 24 June.

A breach of the security of the check materials could lead to a maladministration investigation at the school.

7.5 Administration

Pupils must only attempt the check once during the check window.

The check must be administered in accordance with the STA's check administration guidance, available at www.gov.uk/government/collections/phonics-screening-check-administration.

Headteachers must make sure the guidance is read, followed and understood by everyone involved in administering and scoring the check in order to avoid allegations of maladministration.

The online check administration guidance will be published for the 2016 check period in March.

Phonics check administrators

The check must be administered on a one-to-one basis and should be administered by a teacher who's known to the pupil. The role of check administrator requires a teacher's professional judgement about which responses are correct.

Check administrators must administer the check according to the published guidance in order to avoid allegations of maladministration.

The check should not be administered by a:

- teaching assistant
- higher level teaching assistant

The check must not be administered by a relative or parent of the pupil taking the check.

7.6 Monitoring

Monitoring visitors, from either the LAs or STA, will make unannounced visits to schools that are participating in the check. They will check if the school is following the published procedures, which are available at www.gov.uk/government/collections/phonics-screening-check-administration on:

- keeping the check materials secure
- administering and scoring the check

If schools receive a monitoring visit they must allow visitors to:

- see all materials and any relevant delivery notes
- observe any checks being administered
- see copies of correspondence and other documents sent to and received from their LA or STA about the administration of the check

STA will carry out a full investigation if a monitoring visitor reports:

- administrative irregularities
- potential maladministration

These investigations are used to make decisions on the accuracy or correctness of pupils' results.

Schools should refer to the guidance on monitoring visits, available at www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits for further information. This will be revised in April 2016.

Maintained schools

LAs have a statutory duty to make monitoring visits to at least 10% of maintained schools in their authority, including any academy that has chosen to be monitored by the LA, before, during and after the check period.

Academies

Academies should have arrangements for monitoring of the KS1 national curriculum assessments, with their chosen LA, in place and have informed STA by the end of the autumn term.

Academies must choose which LA is responsible for monitoring the phonics screening check. This can be an academy's geographical LA or another LA.

Academies must inform STA which LA they have chosen to monitor their KS1 national curriculum assessments by the end of the autumn term.

If a school became an academy after the 2015 autumn term they will be part of their geographical LA's arrangements.

7.7 Maladministration

The term 'maladministration' refers to any act that:

- affects the integrity, security or confidentiality of the phonics screening check
- could lead to results that don't reflect pupils' unaided work

A school could be subject to investigations of maladministration if it doesn't comply with:

- the 'Assessment and reporting arrangements'
- STA's check administration guidance, which is available at www.gov.uk/government/collections/phonics-screening-check-administration

Maladministration can lead to changes to, or annulment of, results for a whole cohort, groups of pupils or individual pupils.

Schools should report any issue with the administration of the check and/or any allegations of maladministration they receive 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 pupil's check results. STA's maladministration team works closely with LAs to investigate any allegations of maladministration. The 'Maladministration investigation procedures', available at www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures explain how we do this.

7.8 Reporting phonics screening check results

The threshold mark will be published on Monday 27 June on GOV.UK.

Schools and LAs do not need to wait until the threshold mark is published before submitting their data.

Reporting to local authorities

Schools must report phonics screening check scores for their pupils to their LA.

LAs must submit check data to the DfE between Monday 13 June and Friday 29 July. Data received by the DfE after 29 July will not be included in the provisional statistics or initial release of RAISEonline data, available at www.raiseonline.org.

Guidance on how to submit phonics check data will be provided:

- in the check administration guidance, available at www.gov.uk/government/collections/phonics-screening-check-administration in March
- by LAs

Schools should contact their LA directly if they have any queries.

Reporting to parents

By the end of the summer term headteachers should report:

- each pupil's phonics screening check score
- an outcome if a pupil has left the school, is absent, did not participate in the check or if the result is affected by maladministration

For more detail about what should be reported to parents see section 9 of this guidance document.

How results will be used by DfE and Ofsted

The DfE won't publish school-level results for the phonics screening check in performance tables. It will use national results to track standards over time.

Ofsted will have access to school-level results for the check via the RAISEonline website, available at www.raiseonline.org for use in inspections. They will use the check results alongside other information about a school's teaching when considering a school's performance.

Schools will have access to:

- school-level check results via RAISEonline so that they can analyse their own performance
- national and LA check results, available at www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015

National and LA check results will be published in autumn 2016.

8. Teacher assessment

Teacher assessment is the main focus for end of KS1 assessment and reporting. It is carried out as part of teaching and learning.

TA provides a judgement that is based on knowledge of how the pupil has performed over time and in a variety of contexts.

In 2016, teacher assessments must be reported using the standards set out in the interim teacher assessment frameworks, available at www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1.

Headteachers must submit their KS1 TA outcomes to their LA by Thursday 30 June 2016.

Schools will be informed if they are going to get a moderation visit on or after 20 May 2016. LAs will carry out the visits from the 23 May to 30 June 2016. LAs must submit the data via Collect to the department by the end of July 2016.

8.1 What teachers must assess

At the end of KS1, teachers must make their judgements for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage. They must base their TA judgement on a broad range of evidence from across the curriculum for each pupil and use their knowledge of a pupil's work over time, taking into account the pupil's

- written, practical and oral classwork
- results of the statutory KS1 tests
- homework

Teachers may not be able to provide a full TA judgement for some pupils, eg because of lengthy periods of absence. They will still need to report a TA code when they submit their TA data.

8.2 Interim teacher assessment frameworks

Following the removal of teacher assessment levels, the interim teacher assessment frameworks, available at www.gov.uk/government/publications/interim-frameworks-for-teacher-assessment-at-the-end-of-key-stage-1 are to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016.

The interim teacher assessment frameworks are for 2015 to 2016 only. The DfE is evaluating options for future years.

The interim frameworks set out the standard(s) a pupil will be assessed against at the end of the key stage for reading, writing, mathematics and science. Teachers must refer to the interim teacher assessment frameworks to fulfill their statutory duty to report at the end of the key stage.

The frameworks contain a number of 'pupil can' statements such as, 'The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher using sentences with different forms in their writing (statements, questions, exclamations and commands)'.

The evidence must show that the pupil demonstrates attainment of all the 'pupil can' statements within the standard they have been awarded. Teachers must be confident the pupil meets the 'pupil can' statements in the preceding standards but there is no requirement to produce specific evidence for all of them. It is likely that the pupil's work for the standard they have been awarded will also evidence the 'pupil can' statements of the preceding standard(s).

Frameworks for English reading, writing and mathematics

For KS1 English reading, English writing and mathematics, teacher assessment is the primary outcome used for accountability and teachers should refer to the interim frameworks. The frameworks contain 3 standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Pupils will be grouped into 4 categories for accountability; the 3 categories above plus an additional category for those pupils that do not meet the 'working towards' standard.

Framework for science

For KS1 science, where results are not used for formal accountability, the framework contains one standard: working at the expected standard. Pupils will be grouped into 2 categories; the 'working at the expected standard' category plus an additional category for those pupils that do not meet that standard.

8.3 Pupils working below the standard of the national curriculum tests

The review of statutory assessment arrangements for pupils working below the standard of national curriculum tests is an independent review chaired by Diane Rochford. The review was established by the Minister for Schools in July 2015 to consider the best way to ensure that pupils who have not completed the relevant key stage programme of study, and are therefore working below the standard of statutory testing arrangements, have the opportunity to demonstrate attainment and progress at primary school. The review's interim recommendations have been published at www.gov.uk/government/publications/rochford-review-interim-recommendations.

In December 2015 the review group published an interim solution at www.gov.uk/government/publications/rochford-review-interim-recommendations. The interim solution follows the same principles as the interim teacher assessment frameworks. It creates additional pre-key stage standards for the frameworks which each contain a number of positive 'pupil can' statements. These statements reflect the attainment of pupils who have not yet completed the relevant programme of study but have reached the chronological age that requires a statutory assessment outcome to be reported. The interim pre-key stage standards at www.gov.uk/government/publications/pre-key-stage-1-pupils-working-below-the-test-standard is to be used by teachers to report a statutory assessment outcome for working below standard of tests, but above the P scales, including SEND and non-SEND pupils.

8.4 Pupils who move schools

Change of school before KS1 test period

If a pupil changes school before 2 May 2016, the receiving school must administer the KS1 tests to the pupil and submit TA data for the pupil.

Change of school during KS1 test period

If a pupil changes school during the KS1 test period, the new school must find out which tests have already been administered to the pupil and administer any remaining tests. The 2 schools must reach an agreement with regards to submission of TA for the pupil.

Change of school after the KS1 test period

If a pupil changes school after 31 May 2016, the school where the pupil was registered during the KS1 test period must submit TA data.

8.5 Moderation of the end of KS1 assessments

External moderation is statutory. It gives confidence that schools' TA judgements for KS1 are accurate and consistent with national standards, as specified in the interim TA frameworks and the national exemplification materials.

Local authorities will carry out moderation visits from 23 May to 30 June 2016. Schools will receive adequate notice of the visit.

STA will monitor and quality assure local authorities' external moderation processes.

8.5.1 Local authorities

Local authorities (LAs) have a statutory duty to moderate a minimum of 25% of schools within their area to validate KS1 TA judgements. They must also moderate any academies that have chosen to be part of their arrangements.

The guidance for LAs on KS1 TA at www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-1 includes details of the moderation process and how to carry out moderation visits. Local authorities must refer to the guidance and ensure they are aware of the essential requirements to ensure that robust moderation processes are followed.

8.5.2 Maintained schools

Schools are accountable for submitting accurate and valid KS1 TA judgements. The guidance for schools on KS1 TA moderation at www.gov.uk/government/publications/teacher-assessment-moderation-requirements-for-key-stage-1 includes details of the moderation process and how visits are carried out. Headteachers must refer to the guidance and ensure they are aware of the essential requirements to ensure that robust moderation processes are followed.

8.5.3 Academies and free schools in England

All references to academies include free schools, as in law they are academies. Academies must comply with the requirements for maintained schools within this ARA.

All academies, as of 1 September 2015, must inform STA of the provider they have an agreement with for moderation of TA. Academies may be charged by their provider for this service. The provider must be given a copy of the academy's most recent moderation visit record and the outcome. STA will ask schools to submit details of their KS1 TA moderation arrangements in the spring term 2016.

8.5.4 Independent schools in England

Independent schools may submit their results to the DfE for inclusion in the national summary of results. The school can only claim that its results are comparable with national or local results if it has taken part in the LA moderation process and has been moderated within the first year of participation. The school must also follow STA guidance and will be subject to the same STA quality assurance and maladministration processes as maintained schools and academies.

8.5.5 Funding for moderation

Each LA receives funding from the DfE in the form of a non-ring-fenced grant through the Education Services Grant. STA does not hold information in relation to how much each LA is funded for their KS1 moderation activities. The LA is responsible for dividing the grant appropriately.

Academies receive direct funding through DfE grants for KS1 statutory moderation.

8.5.6 How local authorities are moderated

The STA will visit a sample of LAs during the moderation period, to moderate their processes and procedures.

If a LA is selected, the STA external moderators will:

- meet with KS1 moderation manager and appropriate personnel to discuss the approaches to moderation, training and support
- attend one or more of the LA's moderation visits
- report to STA on the LA's approach to moderation, the robustness of the moderation model used and the accuracy of the validated judgements

8.6 Reporting results of the end of KS1 assessments

Schools, including academies and participating independent schools, must report end of KS1 TA to their LA by Thursday 30 June 2016. Some LAs may ask for the results earlier than the end of term. For all pupils, schools must submit TA judgements in English reading, English writing, mathematics and science.

Headteachers' responsibilities for TA and moderation

Headteachers are responsible for:

- ensuring that the required national processes are followed
- ensuring that their school's TA judgements are accurate
- cooperating with any moderation requirements
- submitting accurate TA data by Thursday 30 June 2016

Headteachers must ensure those carrying out TA have enough opportunity to become familiar with the interim teacher assessment frameworks, using funds available within the school's overall resources.

If there is evidence that a school has not followed the correct administration processes, this may be investigated as maladministration.

8.7 Maladministration

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of a pupil's TA. Where an LA or other party identifies potential maladministration, this should be reported to STA by calling the national curriculum assessments helpline on 0300 303 3013. STA's maladministration team will work closely with LAs to investigate any allegations of maladministration. The maladministration investigation procedures published on GOV.UK explain how STA process allegations, as well as roles and responsibilities for school visits. This is supported by guidance for LAs carrying out visits on our behalf.

Examples of maladministration include:

- a concern regarding the TA evidence and processes within the school
- lack of independent work
- changes to TA judgements by school staff to influence school assessment outcomes
- a concern about the pattern of attainment

Once an investigation has finished STA is responsible for deciding whether the school's TA is accurate. STA may void the school's TA judgements if the conclusion is reached that there is doubt about the accuracy of pupils' assessments.

9. Reporting to parents

Headteachers at maintained schools, including maintained special schools, must prepare annual reports for every pupil's parents. Headteachers must make arrangements for parents to discuss the report with their child's teacher, if the parents wish to do so.

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

- parents of a pupil
- any person who is not a parent of a pupil but who has parental responsibility for the pupil
- any person who has care of a pupil

9.1 What reports must cover

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

The report must cover the pupil's:

- achievements
- general progress
- attendance record

Where appropriate it must also include results of any:

- national curriculum tests
- public examinations, by subject and grade

Detailed content requirements, including specific information for KS1, are set out in Schedule 1 of the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437).

Academies' requirements are set out in their funding agreements.

Religious education

Religious education is a statutory subject for all pupils registered at a maintained school, except for pupils:

- in nursery classes
- who have been withdrawn by their parents under section 71 of the School Standards and Framework Act 1998

It is a general requirement that schools report pupils' progress in religious education to parents. There is no required format for reports.

Pupils with special educational needs

Requirements for reporting on pupils with special educational needs are set out in paragraph 2 of Schedule 1 to the Pupil Information Regulations 2005, which is available at www.legislation.gov.uk/uksi/2005/1437/made.

Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher should still write an annual report for the pupil. This should be issued to the pupil's parents. The parents should have the opportunity to discuss the report with their child's teacher.

Pupils who are registered at more than 1 school

Pupils may be registered at more than 1 school. This helps to ensure continuity of learning for pupils whose families travel for occupational purposes or who may not have a fixed address.

If a pupil is registered at more than 1 school each headteacher should write an annual report for parents. Each headteacher should also make arrangements for parents to discuss the report with their child's teacher (if the parent wishes).

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

- 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
- is at the time registered as a pupil at 2 or more schools

10. 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 (SI2005/1437) available at www.legislation.gov.uk/uksi/2005/1437/made. 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 LA employees (for certain schools)
- originating from or supplied by teachers or other employees of the school (eg voluntary aided or non-maintained special schools)

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 pupil. Curricular records form a 'subset' of a pupil's educational record. They are a formal record of a pupil's academic achievements, skills, 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 a pupil's educational record
- any other information they hold which identifies individuals, including pupils, 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.

10.1 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the DPA and the Freedom of Information Act 2000. Access to a pupil's educational information is covered by the right of access under the Pupil Information Regulations.

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

Under these Regulations a school's governing body must ensure that a pupil'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 within 15 school days. Governing bodies can charge a fee for the copy. If they do the fee must not be more than the cost of supply.

The Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil couldn't lawfully be given under the Data Protection Act 1998. It also relates to information which s/he wouldn't have right of access to under that Act, or by virtue of any order made under section 30(2) or section 38(1) of the Act. This includes material which may cause serious harm to the physical or mental health or condition of the pupil 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. This affects the parent's entitlement to receive such information.

The ICO, see www.ico.org.uk/, can provide further advice.

10.2 Transferring records to a pupil's new school

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF). This is noted in the Pupil Information Regulations.

If a pupil moves to another school in England, Wales, Scotland or Northern Ireland the pupil's CTF and educational record must be passed to the new school. Academies are not subject to these regulations however they are expected to adhere to the following protocols, as a matter of good practice.

The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England. Information must be transferred within 15 school days of any request from the pupil's new school.

The pupil's CTF should be sent to the new school either:

- through the school to school (s2s) secure file transfer system, available at www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

If either school can't send or receive information in this way, LAs may provide the file. However there must be agreed and secure local arrangements in place.

If the new school is unknown, the Department for Education recommends that the school should still complete the CTF and load it onto s2s. If you don't receive CTFs for a new pupil you can ask your LA to search for the files on s2s.

You can refer to the 'School to school guides', available at www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities for details on:

- what information CTF should contain
- handling records for pupils where their destination is not known
- sending CTFs between schools

Schedule 2 to the Regulations, available at www.legislation.gov.uk/uksi/2005/1437/schedules/made explains more about the content of CTFs.

11. Legal requirements and responsibilities

11.1 Legal status of the ARA

This statutory guidance contains provisions made pursuant to Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004, as amended. This Order is made under section 87 of the Education Act 2002. This document gives full effect to, or otherwise supplements, the provisions made by the Order and as such has effect as if made by the Order. The Order can be viewed on the government's legislation archive, available at www.legislation.gov.uk/.

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

11.2 Application of ARA to different types of school

This section details how the ARA applies to different types of school.

Maintained schools

The ARA applies to maintained schools, including maintained special schools, with pupils in KS1. There are different arrangements for maintained hospital schools (see below).

Maintained schools and LAs have a statutory duty to ensure that provision is made to meet the special educational needs of their pupils. Access arrangements guidance will be published on GOV.UK and will provide detailed information about the adjustments available so pupils can access the phonics screening check and the KS1 tests.

Maintained nursery schools

Maintained nursery schools with pupils who will reach the age of 6 before the end of the school year must administer the phonics screening check.

Academies and free schools in England

All references to academies include free schools, as in law they are academies. The following information also applies to alternative provision (AP) academies. (See the information on alternative provision academies at www.gov.uk/government/publications/alternative-provision).

An academy's funding agreement may say that they will follow guidance issued by the Secretary of State in relation to assessments of pupils' performance. If so, they must comply with the ARA. The KS1 assessment and reporting arrangements are only applicable if they provide education to pupils at this stage of learning.

Academies are not required to follow the national curriculum. They need to teach a broad and balanced curriculum which, as a term of their funding agreement, includes English, mathematics and science. (For AP academies, this only includes English and mathematics.)

The funding agreement means that they must comply with statutory assessments on the same basis as maintained schools.

They must make provision to meet the special educational needs of their pupils, according to the requirements set out in their funding agreement. Access arrangements guidance will be published on GOV.UK and will provide detailed information about the adjustments available so pupils can access the phonics screening check and the KS1 tests.

Academies should have arrangements for monitoring of the KS1 national curriculum assessments, with their chosen LA, in place and have informed STA by the end of the autumn term.

Academy trusts must make sure their academies have complied with the moderation, monitoring and data submission requirements in this publication.

Independent schools in England

Independent schools in England may take part in the assessment and reporting arrangements for 1 or more subjects at the end of KS1, although they are not required to do so.

Independent schools who want to participate in the tests will need to place a test order for the KS1 tests by Friday 27 November and must follow the arrangements in this ARA

Participating independent schools must confirm their intent to issue a privacy notice to the parents of pupils who are going to participate in any tests. They must gain approval from the parents of each participating pupil before the school places a test order on the NCA tools website at <https://ncatools.education.gov.uk>.

Independent schools can't formally administer the phonics screening check. The 2016 materials, available at www.gov.uk/government/collections/key-stage-2-tests-past-papers will be available to download in June, once the check administration window has closed.

Pupil referral units and maintained hospital schools

Pupils studying at a PRU or hospital school but who are on the register of a maintained school or academy, are required to take the phonics screening check and end of KS1 assessments. Their results should be reported by the school where the pupil is registered.

Pupils not on the register of a maintained school or academy that attend a PRU or hospital school are not required to take the check or participate in the end of KS1 assessments. However, they are expected to receive a comparable education to a pupil in a mainstream school. Therefore it is recommended that KS1 assessments form part of their educational provision where appropriate.

Service Children's Education schools

SCE schools take part in the national curriculum assessment and reporting arrangements in line with the arrangements for administration in England. This includes administering the phonics screening check.

Overseas schools

Overseas schools, which are not SCE schools, cannot formally participate in the check or end of KS1 assessments. They will be able to download the 2016 KS1 test materials in June after the test administration window has closed and the 2016 phonics screening check materials also in June, once the check administration window has closed.

Non-maintained special schools

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of KS1, although they are not required to do so. If they choose to participate they should follow the arrangements in this ARA.

Non-maintained special schools who want to participate in the tests must place a test order for the KS1 tests by Friday 27 November.

They can't formally administer the phonics screening check although they will be able to download the 2016 check materials in June, once the check administration window has closed.

Home-educated pupils

Pupils who are educated at home cannot participate in the end of KS1 assessments unless they are on the register of a maintained school, academy or other independent school that is participating.

They can only take the phonics screening check if they are registered with a maintained school or academy that is participating in the check.

11.3 Headteachers' responsibilities

All references to headteachers include acting headteachers or anyone with delegated authority in the absence of the headteacher.

Headteachers at participating schools have a duty to ensure that:

- the requirements in the ARA are implemented in their school
- teachers and other staff comply with the assessment and reporting arrangements
- the deadlines in the ARA are met

These requirements are summarised below. Please refer to the relevant sections of the ARA for further detail.

Phonics screening check

Headteachers at maintained schools and academies must:

- identify which year 1 pupils should take the check, including any registered at maintained nursery schools who will reach the age of 6 before the end of the school year
- identify any pupils who should take the check in year 2 because they didn't take it in year 1
- identify any pupils in year 2 who should take the check because they did not meet the required standard in year 1
- ensure that any pupils who did not meet the standard of the check in year 2 continue to receive support in phonics
- consider whether any pupils will need modified versions of the check and download them from NCAtools during the check period
- ensure that the security of the check materials is maintained and that the integrity of the check is not compromised

- ensure their teachers score pupils' responses accurately and consistently
- complete and submit the phonics headteacher's declaration form on the NCA tools website at <https://ncatools.education.gov.uk>
- comply with national data submission requirements by submitting their check results to their school's governing body
- notify STA of any issues which may have affected the security, integrity or confidentiality of the check

End of key stage 1 tests

Headteachers must:

- identify which pupils will take the end of KS1 assessments
- consider whether any pupils will need modified versions of the tests and place a test order by Friday 27 November
- ensure the tests are administered according to the published guidance during the test window
- keep all assessment materials secure and treat them as confidential
- ensure that the specific content of all assessment materials is not used to prepare pupils for the tests
- ensure that the correct administrative procedures are followed
- ensure pupils' responses are marked accurately and consistently
- complete and submit the KS1 tests headteacher's declaration form on the NCA tools website at <https://ncatools.education.gov.uk>
- where selected, ensure their school administers, marks and returns item level data for their pupils for the required KS1 test in April 2016 to inform the standard setting for the tests
- notify STA of any issues which may have affected the security, integrity or confidentiality of the tests

Where headteachers do not meet the above responsibilities this could result in the school being investigated for maladministration of the assessments.

Teacher assessment

Headteachers must:

- ensure accurate standards for English reading, English writing, mathematics and science are recorded for all pupils at the end of KS1
- ensure their school has an appropriate system to record and submit data to their local authority by Thursday 30 June 2016
- notify STA of any issues which may have affected the integrity of the teacher assessments

Reporting to parents

What headteachers at maintained schools, including maintained special schools, must report to parents is detailed in section 9 of this guidance

Keeping and maintaining records

The statutory requirements of headteachers at maintained schools, including maintained special schools for the transfer of records between schools are detailed in section 10 of this ARA.

11.4 Teachers' responsibilities

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

Where teachers do not comply with the provisions of this ARA and other published guidance this could result in the school being investigated for maladministration of the assessments.

11.5 Governing bodies' responsibilities

Governing bodies of maintained schools must carry out their functions to ensure that the KS1 assessments are administered in their school according to this ARA and all other published guidance.

11.6 Academy trusts' responsibilities

An academy's funding agreement will usually require the academy trust to ensure that the KS1 assessments are administered in the school according to this ARA and all other published guidance.

Academies must inform STA which local authority they have chosen to monitor and moderate their KS1 national curriculum assessments by the end of the autumn term.

11.7 Local authorities' responsibilities

LAs must ensure that their maintained schools and any academies, and independent schools which have chosen to participate in the KS1 assessments, administer the statutory assessment and reporting arrangements appropriately. LAs must make arrangements for monitoring the administration of the phonics screening check.

LAs should ensure their schools:

- understand and follow the statutory requirements set out in this ARA, as well as any funding agreement requirements
- are offered support on all aspects of the administration of the KS1 assessments and the phonics screening check have an electronic system to submit their data
- are given instructions on how to submit their data
- are aware of the need to store all assessment materials securely

LAs will:

- offer training and advice on all aspects of assessment at KS1, including to any academy trusts that have requested to be part of these assessment arrangements
- make unannounced monitoring visits for the phonics screening check to at least 10% of their schools before, during and after the check period
- inform STA of any irregularities in schools' administration of the KS1 assessments and phonics screening check and discuss steps to take
- collect results, and quality assure and submit teacher assessment data to the DfE in the required format by 29 July 2016
- make arrangements for a robust programme of moderation to ensure that their statutory duty in relation to the moderation of KS1 teacher assessment is met.

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.

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