

KEY STAGE

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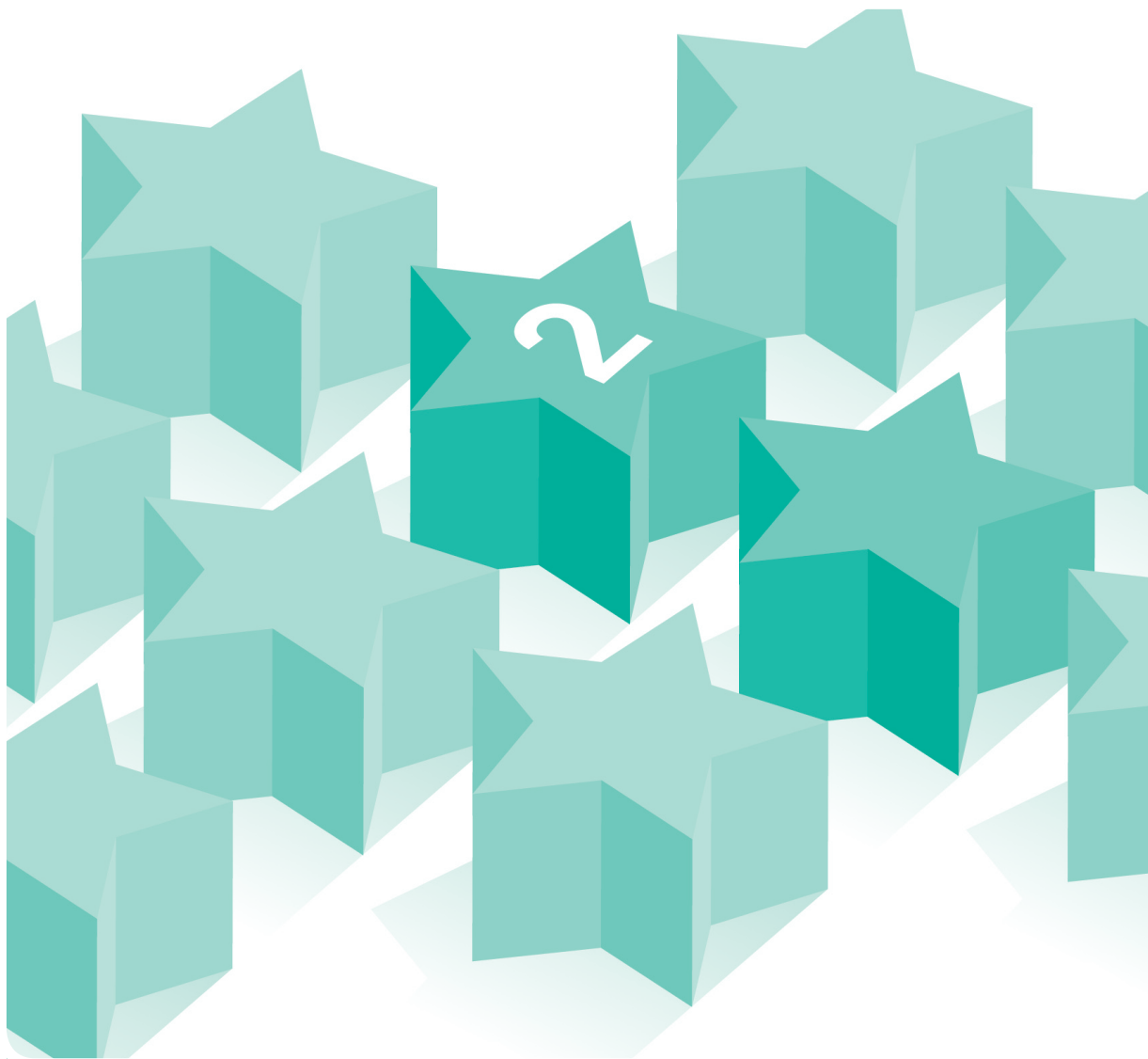
YEARS

3–6

English and  
mathematics

English and mathematics

# Test administrators' guide



2011

National curriculum assessments

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**Qualifications and Curriculum  
Development Agency**

53–55 Butts Road  
Earlsdon Park  
Coventry  
CV1 3BH

Telephone 0300 303 3013  
Textphone 0300 303 3012  
Fax 0300 303 3014  
assessments@qcda.gov.uk  
[www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests)

QCDA/11/5382/p

ISBN 978-1-84962-999-7

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# Introduction

**The *Test administrators' guide* contains information on administering the key stage 2 national curriculum tests. To make the administration of national curriculum tests consistent for all schools, this guide must be followed.**

Further information is available in the 2011 key stage 2 *Assessment and reporting arrangements (ARA)* and the 2011 key stage 2 *Access arrangements guide (AAG)*.

Schools selected to participate in the 2011 key stage 2 science sampling tests will receive a copy of the *Science sampling test administrators' guide* containing guidance for the administration of these tests.

## Who is this guide for?

The *Test administrators' guide* provides information for anyone administering national curriculum tests. This could include members of the school's staff or staff specifically recruited to administer the tests. In this guide, 'test administrator' refers to anyone responsible for, or involved with, test administration.

Schools administering the modified versions of the tests to pupils with a visual or hearing impairment should refer to the 2011 modified test administrators' guides for English and mathematics, which are available from the QCDA website at [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests).

## What is this guide about?

The *Test administrators' guide* provides key information for test administrators, including:

- what to do before the tests (page 4)
- what to do at the start of the tests (page 7)
- dealing with queries and issues during the tests (page 10)
- what to do at the end of the tests (page 13).

This guide should be taken into each room where the tests will take place, as it contains

important information for test administrators and advice on what to do when things do not go according to plan. Please refer to the checklists on pages 14 and 15 for guidance on what to do before, at the start of, during and at the end of the tests.

## Where can I find more information about key stage 2 national curriculum tests?

The 2011 key stage 2 ARA sets out the statutory assessment and reporting arrangements for pupils throughout and at the end of key stage 2. The 2011 key stage 2 AAG provides information on access arrangements and timetable variations for the key stage 2 national curriculum tests. Headteachers must ensure that teachers and other staff comply with the 2011 key stage 2 ARA and have regard to the guidance in the 2011 key stage 2 AAG. These documents are available at [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests).

## How can I make sure I carry out my responsibilities effectively?

Headteachers have a statutory duty to ensure their school complies with all aspects of the 2011 key stage 2 ARA, and should have regard to the 2011 key stage 2 AAG. All test administrators must be familiar with the arrangements and what is permitted. Each year a few schools have their results annulled because they do not comply with the statutory arrangements. If you are unsure what to do, seek advice to make sure your actions do not lead to allegations of maladministration.

## What if I still need further information and guidance?

If you need further help, telephone the national curriculum assessments helpline on 0300 303 3013 or email [assessments@qcda.gov.uk](mailto:assessments@qcda.gov.uk).

# What to do before the tests

## Preparing yourself

You should familiarise yourself with the relevant sections of the 2011 key stage 2 ARA, in particular section 10, 'Preparing for the tests'. You should also review the 2011 key stage 2 AAG for information on access arrangements and timetable variations and the 2011 *Guide to handling test papers and scripts* for information on handling, packaging and labelling test materials, attendance registers and other stationery.

You can review copies of previous years' tests to familiarise yourself with the layout of the papers. Copies of past test papers can be ordered from the QCDA orderline at <http://orderline.qcda.gov.uk>.

You may find it useful to view the test administrators' training materials, available on the QCDA website at [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests).

All pupils working at level 3 or above who are in their final year of key stage 2 in the 2010/11 school year must be registered for the key stage 2 national curriculum tests. Schools should register pupils on the 'Pupil registration' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools). The deadline for all schools to complete pupil registration is Friday 25 March 2011. Independent schools that do not complete pupil registration by Friday 25 March 2011 will be excluded from the tests.

Please note the following subject-specific information to help you prepare for the tests.

## English

- The reading test must not be read aloud to individuals or to a group, except for the general instructions. You may, however, rephrase the explanations provided in the test instructions on page 3 of the *Reading answer booklet* to ensure that all pupils understand them.
- You must read aloud the writing prompt and planning sheet for the shorter and longer writing tasks to pupils. Do not discuss the writing prompt or structure the content of the pupils' written work.
- The Writing test shorter task must be administered before the spelling test and in the same sitting.
- The use of additional paper in the Writing test shorter task, while not prohibited, is not encouraged.
- The teacher's version of the spelling test, which contains the missing words, is included in each pupil pack of the *Writing test shorter task and spelling test* booklets. Remove the teacher's version from the pupil packs before distributing test papers.
- The passage should be read aloud twice, including the words in the gaps. Pupils should not write anything during the first reading. Responses may only be written during the second reading.
- The *Writing test longer task: instructions and planning* should not be sent for external marking.
- The *Writing test longer task answer booklet* must be sent for external marking.

- An additional page of answer lines is available on the back cover of the *Writing test longer task answer booklet*. Pupils should use this page before receiving additional paper.
- Pupils who are given additional paper should write their name, school and the school's Department for Education (DfE) number at the top of each additional page.
- You should provide pupils with time reminders throughout the tests, in accordance with the instructions on pages 7–9.

## Mathematics

- Additional paper for working out must not be provided to pupils for any of the mathematics test papers. This includes paper with grid lines. Where appropriate, pupils should show their working on the test papers provided.
- You should provide pupils with time reminders throughout mathematics *Test A* and *Test B*, in accordance with the instructions on page 9.
- The mental mathematics CD includes the instructions for the pupils and the questions. The full set of instructions and the practice questions are also provided in the transcript.
- There are two occasions to pause the mental mathematics CD recording, which are indicated by a beep. The first occasion is near the beginning of the recording once the instructions have been given. The second is after the practice question.
- Ensure a stopwatch with a second hand is available, in case you need to administer the mental mathematics test using the transcript.

## Insufficient test papers

If you do not have enough test papers for every pupil on the day of the test, your school must contact the national curriculum assessments helpline on 0300 303 3013 to request permission to photocopy the test materials.

## Preparing the room

You must prepare any rooms where tests will take place before pupils are admitted. You should remove or cover any displays or materials that could help pupils in the tests. Although QCDA does not stipulate how pupils should be spaced during the tests, seating arrangements should allow all pupils to work quietly and independently. Pupils should not be able to view other pupils' test papers. Having a clearly visible clock in the room will help pupils pace themselves during the tests.

Test administrators should write the full school name and DfE number on a board at the front of the class for pupils to copy on to their test booklet covers and any additional paper they use. This information will make it easier to track test scripts, especially for schools or pupils with similar names.

## Pupils who are working below the level of the tests

Pupils who are working below the level of the tests should not sit the tests. A past paper may be administered to those pupils for inclusion purposes, but these completed test scripts should not be sent for external marking.

## Arrangements for pupils who cannot take the test at the scheduled time

Some pupils may need to take the test at a different time from the rest of the cohort. Individual pupils who arrive late, but before the rest of the pupils have completed the test, may have the full time to complete the test. A notification of a timetable variation is not required in these cases.

If 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. A notification of a timetable variation does not need to be submitted in these cases.

If 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. A notification of a timetable variation must be submitted in these cases before the test can be administered.

If a school is unable to administer a test to the whole cohort in one sitting, it may administer the test in two or more sittings. In these circumstances, no pupil should have the opportunity to communicate with any pupils who have already taken the test. A notification of a timetable variation must be submitted in these cases before the test can be administered.

If a pupil is absent on the day of a test, the school must submit an application for a timetable variation and receive permission from QCDA before the test can be administered.

Schools must submit an application or a notification of a timetable variation on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

If a pupil has arrived late, or was absent on the day of a test, and has had contact with pupils who have taken the test, the pupil must not be allowed to take the test and should be marked as absent on the *Attendance register*.

Tests cannot be taken earlier than the timetabled day under any circumstances. Guidance on making an application or completing a notification for a timetable variation is included in the key stage 2 AAG, available on the QCDA website at [www.qcda.gov.uk/accessarrangements](http://www.qcda.gov.uk/accessarrangements).

# What to do at the start of the tests

## Distributing the test papers

It is important to familiarise yourself with the test timetable so that you know which subject and test paper the pupils should be taking.

Monday 9 May	Reading test
Tuesday 10 May	Writing test (shorter task) and Spelling test
	Writing test (longer task)
Wednesday 11 May	Mental mathematics test
	Mathematics <i>Test A</i>
Thursday 12 May	Mathematics <i>Test B</i>
Friday 13 May	Science sampling tests (selected schools only)

## What to say at the beginning of the test

It is important to brief pupils fully at the start of each test. The briefing should include information about what behaviour is expected of the pupils while they are in the test room, as well as any test-specific procedures.

An example of what to say at the beginning of each test is provided in this section. Test administrators might find these useful when preparing their opening comments for the tests.

Read aloud the instructions on the cover of the test paper. Also instruct pupils to clearly write their name, school and DfE number on the answer booklet cover. You should also read the instructions on the first page of the test with the pupils. You should tell the pupils to pay particular attention to instructions within test questions. Please refer to the checklists on pages 14–15 for further guidance.

## English reading test

- This is the key stage 2 reading test.
- You should have a reading booklet and a *Reading answer booklet* in front of you.
- You will need a pen, pencil and eraser for this test.
- You have 15 minutes to read the reading booklet. You can make notes on the text while you read but you must not open the *Reading answer booklet* during the reading time. You will then have 45 minutes to answer the questions.
- You should now start reading your reading booklet.

### (After 15 minutes of reading time)

- You have now had your 15 minutes of reading time.
- Clearly write your name, school and DfE number on the cover of the *Reading answer booklet*. You will be asked questions on each text in the reading booklet and some questions will be about the whole booklet.
- If you want to change your answer, put a line through the response you don't want the marker to read.
- Open your *Reading answer booklet* to page 3. I will read the instructions to you.
- You should try to answer all of the questions. If you cannot answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.
- If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I cannot help you answer any of the test questions or read any of the words to you. You must not talk to each other.
- Are there any questions you want to ask me now?
- You should now open the *Reading answer booklet* and start to answer the questions. You have 45 minutes to complete the test. I will tell you when you are halfway through the test and will also tell you when you have five minutes left. I will tell you when the test is over and to stop writing.



## English writing test shorter task and spelling test

### Writing test shorter task

- This is the key stage 2 writing test shorter task.
- You should have the *Writing test shorter task and spelling test booklet* in front of you.
- You will need a pen, pencil and eraser for this test.
- Clearly write your name, school and DfE number on the cover of your test booklet.
- You will be given 20 minutes to complete the shorter writing task, including up to five minutes to think about your answer and make brief notes.
- If you want to change your answer, put a line through the response you don't want the marker to read.
- The booklet contains space for you to write your answer for the *Writing test shorter task and spelling test*. Once the Writing test shorter task is completed, I will read the instructions for the spelling test. Do not open the spelling test until I tell you to do so.
- You are not expected to write at length. Try to write precisely and concisely. About two or three paragraphs should be sufficient.
- I will now read the instructions on the front of the booklet to you.
- I will now read the writing prompt in full. Once I have finished reading the prompt, you should read through it carefully, considering the audience and purpose.
- I will tell you when you are halfway through the test and will also tell you when you have five minutes left. I will tell you when the test is over and to stop writing.
- If you have any questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask me now?
- You may start the test.

### (After five minutes of thinking time)

- Your five minutes of thinking time has passed. Begin writing if you have not done so already.

### Spelling test

- This is the key stage 2 spelling test.
- I will read the complete passage of the test twice, including words that should go in the gaps in your copy. The first time, you may follow the words with me, but do not write anything at this time.
- I will now read the passage again. This time you must fill in the missing words.
- Do your best to spell all the words correctly and write as clearly as possible.
- If you want to change your answer, put a line through the response that you don't want the marker to read.
- If you have any problems, you may ask me for help but I cannot help you with any spelling.

## English writing test longer task

- This is the key stage 2 writing test longer task.
- You should have a *Writing test longer task answer booklet* and the *Writing test longer task: instructions and planning* in front of you.
- You will need a pen, pencil and eraser for this test.
- Clearly write your name, school and DfE number on the cover of your answer booklet.
- You have 45 minutes to complete the test, including up to 10 minutes of planning time.
- If you want to change your answer, put a line through the response you don't want the marker to read.
- I will now read the instructions and writing prompt.
- Now you should read the prompt through carefully, considering the audience and purpose.
- Brief notes about the main idea can be made on the planning sheet. These notes are for your own use and will not be marked.



- You can ask for additional paper if needed, but use the lines on the back cover before requesting more. You should write your name, school and DfE number at the top of each page of additional paper.
- I will tell you when you are halfway through the test and when you have five minutes left. I will tell you when the test is over and to stop writing.
- If you have any questions during the test, you should put your hand up and wait for someone to come over to you. You must not talk to each other.
- Are there any questions you want to ask me now?
- You may now start the test.

#### **(After 10 minutes of planning time)**

- Your 10 minutes of planning time has passed. Begin writing if you have not done so already.

### **Mental mathematics test**

- This is the key stage 2 mental mathematics test.
- You will need a pen or pencil for this test. You must not use erasers, calculators or any other mathematical equipment.
- Clearly write your name, school and DfE number on the front of the mental mathematics test sheet.
- The test will last for about 20 minutes.
- The mental mathematics CD contains the test instructions and questions.
- The recorded test will explain how long you have to answer each question. The test is divided into three sections and the time given will increase from five, to 10, to 15 seconds as the test progresses.
- Once the test has started, I will not pause the recording at any point or give you additional instructions.
- Are there any questions you want to ask me now?

### **Mathematics Test A and Test B**

#### **Mathematics Test A**

- This is the key stage 2 mathematics *Test A*.
- You must not use a calculator for this test.

#### **Mathematics Test B**

- This is the key stage 2 mathematics *Test B*.
- You may use a calculator for this test.

#### **General instructions for both tests**

- This test is 45 minutes long.
- For this test you will need a pen or pencil, an eraser, a sharp pencil for mathematical drawing, a ruler, an angle measurer, tracing paper and a mirror.
- I will now read the instructions on page 3 of the test booklet to you.
- Clearly write your name, school and DfE number on the cover of your test booklet.
- If you want to change your answer, put a line through the response you don't want the marker to read.
- If you want to change a drawing, you should either put a line through the response you don't want the marker to read or use an eraser.
- Remember to check your work carefully.
- I will tell you when you are halfway through the test and will also tell you when you have five minutes left. I will tell you when the test is over and to stop writing.
- If you have any questions during the test, you should put your hand up and wait for someone to come to you. You must not talk to each other.
- Are there any questions you want to ask me now?
- You may now start the test.

## Dealing with queries and issues during the tests

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

However, you must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage.

This section provides guidance on what may and may not be said to pupils during the tests and what to do in some common situations.

### Answering pupils' questions

If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. In addition, you must not read any part of the English reading paper to pupils, except for general instructions.

The examples on this page illustrate how to deal with some common situations.

#### What does 'give a reason' mean?

It means you have to say why you think it works out like that.

#### What does 'quadrilateral' mean?

I can't tell you, but think hard and try to remember. We can talk about it after the test.

#### What does 'explain' mean?

It means write down why you think it says, does or behaves like that.

#### How do I spell 'quickly'?

I can't tell you how to spell it, but have a go at sounding it out and write that down.

#### I don't understand the question on the reading paper

Read the question again and underline key words that tell you what to do.

#### Mathematical notation

If a pupil asks for clarification of the mathematical symbols or notation used in a question, you may read these to the pupil, but you should not indicate the operation or process involved.

For example, say:

0.5      nought point five (not five tenths)

%        per cent (not out of every hundred)

#### Pointing out given information

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you should not explain the information or help the pupil by interpreting it.

#### Unfamiliar contexts

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

## What to do 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 silent. The test papers should be left in the test room. The pupils should be supervised at all times to ensure they do not talk about the test. Once the disruption is over, 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.

## What to do if something goes wrong with the CD player or if there is a power cut during the mental mathematics test

Tell the pupils to stay silent and remain seated. Try to find a replacement CD player or find out when power should be restored. As a last resort, use the transcript included in the pupil pack to administer the rest of the test. Restart the test at the appropriate place, following the timings for each question. You should use a stopwatch or a clock with a second hand.

## What to do 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 continue with the test. If other pupils have been disturbed, you may stop the test for all the pupils in the room. If necessary, move the pupils to another room, ensuring they remain silent. Make sure the pupils receive the correct amount of remaining time.

If the test paper is spoiled, give the pupil a new copy. A member of staff should copy the answers from the spoiled paper onto the new paper. You should do this at a time that causes the

least disruption to the pupil. If the paper is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new paper. A note explaining the event should be attached to the paper for the external marker. Do not send the original spoiled paper for external marking. If the pupil is too ill to continue the test, send the partially completed test script for external marking.

## What to do if a pupil needs to leave the test room during the tests

All pupils taking the test 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 one test administrator needing to leave the room with a pupil.

## What to do if a mobile phone rings or a pupil is found to be using a mobile phone

Pupils must not have any items with them 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 on pupil cheating. If the pupil has gained no advantage, there is no need to contact QCDA.

## What to do 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 QCDA of the incident using the *Notification of a pupil cheating* form available on the 'Access arrangements' section of the *NCA tools* website at [www.qcda.gov.uk/ncatools](http://www.qcda.gov.uk/ncatools).

By completing the form, the headteacher agrees to either:

- the removal of marks by QCDA for the specific questions where the pupil has gained an advantage

or

- the annulment of the pupil's test result in that subject by QCDA.

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

You do not need to notify QCDA 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. The school should follow its own behaviour and disciplinary procedures in dealing with such incidents.

## What to do if a pupil is being disruptive

If a pupil's behaviour is disturbing other pupils, stop the test and remove the pupil. Give the remaining pupils a few moments to refocus and then continue the test. Give the pupils the correct amount of remaining time. It is up to the school to 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 external marking.

## What to do if a pupil has a panic attack or an absence seizure

If this is disturbing other pupils, stop the test and arrange for the pupil to go to a quiet area. Decide what arrangements can be made to help the pupil settle. The pupil may continue the test if he or she is well enough. Give the remaining pupils a few moments to refocus and then continue the test. Make sure the pupils receive the correct amount of remaining time.

## What to do if test papers are incorrectly collated or the print is illegible

Stop the test for the affected pupils and tell them that you will organise replacement papers. Once the replacements are provided, give the pupils the remaining time to complete the test paper. Pupils should not be allowed to start the test again. All schools receive additional copies of each test paper. If this is not enough, you should contact the national curriculum assessments helpline on 0300 303 3013 for approval to photocopy the test paper. At the end of the test, attach the replacement paper to the original and inform the headteacher of the action you took.

## What to do at the end of the tests

### Collecting completed test scripts and completing the Attendance register

When each test is over, collect the test scripts and place them in the same order as the pupil names on the *Attendance register*. This should be alphabetical by surname. Then complete the column on the *Attendance register* for the appropriate test. The completed *Attendance register* must be sent with the corresponding test scripts to the marker.

The 2011 *Guide to handling test papers and scripts* provides guidance on how to complete and package the *Attendance register*.

### Storing completed test scripts

The test scripts should be stored in the packaging provided and kept in a locked place until they are ready to be sent for external marking.

If you administer a timetable variation for one or more pupils, you should not seal the test script bag for that test until the rescheduled test has been administered. For further information, please refer to the 2011 *Guide to handling test papers and scripts* and the *Keeping test materials secure* factsheet.

### Packing and sending test scripts for external marking

The 2011 *Guide to handling test papers and scripts* provides information on how to pack and dispatch test scripts and attendance registers.

Please ensure that all completed English test scripts (reading, shorter writing task and spelling test, and longer writing task) are sent to the marker as one consignment.

Please ensure that all completed mathematics test scripts (mental mathematics test, *Test A* and *Test B*) are sent to the marker as one consignment.

### Completing the key stage 2 Headteacher's declaration form

After the last test has been taken and the completed test scripts have been dispatched for external marking, the headteacher must complete and submit the *Headteacher's declaration form* to confirm that the tests were administered correctly and all security arrangements were followed. Headteachers must make this declaration by Friday 20 May 2011. It is important that appropriate staff in the school are advised of any incidents that arise during the tests. Further details about completing and submitting the *Headteacher's declaration form* can be found in the 2011 *Guide to handling test papers and scripts*.

# Checklists

## Before the test

- Have you checked that there is at least one test booklet per pupil?
- Have you removed or covered all displays that could help pupils with the test?
- Are there enough places for the pupils taking the test and is there adequate space for them to work independently?
- Is there a clearly visible clock in the room to help pupils pace themselves during the tests?
- Have you allowed enough time to seat the pupils, distribute test papers and give all information before the test starts?
- Have you got a supply of lined A4 paper in case pupils fill the answer booklets?
- Have you prepared and checked any equipment needed to administer the test, for example a CD player for the mental mathematics test?
- Do you have the transcript of the mental mathematics test to hand in case of equipment failure during the test? This is provided in the pupil pack.
- Do you have a stopwatch with a second hand in case you need to read the transcript?
- Do you have a copy of the 2011 key stage 2 ARA in the test room? You might need a copy in case any questions arise that are not answered in this guide.
- Have you made a note of any individual needs, for example, pupils who are allowed additional time or a reader?
- Do you know who in the school you should contact for advice or a decision in the event of unforeseen circumstances? Do you know how to contact them?
- Have you checked the *Attendance register* to ensure your pupils are correctly listed for each subject?
- Have you clearly written the school's name and DfE number on a board visible to all pupils?

## At the start of the test

- Have you handed out the correct test papers? If any test papers have missing pages or printing errors, please contact the national curriculum assessments helpline on 0300 303 3013.
- Have you checked that each pupil has the appropriate equipment, as listed in section 10.3 'Preparing equipment for the tests' of the 2011 key stage 2 ARA?
- Have you checked that the pupils do not have mobile phones or other disruptive items?
- Have you checked that the pupils do not have any materials or equipment that may give them extra help with the test?
- Have you checked that spacing is appropriate and that pupils cannot see other pupils' test answer booklets?
- Have you explained to the pupils that if they need any help they should raise their hand and wait for a test administrator to come to them? All pupils must remain silent while in the test room.
- Have you read all of the instructions to the pupils?
- Have you told the pupils to fill in their name, school and DfE number on the front of the test paper?
- Have you asked the pupils if they have any questions?
- Have you told the pupils the length of the test?
- Can all pupils see a clock?
- Have you written the start and finish times on a board so that all the pupils can see them?

## During the test

- Are the pupils working in silence? Resolve any distractions or disturbances quickly.
- If a pupil asks for help, ensure you do not say or do anything that in any way suggests the correct answer.
- Remember that you must not read any part of the English reading test to pupils other than the general instructions.
- Where appropriate, have you reminded the pupils how much time they have left, for example halfway through the test and five minutes before the end? At the five-minute reminder, have you told the pupils that if they have finished the whole paper they should use the remaining time to check their answers?
- If you have noticed a pupil cheating during the test, have you followed the instructions on page 12?
- If any pupils left the room during the test, were they supervised at all times?

## At the end of the test

- At the correct time, have you told the pupils to stop writing and put down their pens?
- Have you collected all of the test scripts? The pupils must not talk until all of the test scripts have been collected.
- Have you sorted the test scripts by pupil name using the order on the *Attendance register*?
- Where appropriate, have you attached any relevant paperwork to pupil test scripts, for example *Use of a scribe* or *Use of a transcript* form?
- Have you completed the relevant columns on the *Attendance register* for each pupil?
- Have you stored the completed test scripts securely, immediately after the test has finished?
- Have you briefed relevant staff about any incidents that occurred during the tests?
- Has the headteacher completed and submitted the *Headteacher's declaration form* once the test scripts for all subjects have been sent for marking?
- Have you referred to the 2011 *Guide to handling test papers and scripts* for further guidance on dispatching test scripts for marking?

## Further information

Visit [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests) to download:

- 2011 key stage 2 ARA
- 2011 key stage 2 AAG
- 2011 *Keeping test materials secure* factsheet
- 2011 *Guide to handling test papers and scripts* (also included in the stationery pack).



## About this publication

### Who is it for?

This guidance is for headteachers, test administrators, key stage 2 English and mathematics subject leaders and key stage 2 assessment and special educational needs coordinators. It is also sent to local authorities.

### What is it about?

This booklet provides guidance on the administration of the key stage 2 English and mathematics national curriculum tests. Test administrators should familiarise themselves with its content before administering the tests.

### Related materials

- 2011 key stage 2 *Assessment and reporting arrangements*
- 2011 key stage 2 *Access arrangements guide*
- 2011 *Guide to handling test papers and scripts*
- 2011 *Keeping test materials secure* factsheet

### For more copies

The documents listed above can be downloaded from [www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests).

Qualifications and Curriculum Development Agency  
53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH  
Telephone 0300 303 3013  
Textphone 0300 303 3012  
Fax 0300 303 3014  
[assessments@qcda.gov.uk](mailto:assessments@qcda.gov.uk)  
[www.qcda.gov.uk/tests](http://www.qcda.gov.uk/tests)