

National Curriculum assessments

KEY STAGE
2

YEARS
3–6

Assessment and reporting arrangements

Key Stage 2

2013



Standards
& Testing
Agency

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

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

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2013 Key Stage 2 *Assessment and reporting arrangements*

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1. Changes for 2013

1.1 Arrangements for English writing

There will not be an English writing test or English writing sample in 2013. Instead the English writing test will be replaced by a new statutory test of English grammar, punctuation and spelling. This change follows the Government's acceptance of Lord Bew's recommendation that writing composition should only be subject to teacher assessment, with the more 'technical' aspects of English assessed via an externally marked test.

The new test will assess levels 3-5 of the current National Curriculum for English. A level 6 test will be available for schools that wish to enter children who are expected to be working above level 5 at the time of the test. Some information about the content and format of the new test is available on the Department for Education's website at www.education.gov.uk/ks2. Full details and sample materials will be available in December.

All maintained schools and academies must administer the English grammar, punctuation and spelling test to all eligible children.

Guidance on arrangements for external moderation of English writing teacher assessment will be published on the Department's website at www.education.gov.uk/ks2 once the evaluation of the 2012 arrangements has been completed. Schools and local authorities will be notified by email when information is available.

1.2 Arrangements for science sampling

There will be no Key Stage 2 science sampling in 2013; a new, biennial (every other year), pupil-level sampling system will be introduced in 2014.

Schools will be provided with full details of science sampling in the 2014 *Assessment and reporting arrangements* which will be published in autumn 2013.

1.3 Teacher assessment

As a result of Lord Bew's review, the deadline for schools to submit teacher assessment and P scale data is being moved. Schools will be required to submit their teacher assessment before National Curriculum test results are returned to schools. This change is intended to place greater emphasis on teacher assessment judgements, which are independent of test results.

The deadline for submission of teacher assessment is Friday 28 June.

1.3.1 Reporting teacher assessment for children working below level 1

The code that should be used to report teacher assessment for a child working below level 1 of the National Curriculum who does not have a special educational need changes this year. 'NOTSEN' replaces the code 'EAL' that was used in previous years. See section 10.2 for more information.

1.4 Level 6 test orders and pupil registration

Schools will not be required to place an order for the level 6 tests but it is important that they use the NCA tools website to indicate whether they will register children for these tests by Friday 30 November.

Children must be registered for the level 6 tests by Friday 22 March.

See section 6 for further information.

1.5 Timetable variations

Following a successful trial in 2012, children who are absent for a National Curriculum test for a valid reason will be able to take the test up to a week (five school days) after the published test date. See section 8.1.2 for further information.

1.6 Publication of mark schemes

This year, schools will not be sent mark scheme packs or mark scheme amendments for the modified tests, nor will they be able to order additional copies through the Test orders process. Mark schemes and mark scheme amendments will be published on the NCA tools website at www.education.gov.uk/ncatools after all test scripts have been collected for marking in May.

1.7 Ordering optional tests and past papers

The deadline for ordering optional tests for years 3, 4 and 5 is Friday 30 November. Schools that miss this deadline will not be able to order hard copies of these materials. PDF versions will be available to download from STA's Orderline at <http://orderline.education.gov.uk>.

The deadline for independent schools and overseas schools that are not Service Children's Education schools to order 2013 test materials is Friday 30 November. Schools that miss this deadline will be able to download PDF versions from STA's Orderline.

2. Key dates

2012

Monday 1 October	Test orders section of the NCA tools website opens for schools to order standard and modified versions of the level 3-5 National Curriculum tests and optional tests for years 3, 4, and 5.
Friday 30 November	<p>Deadline for schools to order standard and modified versions of the National Curriculum tests and optional tests for years 3, 4 and 5.</p> <p>Deadline for schools to indicate their intention to register children for the level 6 tests.</p> <p>Deadline for independent schools to order test materials and submit privacy notices.</p> <p>Any schools wishing to place an order for modified tests, or change an existing modified test order after this date, should contact STA's modified test helpline on 0300 303 3019.</p>

2013

Monday 7 January	Access arrangements section of NCA tools opens for applications for additional time, early opening, special consideration and compensatory marks.
February	Schools that have ordered modified versions of the National Curriculum tests will be contacted by STA to confirm their order.
Monday 25 February	<p>Pupil registration section of NCA tools opens.</p> <p>Deadline for schools to submit applications for additional time, early opening and compensatory marks.</p>
March	<i>Test administrators' guide</i> published on the Department's website.
4 –15 March	Schools that have ordered optional tests for years 3, 4 and 5 receive their materials.
Friday 22 March	Deadline for schools to complete pupil registration for all tests.
Friday 19 April	Schools that have applied for additional time or early opening will be contacted by STA / local authorities to inform them of the outcome.
W/c 29 April	Schools receive their National Curriculum test materials (standard and modified versions) and stationery items.
Monday 13 May	Teacher assessment section of NCA tools opens.

Friday 24 May	Deadline for schools to submit the headteacher's declaration form. Deadline for schools to submit special consideration applications.
Friday 28 June	STA's final deadline for accepting teacher assessment and P scale data. Schools that have applied for special consideration will be contacted by STA to inform them of the outcome.
Tuesday 9 July	Results available for the National Curriculum tests. Level thresholds will be published by this date.
Friday 19 July	Deadline for STA to receive schools' review applications.
Friday 6 September	Schools receive reviewed test scripts and review outcomes.

These dates are correct at the time of printing and subject to change. Any changes will be communicated to schools and local authorities.

National Curriculum test timetable

Date	Level 3-5 tests*	Level 6 tests*
Monday 13 May	English reading test	English reading test
Tuesday 14 May	English grammar, punctuation and spelling test	English grammar, punctuation and spelling test
Wednesday 15 May	Mental mathematics test Mathematics - Test A	
Thursday 16 May	Mathematics - Test B	Mathematics - Paper 1 Mathematics - Paper 2

* If a school is administering both the level 3-5 and level 6 test in a subject, the level 3-5 test must be administered first. STA recommends administering level 3-5 in the morning, and level 6 in the afternoon.

3. Introduction

3.1 What is the ARA?

The *Assessment and reporting arrangements* (ARA) explains the statutory requirements and provides guidance for the Key Stage 2 National Curriculum assessment and reporting arrangements in 2013.

The ARA is produced by the Standards and Testing Agency (STA), an executive agency of the Department for Education. STA is responsible for developing and delivering all statutory assessments from early years to the end of Key Stage 3. STA's framework document, which gives more detail on its operation, is available from the Department's website at www.education.gov.uk.

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

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

All references to academies include Free Schools, as in law they are academies.

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

3.2 Legal status of the ARA

This document contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (as amended by SI 2009/1585, SI 2010/290, SI 2010/677, SI 2011/2392, SI 2012/765 and SI 2012/838). This Order is made under section 87(3) of the Education Act 2002. This document gives full effect to, or otherwise supplements, the provisions made in the Order and as such has effect as if made by the Order. This ARA also contains guidance and information that does not form part of the law.

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

Maintained schools

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

Academies in England

Where the funding agreement for an academy provides that it shall comply with guidance issued by the Secretary of State in relation to assessments and teacher assessments of children's performance, this ARA is that guidance and the academy must comply with it.

It is an academy trust's responsibility to ensure that, where required, the academy has fully complied with the moderation, monitoring and data submission requirements as set out in this ARA. Key Stage 2 arrangements are only applicable to those academies that provide education to children at this stage of learning. Academies are not required to teach the National Curriculum programmes of study in English, mathematics and science but are held to account through statutory assessments on the same basis as maintained schools.

Pupil referral units, hospital schools and children educated at home

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

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

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

Overseas schools

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

All other overseas schools cannot participate formally, but may purchase copies of the level 3-5 National Curriculum tests from the Department's website at <http://orderline.education.gov.uk/international>. These will be dispatched in May 2013, after all the tests have taken place in England. All materials, including level 6 tests, will also be available to download from <http://orderline.education.gov.uk>, after all tests have taken place.

Non-maintained special schools

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

Independent schools in England

Independent schools in England, which are not academies, may take part in the assessment and reporting arrangements for one or more subjects at the end of Key Stage 2, although they are not required to do so.

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

- placing orders for standard and modified level 3-5 National Curriculum tests, including an estimated number of early and late takers, on the Test orders section of the NCA tools website by Friday 30 November;
- indicating their intention to register children for level 6 tests on the Test orders section of NCA tools, by Friday 30 November;

- issuing a privacy notice to the parents of any child participating in one or more of the tests and receiving approval before submitting pupil registration data;
- registering all eligible children for the level 3-5 tests, and any children who will be participating in the level 6 tests, by Friday 22 March;
- cooperating with any monitoring requests, including visits to the school by STA or local authority representatives;
- ensuring any eligible child takes the test(s);
- sending relevant test scripts for marking; and
- recording teacher assessment levels and submitting these to STA.

If an independent school does not meet the ordering deadline or complete pupil registration, the school will be excluded from the 2013 National Curriculum tests for Key Stage 2.

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

If independent schools are not formally participating in the tests they may purchase copies to administer informally. Copies of the level 3-5 English and mathematics National Curriculum tests can be purchased from <http://orderline.education.gov.uk/nctests> and will be dispatched in May 2013, after all the tests have taken place in England. All materials, including level 6 tests, will also be available to download from <http://orderline.education.gov.uk>, after all tests have taken place.

3.4 Responsibilities

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

Headteachers

Headteachers of maintained schools, and special schools, have a duty to ensure that the requirements in this document are implemented in their school. Headteachers must therefore:

- ensure teachers and other staff comply with the assessment and reporting arrangements;
- identify which children have reached the end of Key Stage 2;
- ensure all children are registered for the level 3-5 National Curriculum tests including those who:
 - will take the tests;
 - are working below the level of the tests;
 - are unable to take the tests;
 - have taken the tests in the past; and
 - will take the tests in the future;

- decide whether any children should be entered early for the tests;
- ensure any children who are registered at a maintained school and attend a PRU, are registered for the tests at the maintained school on the Pupil registration section of the NCA tools website;
- keep all test materials secure and treat them as confidential;
- be able to give an accurate account of all those who have had access to test materials before, during and after the test period;
- ensure that the procedures for opening and administering the tests described in the *Test administrators' guide* are followed;
- carry out all tests according to the published timetable unless STA has approved a timetable variation;
- complete and submit the headteacher's declaration form, after all test scripts have been collected for marking;
- cooperate with any monitoring visits, including visits to the school by local authority representatives;
- ensure that teacher assessment levels in the core subjects of English, mathematics and science are submitted to STA for all children at the end of Key Stage 2 by Friday 28 June;
- ensure that teacher assessment information submitted to STA includes results for each attainment target in each of the core subjects;
- provide parents with written reports on, and the opportunity to discuss, their child's progress at least once in each school year, as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437; and
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

Headteachers will also be required to comply with arrangements for the external moderation of English writing, including visits by local authority or STA representatives. Guidance will be published on the Department's website at www.education.gov.uk/ks2; schools and local authorities will be notified by email when this is available.

In addition, headteachers should:

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

Teachers of children in Key Stage 2

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

Special educational needs coordinators or those responsible for access arrangements for the National Curriculum tests

Maintained schools have a statutory duty to ensure that provision is made to meet the special educational needs of their children. Academies must also make such provision, according to the requirements set out in their funding agreement. Access arrangements are summarised in section 7 of this document.

Governing bodies

Governing bodies of maintained schools must carry out their functions so that the National Curriculum and the assessment arrangements are implemented in their school.

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

Academy trusts

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

Local authorities and other accredited agencies

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

To do this, local authorities will:

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

3.5 Concerns and complaints

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

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

4. The National Curriculum tests

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

Schools can administer Braille, modified large print (MLP) and enlarged print (EP) versions of the tests, as well as standard versions.

4.1 The level 3-5 tests

Schools are required to administer the following level 3-5 tests:

- English reading
- English grammar, punctuation and spelling (new for 2013)
- mathematics

At the time of publishing this ARA a decision had not been made on how a child's overall English subject level will be calculated. Schools will be notified when this information becomes available on the Department's website.

A child's marks from the mathematics components will be aggregated to calculate their overall mathematics subject level.

4.2 The level 6 tests

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

- English reading
- English grammar, punctuation and spelling (new for 2013)
- mathematics

Children entered for level 6 tests are required to take the level 3-5 tests. Headteachers should consider a child's expected attainment before entering them for the level 6 tests as they should already be demonstrating attainment above level 5. The child must achieve a level 5 in the level 3-5 test and pass the corresponding level 6 test in the same year to be awarded an overall level 6 result. If the child does not pass the level 6 test they will be awarded the level achieved in the level 3-5 test.

Results from the level 6 tests will continue to be used in the accountability framework for 2012/13. Further information will be published on the Department's website at www.education.gov.uk/ks2 in the spring term.

4.3 Ensuring the integrity of the tests

4.3.1 Maladministration

Maladministration is any act that could affect the integrity, security or confidentiality of National Curriculum tests, and that could lead to results that do not reflect children's unaided work. Each year a few schools have their results amended or annulled because they do not comply with the statutory arrangements set out in this document.

Maladministration can lead to changes to, or annulment of, results. It can apply to whole cohorts, groups of children or individual children.

STA may investigate any matter brought to its attention where there is doubt over the accuracy or correctness of a child's results in the National Curriculum tests. Results for schools under investigation may be withheld until the investigation is complete.

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

4.3.2 Monitoring the National Curriculum tests

Local authority representatives will make unannounced visits to schools to check that they are following the security arrangements and administering the tests in accordance with published procedures. Local authorities have a statutory duty to make monitoring visits to at least ten per cent of maintained schools in their authority before, during and after the test period.

Maintained schools are required to let local authority representatives:

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

STA representatives may also make monitoring visits to maintained schools, academies and participating independent schools.

Academies will have the option to be included in their geographical local authority's monitoring visit arrangements, or be part of another accredited agency's arrangements. If an academy does not notify the Department of an alternative provider they will become part of their geographical local authority's arrangements by default. Academies will be contacted with more information about this process.

If a representative sees administrative irregularities or potential maladministration in a school, they will use the monitoring visit form to record the details. In such cases STA will carry out a full investigation to decide whether there is any doubt relating to the accuracy or correctness of a child's test results.

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

5. Who are the National Curriculum tests for?

All children enrolled at maintained schools and special schools who will have completed the Key Stage 2 programme of study in the 2012/13 school year, and all eligible children enrolled at academies, must be registered for the National Curriculum tests, even if they are working below the level of the tests. The tests must be taken by all children working at level 3 or above, unless they have taken them in the past.

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

Children in their final year of Key Stage 2 who attend a PRU or hospital school but are still on the register of a maintained school or academy must also participate in the tests. The headteacher at the child's home school is responsible for ensuring that the tests are administered according to the published guidance, and the completed test scripts are returned to the home school immediately after the tests (see section 9.4).

5.1 Children younger or older than 11 at the end of Key Stage 2

If schools are considering entering a child for the tests early (before the school year in which they are 11) or keeping a child in Year 6 for another year, they should seek further advice. Maintained schools should contact their local authority; independent schools and academies should contact STA.

Children must only be entered for the tests at an earlier age if they have completed the Key Stage 2 programme of study and the headteacher considers they are working at level 3 or above.

As a transitional arrangement children who took a level 3-5 test early in 2012 and achieved a level 5 can take the corresponding level 6 test in 2013; otherwise children reaching the end of Key Stage 2 must take the level 3-5 and level 6 test in the same test period. In 2013, if schools wish to submit children for a level 3-5 test early they should also consider whether they are eligible for level 6 tests. If a child takes a level 3-5 test early in 2013 they will not be allowed to take the corresponding level 6 test in following years.

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

The performance tables will report the results of the early takers on a cumulative basis. Where a child takes one test early, the results will not be reported in the tables until the year in which the remaining tests for that subject are taken.

5.2 Children working below the level of the tests

Children who are assessed as working below level 3 of the National Curriculum and who are not expected to reach this level by May 2013 must be registered as part of the pupil registration process, but they should not sit the tests.

If schools want to administer a test to children who are working below the level for inclusion purposes, then a past test paper must be administered. Completed test scripts must not be returned for marking.

If the 2013 tests are administered to children working below the level of the tests, their completed test scripts must be sent for marking. These children will be awarded levels based on their achievements in those tests. Their test results must be included when reporting results to the Department and in the annual report to parents.

If a child does not sit one component of a test, because the school believes the child is working below the level for that component, the child will be marked as absent for that component, and absent for the test overall.

Teacher assessment data must be submitted for children working below level 1, (see section 10.2). Headteachers must submit teacher assessment data using P scales for those children with SEN who are working towards level 1. More information on P scales is available on the Department's website at www.education.gov.uk/assessment.

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

Schools are responsible for making arrangements to determine whether a child is working at the level of the tests but is unable to access them. The headteacher can make final decisions without permission from the local authority.

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

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

Specific arrangements can be put in place to enable children to access the tests. A summary of the access arrangements that can be used are set out in section 7.

If a child does not sit one component of a test, because the school believes the child cannot access that component, the child will be marked as absent for that component, and absent for the test overall.

If the 2013 tests are administered to children who are working at the level of the tests but are unable to access them, their completed test scripts must be sent for marking. Children will be awarded levels based on their achievements in those tests.

5.4 Children whose level cannot be established

If a school does not have enough time to determine a child's level before the tests, the child should not sit them. For example, this would apply to children who have recently arrived from a different education system.

If the 2013 tests are administered to children whose level has not been established, their completed test scripts must be sent for external marking. Children will be awarded levels based on their achievements in those tests.

5.5 Children with English as an additional language

Children with English as an additional language (EAL) should be registered for the level 3-5 National Curriculum tests.

English tests

If children cannot communicate in English then they will be working below the level of the English tests and should not take them, (see section 5.2).

Mathematics tests

To establish the child's level for mathematics, teachers and language-support staff should work together to translate National Curriculum work into the child's preferred language.

If a child is working at the level of the mathematics tests, the school should administer the tests using the access arrangements summarised in section 7.

Children working below the level of the mathematics tests should not take them, (see section 5.2).

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

A child with a profound hearing impairment may not be able to participate in the spelling aspect of the English grammar, punctuation and spelling test or the mental mathematics test even with the full range of access arrangements. If this is the case a school should apply for a compensatory mark. Further information is provided in section 7.2.1.

5.7 What to do if there is disagreement with the school's decision about whether a child should participate in the tests

Some parents may ask a headteacher not to enter their child for the tests. Schools should not agree to this simply because parents are opposed to assessment or feel that their child would find the tests stressful.

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

6. Ordering test materials, registering children and storing test materials

6.1 Test order process

Schools must place a test order for the level 3-5 tests by Friday 30 November. Orders must be placed using the NCA tools website at www.education.gov.uk/ncatools and should include numbers for early and late takers. Additional copies of the mental mathematics CDs can be ordered through NCA tools.

Schools are not required to place a test order for the level 6 tests; however they should complete the tick box in the Test orders section of NCA tools to indicate whether they will register children for these tests.

This year, schools cannot order mark scheme packs or mark scheme amendments for the modified tests. These will be published on the NCA tools website at www.education.gov.uk/ncatools after all test scripts have been collected for marking in May.

6.2 Ordering Braille, modified large print and enlarged versions of the tests

Braille, modified large print (MLP) and enlarged print (EP) versions of the tests must also be ordered via the Test orders section of NCA tools by Friday 30 November. Schools can order:

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

There is information on the Department's website at www.education.gov.uk/ks2 to help schools decide which test materials will be most appropriate for their children. Schools can contact STA's modified test helpline on 0300 303 3019 for advice before placing an order for the modified versions of the tests.

6.3 Pupil registration

Schools must use NCA tools to register and confirm all children at the end of Key Stage 2 for the 2013 National Curriculum tests. This process, referred to as pupil registration, ensures schools receive accurate attendance registers and sufficient quantities of test materials. Schools will be sent a small surplus for each test, based on the number of children registered during pupil registration. This is to accommodate changes in cohort size.

The Pupil registration section of NCA tools opens on Monday 25 February. The deadline for registering children for all tests is Friday 22 March.

NCA tools is pre-populated with school census data for maintained schools and academies. Independent schools must upload their pupil data.

Schools should log into NCA tools and:

- confirm that all of their children are registered and that each child's details are complete and accurate;
- add any children who are not on their school's pupil list;
- remove any children that appear incorrectly on their school's pupil list;
- give details of any children who are working below the level of a test or who are unable to access a test; and
- give details of any children who will be participating in a level 6 test.

Independent schools that have not uploaded their pupil registration data by the deadline of Friday 22 March will not be allowed to participate in the tests.

Any children not registered for the level 6 tests by Friday 22 March will not be able to participate in them.

6.4 Receiving test materials

Deliveries of test materials, including modified materials, will take place in the week commencing 29 April. If a school has not received its materials by Tuesday 7 May, it should contact the National Curriculum assessments helpline on 0300 303 3013.

Where appropriate, subject-specific guidance on administering the tests is included in each test pack. This provides confidential, test-specific information, for example guidance on the enlargement of specific questions in a mathematics test.

6.5 Storage of test materials

Once the delivery has been checked against the delivery note, schools should reseal the box(es) containing the test packs, and store them in a secure, locked place. Test materials must not be opened until the dates specified on the front of each item.

It is the headteacher's duty to ensure test materials are kept secure from the point when they are delivered to the school to the time they are sent for marking.

Schools should contact STA if:

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

For further advice on storing test materials securely please refer to the Department's website at www.education.gov.uk/ks2 or the *Test administrators' guide*. This will be available from March.

7. Access arrangements for the National Curriculum tests

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

The information in this section provides a summary of who access arrangements are for and how they can be used. Detailed information will be available at www.education.gov.uk/ks2 from January.

7.1 Who are access arrangements for?

Access arrangements may be appropriate for a child:

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

When making a decision, schools should consider:

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

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

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

7.2 Using access arrangements

Schools can use the NCA tools website to apply for access arrangements and download notification forms from Monday 7 January.

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

7.2.1 Applications for access arrangements

Applications for the following access arrangements must be made via the Access arrangements section of NCA tools at www.education.gov.uk/ncatools by the deadlines specified in the table below. An application must be approved by STA or a local authority before a school is allowed to use it.

Access arrangement	Examples of when access arrangements might be appropriate	Deadline for applications
Early opening	<ul style="list-style-type: none"> Schools that need to open test papers more than one hour before a test is due to start, for example to prepare apparatus or make adaptations to text. Schools that need to transport test materials to another location, such as a PRU or hospital school. 	Midnight, Monday 25 February
Additional time	<ul style="list-style-type: none"> A child meets the criteria for additional time that are published on the Department's website at www.education.gov.uk/ks2. <p>An application for additional time is not required for children with a statement of SEN.</p> <p>Schools do not need to apply for additional time for the spelling aspect of the English grammar, punctuation and spelling test, as this test is not strictly timed and the time quoted is for guidance only.</p> <p>Additional time for the mental mathematics test is only allowed if a child uses the modified version of the test, and has a visual impairment, a hearing impairment or accesses the tests through sign language.</p>	Midnight, Monday 25 February

Access arrangement	Examples of when access arrangements might be appropriate	Deadline for applications
Compensatory marks	<ul style="list-style-type: none"> A child has a profound hearing impairment and does not use lip-reading or a signing system so cannot take the spelling aspect of the English grammar, punctuation and spelling test or the mental mathematics test, even with the full range of access arrangements. <p>Schools can apply for compensatory marks for these two test components. A compensatory mark is based on the average scores that children achieved during the technical pre-test (a stage of test development). Children will get a level, provided they complete all other components for the test, for example Test A and Test B for level 3-5 mathematics. However, if the child attempts any of these components, then that mark will stand and a compensatory mark will not be given.</p>	Midnight, Monday 25 February
Special consideration	<p>Schools should first consider whether a child is in a fit state to take the tests, however special consideration will be applied when a child has experienced extremely distressing circumstances that have affected their performance in the tests. Example circumstances are provided on the Department's website at www.education.gov.uk/ks2.</p> <p>Applications must only be made if the child has taken all the components for a test as a level cannot be awarded if a child was absent for one of the test components.</p>	Midnight, Friday 24 May

7.2.2 Notifications of access arrangements

Schools may use the following access arrangements at the headteacher's discretion. Schools should download and complete the relevant notification form from the Access arrangements section of NCA tools at www.education.gov.uk/ncatools. The form should be attached to the child's test script when it is returned for marking.

Access arrangement	Examples of when access arrangements might be appropriate
Use of a full or partial transcript	<ul style="list-style-type: none"> A child's writing is very difficult for a marker to read. <p>A transcript can only be made at the end of the test. The test administrator should transcribe the work with the child present before the child leaves the test room.</p>

Access arrangement	Examples of when access arrangements might be appropriate
Use of a scribe	<p>Schools should consider using a word processor or transcription, or ordering enlarged print (EP) tests before deciding to use a scribe. A scribe may be an appropriate access arrangement for a child who is:</p> <ul style="list-style-type: none"> ● unable to write their own answers or use a word processor; ● able to write but has a severe motor disability that causes discomfort when writing; ● able to write but very slowly; ● able to write but finds writing very difficult; or ● unable to write following an unforeseen injury. (Schools also have the discretion to allow a child up to 25 per cent additional time in this instance. They do not need to apply for additional time but should be prepared to explain the arrangements if they receive a monitoring visit.) <p>Scribes may also act as a reader (see section 7.2.3).</p> <p>If a school decides to use a scribe the headteacher must ensure that they are not another child at the school, or a relative, carer or guardian of the child. Scribes must ensure that all language, punctuation and phrasing are the child's own and the scribe follows the child's instructions to add diagrams, charts and graphs precisely in the mathematics tests.</p>
Use of a word processor	<ul style="list-style-type: none"> ● In a mathematics test: a child normally uses a word processor. ● In an English test: a child has a special educational need and uses a word processor or similar aid as part of normal classroom practice. <p>Editorial functions, including spelling and grammar tools, must not be used in the tests. The <i>Test administrators' guide</i> will provide guidance on the use of spell checkers. This will be available from March on the Department's website at www.education.gov.uk/ks2.</p>
Use of technical or electrical aids	<ul style="list-style-type: none"> ● Voice-activated software may be used as long as any editorial functions are turned off and the validity and reliability of the tests are maintained. ● Predictive text can be used for children who have a physical disability that prevents them from accessing the test in the given time without using predictive text. <p>Predictive text is not allowed in the spelling aspect of the English grammar, punctuation and spelling test.</p>

7.2.3 Other types of access arrangements

The following access arrangements can be made at the school's discretion. There is no need to apply to STA or a local authority, or to submit a notification form.

Access arrangement	Examples of when access arrangements might be appropriate
<p>Use of apparatus</p>	<ul style="list-style-type: none"> • A child who has difficulties accessing two-dimensional diagrams may be given real objects that look like those illustrated in the mathematics tests, if this is normal classroom practice. <p>Schools should be aware of which children will need to use apparatus or objects in advance of the tests and should consider using the hour before the tests to source appropriate apparatus or objects.</p> <p>Number apparatus, counters, number squares or dotted paper must not be used.</p>
<p>Rest breaks</p>	<ul style="list-style-type: none"> • A child who finds it difficult to concentrate, or who may experience fatigue, may require rest breaks. This can be provided by splitting the tests into sections or stopping the clock. <p>Rest breaks can be used during the reading passage in the English reading test, however the child must read the entire reading passage before seeing or attempting the questions.</p>
<p>Prompters</p>	<ul style="list-style-type: none"> • A child with severe attention challenges who is supported by a prompter in normal classroom practice may be supported by a prompter. This should be the child's own learning support assistant and must not be a relative, carer or guardian of the child. <p>A prompter must be used on a one-to-one basis and should work with the child in a separate room from the rest of the cohort.</p> <p>Prompters must only be used to draw a child's attention back to the task. They must not advise the child on which questions to do, when to move on to the next question or the order in which to attempt questions.</p>
<p>Readers</p>	<ul style="list-style-type: none"> • A child who has difficulty reading and is supported by a reader in normal classroom practice may be supported by a reader. <p>Readers must be used on a one-to-one basis, preferably in a separate room to the rest of the cohort. They must not be another child at the school, or relative, carer or guardian of the child.</p> <p>No part of the English reading test or the child's responses to the English reading test may be read to a child, other than the general instructions on page 3 of the reading answer booklet.</p>

7.3 Access arrangements for children with EAL

All access arrangements for children with EAL must be based on normal classroom practice and made in the best interests of the child. The school must have evidence that any support provided in the tests is also provided in the classroom.

If children with EAL normally use the English language in the classroom, they should also access the tests by reading and writing in English. If children with EAL use a combination of English and their first language in the classroom, several options are available, as long as this reflects normal classroom practice. Guidance on the use of translators and translations for children with EAL is provided on the Department's website at www.education.gov.uk/ks2.

Children with EAL should not be entered for the tests if they:

- are not working at the level of the tests; or
- have just arrived in the country so that the school has not been able to establish their level.

7.4 Modified tests

Test administrators' guides for use with modified versions of the tests will be published on the Department's website at www.education.gov.uk/ks2 from March.

7.4.1 Opening modified versions of the tests early

If schools wish to open modified tests early, they should request permission via the Access arrangements section of NCA tools by Monday 25 February.

7.4.2 Additional time available for children who use modified versions of the tests

The table below summarises the amount of time available for each type of test. There is no need to apply for additional time for children who use modified versions of the tests.

Child's requirements	Additional time permitted
Child uses MLP or Braille version of the tests	100% additional time
Child uses EP version of the test and has a statement of SEN	25% additional time for the written tests, at school's discretion
Child has permanent or long-term hearing loss	100% additional time for the mental mathematics test
Child uses sign language and a modified version of the mental mathematics test	100% additional time for the mental mathematics test

8. Preparing for the National Curriculum tests

8.1 When should the tests be taken?

All tests should be taken under secure test conditions on the days specified in section 2 of this document. If a school chooses to administer a level 6 test they must administer the corresponding level 3-5 test first. Under no circumstances may a test be taken before the day specified in the statutory timetable.

8.1.2 Changes to the statutory test timetable

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

There are two types of timetable variation available. To use them, schools must complete the appropriate form on the Access arrangements section of the NCA tools website at www.education.gov.uk/ncatools.

Type of timetable variation	Authorisation required
A change to the statutory test timetable by up to a week (five school days) after the day specified in the statutory timetable	Schools must complete the appropriate form, and check that their application for a timetable variation has been approved by STA before they can administer the test(s)
A change to the statutory test timetable so that an individual child can take a test on the scheduled date, but separately from the rest of the cohort, between 7am and 7pm	No authorisation required but schools must use NCA tools to notify STA of these changes to the timetable

Schools must not make an application for a five day timetable variation to cover the possibility that the child may return to school within those five days. The application must state the day that the test will be administered.

If a child takes a test on a date other than the scheduled date the headteacher must ensure that:

- the child is kept apart from other children who have taken the test and that their parent(s) take responsibility for ensuring the child does not contact other children who have taken the test before they have taken the test themselves; and
- the confidentiality of the test materials is maintained.

8.2 What time should the tests be taken?

Schools are responsible for deciding the start time for the tests each day.

In any one school, all children must take each test at the same time, unless unavoidable practical difficulties make this impossible.

Where a school schedules two sittings for a particular test, no child should have the opportunity to communicate with any children who have already taken the test. The second sitting must immediately follow the first.

8.3 Preparing rooms for the tests

A space must be provided where children can work individually and undisturbed, such as a school hall or classroom. Before the start of each test, test administrators must ensure there are no displays, notes or textbooks in the room that could give children an unfair advantage.

8.4 Preparing equipment for the tests

Schools need to ensure they have all the equipment needed for the tests and that all equipment is working. Information on what equipment may be used in the tests will be published in the *Test administrators' guide* that will be available on the Department's website at www.education.gov.uk/ks2 from March.

The English grammar, punctuation and spelling test and the level 6 tests are scanned and marked on screen; STA therefore recommends that children participating in these tests complete their scripts using a black pen or 2B pencil so that markers are able to read their answers. Children should not use gel pens or glitter pens as they do not scan well for on-screen marking.

9. Administering the National Curriculum tests

The *Test administrators' guide* contains detailed information on administering the National Curriculum tests. Schools will receive a copy of the guide in April. It will also be published on the Department's website at www.education.gov.uk/ks2 in March, along with modified test administrators' guides.

When administering the tests, this section of the ARA should be read in conjunction with the *Test administrators' guide* to ensure that the administration of the tests is consistent for all schools.

Headteachers should ensure test administrators understand all of the procedures involved in administering the tests. They should also ensure that queries are resolved in advance to avoid any action that may result in accusations of unfairly helping children, as this could lead to schools being investigated for maladministration.

Schools should consider how many test administrators will be needed for each room where the tests are being administered. Arrangements should be in place should a child need to be removed, for example if they are disruptive or become ill.

Schools should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures. STA recommends that there are at least two test administrators in each room where the tests are administered.

Test administrators must follow the instructions set out in the *Test administrators' guide*. If a test administrator is a relative of a child they are supervising, there must be at least one other non-related test administrator present at all times.

9.1 Opening the test packs

Test packs should only be opened in the test room when the children are ready to start the test.

In exceptional circumstances the test packs may need to be opened earlier for administrative purposes (for example because the school needs to make particular adaptations to the test papers). In such circumstances, they may be opened up to one hour before the test is due to start. If one hour is insufficient, schools must apply for permission for early opening. Information about when modified test materials can be opened is printed on each pack.

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

- discuss the content of the test papers with anyone; or
- use question-specific information to prepare children for the test.

Subject-specific guidance, when provided, includes additional information relating to a question or a task and should be read after opening the test packs.

9.2 Absence during the test period

Following a successful pilot in 2012, children who are absent on the published test date for a valid reason may take a test up to a week (five school days) after the date specified on the statutory timetable (see section 8.1.2).

Children who miss one or more component of a level 3-5 test and do not qualify for a timetable variation will not be awarded a level for that test.

If a child is absent for one level 3-5 test component, but takes the other test component(s) at the correct time, the school should still send the completed test script(s) for marking. The school will be able to use the child's results to provide an informal report to parents.

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

Teacher assessment judgements must still be submitted for children who are absent during the test period by Friday 28 June.

9.3 Unforeseen injuries

If a child is injured in a way that affects their ability to write, either the week before the test or during the test period, schools should consider using access arrangements to help them to access the tests (see section 7).

Children who are ill on the day of the tests are not expected to sit the tests. However, the school may consider the use of a timetable variation if it is a minor illness on that day (see section 8.1.2).

Further information is provided on the Department's website at www.education.gov.uk/ks2.

9.4 Administering the tests away from school

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

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

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

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

need to request permission for early opening in order to transport the test materials to the alternative venue. If early opening is required, an application for early opening will need to be made by Monday 25 February (see section 7.2.1).

Headteachers must ensure completed test scripts are returned to the home school immediately after the tests and then sent for marking. The security of the tests must be maintained at all times. The child's results will be returned to the home school. Failure to follow procedures set out in the *Test administrators' guide* may lead to annulment of results.

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

9.5 After each test

9.5.1 Attendance registers

Schools must complete the attendance register for each National Curriculum test. An incomplete or inaccurate attendance register may delay the return of results to schools.

The *Test administrators' guide* will give further advice on completing the attendance registers. It will be available on the Department's website at www.education.gov.uk/ks2 in March.

9.5.2 Collation and security of scripts

Test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the tests. The test scripts must not be looked at, annotated or reviewed in any way (unless it is necessary to make a transcript). Teachers must not keep or photocopy test scripts for any reason.

The headteacher must ensure the test scripts are stored in the packaging provided and kept in a secure place (such as a locked cupboard or storeroom) until they are collected. All notification forms or other relevant paperwork must be attached to the test scripts.

STA recommends that at least two test administrators collate and package the completed test scripts. Schools should be aware that test administrators who collate and package the completed test scripts on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the collation and storage procedures.

9.5.3 Sending test scripts for marking

Test scripts must be sent for marking once all test components for a particular subject and level have been administered, including timetable variations.

If a transcript has been made this must be returned for marking along with the child's original script and a completed use of a transcript form.

Schools should have all test scripts ready for collection by the dates published in the *Test administrators' guide*. This will be available on the Department's website at www.education.gov.uk/ks2 in March. It will also contain information on the packaging and dispatch of test scripts.

Braille test scripts should be packaged in the padded envelopes provided. Dispatch information for the Braille test papers will be included with the test materials.

10. Teacher assessment

Teacher assessment provides a rounded judgement that:

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

At the end of Key Stage 2, schools report teacher assessment judgements (including component attainment targets) to STA for English, mathematics and science. Lord Bew's independent review of testing and accountability at the end of Key Stage 2 highlighted the importance of more detailed information about a child's attainment being reported to parents and secondary schools.

This year schools must submit their teacher assessment judgements before the results of the National Curriculum tests are returned. The new timeline for teacher assessment submission is intended to put greater emphasis on teacher assessment within the accountability system. Teacher assessment judgements must be reported by Friday 28 June. Schools should note that although there will not be science sampling tests in 2013 they must still submit teacher assessment for science.

10.1 What do teachers have to assess?

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

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

Teachers should base their judgements on the level descriptions in the National Curriculum. They should use their knowledge of a child's work over time to judge which level description is closest to the child's performance. They should take into account written, practical and oral work as well as classroom work, homework and the results of informally administered tests taken in class. Teachers should consider the level descriptions of the attainment targets immediately above and below the level awarded to confirm which level is the closest match to the child's performance.

STA has produced optional tests for years 3, 4 and 5 that can provide additional evidence to contribute to teachers' periodic assessment of their children throughout the key stage. They are integrated with the National Curriculum and statutory testing protocols. The tests must be ordered from the Test orders section of the NCA tools website at www.education.gov.uk/ncatools by Friday 30 November. As these tests have not been revised in recent years schools do not need to order new materials if they have materials saved from previous years. Further information is available from the Department's website at www.education.gov.uk/assessments.

10.2 Children working below level 1 of the National Curriculum

The use of P scales is statutory for children with SEN who are working below level 1 of the National Curriculum. In this context, SEN is defined in the Education Act 1996 as all those on the school's Special Needs Register.

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

Children working towards level 1 of the National Curriculum who do not have a special educational need should be reported to STA as 'NOTSEN'. This includes children who are working towards level 1 solely because they have English as an additional language. 'NOTSEN' is not a P scale, but a code to explain why a child working towards level 1 does not have P scales reported. 'NOTSEN' replaces the code 'EAL' that was used in previous years.

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

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

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

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

10.4 Children who move schools

Teacher assessment judgements must be submitted by Friday 28 June, (the statutory deadline for submission of teacher assessment data).

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

10.5 Calculating overall teacher assessment levels

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

10.6 Submitting teacher assessment to STA

Teacher assessment and P scale data is submitted to STA via the Teacher assessment section of NCA tools at www.education.gov.uk/ncatools. The deadline for submissions is Friday 28 June.

Maintained schools, including special schools, must submit their teacher assessment judgements in English, mathematics and science, including component attainment targets to STA. Submissions must include teacher assessment data for every child that was registered to sit a National Curriculum test, and those who were registered as working below the level of the tests.

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

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

More information on the submission of teacher assessments and P scale data will be available on the Department's website at www.education.gov.uk/ks2 in May.

10.7 External moderation of teacher assessment for English writing

The arrangements for external moderation of English writing teacher assessment had not been finalised at the time of publishing this document.

Guidance will be published on the Department's website at www.education.gov.uk/ks2 once the evaluation of the 2012 arrangements has been completed. Schools and local authorities will be notified by email when information is available.

11. National Curriculum test results

11.1 Return of results to schools

Results will be made available to schools on Tuesday 9 July on the Pupil results section of the NCA tools website at www.education.gov.uk/nca_tools.

Level threshold tables for the tests will also be available from the Department's website at www.education.gov.uk/ks2 by Tuesday 9 July.

11.2 Return of scripts to schools

Marked scripts will be available to schools on or by Tuesday 9 July. Schools must report any missing marked scripts immediately to STA.

Test scripts that are marked in hard copy will be returned to schools in the same format. Schools will be able to access and print scripts that were marked on screen via a secure script return website. Headteachers will be provided with login details on or by Tuesday 9 July.

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

11.3 Reviews of marking

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

Guidance on how to apply for a review of marking will be published on the Department's website at www.education.gov.uk/ks2 in June. The deadline for applications is Friday 19 July. Schools will be informed of the outcome of review applications by Friday 6 September. Reviewed hard copy test scripts will be returned to schools during the week commencing 2 September; those marked on screen will be available to schools on Friday 6 September.

11.4 Amendment and annulment of test results

If there is an investigation into allegations of maladministration or administrative irregularities, STA is responsible for deciding whether marks should be allowed to stand for particular test questions. In some cases, the results for an individual child or a school may be amended or annulled.

11.5 Discounting children's results from performance tables

A small number of children may be discounted from calculation of a school's performance measures before publication of the performance tables. These will be children who have recently arrived from overseas with little or no English. To be eligible, a child must meet all three of the following criteria:

- they were admitted to an English school for the first time during the 2011/12 or 2012/13 school year;
- they arrived from overseas before their admission; and
- their first language is not English. Dialects of English such as Patois or Krio will not be accepted as a language other than English.

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

The first autumn release of 2012 data that is published on RAISEonline will not take account of any amendments that have been submitted by schools. Amendments will be included on RAISEonline as and when the data is validated.

Detail of the content of the 2012 performance tables can be found in the statement of intent on the Department's website at www.education.gov.uk/schools/performance.

12. Reporting to parents

Headteachers of maintained schools must prepare annual reports for the parents of every child as required by the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). The headteacher also needs to make arrangements for parents to discuss the report with the child's teacher, if they so wish.

The Education (Independent School Standards) (England) Regulations 2010 (paragraph 24(1)(f) of Schedule 1) require academies to send an annual written report of each registered child's progress and attainment in the main subject areas taught.

12.1 What information must the report include?

The report must cover:

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

It must also include the following results, where appropriate:

- results of any National Curriculum tests, by level;
- results of any public examinations, by subject and grade; and
- details of vocational qualifications.

Detailed content requirements, including specific information for Key Stage 2, is set out in Schedule 1, Regulation 6 (4) of The Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437), that can be viewed on the government's legislation archive at www.legislation.gov.uk/uksi/2008/1747/made.

Further information is available as follows:

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

12.1.1 Reporting on children with SEN

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

12.1.2 Reporting religious education

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

12.2 What period must the report cover?

The report must start from the day after the last report was given. It must be made available to parents before the end of the summer term. If a National Curriculum test result is not received by a headteacher before the end of the summer term it must be provided to parents within 15 school days of the headteacher receiving it.

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

If a child changes school before the end of the academic year, the headteacher is still required to write an annual report, issue it to the child's parent and make arrangements for it to be discussed with the child's teacher, if the parent wishes.

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

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

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

13. Keeping and maintaining records

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

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

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

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

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

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

13.1 Disclosure of educational records

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

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

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

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

For further advice:

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

13.2 Transferring records to a child's new school

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

The information must be transferred within 15 school days of any request from the child's new school.

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

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

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

www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s.

13.2.1 How information should be transferred between schools

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

- through the s2s secure file transfer service on the Department's website; or
- over a secure network that can only be accessed by the local authority, the governing body or a teacher at any school within that local authority.

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

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

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

14. Contact details

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

<p>National Curriculum assessments helpline For general enquiries about National Curriculum assessments</p>	<p>Tel: 0300 303 3013 Email: assessments@education.gov.uk Website: www.education.gov.uk/assessment</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p>STA distribution helpline For enquiries about deliveries of test materials</p>	<p>Tel: 0800 169 4195</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p>STA modified test helpline For guidance on ordering modified test materials</p>	<p>Tel: 0300 303 3019 Email: schooltests@rnib.org.uk</p>	
<p>STA Orderline To access previous years' National Curriculum test materials</p>	<p>Tel: 0300 303 3015 Website: http://orderline.education.gov.uk</p>	<p>STA Orderline PO Box 29 Norwich NR3 1GN</p>
<p>Department for Education national enquiry line For enquiries about the statutory requirements for assessment, national results, performance tables and reporting to parents</p>	<p>Tel: 0370 000 2288 Website: www.education.gov.uk/contactus</p>	<p>Castle View House East Lane Runcorn Cheshire WA7 2GJ</p>
<p>Department for Education publications helpline To order single copies of the Department's materials and circulars</p>	<p>Tel: 0845 602 2260 Website: www.education.gov.uk/publications</p>	<p>PO Box 5050 Annesley Nottingham NG15 0DJ</p>
<p>EduBase To keep your school's contact details up to date</p>	<p>Website: www.education.gov.uk/edubase</p>	
<p>Information Commissioner's Office For enquiries about the Data Protection Act 1998</p>	<p>Tel: 0303 123 1113 Website: www.ico.gov.uk</p>	<p>Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF</p>
<p>Ofqual For regulatory concerns</p>	<p>Tel: 0300 303 3346 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk</p>	<p>Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB</p>



About this publication

Who is it for?

Headteachers, governing bodies and those responsible for Key Stage 2 assessment in local authorities.

What does it cover?

- Statutory assessment and reporting requirements for Key Stage 2.
- How to prepare for and administer the National Curriculum tests.
- Teacher assessment.
- Requirements for reporting results to parents.

Related information

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

For more copies

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