



Standards  
& Testing  
Agency

# **Key stage 2: test administration guidance**

**Guide to administering the key stage 2  
national curriculum tests for 2016**

**March 2016**

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## Introduction

The 'Test administration guidance' (TAG) provides guidance for schools administering the 2016 key stage 2 (KS2) national curriculum tests.

It includes guidance to ensure test administrators can:

- understand the statutory requirements for the KS2 tests
- plan for the tests
- receive and securely store the test materials
- administer the tests
- complete the headteacher's declaration form.

The information in this guide builds on section 6 of the 2016 KS2 'Assessment and reporting arrangements' (ARA), available at [www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara).

Headteachers are responsible for ensuring all test administrators (anyone responsible for, or involved with, test administration) are familiar with the arrangements in this document. Headteachers and test administrators should comply with this guidance. Schools that do not comply could be subject to a maladministration investigation.

This guide contains important information for test administrators and should be taken into any room where the tests are taking place.

Guidance for administering the modified versions of the tests to pupils with a visual or hearing impairment will be provided as part of the modified test material packs. Modified test administration guidance will be available at [www.gov.uk/guidance/key-stage-2-tests-planning-to-use-the-modified-tests](http://www.gov.uk/guidance/key-stage-2-tests-planning-to-use-the-modified-tests) in April 2016. If you have any queries, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

## 2016 key stage 2 tests

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 KS2 in May 2016 will be the first to be assessed against the new national curriculum.

Details of the types of school and pupils required to participate in the tests can be found in the KS2 ARA at [www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara).

The 2016 KS2 tests consist of:

- English reading
- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning.

You will not be sent printed mark schemes. These will be published on the 'Test orders' section of the NCA tools website at <https://ncatools.education.gov.uk> from Monday 23 May 2016.

### Registering pupils for the tests

You should have registered and confirmed all pupils that are at the end of KS2 via the NCA tools website by Friday 18 March.

However the pupil registration section of NCA tools remains open after Friday 18 March, so you can amend the data to reflect any pupils that leave or join your school. You should do this up until the last day of test week.

### Test timetable

The KS2 tests must be taken on the scheduled day.

Date	Test
Monday 9 May	English reading test
Tuesday 10 May	English grammar, punctuation and spelling Paper 1: questions English grammar, punctuation and spelling Paper 2: spelling
Wednesday 11 May	Mathematics Paper 1: arithmetic test  Mathematics Paper 2: reasoning
Thursday 12 May	Mathematics Paper 3: reasoning

Test papers for each subject must be administered in order.

## Important dates

Date	Activity or deadline
<b>Monday 11 April</b>	All schools that have applied for early opening will have been notified of the outcome of their application via NCA tools
<b>Monday 11 April</b>	Deadline for schools to submit applications for additional time
<b>w/c Monday 25 April</b>	Schools receive their KS2 test materials (standard and modified versions) and stationery items
<b>Monday 9 May – Thursday 12 May</b>	KS2 test week
<b>Friday 13 May</b>	'Access arrangements' section of NCA tools opens for applications for special consideration
<b>Friday 20 May</b>	Deadline for schools to submit any notifications that pupils have used a scribe, transcript, word processor, or electronic or technical aid
<b>Friday 20 May</b>	Deadline for schools to submit the headteacher's declaration form
<b>Friday 20 May</b>	Deadline for schools to submit special consideration applications
<b>Monday 23 May</b>	Mark schemes available to download from NCA tools
<b>Tuesday 5 July</b>	Pupil results (raw scores and scaled scores) and marked script images available on NCA tools. Raw score to scaled score conversion tables available on GOV.UK
<b>Friday 15 July</b>	Deadline for schools to submit review applications
<b>Friday 2 September</b>	Review outcomes returned to schools

## Headteachers' responsibilities

As the headteacher at a school administering the KS2 tests you have specific responsibilities, which are set out in the KS2 ARA at [www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara).

You are responsible for ensuring all test administrators (anyone responsible for, or involved in, receiving test materials, test administration or marking test scripts) are familiar with, and comply with, all of the test administration guidance. Schools that do not comply could be subject to a maladministration investigation.

You also have specific responsibilities in relation to the KS2 tests to:

- identify which pupils will take the end of KS2 tests
- ensure all staff are fully briefed and aware of the test timetables
- ensure the tests are administered according to the published guidance, including the correct administration of any access arrangements
- ensure all staff, pupils and parents understand how the tests will be administered
- ensure test papers are opened in front of the pupils immediately before the administration of the tests in the room(s) where they are being administered. Test administrators should not view the content of the tests before they are administered unless the test paper needs to be modified or a translation needs to be made. If tests are being administered in a number of different rooms, schools may consider opening the packs in one room and then taking particular pupils and their test papers to the other room(s)
- ensure pupils have the correct equipment for the tests. Please refer to the 'Administering the tests' section for information about what equipment is allowed in each test
- ensure there is sufficient resource available to administer the tests according to this guidance
- keep all assessment materials secure and treat them as confidential until Friday 20 May, the day after the last test can be administered using a timetable variation
- ensure that the specific content of all assessment materials is not used to prepare pupils for the tests
- complete and submit the KS2 tests headteacher's declaration form on the NCA tools website at <https://ncatools.education.gov.uk>
- notify STA of any issues that may have affected the security, integrity or confidentiality of the tests.

If you do not meet these responsibilities this could result in the school being investigated for maladministration of the assessments.

## Demonstrating correct test administration

Headteachers should also consider inviting a governor or another trusted member of the school community, who is not otherwise involved in administering the tests, to observe the administration of the tests.

Observation should start when the test papers are opened until the completed scripts are sealed in the transparent bag following the test. If you choose to do this, your observer must be familiar with the contents of this document and other guidance on administering the tests.

Further information is available at [www.gov.uk/government/publications/key-stage-2-tests-demonstrate-correct-test-administration](http://www.gov.uk/government/publications/key-stage-2-tests-demonstrate-correct-test-administration).

## Maladministration

Your school could be subject to investigations of maladministration if it doesn't comply with our test administration guidance. This consists of:

- guidance on GOV.UK, including the ARA
- information provided in the school stationery pack
- information provided with the test materials.

You should consider taking steps to protect staff involved in administering the tests against allegations of maladministration. Allegations of maladministration can come from misunderstandings about correct test administration. To avoid this, make sure all staff, pupils and parents understand:

- how the tests will be administered
- the dates that each test should be administered
- what assistance is allowed in the tests
- how any access arrangements will be used.



## Test administrators

Test administrators should be headteachers, teachers, KS2 co-ordinators, or teaching assistants. As a test administrator you should prepare by reading this guidance, which contains details of your responsibilities before, during and after the administration of the tests.

### Preparing test administrators

We encourage schools to hold training sessions for those involved in administering the KS2 tests. If schools have arranged independent observation of the tests, observers should also attend this training.

As a test administrator, you should familiarise yourself with this guidance and also with:

- section 6 of the 2016 KS2 ARA at [www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara)
- instructions provided with the 2016 sample test materials at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials)
- instructions provided with the live 2016 test materials, including:
  - the equipment required for a particular test
  - the length of the test
  - what assistance is allowed for each test
- which test is being administered on each day, as per the published test timetable
- which pupils need access arrangements and how to administer these correctly, as set out in the guidance at [www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)
- the 'Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling test: questions' available at [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions) which gives guidance on how particular question types should be read. This will be updated for the 2016 test cycle shortly
- the 'Notes for teachers on how to prepare for onscreen marking' available at [www.gov.uk/government/publications/key-stage-2-tests-notes-for-teachers-on-how-to-prepare-for-onscreen-marking](http://www.gov.uk/government/publications/key-stage-2-tests-notes-for-teachers-on-how-to-prepare-for-onscreen-marking).

Arrangements should also be in place in case a pupil needs to leave the classroom, e.g. if they are disruptive or become ill.

## Receiving and storing test materials

Before the tests are delivered to schools, headteachers should think about where the test materials will be stored. If your school is also administering key stage 1 (KS1) tests, you will need to ensure that you have adequate space to store all test materials securely.

Schools will receive their test materials, including any modified test orders, in the week commencing Monday 25 April 2016.

The test materials must be kept secure and treated as confidential from the point they are received in school until Friday 20 May, the day after the last test can be administered using a timetable variation.

Materials will be delivered to school addresses taken from EduBase, available at [www.education.gov.uk/edubase/home.xhtml](http://www.education.gov.uk/edubase/home.xhtml). Your school must make sure its 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.

If you have not received your test materials by Friday 29 April then you should contact the national curriculum assessments helpline on 0300 303 3013. As a headteacher, you must check your delivery against the delivery note to ensure that the correct number and type of test materials have been received. You must delegate this activity to a senior member of staff if you're not available. If a delivery is incomplete, you must contact the national curriculum assessments helpline on 0300 303 3013.

If you do not have sufficient copies of the test materials, you must contact STA's distribution helpline on 0800 169 4195.

If additional modified tests are required, please contact the modified tests helpline on 0300 303 3019.

Any packs of test papers that are unsealed or damaged on arrival must be reported immediately to the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of the damaged packages to STA.

### How to check test paper packs

We suggest that 2 members of school staff undertake this check together. The packs of test papers must not be opened.

You should check your delivery as soon as it is received. You should:

- check that the school details are correct and that the delivery is for your school
- check the boxes for any damage
- check the number and type of test paper packs received against the accompanying delivery note and annotate it accordingly.

The delivery note will be included in the first box of each consignment. You should use it to make sure you have received the correct number of boxes and all the materials have been received, and make a note of your checks on the delivery note. Please ensure you check all boxes thoroughly as packs of tests may be split between boxes.

When you have finished your checks, make sure you reseal the boxes and secure them in a locked cupboard, referring to the guidance in the 'Test material storage and access' section below.

Keep your annotated copy of the delivery note in an accessible place in case you receive a monitoring visit.

## **Stationery packs**

You will receive 1 stationery consignment during the week commencing Monday 25 April. The contents of the stationery packs are listed on the pack cover sheet. You may open the stationery packs to confirm that the correct materials are enclosed.

Your test attendance registers will be included in the stationery pack. The 'Attendance register and test script dispatch instructions' available at [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch) gives details of how to check your attendance registers are correct.

## **Test material storage and access**

Keeping the test packs secure ensures the confidentiality and integrity of the tests is maintained, so no pupil has an unfair advantage over another.

The test materials must be stored in a secure, locked cupboard. They should not be stored in a room where IT equipment is also kept as this equipment is often targeted during burglaries.

The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff who is not involved with the administration of the tests. This is to protect staff involved in the administration of the tests against allegations of maladministration. The nominated member of staff should:

- create a log to record access to the test materials - keep a chart on the door of the store room / cupboard to record access and checks
- limit access to the store room wherever possible and control access to the keys
- ensure all spare keys are clearly numbered and kept secure
- ensure there is a reporting procedure in the event of a problem, e.g. lost or stolen keys
- have a copy of the published test timetable to ensure test materials are provided to the test administrators on the correct days

- conduct regular checks of the boxes to ensure they have not been tampered with
- check individual test packs have not been opened before the published days for each test.

Headteachers should also conduct their own regular checks on the boxes of test materials to make sure they haven't been tampered with. They should ensure all people who handle the test materials understand their sensitivity.

If you suspect a breach of security you must report the incident immediately to the national curriculum assessments helpline on 0300 303 3013.

# Preparing to administer the tests

## Access arrangements

Test administrators should be briefed about pupils who require access arrangements and how to administer them. We advise that each test administrator is given a list of any pupils who will be using access arrangements in advance of the tests.

It may be helpful to use the KS2 sample materials, available at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials) with pupils before administering the live 2016 tests. This will enable teachers to identify where it may be appropriate to use access arrangements. Adjustments must be based primarily on normal classroom practice for pupils with specific needs.

More detailed information on access arrangements can be found at [www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements). You must ensure any arrangements used don't advantage or disadvantage individual pupils. If you use access arrangements inappropriately this could lead to a maladministration investigation.

Those who may need adjustments include pupils:

- with a statement of Special Educational Needs (SEN) as described at [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- for whom provision is being made in school under SEN support and whose learning difficulty or disability significantly affects access to the tests
- with an education, health and care plan (EHCP) or SEND support plan
- with a disability that doesn't give rise to a special educational need but requires alternative access arrangements
- who are unable to sit and work for a sustained period because of a disability or behavioural, emotional or social difficulty.

It is not possible to list all of the circumstances in which pupils may need adaptations. You should contact the national curriculum assessments helpline on 0300 303 3013 for advice on specific situations.

Relatives, carers or guardians of pupils who need access arrangements must not be involved in administering the tests to those pupils.

If you use access arrangements, you should consider whether it will be necessary to administer the tests to pupils in a separate room to the main group.

You should also consider explaining to all parents and pupils what support can be given in the tests. This should help to avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

Headteachers need to complete application or notification forms for certain access arrangements. Make sure you read the access arrangements guidance so you understand your responsibilities.

## **Special consideration**

Occasionally a pupil's performance may be affected by extremely distressing circumstances at the time of the tests. STA may apply special consideration to the pupil's scaled score for accountability purposes. Special consideration will not be applied where a pupil was not in a fit state to take the tests. Schools should first consider using a timetable variation to enable the pupil to take the test at a more appropriate time.

You should read the guidance on eligibility before you apply, to understand what effect any special consideration applied will have.

## **Preparing test rooms**

Schools should consider accommodation when preparing their test administration timetable to ensure appropriate quiet space is available to pupils, whether administering to a whole class, small groups or individuals.

Any rooms where tests will take place should be prepared before the tests are administered. You should:

- remove or cover any displays or materials that could help pupils
- ensure seating arrangements will allow all pupils to work quietly and independently
- make sure pupils will not be able to view other pupils' test papers
- ensure a clock is provided in the room to help pupils pace themselves
- ensure there is a board at the front of the room for writing important information.

Test administrators should write the full school name and DfE number on a board at the front of the class. Pupils should copy this on to their answer booklet or test paper and any additional paper used. This information will make it easier to track test scripts during the marking process, especially if schools, or pupils, have similar names.

## Resources

Headteachers should ensure there is sufficient resource available to administer the tests according to the guidance in this document. Anyone administering a test on their own is more vulnerable to allegations of maladministration as they would not have another adult to verify the test administration procedures. We recommend having at least two test administrators in each test room.

If a test administrator is a relative of a pupil they are supervising, there must be at least one other test administrator (not related to the pupil) present at all times.

All test administrators must be well briefed and understand how the tests will be administered, what assistance is allowed in the tests and how any access arrangements will be used. This will help avoid any general misunderstandings about test administration and any misinterpretation of appropriate assistance given during the tests.

## Preparing test materials

You can only open test paper packs before the scheduled test date if we have given you permission. The deadline for applications was Monday 29 February 2016.

Test packs can be opened up to 1 hour before the start of a particular test but only if:

- a written translation is needed for a mathematics test
- a test paper needs to be adapted to meet an individual pupil's needs.

At least 2 members of staff should be present while test materials are opened and prepared. You should be careful when making any modifications to the papers, ensuring no pages are omitted or duplicated. STA will not be able to award compensatory marks or award special consideration for pupils where schools have incorrectly modified test papers.

## Equipment

It is important to make sure all equipment is ready and working in advance of the tests. The sections on the administration of each test below specify the equipment required for each test.

Pupils will require the following for one or more of the tests:

- blue/black pens, pencils, pencil sharpeners and rubbers (optional)
- rulers (showing centimetres and millimetres)
- angle measurers or protractors
- mirrors.

Pupils must not use glitter pens or coloured pens, in particular red. These are illegible when scanned for on-screen marking.

Pupils may use highlighter pens, for example to highlight sections of the reading booklet, if this is normal classroom practice.

Every room where the tests will take place should have a clock visible to help pupils pace themselves.

## Dictionaries and other reference material

Dictionaries, bilingual word lists and electronic spell checkers can only be used as shown in the tables in the 'Administering the tests' section, providing this is normal classroom practice.

Pupils must not use a thesaurus during any of the tests.

## Administering the tests away from school

In exceptional circumstances and at the headteacher's discretion, a test or tests may be administered to one or more pupils at an alternative location to the rest of the cohort, e.g. another school, the pupil's home, a hospital or pupil referral unit. The headteacher is responsible for ensuring the security of the test(s) is maintained and the test(s) are administered in accordance with the test administration instructions.

The headteacher must also complete the notification form on the 'Access arrangements' section of NCA tools at <https://ncatools.education.gov.uk>. This is available from Friday 6 May.



## Administering the tests

The tests must be administered on the days according to the published timetable and where there is more than 1 test scheduled for one day, the tests must be administered in order.

Date	Test	Timings
Monday 9 May	English reading test	60 minutes
Tuesday 10 May	English grammar, punctuation and spelling Paper 1: questions	45 minutes
	English grammar, punctuation and spelling Paper 2: spelling	Approximately 15 minutes (not strictly timed)
Wednesday 11 May	Mathematics Paper 1: arithmetic test	30 minutes
	Mathematics Paper 2: reasoning	40 minutes
Thursday 12 May	Mathematics Paper 3: reasoning	40 minutes

## Timetable variations

Some pupils may need to take a test at a different time from the rest of the cohort, subject to the strict criteria given at [www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation](http://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation). There are 2 types of timetable variation available. To use a timetable variation, schools must complete the appropriate form on the 'Access arrangements' section of the NCA tools website at <https://ncatools.education.gov.uk>.

Please note the following:

- You must submit, and have approved by STA, an online application for a timetable variation to administer a test on a day up to 5 school days after the published date before the test is administered to the pupil.
- You must submit an online notification of a timetable variation to administer a test to a pupil on the published day of the test, but at a different time to the rest of the cohort before the test is administered to the pupil.
- If a pupil arrives late, or is absent on the day of a test, and has either had contact with pupils who have taken the test or access to the test content via the internet, the pupil must not be allowed to take the test and must be marked as absent on the attendance register.

The following table summarises what action you need to take if a pupil is late or absent on the day of a test.

<b>Circumstance</b>	<b>Action required</b>	<b>Timetable variation required or notification of a timetable variation required?</b>
A pupil arrives late but before the rest of the pupils have completed the test.	The pupil should be given the full time to complete the test.	No
A pupil arrives after the test has been completed, but before the rest of the cohort has left the test room.	The pupil should be kept isolated from the rest of the cohort until the pupil's rescheduled test has been administered.	No
A pupil arrives after the test has been completed and the pupils have left the test room.	The pupil should be kept isolated from the rest of the cohort until the pupil's rescheduled test has been administered.	Notification of a timetable variation
The school is unable to administer a test to the whole cohort in one sitting.	The school may administer the test in 2 or more sittings on the scheduled day of the test.  No pupil should have the opportunity to communicate with any pupil who has already taken the test.	Notification of a timetable variation
A pupil is absent on the day of a test and returns to school within 5 school days of the published test date.	The school must first confirm on their return to school, and before administering the test, that the pupil has not had contact with any other child who has already sat the test or had access to the test content via the internet.	Application for a timetable variation

You must complete the appropriate form on the 'Access arrangements' section of the NCA tools website at <https://ncatools.education.gov.uk>. Guidance on making an application or completing a notification of a timetable variation is available at [www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation](http://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation).

## Opening test packs

Information about when test materials can be opened is printed on the front sheet of each test pack. Standard test packs should only be opened when the test is due to start. Modified test packs may be opened earlier, please check the information on the front of each pack.

Test packs can only be opened up to one hour before the start of a particular test if:

- a written translation is required for a mathematics test
- a test paper needs to be adapted to meet individual pupils' needs.

You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the annulment of pupils' results.

Schools that need to open test packs more than 1 hour early should have made applications for early opening using the 'Access arrangements' section of the NCA tools website. Schools will be informed of the outcome of any applications for early opening by Monday 11 April.

## At the start of a test

Two members of staff should collect the test packs from your secure storage. This should be recorded on a log. If there is more than 1 test on the day, packs for a particular test should only be collected when you are ready to administer the test.

Test packs should be opened in front of the pupils immediately before the administration of the tests in the room(s) where they are being administered. You should do this with another member of staff. If tests are being administered in a number of different rooms, schools may consider opening the packs in one room and then taking particular pupils and their test papers to the other rooms to administer them.

You should take care to ensure that the correct test packs are opened. If an incorrect test pack is opened you must call the national curriculum assessments helpline on 0300 303 3013 for advice on securing the test materials.

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

- discuss the content of the test papers with anyone, including on social media or blogs
- use question-specific information to prepare pupils for the test.

After the tests have been administered, the test materials must be kept secure until Friday 20 May. A breach of security of the test materials, or using test content to prepare pupils, could lead to a maladministration investigation at the school.

### **Insufficient test papers**

If you require additional test papers on the day of the test, your headteacher must contact the national curriculum assessments helpline on 0300 303 3013 for advice and to request permission to photocopy them.

## Administering tests on Monday 9 May

The test scheduled to be administered on Monday 9 May is the English reading test.

### English reading test

Format	<ul style="list-style-type: none"><li>• This test consists of a reading answer booklet and a separate reading booklet. (All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.)</li><li>• Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, e.g. working through one text and answering the questions before moving on to the next.</li><li>• The least-demanding text will come first, with the following texts increasing in level of difficulty.</li></ul>
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or dark pencil</li><li>• a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.</li></ul> <p>Pupils may use monolingual English electronic spell checkers or highlighter pens, if this is normal classroom practice.</p> <p>You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils; it can be a guide to the length of answer expected for each question.</p>
Assistance	<ul style="list-style-type: none"><li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the reading answer booklet to ensure all pupils understand them. No other</li></ul>

<p>Format</p>	<ul style="list-style-type: none"> <li>• This test consists of a reading answer booklet and a separate reading booklet. (All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.)</li> <li>• Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, e.g. working through one text and answering the questions before moving on to the next.</li> <li>• The least-demanding text will come first, with the following texts increasing in level of difficulty.</li> </ul>
	<p>part of the reading answer booklet or reading booklet may be read to pupils or rephrased.</p> <ul style="list-style-type: none"> <li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li> <li>• If a pupil asks a question about test content, you must not explain subject-specific terms or expressions.</li> </ul> <p>The example below illustrates how to deal with a common situation.</p> <p><b>Q.</b> I don't understand the question.</p> <p><b>A.</b> Read the question again and underline key words that tell you what to do.</p>

## Administering tests on Tuesday 10 May

The tests scheduled to be administered on Tuesday 10 May are:

- English grammar, punctuation and spelling test Paper 1: questions
- English grammar, punctuation and spelling test Paper 2: spelling

The 2 English grammar, punctuation and spelling test papers must be administered in order.

### English grammar, punctuation and spelling Paper 1: questions

Format	<ul style="list-style-type: none"><li>• This component of the test consists of a single test paper.</li><li>• Pupils will have 45 minutes to complete the test, answering the questions in the test paper.</li></ul>
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or dark pencil</li><li>• a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists.</li></ul>
Assistance	<ul style="list-style-type: none"><li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to “insert a pair of commas”, ‘insert’ may be explained, but not ‘commas’.</li><li>• You must not give alternative explanations, e.g. explain ‘inverted commas’ as ‘speech marks’, or name punctuation.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual</li></ul>

Format	<ul style="list-style-type: none"> <li>• This component of the test consists of a single test paper.</li> <li>• Pupils will have 45 minutes to complete the test, answering the questions in the test paper.</li> </ul>
	<p>impairment is contained in the modified test packs.</p> <p>The 'Notes for readers in the English grammar, punctuation and spelling test' gives examples of how to read particular types of question in Paper 1: questions.</p> <p>The examples below illustrate how to deal with some common situations.</p> <p><b>Q.</b> I don't understand the question.</p> <p><b>A.</b> Read the question again and underline key words that tell you what to do.</p> <p><b>Q.</b> What does 'adverb' mean?</p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.</p>

## English grammar, punctuation and spelling Paper 2: spelling

Format	<ul style="list-style-type: none"> <li>• This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in the guidance provided with the answer booklets.</li> <li>• Pupils will have approximately 15 minutes to complete the test (not strictly timed) by writing the 20 missing words in the answer booklet.</li> </ul>
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"> <li>• a blue / black pen or dark pencil</li> <li>• a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.</li> </ul>



Format	<ul style="list-style-type: none"> <li>• This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in the guidance provided with the answer booklets.</li> <li>• Pupils will have approximately 15 minutes to complete the test (not strictly timed) by writing the 20 missing words in the answer booklet.</li> </ul>
	<p>Pupils are not allowed:</p> <ul style="list-style-type: none"> <li>• dictionaries</li> <li>• electronic spell checkers</li> <li>• bilingual word lists.</li> </ul>
Assistance	<ul style="list-style-type: none"> <li>• Pupils should not require any assistance during the administration of Paper 2: spelling. You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li> <li>• You should take care not to overemphasise spelling when reading out the words pupils need to spell.</li> <li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li> </ul>

## Administering tests on Wednesday 11 May

The tests scheduled to be administered on Wednesday 11 May are:

- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

The 2 mathematics papers scheduled for Wednesday 11 May must be administered in order.

### Mathematics paper 1: arithmetic

Format	<ul style="list-style-type: none"><li>• This component of the test consists of a single test paper.</li><li>• Pupils will have 30 minutes to complete the test, answering the questions in the test paper.</li></ul>
Equipment	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or dark pencil</li><li>• squared paper, if this is part of a pupil's normal classroom practice for formatting calculations or generating number squares</li><li>• a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• calculators</li><li>• tracing paper</li><li>• other mathematical equipment, such as angle measurers, mirrors or rulers.</li></ul>
Assistance	<ul style="list-style-type: none"><li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• If a pupil requests it, a question may be read to the pupil on a one-to-one basis.</li><li>• If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing numbers and</li></ul>

Format	<ul style="list-style-type: none"> <li>• This component of the test consists of a single test paper.</li> <li>• Pupils will have 30 minutes to complete the test, answering the questions in the test paper.</li> </ul>
	<p>mathematical signs. Ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</p> <p>The example below illustrates how to deal with a common situation.</p> <p><b>Q.</b> Do I need to multiply when I calculate 95% of 240?</p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>

## Mathematics paper 2: reasoning

Format	<p>This component of the test consists of a single test paper.</p> <p>Pupils will have 40 minutes to complete the test, answering the questions in the test paper.</p>
Equipment	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a blue / black pen or dark pencil</li> <li>• a sharp, dark pencil for mathematical drawing</li> <li>• ruler (showing centimetres and millimetres)</li> <li>• angle measurer or protractor</li> <li>• mirror</li> <li>• rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.</li> </ul> <p>Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:</p> <ul style="list-style-type: none"> <li>• bilingual dictionaries or electronic translators</li> <li>• bilingual word lists</li> <li>• monolingual English electronic spell checkers.</li> </ul>

Format	<p>This component of the test consists of a single test paper.</p> <p>Pupils will have 40 minutes to complete the test, answering the questions in the test paper.</p>
	<p>Pupils are not allowed:</p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• squared paper</li> <li>• tracing paper.</li> </ul>
Assistance	<ul style="list-style-type: none"> <li>• You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li> <li>• If a pupil requests it, a question may be read to the pupil on a one-to-one basis.</li> <li>• If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.</li> <li>• Be careful when signing numbers and mathematical signs. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li> <li>• At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.</li> </ul> <p>The examples below illustrate how to deal with some common situations.</p> <p><b>Q.</b> What does 'quadrilateral' or '&gt;' or '&lt;' mean?</p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q.</b> What is '0.6'?</p> <p><b>A.</b> That's nought point six.</p> <p>If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.</p>

## Administering tests on Thursday 12 May

The test scheduled to be administered on Thursday 12 May is mathematics Paper 3: reasoning.

### Mathematics paper 3: reasoning

Format	<ul style="list-style-type: none"><li>• This component of the test consists of a single test paper.</li><li>• Pupils will have 40 minutes to complete the test, answering the questions in the test paper.</li></ul>
Equipment	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or dark pencil</li><li>• a sharp, dark pencil for mathematical drawing</li><li>• ruler (showing centimetres and millimetres)</li><li>• angle measurer or protractor</li><li>• mirror</li><li>• rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.</li></ul> <p>Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:</p> <ul style="list-style-type: none"><li>• bilingual dictionaries or electronic translators</li><li>• bilingual word lists</li><li>• monolingual English electronic spell checkers.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• calculators</li><li>• squared paper</li><li>• tracing paper.</li></ul>
Assistance	<ul style="list-style-type: none"><li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• If a pupil requests it, a question may be read to the pupil on a one-to-one basis.</li><li>• If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils</li></ul>

Format	<ul style="list-style-type: none"> <li>• This component of the test consists of a single test paper.</li> <li>• Pupils will have 40 minutes to complete the test, answering the questions in the test paper.</li> </ul>
	<p>are not given an unfair advantage by having the function inadvertently explained by reading its name.</p> <ul style="list-style-type: none"> <li>• Be careful when signing numbers and mathematical signs. Visual impairment guidance is contained in the modified test packs.</li> <li>• At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.</li> </ul> <p>The examples below illustrate how to deal with some common situations.</p> <p><b>Q.</b> What does 'quadrilateral' or '&gt;' or '&lt;' mean?</p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q.</b> What is '0.6'?</p> <p><b>A.</b> That's nought point six.</p> <p>If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.</p>

# Problems or queries during test administration

## Answering pupils' questions

You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage. For example, if a pupil asks for clarification of a mathematics question you may read words and numbers but not mathematical symbols. Examples of particular questions are provided in the sample materials available at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials) and will also be provided in the test administration instructions included with the test materials.

If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures or describe the related context.

## Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. This section provides guidance on what to do in some common situations. If any of these situations occur during the course of a test you should brief your headteacher on how the incident was dealt with once the test is over.

### If a fire alarm goes off

Stop the test and note the time. Evacuate the room following school procedures and tell the pupils to remain calm and silent. The pupils should be supervised at all times to ensure they do not talk about the test. The test papers should be left in the test room.

Once it is safe to do so, pupils may continue with the test using the correct amount of remaining time. If the pupils do talk to each other about the test, you must call the national curriculum assessments helpline on 0300 303 3013 for advice before you continue.

### If a pupil is unwell

Stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, he or she should be given the correct amount of remaining time to continue with the test. The test must be completed on the same day. If the pupil is too ill to continue the test, send the partially completed test script for marking.

If the test script is spoiled, give the pupil a new one. A member of staff should make a transcript by copying the answers from the spoiled test script on to the new test paper (see 'Transcribing the tests' section). You should do this once the pupil has completed the test and under test conditions. If the test script is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour (preferably black) on the new test paper. Do not send the spoiled test script for marking. You must make a

notification of the use of a transcript via the NCA tools website at <https://ncatools.education.gov.uk>.

If other pupils have been disturbed, you may stop the test for all the pupils in the room. Make sure you make a note of the time so the pupils receive the correct amount of remaining time. If necessary, move the pupils to another room, ensuring they remain silent.

### **If a pupil needs to leave the test room during the tests**

Pupils taking the tests must be supervised at all times. If a pupil needs to leave the test room, a test administrator should accompany the pupil.

When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility of at least 1 test administrator needing to leave the room with a pupil.

### **If a mobile phone rings or a pupil is found to be using one**

Pupils must not have any items that may cause disturbances during the tests. You may consider collecting mobile phones from pupils before the tests.

If a mobile phone makes any sound, it should be removed from the pupil. After the test, follow the school's own behaviour and disciplinary procedures.

If the pupil has gained an advantage as a result of using the mobile phone, follow the guidance below. If the pupil has gained no advantage, there is no need to contact STA.

### **If a pupil is caught cheating**

Record details of the incident, including the pupil's name, the name of the test and any specific questions in which the pupil was advantaged by cheating. If appropriate, move the pupil to another location for the remainder of the test.

If you believe the pupil has gained an advantage as a result of cheating, notify STA of the incident using the notification of a pupil cheating form, available on the 'Access arrangements' section of the NCA tools website at <https://ncatools.education.gov.uk>.

By completing the form, the headteacher agrees to either:

- the removal of marks by STA for the specific questions where the pupil has gained an advantage
- the annulment of the pupil's result in that test by STA.

The pupil's test scripts must be collated with the other pupils' test scripts. Do not enclose any information regarding the incident.



You do not need to notify STA if the pupil has disrupted the test but not cheated, or if the pupil has attempted to cheat but gained no advantage from their actions. You should follow your school's behaviour policy in dealing with such incidents.

### **If a pupil is being disruptive**

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil. You can decide whether the disruptive pupil should continue the test in a separate room. If the test is not completed, the partially completed test script should be sent for marking.

Give the other pupils a few moments to refocus and then continue the test. Give the pupils the correct amount of remaining time.

### **If test papers are incorrectly collated or the print is illegible**

Stop the test for the affected pupils, making a note of the time, and tell them you will organise replacement papers. The pupils must not discuss the test content while the replacement papers are being sought. Once the replacements are provided, give the pupils an appropriate amount of time to complete the test. Pupils must not be allowed to start the test again.

All schools receive additional copies of each test paper. If there are insufficient additional copies, you should contact the national curriculum assessments helpline on 0300 303 3013 for approval to make a photocopy. At the end of the test, insert the replacement test paper inside the original and inform the headteacher of the action you took.

You should be careful when copying the papers, ensuring no pages are omitted or duplicated. STA will not be able to award compensatory marks or award special consideration for pupils where schools have incorrectly photocopied test papers.

### **If a pupil asks for additional paper**

The test papers and answer booklets have been designed so most pupils will have enough room to record their answers. You may give pupils extra paper if they need additional space for their answers. Ensure the pupil's name and school DfE number are written on any additional paper used.

### **If an incorrect test has been administered**

If a test has been administered incorrectly on a day before the published test date you must keep the pupils under test conditions and contact the national curriculum assessments helpline on 0300 303 3013 for advice.

## Transcribing test scripts

If it will be very difficult for a marker to read a pupil's writing, you can transcribe all or part of the pupil's test script. Unless it has been spoiled, the pupil's original test script must be sent for marking. If the marker can read the pupil's writing, they will mark the original work. Braille test scripts should not be transcribed.

When transcribing a pupil's answers, test administrators must adhere to the following guidance.

1. A transcript can only be made at the end of the test.
2. Wherever possible the transcript must be made with the pupil present, before the pupil leaves the test room.
3. The pupil must be kept separate from the rest of the cohort until the transcript is complete. If the pupil needs to leave, for example because of illness, the test administrator must transcribe what they can and send this for marking.
4. The transcript should be made with a black pen where possible. It must be made in a different colour to the one used by the pupil. Red pen must not be used.
5. Care must be taken to ensure no pupil's answers are changed.
6. All punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers.
7. No assistance with spelling may be given in any of the tests.
8. Extensive or full transcripts should be transcribed on to a new test paper.

Pupils who cannot read their own writing should use a word processor or scribe if this is part of normal classroom practice.

You do not need to request permission from STA or your local authority to create a transcript of a pupil's script but you do need to complete the online notification form on the 'Access arrangements' section of NCA tools website at <https://ncatools.education.gov.uk>. This is available from Thursday 12 May. You must not send copies of the notifications with the test scripts as this will slow down the marking process.

At the end of each test, test administrators should make a note of which pupils used a transcript and give the information to their headteacher. The headteacher must use this information to complete an online notification form via the 'Access arrangements' section of NCA tools.

The form should be filled out once all tests have been completed. It must be submitted before the headteacher's declaration form and by Friday 20 May.

## After the tests

### Packing test scripts for marking

Headteachers are responsible for making sure school's test scripts are collated, packed and sealed correctly, as soon as possible on the day of each test. All test papers must be collected, ensuring every pupil is accounted for. We advise that headteachers are personally involved in packing the school's scripts. The [Attendance register and test script dispatch instructions](#) explain exactly how to do this.

Any individual left alone with test materials is vulnerable to allegations of maladministration. Make sure test scripts:

- are collected and collated by more than 1 person
- aren't left with an individual at any point.

Test administrators should return test scripts to the headteacher immediately after each test. Headteachers should emphasise that test administrators must not review pupils' answers, unless they are making a transcript. Test administrators should know which pupils are likely to need a transcript before the administration of the tests.

Headteachers are responsible for ensuring pupils' answers are their own and that they are not amended after the tests.

The test papers, including unused test papers, must be kept secure until Friday 20 May. Other schools may be administering the tests using timetable variations up to and including Thursday 19 May and it is essential no pupils are advantaged or disadvantaged.

Teachers and test administrators must not discuss the content of the test papers with anyone. In particular, specific content that could compromise the test must not be discussed on social media or published in blogs.

The mark schemes will be available from the [NCA tools website](#) at <https://ncatools.education.gov.uk> from Monday 23 May 2016.

### Completing the headteacher's declaration form

Headteachers must complete and submit the headteacher's declaration form after your school has completed the tests. The form either confirms you have administered the tests according to the published guidance or you have raised issues with us.

The form must only be completed after all test scripts have been collected for marking.

Headteachers, or a delegated senior member of staff, must complete and submit the online form on the 'Pupil registration' section of the NCA tools website at <https://ncatools.education.gov.uk>. The form is available from 5pm on Thursday 12 May until Friday 20 May 2016.

The form includes instructions to help you complete it correctly. You will need to know the total number of pupils whose scripts have been returned for marking including those who took braille versions. You should make sure scripts are counted and checked against the attendance register before the script return bags are sealed so you can provide this information.

The form includes an additional question which asks whether you invited observers to oversee some or all of the tests.

Where possible you need to confirm the tests have been administered in accordance with the statutory requirements as set out in the 2016 key stage 2 'Assessments and reporting arrangements' and the confidentiality of the tests has been maintained. If any of the statements in the form can't be confirmed, then you need to state this has been reported to us.

You can't amend the form after it has been submitted.

If for any reason you can't complete the headteacher's declaration form, you should notify the national curriculum assessments helpline on 0300 303 3013.



Standards  
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