

2019 national curriculum assessments

Key stage 2

Assessment and Reporting Arrangements (ARA)

October 2018



Standards
& Testing
Agency

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Section 1: Introduction

1.1 About this guidance

This guidance sets out the statutory requirements for key stage 2 (KS2) national curriculum assessment and reporting for the 2018 to 2019 academic year. It is produced by the [Standards and Testing Agency](#)¹ (STA), an executive agency of the Department for Education (DfE).

The assessment and reporting arrangements apply to maintained schools, maintained special schools, academies (including free schools), pupil referral units (PRUs), hospital schools, Service Children's Education (SCE) schools and participating independent schools with pupils in KS2. Full details of how the ARA applies to different types of school are included in section 13.1.

1.2 Who is this guidance for?

- Teachers and all staff responsible for end of KS2 assessment, including administering the tests
- Headteachers and senior leadership teams
- Governors and trustees
- Local authority (LA) assessment co-ordinators

1.3 Legal status

The ARA contains provisions made in terms of Article 11 of [The Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#)². This Order is made by the Secretary of State under powers provided for by section 87 of the Education Act 2002.

This document gives full effect to the provisions made in the Order concerning KS2 assessment and has effect as if made by the Order. The ARA also contains guidance and information that does not form part of the law. Section 13 contains further guidance on legal requirements and responsibilities.

1.4 Expiry

This guidance is relevant until the end of the 2018 to 2019 academic year.

¹ www.gov.uk/sta

² www.legislation.gov.uk/uksi/2003/1038/made

Section 2: Changes for 2018 to 2019

2.1 Removal of teacher assessment for English reading and mathematics

Schools are no longer required to make statutory teacher assessment (TA) judgements in English reading and mathematics. This change has been made in order to reduce assessment burdens on schools, as set out in the government response to the 2017 public consultation on [Primary assessment in England](#)³.

Test results in English reading and mathematics will continue to be used in school performance measures.

2.2 Revised teacher assessment frameworks

Science

The science [frameworks](#)⁴ have been revised for use from the 2018 to 2019 academic year onwards. The ‘pupil can’ statements have been refined for clarity, based on feedback from teachers and other educational experts.

Pre-key stage 2 standards

The [pre-key stage 2 standards](#)⁵ are to be used for assessing pupils engaged in subject-specific study, who are working below the standard of national curriculum assessments.

The ‘pupil can’ statements have been revised to ensure they appropriately represent the key aspects of each subject, allow for progression towards the national curriculum, and give a better reflection of classroom practice.

P scales 1 to 4 should continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS2.

2.3 Monitoring and moderation services for academies

The process for academies to notify STA about which LA they intend to use for monitoring the KS2 tests and moderating their TA has changed.

³ www.gov.uk/government/consultations/primary-assessment-in-england

⁴ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

⁵ www.gov.uk/government/publications/pre-key-stage-2-standards

All academies will be presumed to be working with their geographical LA. Academies must have a written agreement in place with their chosen LA by Friday 14 December. If academies wish to use a non-geographical LA, they must notify STA which LA this will be, through [NCA tools](#)⁶, by Friday 14 December. STA will notify all LAs of which academies they should include in their monitoring and moderation plans for 2018 to 2019 in February.

2.4 Monitoring and moderation services for participating independent schools

The process for participating independent schools to notify STA about which LA they intend to use for monitoring the KS2 tests and moderating their TA has changed.

Participating independent schools must have a written agreement in place with the LA that will monitor the KS2 tests and complete external moderation of their TA.

The school must provide details of their chosen LA through NCA tools by the deadline of Friday 14 December or they will be unable to access pupil registration. If this is not confirmed, STA will remove the school's test order and the school will not receive KS2 test materials.

2.5 Notifications of start-time variations no longer required

Schools can choose what time they administer the tests to their pupils on the days specified in the statutory timetable. In previous years, schools were required to submit a notification of a start-time variation to STA if they intended to administer the tests to pupils in multiple sittings. From the 2018 to 2019 academic year onwards, no notification is necessary. See section 7.2 for further guidance.

2.6 Alternative location notifications no longer required

At the headteacher's discretion, tests may be administered to one or more pupils at an alternative location from the school, for example at a PRU. In previous years, schools were required to submit a notification of an alternative location to STA. Schools are no longer required to inform STA if any of their pupils take the test at an alternative location from the school. The headteacher is responsible for ensuring that the security and confidentiality of the tests is maintained and the tests are administered according to the test administration guidance.

⁶ <https://ncatools.education.gov.uk>

2.7 Test orders from special schools, PRUs, hospital schools and secure units

In order to receive test materials, special schools, PRUs, hospital schools and secure units must now place test orders on NCA tools if they expect to administer the tests to any of their pupils. Test orders must be made by Friday 23 November.

This is a change from previous years when schools were required to confirm that they did not need test materials if all pupils were working below the standard of the tests, or if all pupils were unable to access the tests.

All special schools, PRUs, hospital schools and secure units are still required to complete pupil registration by Friday 15 March, even if no pupils will take the tests.

Section 3: Important dates

These dates may be subject to change.

3.1 Important dates for 2018

October	<ul style="list-style-type: none"> • STA moderation training in English writing for LAs.
Monday 29 October	<ul style="list-style-type: none"> • ‘Test orders’ section of NCA tools⁷ opens. • Maintained schools and academies (including free schools) should order modified versions of the KS2 tests, if required, by Friday 23 November. STA bases quantities of standard test materials on schools’ census and pupil registration data. • Independent schools participating in the KS2 assessments must place test orders on NCA tools, for both standard and modified versions, and issue privacy notices to parents. • Special schools, PRUs, hospital schools and secure units should place test orders, if any pupils are working at the standard of the tests and are able to access the tests, to ensure that test materials are sent to them.
November to January	<ul style="list-style-type: none"> • STA TA moderation standardisation exercises in English writing for LAs.
Friday 23 November	<ul style="list-style-type: none"> • ‘Test orders’ section of NCA tools closes. • Deadline for maintained schools and academies (including free schools) to order modified versions of the KS2 tests. • Deadline for participating independent schools to order standard and modified versions of the KS2 tests and issue privacy notices to parents. • Deadline for special schools, PRUs, hospital schools and secure units to place test orders if any pupils are working at the standard of the tests and are able to access the tests.

⁷ <https://ncatools.education.gov.uk>

	<ul style="list-style-type: none"> • Deadline for schools to submit their holiday dates for the 2018 to 2019 academic year in the 'Test orders' section of NCA tools.
December	<ul style="list-style-type: none"> • KS2 access arrangements guidance⁸ published.
Friday 14 December	<ul style="list-style-type: none"> • Deadline for academies to have a written agreement in place with their chosen LA (for monitoring the KS2 tests and external moderation of their KS2 TA), and have reported this information to STA via NCA tools if this is not their geographical LA. • Deadline for participating independent schools to report to STA via NCA tools that they have a written agreement in place with the LA that will monitor their tests and complete external moderation of their KS2 TA. Independent schools that do not report which LA they have an agreement with will not be able to complete pupil registration and will not receive test materials.

3.2 Important dates for 2019

Monday 28 January	<ul style="list-style-type: none"> • 'Access arrangements' section of NCA tools opens for schools to make applications for early opening, compensatory marks, additional time and timetable variations.
Monday 18 February	<ul style="list-style-type: none"> • 'Pupil registration' section of NCA tools opens.
Monday 25 February	<ul style="list-style-type: none"> • Deadline for schools to submit applications for early opening and compensatory marks. • LAs informed by STA on, or shortly after this date, if they will receive an external moderation visit.
March	<ul style="list-style-type: none"> • KS2 test administration guidance⁹ published.
Friday 15 March	<ul style="list-style-type: none"> • Deadline for schools to complete pupil registration.

⁸ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

⁹ www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests

Monday 8 April	<ul style="list-style-type: none"> All schools that applied for early opening or compensatory marks notified of the outcome of their application on NCA tools.
Monday 29 April	<ul style="list-style-type: none"> Deadline for schools to submit applications for additional time.
Monday 29 April to Friday 3 May	<ul style="list-style-type: none"> Schools receive all KS2 test materials (standard and modified versions) and stationery items.
Monday 13 May to Thursday 16 May	<ul style="list-style-type: none"> Schools administer the KS2 tests (see section 3.3).
Thursday 16 May	<ul style="list-style-type: none"> 'Access arrangements' section of NCA tools opens for special consideration applications. KS2 headteacher's declaration form (HDF) is available to schools on NCA tools from 5pm.
Friday 17 May	<ul style="list-style-type: none"> Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit for TA.
Monday 20 May	<ul style="list-style-type: none"> 'Teacher assessment' section of NCA tools opens.
Thursday 23 May	<ul style="list-style-type: none"> Deadline for schools to apply for timetable variations.
Friday 24 May	<ul style="list-style-type: none"> Deadline for schools to submit aid notifications if pupils have used a scribe, transcript, word processor or electronic or technical aid in a test. Deadline for schools to notify STA of a pupil cheating. Deadline for schools to submit special consideration applications. Deadline for schools to submit the KS2 HDF on NCA tools.
Tuesday 28 May	<ul style="list-style-type: none"> Test materials and mark schemes available to download from GOV.UK and NCA tools.
Tuesday 4 June to Thursday 27 June	<ul style="list-style-type: none"> LAs undertake external moderation of KS2 English writing TA.
Thursday 27 June	<ul style="list-style-type: none"> Deadline to submit KS2 TA data on NCA tools. STA cannot guarantee that data submitted late will be

	published in the first release of school performance tables or Analyse School Performance ¹⁰ in the autumn term.
Tuesday 9 July	<ul style="list-style-type: none"> • Pupil results (raw scores and scaled scores) and marked script images available on NCA tools from 7:30am. • Raw score to scaled score conversion tables available on GOV.UK and NCA tools.
Friday 19 July	<ul style="list-style-type: none"> • Deadline for schools to submit review of marking applications.
Wednesday 11 September	<ul style="list-style-type: none"> • Review outcomes returned to schools.

3.3 Test timetable for 2019

The tests must be taken on the scheduled day, unless an application for a timetable variation has been approved by STA (see section 7.3).

Monday 13 May	<ul style="list-style-type: none"> • English grammar, punctuation and spelling Paper 1: questions • English grammar, punctuation and spelling Paper 2: spelling
Tuesday 14 May	<ul style="list-style-type: none"> • English reading
Wednesday 15 May	<ul style="list-style-type: none"> • Mathematics Paper 1: arithmetic • Mathematics Paper 2: reasoning
Thursday 16 May	<ul style="list-style-type: none"> • Mathematics Paper 3: reasoning

¹⁰ www.analyse-school-performance.service.gov.uk

Section 4: Responsibilities

4.1 Headteachers' responsibilities

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

Headteachers at participating schools have a duty to ensure that:

- the requirements in the ARA are implemented in their school
- teachers and other staff comply with the ARA
- the deadlines in the ARA are met
- the needs of all pupils are considered and suitable access arrangements are put in place to enable them to take part in the tests where possible (see section 6.3)

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

KS2 tests

Headteachers at maintained schools, academies (including free schools) and participating independent schools must:

- consider whether any pupils will need modified versions of the tests and, if so, place a test order on [NCA tools](#)¹¹ by Friday 23 November
- ensure all pupils are registered for the tests in the 'Pupil registration' section of NCA tools by Friday 15 March and that each pupil's details are accurate, including any pupils who are registered at their school, but are attending a PRU or hospital school
- register new pupils for the tests if they arrive in school after Friday 15 March
- keep test materials secure and treat them as confidential before, during and after the test period until Friday 24 May
- be able to give an accurate account of everyone with access to test materials from the point they arrive in school until Friday 24 May
- ensure specific content from test materials is not used to prepare pupils

¹¹ <https://ncatools.education.gov.uk>

- ensure test administrators are appropriately trained, and administer the tests according to the published guidance
- ensure pupils have the correct test materials and equipment
- administer all tests according to the published timetable, unless STA has approved a timetable variation
- ensure access arrangements are administered according to STA's guidance
- notify STA of any incident that may have affected the integrity, security or confidentiality of the tests
- submit aid notifications, and notifications of pupil cheating on NCA tools, if required, before submitting the HDF
- complete and submit the HDF on NCA tools after all test scripts have been collected for marking and by Friday 24 May (see below)
- co-operate with any monitoring visit requests, including visits by STA or LA representatives

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for monitoring the KS2 tests and moderating their KS2 TA, and have notified STA if they intend to use a non-geographical LA by Friday 14 December

Headteachers at participating independent schools who wish to receive test materials must also:

- issue a privacy notice to the parents of any pupils participating in one or more of the tests, and receive approval before placing a test order by Friday 23 November
- place orders for standard and modified tests on NCA tools by Friday 23 November
- have a written agreement in place with their chosen LA for monitoring the KS2 tests and moderating their KS2 TA, and have reported this information to STA by Friday 14 December
- register eligible pupils for the tests by Friday 15 March 2019
- ensure the tests are only administered to pupils who have been registered

If an independent school fails to meet any of these deadlines, they will not be able to participate in the tests.

Headteacher's declaration form

After all test scripts have been collected for marking, headteachers must complete and submit the KS2 HDF on NCA tools, as detailed in Section 5 (4) of the [Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) Order 2003](#)¹². This requirement applies to all maintained schools, including specialist provision schools, even if all pupils are working below the standard of the KS2 tests or are unable to access them.

The HDF either confirms that the tests have been administered according to the published guidance, or that any issues have been reported to STA. The form will be available from 5pm on Thursday 16 May and must be submitted by Friday 24 May. Failure to complete the HDF by the deadline may result in a maladministration investigation.

Teacher assessment and moderation

Headteachers at maintained schools, academies (including free schools) and participating independent schools must:

- give those carrying out TA sufficient opportunity to become familiar with the TA frameworks and the pre-key stage standards, using funds available within the school's overall resources
- ensure the TA frameworks are used to make pupils' TA judgements
- ensure TA judgements are an accurate assessment of pupils' attainment
- comply with STA's TA guidance
- submit accurate TA data to STA in English writing and science, for all pupils at the end of KS2, by Thursday 27 June (this includes participating independent schools that wish to publish and compare their national curriculum assessment results with local or national data)

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for external moderation of their KS2 TA, and if they have selected a non-geographical LA they must report this information to STA via NCA tools by Friday 14 December

¹² www.legislation.gov.uk/ukSI/2003/1038/contents/made

Headteachers at participating independent schools must also:

- have a written agreement in place with their chosen LA for external moderation of their KS2 TA, and must report this information to STA by Friday 14 December

4.2 Local authorities' responsibilities

LAs must take reasonable steps to ensure that participating schools follow the guidance in this ARA. This also applies to academies and participating independent schools that have an agreement in place with the LA.

LAs should ensure that participating schools:

- understand and follow the statutory requirements set out in this ARA, as well as any funding agreement requirements
- are offered support on all aspects of assessment at KS2
- are aware of the need to store all assessment materials securely
- meet the requirements for transferring records between schools, including the completion of the [common transfer file](#)¹³ (CTF) as noted in the [Education \(Pupil Information\) Regulations 2005](#)¹⁴

KS2 tests

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the KS2 tests
- viewing their schools' applications for early opening of the tests or additional time
- making unannounced KS2 monitoring visits to a sample of at least 10% of LA maintained schools, academies and participating independent schools before, during and after the test period
- informing STA of any irregularities in the test administration process and discussing next steps to take

¹³ www.gov.uk/government/collections/common-transfer-file

¹⁴ www.legislation.gov.uk/uksi/2005/1437/made

Teacher assessment and moderation

Responsibilities include:

- making arrangements for a robust programme of moderation to ensure that all schools they are responsible for are moderated once every 4 years, or more frequently if required, to validate English writing TA judgements
- submitting TA data to STA using NCA tools by Thursday 27 June for schools that have arranged for the LA to submit on their behalf
- informing STA of irregularities within any school's submitted TA data and discussing next steps to take

4.3 Teachers' responsibilities

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

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

4.4 Governing bodies' responsibilities

Governing bodies of maintained schools and proprietors of participating independent schools must carry out their functions to ensure that the KS2 national curriculum assessments are administered in their school according to this ARA and all other published guidance.

4.5 Academy trusts' responsibilities

An academy's funding agreement will usually require the academy trust to ensure that the KS2 national curriculum assessments are administered in the school according to this ARA and all other published guidance.

Section 5: 2019 national curriculum tests

5.1 Overview of tests

The KS2 tests consist of:

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

English grammar, punctuation and spelling test

The English grammar, punctuation and spelling test focuses on the relevant elements of the [programme of study and statutory appendices](#)¹⁵.

Paper 1: questions is a combined question and answer booklet. Pupils will have 45 minutes to answer the questions, which are worth 50 marks in total.

Paper 2: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The paper takes approximately 15 minutes, but is not strictly timed. The spellings are worth 20 marks in total.

English reading test

The English reading test focuses on the comprehension elements of the national curriculum and includes a mixture of text types. The test is designed so that the texts increase in their level of difficulty.

The test consists of a reading booklet and a separate answer booklet. Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions, which are worth 50 marks in total.

Mathematics test

The mathematics test comprises 2 components, presented to pupils as 3 test papers.

¹⁵ www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

Paper 1: arithmetic assesses mathematical calculations. The questions cover calculations involving all 4 operations, including calculations with fractions, decimals and percentages. They also cover long division and long multiplication. Pupils will have 30 minutes to answer the questions, which are worth 40 marks in total.

Papers 2 and 3 assess mathematical fluency, solving mathematical problems and mathematical reasoning. Pupils will have 40 minutes to answer the questions, which are worth 35 marks per paper.

5.2 Science sampling tests

The biennial [science sampling tests](#)¹⁶ next take place in 2020.

5.3 Scaled scores

[Scaled scores](#)¹⁷ are used to report national curriculum test outcomes.

Scaled scores allow test results to be reported consistently from one year to the next. National curriculum tests are developed each year to the same specification. However, because the questions are different, the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table. A scaled score of 100 will always represent the expected standard on the KS2 tests.

5.4 Practice test materials

[Practice test materials](#)¹⁸ are available to help teachers prepare for the 2019 tests. These include past versions of KS2 tests and sample materials. Alongside the test materials are mark schemes and test administration instructions.

¹⁶ www.gov.uk/government/publications/key-stage-2-science-sampling-tests

¹⁷ www.gov.uk/guidance/scaled-scores-at-key-stage-2

¹⁸ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

5.5 Test frameworks

[Test frameworks](#)¹⁹ are available for each test. Although written for test developers, these may also be of interest to schools.

Each framework sets out:

- what is, and is not, assessed in the test
- how each element of the subject is assessed
- the structure of the tests
- a performance descriptor that describes the standard a pupil is expected to achieve on the test in each subject

Teachers should not use the frameworks to guide teaching and learning. The test frameworks do not provide information on how schools should teach the national curriculum.

5.6 Test orders

Schools should submit their holiday dates for the 2018 to 2019 academic year in the 'Test orders' section of [NCA tools](#)²⁰ by Friday 23 November. STA will use this information when planning deliveries of test materials.

Maintained schools and academies (including free schools)

Maintained schools and academies do not need to place a test order for standard versions of the KS2 tests because STA will calculate the quantities they require based on their census and pupil registration data. Modified tests should be ordered by Friday 23 November on NCA tools, if required.

Independent schools

Independent schools that participate in the KS2 assessment and reporting arrangements for one or more subjects must place a test order on NCA tools and issue privacy notices to parents by Friday 23 November. In order for independent schools to receive KS2 test materials, they must have an agreement in place with an LA to monitor the tests and moderate their TA, and have reported this information to STA, by Friday 14 December.

¹⁹ www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

²⁰ <https://ncatools.education.gov.uk>

Participating independent schools must upload details of the pupils who will take the tests in the 'Pupil registration' section of NCA tools by Friday 15 March. Section 13.1 details how this ARA applies to independent schools.

Special schools, PRUs, hospital schools and secure units

Special schools, PRUs, hospital schools and secure units should place test orders on NCA tools by Friday 23 November, if any pupils are working at the standard of the tests and are able to access them. Otherwise, STA will assume their pupils are not taking the tests and will not send test materials. If schools believe their pupils may reach the standard of the tests by the time of the tests, they should order test materials for them.

Special schools, PRUs, hospital schools and secure units are still required to participate in pupil registration, even if no pupils will take the tests.

5.7 Modified test materials

STA develops modified versions of the tests. They are primarily designed for pupils with significant visual impairments although they may be suitable for pupils with other needs, such as dyslexia. A pupil does not need to have an identified special educational need or disability to use the modified tests. Schools can contact STA's modified test agency on 0300 303 3019 for further advice about which modified materials may be suitable for their pupils, or to request copies of the modified large print and braille tests from the previous 3 years.

The versions available are:

- standard booklets, which are A4 (210mm x 297mm) with multi-tonal diagrams and illustrations.
- enlarged print versions, which are produced in a larger format booklet (257mm x 364mm). All text, pictures and non-scaled diagrams are larger than the standard versions.
- modified large print versions, which are in the larger format (257mm x 364mm), but more white space is present. Some diagrams are substituted for a high contrast design or require the use of physical models.
- braille versions, available in Unified English Braille (UEB) (275mm x 297mm), which are suitable for pupils with extremely limited or no vision. Diagrams are produced in tactile formats or as physical models.

All schools can order modified versions of the tests, in enlarged print, modified large print and braille, in the 'Test orders' section of NCA tools, until Friday 23 November.

Past versions of modified tests (excluding braille) are available in the [practice test materials](#)²¹ collection.

5.8 Delivery of test materials

Schools will receive their test materials, including any modified test orders, in the week beginning Monday 29 April. During the week beginning 29 April, STA will check for changes to the pupil registration data made after the deadline of Friday 15 March. If required, STA will dispatch additional materials from Tuesday 7 May up to the day of each test. Schools will not be sent KS2 mark schemes. They will be published on GOV.UK on Tuesday 28 May.

Materials are delivered to school addresses taken from [Get information about schools](#)²². Schools must log in via [Secure Access](#)²³ and make sure their details are up to date. Further information about updating records is provided on the website. If schools have not received their test materials by Friday 3 May, or they arrive unsealed or damaged, they should contact the national curriculum assessments helpline on 0300 303 3013.

Headteachers and teachers should read the guidance on [how to keep test materials secure](#)²⁴. Further guidance on receiving and storing test materials will be included in the [test administration guidance](#)²⁵. All test materials must be stored securely and treated as confidential from the point they are received in school until Friday 24 May.

Additional test materials

If schools require additional test materials, they should contact the national curriculum assessments helpline on 0300 303 3013 as soon as possible to arrange a delivery.

²¹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²² www.get-information-schools.service.gov.uk

²³ <https://sa.education.gov.uk>

²⁴ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

²⁵ www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag

Section 6: Test participation

6.1 Participating pupils

The tests are designed to be used with all pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests. This means that if pupils are considered able to answer the easiest questions, they should be entered for the test(s).

Most pupils taking the KS2 tests will be in year 6 and will reach the age of 11 by the end of the school year. Teachers should use their knowledge of each pupil when considering whether to administer the tests to them. They may also use [practice materials](#)²⁶ (see section 5.4) to inform these decisions.

Pupils who should not take the tests

Pupils should not take the tests if any of the following apply:

- they have not completed the relevant KS2 programme of study
- they are working below the overall standard of the KS2 tests (and are considered to be unable to answer the easiest questions)
- they are working at the standard of the KS2 tests but are unable to participate, even when using suitable access arrangements

The [pre-key stage 2 standards](#)²⁷ should be used to provide a statutory assessment outcome for pupils engaged in subject-specific study and who are working below the standard of the KS2 national curriculum assessments. Administering a KS2 test to a pupil who is known to be working below the standard of the test at the time may result in a maladministration investigation. Section 8 includes further guidance about TA at the end of KS2.

If a headteacher decides a pupil should not take one or more of the tests, they must report this decision to the parents. See section 11.2 for information about reporting to parents for pupils who have not participated in the tests.

If the 2019 tests are incorrectly administered to pupils who should not have participated, their completed test scripts must be sent for marking. This includes if a pupil starts a test and is unable to complete it. Pupils will be awarded test outcomes based on their achievements in those tests. Their test results will be included in the

²⁶ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²⁷ www.gov.uk/government/publications/pre-key-stage-2-standards

performance tables and must be included in the annual report to parents (see section 11.2).

Decisions on participation in the tests

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests.

In instances where a headteacher has cause to consider whether a pupil should participate in the tests they should:

- discuss the pupil's circumstances and needs with their parents and teachers
- consult, if appropriate, with their Special Educational Needs coordinator (SENCO), educational psychologists, medical officers or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities

6.2 Registering pupils for the tests

All pupils enrolled at maintained schools, maintained special schools and academies, who will complete the KS2 programmes of study in the 2018 to 2019 academic year, must be registered for the tests. This includes pupils who are working below the overall standard of the tests, and ultimately will not take them, and pupils who are working at the overall standard of the tests but cannot access them.

Pupils in their final year of KS2 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 school where the pupil is registered and who completed pupil registration in [NCA tools](#)²⁸ is responsible for ensuring that the tests are administered according to the published guidance and that the completed test scripts are returned to their home school immediately after the tests.

Pupils must be registered in the 'Pupil registration' section of NCA tools, which opens on Monday 18 February. Schools should register their pupils for the tests by Friday 15 March. Any pupils who arrive in school after this date should also be added.

Independent schools that have placed a test order must complete pupil registration by Friday 15 March in order to receive test materials and be allowed to participate in the 2019 tests. They must also have nominated, and have an agreement in place

²⁸ <https://ncatools.education.gov.uk>

with, their chosen LA for monitoring and moderation activities, and inform STA which LA they have selected by Friday 14 December.

Pupils younger or older than 11 at the end of KS2

Pupils must only be entered for the tests before the school year in which they are 11 if they have completed the relevant KS2 programme of study and the headteacher considers they are working at the overall standard of the tests.

Pupils older than 11 who have not yet taken the tests must be entered to take them at the end of the year in which they complete the relevant KS2 programmes of study, if the headteacher considers the pupil to be working at the overall standard of the tests.

Pupils working below the overall standard of the tests (code 'B')

Pupils who are assessed as working below the overall standard of the KS2 tests should be registered as below the standard during pupil registration. This includes pupils who are not expected to reach this standard by May 2019. They should be marked as 'B' (working below the standard of the test) on the test attendance register and should not take the test.

In English grammar, punctuation and spelling and mathematics, where there is more than one test paper, pupils must take all components in order to be awarded an overall test outcome. Pupils cannot take one component of the test and then be registered as below the standard for another component. For example, a pupil cannot take Paper 1 of the English grammar, punctuation and spelling test and be marked as 'B' on the attendance register for Paper 2. In this scenario STA would correct the pupil's status to 'A' (absent) and the pupil would be recorded as 'A' overall.

If a school decides not to enter a pupil for the tests because they are working below the overall standard, the pre-key stage standards should be used to provide a statutory TA outcome for the pupil (see section 8.5).

Pupils working at the standard of the tests but who are unable to access them (code 'U')

Schools should consider using access arrangements (see section 6.3) to enable all pupils who are working at the overall standard of the tests to take them. If a pupil is working at the standard of the tests but is unable to access them, even with appropriate access arrangements, they must be registered in the 'Pupil registration'

section of NCA tools but should not take the test. They should then be marked as 'U' (unable to access) on the attendance register.

Some examples of pupils who may fit this category are:

- pupils who have a disability
- pupils with specific medical needs or who have spent time in hospital towards the end of the key stage
- pupils who have been educated at home or excluded from school and need time to adjust to regular school life
- pupils who are experiencing, or have recently experienced, severe emotional problems

Pupils whose performance cannot be established because they have just arrived in school (code 'J')

Schools may not have enough time before the tests to determine a pupil's abilities and whether they are working at the overall standard of the tests. Where this is the case, the pupil must be registered in the 'Pupil registration' section of NCA tools but should not take the test. They should be marked as 'J' (just arrived) on the attendance register.

Examples of pupils who may fit this category include:

- pupils who have arrived in school during the weeks immediately before the tests
- pupils who have recently come from a different education system

If a test is administered to a pupil who has just arrived in school, the pupil should be marked as 'present' and their test script must be returned for marking.

6.3 Access arrangements

KS2 tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them. They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions. However, a small number of pupils may need additional arrangements. Access arrangements are adjustments that schools can make to support specific pupils during the tests. The support given must never advantage or disadvantage individual pupils, and must be based on normal classroom practice.

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEND support system, or whose learning difficulty and/or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

The [access arrangements guidance](#)²⁹ explains how readers, scribes, additional time and other arrangements can be used in each test, and what schools need to do to use them. It may be helpful to use practice materials (see section 5.4) with pupils before administering the tests. This will enable teachers to identify where support is needed and if any adaptations need to be made to either the test materials or the administration of the tests.

If the guidance does not cover a particular pupil's needs, schools should contact STA using 'Message us' in the 'Access arrangements' section of NCA tools. For general enquiries, schools should contact the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

Evidence for access arrangements

Schools must make sure they have documentation to show that a pupil is eligible for access arrangements in the event of a monitoring visit. This must include evidence that resources are routinely committed to providing this support in the classroom. Evidence will vary according to the type of arrangement and the tasks it is required for. Evidence may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork, to demonstrate the type of support provided in the classroom.

Schools could be subject to a [maladministration investigation](#)³⁰ if they cannot provide evidence that any access arrangements used in the tests are based on normal classroom practice.

²⁹ www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements

³⁰ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

6.4 Compensatory marks for the spelling paper

Pupils with a profound hearing impairment, and who do not use lip reading or a signing system, may not be able to participate in the spelling paper of the English grammar, punctuation and spelling test, even with the full range of access arrangements. Finger spelling cannot be used to administer the test. Schools can apply for [compensatory marks](#)³¹ to allow pupils with a profound hearing impairment to receive an overall test outcome for the English grammar, punctuation and spelling test.

Applications must be made in the 'Access arrangements' section of NCA tools by Monday 25 February. If the application for compensatory marks is approved, the pupil must not take the spelling paper and should be marked as 'A' on the attendance register for Paper 2: spelling. The pupil should still take the English grammar, punctuation and spelling test Paper 1: questions.

If the spelling paper is incorrectly administered to a pupil who is unable to access the test due to a profound hearing impairment, their completed test script must be sent for marking. The pupil will be awarded a test outcome based on their achievements in the test and will not be eligible for compensatory marks.

6.5 Pupils with English as an additional language

Pupils with EAL must be registered for the KS2 tests even if there is a valid reason why they will not take them.

English tests

If pupils cannot communicate in English, they will be working below the overall standard of the English tests and should not take them. In order to make a TA judgement, these pupils should be assessed using the pre-key stage standards if they are working below the lowest standard in the relevant framework (see section 8.5).

Mathematics tests

To establish a pupil's abilities in mathematics, teachers and language support staff should work together to translate national curriculum work into the pupil's preferred language.

³¹ www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements

If a pupil is working at the standard of the mathematics tests, the school should consider using access arrangements to enable the pupil to take the tests (see section 6.3). Care should be taken to ensure that any translation does not provide additional support or understanding of mathematical terms.

Pupils working below the overall standard of the mathematics tests should not take them. They should be marked as 'B' on the attendance register. These pupils should be assessed using the pre-key stage standards (see section 8.5).

Section 7: Test administration

7.1 When to administer tests

Schools must administer the KS2 tests on the days specified in the statutory timetable. Headteachers are responsible for deciding the start time of the tests but all pupils should take each test at the same time, where possible.

Tests must never be taken before the day specified in the statutory timetable.

Monday 13 May	<ul style="list-style-type: none">• English grammar, punctuation and spelling Paper 1: questions• English grammar, punctuation and spelling Paper 2: spelling
Tuesday 14 May	<ul style="list-style-type: none">• English reading
Wednesday 15 May	<ul style="list-style-type: none">• Mathematics Paper 1: arithmetic• Mathematics Paper 2: reasoning
Thursday 16 May	<ul style="list-style-type: none">• Mathematics Paper 3: reasoning

7.2 Administering a test in multiple sittings on the scheduled day

If necessary, schools can vary the start time of the tests for their pupils, for example if a pupil arrives late or the school has a large cohort and not enough staff to administer the tests to all pupils at the same time. Schools do not need to notify STA but should be prepared to explain the arrangements if they receive a monitoring visit.

If pupils are taking the test(s) at different times, schools must ensure:

- the content of the test(s) has remained confidential
- the affected pupils have not been in contact with any pupils who have already taken the test(s)
- the affected pupils have not had access to the test materials, for example via the internet or social media
- the pupils are in a fit state to take the test(s)

7.3 Timetable variations

If a school wishes to administer the tests to any pupils that cannot take them on the days specified in the statutory timetable, the school must apply for a timetable variation on [NCA tools](#)³². The application must be approved by STA before the pupil takes the tests. If approved by STA, a timetable variation allows an individual pupil, group of pupils or whole cohort, to take the tests up to 5 school days after the scheduled day. Schools must wait for approval from STA before beginning the test on a new day.

Headteachers' responsibilities when changing the statutory test timetable

If a school has an approved application for a timetable variation, the headteacher must ensure that:

- the pupil(s) take the test at the nominated time
- STA is informed of any variation to the nominated time
- each pupil is in a fit state to take the tests, particularly in cases where pupils are returning to school after illness or injury

Headteachers must also make sure that the affected pupil has not communicated with any other pupils who have already taken the test. Before a school applies for a timetable variation, headteachers must gain assurance from parents that the pupil:

- was kept apart from other pupils taking, or who have taken, the test
- has not had access to the test content through the internet, a mobile phone, or any other means during the test period

Guidance on [how to apply for a timetable variation](#)³³ is available, and schools should contact the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk if further advice is needed.

7.4 Absence during the test period

If a pupil is absent on the scheduled day of a test and returns within 5 school days, schools should make an application for a timetable variation provided they meet the above criteria. STA will not approve applications for timetable variations for unauthorised absences, family holidays or school activities such as staff training events, field trips and excursions. If a pupil does not return within 5 school days, or

³² <https://ncatools.education.gov.uk>

³³ www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation

an application for a timetable variation is rejected, they should be recorded as 'A' (absent) on the attendance register.

Pupils who do not take all test papers for a subject will receive a raw score for the papers they have completed but will not receive a scaled score. The overall outcome for a pupil who does not complete all test papers for a subject will be 'A' (absent).

7.5 Security of test materials

Headteachers must ensure the integrity of the tests is maintained so that no pupil has an unfair advantage. Schools must follow the guidance on [how to keep materials secure](#)³⁴ and treat them as confidential from the point of receipt, until Friday 24 May (after the timetable variation period has ended).

Sealed packs of test papers should only be opened in the test room when the pupils are ready to start the test, or within the hour before the test begins if minor modifications are necessary, unless STA has granted permission for [early opening](#)³⁵ of more than one hour.

School staff, including test administrators, must not discuss the content of the test papers with anyone, or use question-specific information to prepare pupils for the tests. In particular, content that could compromise a test must not be discussed on social media or published online. Any school behaviour that leads to test materials being shared before Friday 24 May will lead to a maladministration investigation (see section 9.1).

After the tests have been administered, any unused test materials, including English reading booklets, must be stored securely until Friday 24 May.

7.6 Making modifications to tests

Before making the decision to modify the standard test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil. See section 5.7 for how to order enlarged print, modified large print and braille versions of the tests.

Schools can open the test materials up to one hour before the administration of the tests if they need to make specific modifications to the papers for particular pupils. This may include copying onto coloured paper or enlarging the test. Headteachers

³⁴ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

³⁵ www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements

must ensure that the confidentiality of the tests is maintained while any modifications are being made.

Schools are responsible for ensuring that any modifications made to the tests are done correctly. STA will not compensate, or give special consideration, where test papers have been incorrectly modified.

Schools should consider how much time they will need to make any modifications. If schools need more than an hour before the test start time to make the modifications, they must make an application for early opening in the 'Access arrangements' section of NCA tools by Monday 25 February. Guidance on [early opening](#)³⁶ is available, and schools should contact the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk if further advice is needed.

7.7 Administering the tests

Schools must administer the tests in accordance with STA's [test administration guidance](#)³⁷, which will be updated in March 2019. Headteachers must make sure the guidance is read, understood and followed by school staff as appropriate, including test administrators. STA will provide test administration instructions with the KS2 tests. They will contain test-specific content so must only be accessed immediately before the administration of each test.

Schools and LAs should contact the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk if clarification of the guidance is required.

7.8 Packing and collection of scripts

Schools must send all test scripts for external marking. Headteachers are responsible for making sure the school's completed test scripts are immediately collated, packed and sealed correctly. All test scripts must be collected, ensuring every pupil is accounted for.

Full guidance will be provided in the [attendance register and test script dispatch instructions](#)³⁸, which will be updated in March 2019.

³⁶ www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements

³⁷ www.gov.uk/government/collections/key-stage-2-tests-administer-the-tests

³⁸ www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch

7.9 Monitoring the tests

LAs have a statutory duty to make monitoring visits to at least 10% of their schools. This includes:

- maintained schools
- participating PRUs or special schools
- academies that have chosen to be monitored by the LA
- independent schools that have chosen to participate in the tests, registered their pupils and selected the LA for their monitoring visits
- a sample of schools, which STA will identify

These visits may take place before, during and after the test period.

Monitoring visitors, on behalf of the LA, will make unannounced visits to schools administering the tests. They will check if the school is following the published test administration guidance on:

- keeping the test materials secure
- administering the tests
- returning the scripts

If a school receives a monitoring visit they must allow visitors to:

- see all key stage 1 (KS1) and KS2 test materials, and any relevant delivery notes
- observe any KS2 tests being administered
- see evidence to show that pupils using access arrangements, for example prompters, scribes or readers, are doing so in accordance with STA's [access arrangements guidance](#)³⁹
- see copies of correspondence and other documents sent to, and received from, the LA or STA about the administration of the KS2 tests

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

- administrative irregularities
- potential maladministration

³⁹ www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements

These investigations are used to make decisions about the accuracy of pupils' results. For further information, schools and LAs should refer to the [guidance on monitoring visits](#)⁴⁰, which will be updated in March 2019.

Academies

Academies must choose which LA is responsible for monitoring their KS2 tests and must have a written agreement in place with their chosen LA. Academies will be presumed to be working with their geographical LA and should inform STA if they intend to choose an alternate LA in the 'Teacher assessment' section of NCA tools, by Friday 14 December.

If a school became an academy on, or after, 2 September 2018 they will be part of their geographical LA's arrangements for monitoring the tests and will be unable to select an alternate LA until the 2019 to 2020 academic year.

Failure to have an agreement in place with an LA may lead to non-compliance action being taken.

Independent schools

Independent schools must choose which LA is responsible for monitoring the KS2 tests and moderating their TA. They must have a written agreement in place with their chosen LA and should inform STA of their choice by Friday 14 December in the 'Teacher assessment' section of NCA tools. This can be their closest geographical LA or another of their choosing.

⁴⁰ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

Section 8: Teacher assessment

8.1 Overview of teacher assessment

TA judgements in English writing and science are reported at the end of KS2. TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning. DfE uses KS2 TA data in [performance tables](#)⁴¹ (see section 10.5).

8.2 Important dates

October	<ul style="list-style-type: none">• STA moderation training in English writing for LAs.
November 2018 to January 2019	<ul style="list-style-type: none">• LA moderator standardisation exercises for English writing.
Friday 14 December	<ul style="list-style-type: none">• Deadline for academies to confirm to STA which LA will monitor the tests and moderate their TA if they will be using a non-geographical LA to provide external moderation services.• Deadline for independent schools participating in the tests to confirm to STA which LA will monitor the tests and moderate their TA.
Monday 25 February	<ul style="list-style-type: none">• LAs informed by STA on, or shortly after, this date if they will receive an external moderation visit.
Friday 17 May	<ul style="list-style-type: none">• Schools informed by the LA on, or after, this date if they will receive an external moderation visit.
Monday 20 May	<ul style="list-style-type: none">• ‘Teacher assessment’ section of NCA tools⁴² opens.
Tuesday 4 June to Thursday 27 June	<ul style="list-style-type: none">• LAs undertake external moderation of KS2 English writing TA.
Thursday 27 June	<ul style="list-style-type: none">• Deadline to submit KS2 TA data in the ‘Teacher assessment’ section of NCA tools. STA cannot guarantee that data submitted late will be published in the first release of school performance tables or Analyse School Performance⁴³ in the autumn term.

⁴¹ www.gov.uk/government/collections/statistics-key-stage-2#primary-school-performance-tables

⁴² <https://ncatools.education.gov.uk>

⁴³ www.analyse-school-performance.service.gov.uk

8.3 What teachers must assess

Teachers must make judgements for each eligible pupil against the standards set out in the [TA frameworks](#)⁴⁴ or the [pre-key stage 2 standards](#)⁴⁵. [Exemplification materials](#)⁴⁶ are available to help teachers make their judgements, if additional guidance is needed.

Teachers must use their knowledge of a pupil's work over time, taking into account their written, practical and oral classwork.

Teachers may not be able to provide a full TA judgement for some pupils, for example if they have recently arrived from overseas or because of long periods of absence. Schools will still need to report a TA code for these pupils when they submit their TA data.

8.4 Teacher assessment frameworks

The TA frameworks set out the standards a pupil must be assessed against at the end of the key stage for English writing and science. Teachers must use them to fulfil their statutory duty to report at the end of KS2.

The frameworks contain a number of 'pupil can' statements. Teachers should follow the specific guidance for each subject in the frameworks when making their judgements. Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for the preceding standards. Pupils' work that demonstrates they are meeting a standard is sufficient to show they are working above the preceding standards.

The frameworks do not include English reading and mathematics because schools are no longer required to make statutory TA judgements in these subjects at the end of KS2 from the 2018 to 2019 academic year onwards.

Framework for English writing

The KS2 English writing framework contains 3 standards:

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

⁴⁴ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

⁴⁵ www.gov.uk/government/publications/pre-key-stage-2-standards

⁴⁶ www.gov.uk/government/collections/key-stage-2-teacher-assessment

Pupils who have not yet completed the programme of study and are not working towards the expected standard should be assessed using the pre-key stage standards (see section 8.5).

Framework for science

The science framework has been modified for use from the 2018 to 2019 academic year onwards. The ‘pupil can’ statements have been refined for clarity, based on feedback from teachers and other education experts.

For KS2 science the framework contains one standard:

- ‘working at the expected standard’

A pupil who has completed the programme of study will be judged as either ‘working at the expected standard’ or ‘has not met the expected standard’.

8.5 Pre-key stage standards

Pre-key stage standards must be used for statutory assessment at the end of KS2 for pupils who are working below the overall standard of national curriculum assessments engaged in subject-specific study.

The pre-key stage standards follow the same principles as the TA frameworks. They each contain a number of ‘pupil can’ statements for teachers to assess against, providing evidence to show that pupils have met the standard they have been awarded. Teachers should follow the specific guidance for each subject in the pre-key stage standards when making their judgements.

Pupils who have not yet completed the English reading, writing and mathematics programmes of study should be assessed using the pre-key stage standards:

- Standard 6 (working at the KS1 expected standard)
- Standard 5 (working towards the KS1 expected standard)
- Standard 4
- Standard 3
- Standard 2
- Standard 1

Pupils who are working below the lowest standard in one of the TA frameworks because they cannot communicate in English should be assessed using the pre-key stage standards.

If a pupil has SEND and is working below the pre-key stage standards, their statutory outcome should be reported using P scales 1 to 4. P scales 1 to 4 must continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS2 for the 2018 to 2019 academic year.

8.6 External moderation of teacher assessment

External moderation is statutory. It gives confidence that schools' TA judgements for KS2 English writing are accurate and consistent with national standards, as specified in the TA frameworks and the exemplification material.

LAs will inform schools on, or after, Friday 17 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Tuesday 4 June to Thursday 27 June. STA will monitor and provide quality assurance to LA external moderation processes.

Local authorities

LAs are required to externally moderate at least 25% of maintained schools. They are also required to externally moderate at least 25% of academies and participating independent schools that opt into the LA's external moderation provision. The purpose of this moderation is to validate TA judgements in English writing. LAs must ensure all schools they are responsible for are moderated once every 4 years, or more frequently if required.

STA assumes academies are being moderated by their geographical LA, unless informed otherwise.

STA's [TA guidance](#)⁴⁷ for KS2 English writing TA includes details of the external moderation process and the procedures the LA should follow. They must refer to the guidance to ensure the requirements are met, and that robust moderation processes are followed.

Maintained schools

Schools must submit accurate and valid TA judgements. STA's TA guidance includes details of the moderation process and how visits are carried out. Headteachers must refer to the guidance to ensure that the essential requirements are met and that robust moderation processes are followed.

⁴⁷ www.gov.uk/government/collections/key-stage-2-teacher-assessment

Academies (including free schools)

Academies must comply with the requirements for maintained schools within this ARA.

Academies must choose which LA is responsible for external moderation of their KS2 English writing TA. They must have a written agreement in place with their chosen LA and should inform STA using the 'Teacher assessment' section of NCA tools if they intend to use a non-geographical LA by Friday 14 December. Academies that do not select an alternate LA for moderation will be presumed to be using their geographical LA.

If a school became an academy on, or after, 2 September 2018, they will be part of their geographical LA's arrangements for external moderation of their TA and cannot select an alternate LA until the 2019 to 2020 academic year.

All academies must have an agreement in place with an LA for moderating their KS2 TA, whether this is their geographical or non-geographical LA.

Academies may be charged for this service and should ensure costs for all moderation activities, including potential re-moderation, are agreed with the LA in advance. They must give the LA a copy of their most recent external moderation visit record and the outcome.

Funding for these activities is paid directly to the geographical LA in the first year following conversion to an academy. Subsequent payments are made directly to the academy every four years.

If an academy fails to make a written agreement with an LA to undertake monitoring of the KS2 tests and external moderation of their KS2 TA, this information will be passed to Ofsted and may result in a maladministration investigation by STA.

Independent schools

Participating independent schools must have a written agreement in place with the LA that will monitor the KS2 tests and complete external moderation of their TA.

An independent school can only claim that its results are comparable with national or local results if it has taken part in the LA external moderation process and has been moderated in the first year of participation. Participating independent schools must also follow the same STA guidance, quality assurance and maladministration processes as maintained schools and academies if they wish to make these comparisons.

Funding for external moderation

Each LA receives direct funding from DfE. Academies receive direct funding through DfE grants for KS2 statutory external moderation.

LAs should factor in the costs of re-moderation activities at the beginning of the year as part of the funding that they retain centrally from maintained schools. They should not place additional charges on schools for appeals or re-moderation of TA judgements. STA's TA guidance provides further details about re-moderation of TA judgements.

Further information on retaining funding can be found in the [Pre-16 schools funding: guidance for 2019 to 2020: Operational guide](#)⁴⁸. Further information about the provision of services and facilities by LAs can be found in section 8 of the [Schemes for financing schools](#)⁴⁹.

How STA monitors local authorities' moderation

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

Triggers for inclusion in STA's external moderation sample may include:

- date and/or outcome of last external moderation visit
- change of moderation manager
- unusual patterns of attainment
- the outcome of STA's English writing standardisation exercise for LA moderators
- concerns relating to the 2017 to 2018 assessment cycle

If an LA is selected, STA's external moderators will:

- meet with the KS2 moderation manager and appropriate personnel to discuss approaches to moderation, training and support
- attend one or more of the LA's moderation visits
- report to STA on the LA's approach to moderation, the robustness of the moderation model used, as well as the accuracy of the validated judgements

⁴⁸ www.gov.uk/government/publications/pre-16-schools-funding-guidance-for-2019-to-2020

⁴⁹ www.gov.uk/government/publications/schemes-for-financing-schools

8.7 Submitting teacher assessment

Schools must use the codes detailed in the [submitting TA data guidance](#)⁵⁰ for reporting TA data at the end of KS2. TA judgements in English writing and science must be submitted to STA in the 'Teacher assessment' section of NCA tools by Thursday 27 June.

Maintained schools, including special schools

Schools must submit TA judgements in English writing and science. Schools must do this by either submitting their data:

- using NCA tools
- via their LA, where the LA has agreed to submit using NCA tools on their behalf

To ensure schools submitting data to LAs have sufficient time for moderation, LAs should not request the data before midday on Monday 24 June, at the earliest.

A school's submission must include TA data for every pupil:

- the school registered to take a national curriculum test (even if they did not subsequently take the test)
- registered as working below the overall standard of the tests

Academies

Academies must report TA in line with the arrangements set out in their funding agreements.

Independent schools and non-maintained special schools

Independent schools that wish to publish and compare their national curriculum assessment results with local or national data, and non-maintained special schools participating in the assessment and reporting arrangements, should submit TA judgements.

⁵⁰ www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data

8.8 English writing TA standardisation training and exercises for LAs

STA is taking a number of steps to support LAs to conduct moderation in the 2018 to 2019 academic year. These include regional training events in October 2018 (earlier than in previous years) as well as standardisation exercises for moderation managers and lead moderators in November 2018. Those that are successful in completing these exercises will then cascade the standardisation training to all LA pool moderators.

In December 2018 and January 2019 there will be further exercises available for LA pool moderators to complete.

8.9 Pupils who move schools

Change of school before KS2 test week

If a pupil changes school before test week, the receiving school must submit TA data for them.

Change of school during KS2 test week

If a pupil changes school during test week, the school where the pupil was registered at the beginning of test week must submit TA data for them.

Change of school after KS2 test week

If a pupil changes school after test week, the school where the pupil was registered during test week must submit TA data for them.

Section 9: Maladministration

The term ‘maladministration’ refers to any act that:

- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that do not reflect pupils’ unaided work

Schools could be subject to investigations of maladministration if they do not comply with:

- the 2019 assessment and reporting arrangements (ARA)
- STA’s [test administration guidance](#)⁵¹, including instructions provided with the test materials

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy of any pupil’s test results. The [maladministration investigation procedures](#)⁵² explain how STA processes allegations, as well as roles and responsibilities for school visits. This is supported by [guidance for LAs](#)⁵³ carrying out visits on behalf of STA.

Anybody with concerns about the administration of the tests, the accuracy of TA judgements, and/or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

9.1 Maladministration of the tests

Allegations of maladministration can come from misunderstandings about correct test administration. To help avoid this, all staff, pupils and parents involved should understand how, and when, the tests will be administered.

STA may annul a school’s test results if it concludes that there is doubt about the accuracy of pupils’ assessments.

⁵¹ www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag

⁵² www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

⁵³ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

9.2 Maladministration of teacher assessment

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

Examples of maladministration include:

- lack of independent work
- changes to TA judgements by school staff to influence school assessment outcomes

Once an investigation has finished, STA is responsible for deciding whether the school's TA is accurate. STA may annul the school's TA judgements if it concludes that there is doubt about the accuracy of TA data.

Section 10: Marking and test results

10.1 Marking of the tests

The KS2 tests are marked according to the published mark schemes by markers recruited and trained by STA's marking supplier. Mark schemes for the 2019 tests will be published on [GOV.UK](https://www.gov.uk)⁵⁴ on Tuesday 28 May.

The 2019 tests will be marked according to the same published marking principles as in 2018. These principles are detailed in the general guidance on marking in the 2018 KS2 mark schemes for [English reading](#)⁵⁵, [English grammar, punctuation and spelling](#)⁵⁶ and [mathematics](#)⁵⁷. As part of a continual improvement process, STA will continue to work with the marking supplier to ensure the 2019 tests are marked fairly and consistently.

10.2 Return of results to schools

Test results will be available in the 'Pupil results' section of [NCA tools](#)⁵⁸ from 7:30am on Tuesday 9 July. Each pupil registered for the tests will receive:

- a raw score (the number of marks awarded)
- a scaled score
- confirmation of whether or not they met the expected standard

Conversion tables for the 2019 tests will also be published on GOV.UK and NCA tools on Tuesday 9 July, so schools can understand how pupils' scaled scores are derived from their raw scores.

If there is an ongoing investigation into maladministration, results will not be available to the school until the investigation is complete.

10.3 Return of test scripts to schools

Test scripts that have been marked on screen can be accessed on NCA tools from Tuesday 9 July.

⁵⁴ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁵⁵ www.gov.uk/government/publications/key-stage-2-tests-2018-english-reading-test-materials

⁵⁶ www.gov.uk/government/publications/key-stage-2-tests-2018-english-grammar-punctuation-and-spelling-test-materials

⁵⁷ www.gov.uk/government/publications/key-stage-2-tests-2018-mathematics-test-materials

⁵⁸ <https://ncatools.education.gov.uk>

Test scripts marked on paper, including modified versions of the tests, and test papers photocopied by a school, are returned to schools in hard copy. Schools should check the script return website to ensure they know which scripts were marked on paper. These test scripts will be returned to schools by Tuesday 9 July.

Schools must report any test scripts which have been marked on paper that are missing as soon as possible to the national curriculum assessments helpline on 0300 303 3013.

If there is an ongoing investigation into maladministration, test scripts will not be available to the school until the investigation is complete.

10.4 Reviews of marking

Schools can apply for a [review of marking](#)⁵⁹ if they believe there is evidence that the mark scheme has not been applied correctly or a clerical error has occurred. The deadline for applications is Friday 19 July.

The majority of reviews will be undertaken on screen using the original scans of the pupil's test papers. Test scripts marked on paper must be returned in order for the review to take place. These scripts will have been returned to the school.

Schools will be informed of the outcome of review applications on NCA tools on Wednesday 11 September. All test scripts reviewed on screen will be available on NCA tools. Any test scripts reviewed on paper will be returned to schools by this date.

10.5 How DfE uses test results

When calculating school-level performance measures for the [performance tables](#)⁶⁰, DfE includes all pupils who have completed KS2, regardless of whether they have been entered for the tests.

⁵⁹ www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results

⁶⁰ www.gov.uk/government/collections/statistics-key-stage-2#primary-school-performance-tables

This includes pupils:

- with SEND
- who took the tests and achieved a scaled score of 99 or below (working below the expected standard)
- who were recorded as 'A' (absent)
- who were recorded as 'B' (working below the standard of the tests)
- who were recorded as 'U' (unable to access the tests)
- who were recorded as 'J' (just arrived)

The performance tables report pupils' results in the year in which they reach the end of KS2. Where a pupil takes one test early, the results will not be reported in the performance tables until the year in which the remaining tests are taken. Test results will be published in [Analyse School Performance](#)⁶¹. Technical guidance on 2019 [primary accountability](#)⁶² and school-level progress measures will be published by DfE.

⁶¹ www.analyse-school-performance.service.gov.uk

⁶² www.gov.uk/government/publications/primary-school-accountability

Section 11: Reporting to parents

11.1 Annual reports

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

The term 'parent' is used here as defined in section 576 of the [Education Act 1996](#)⁶³:

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

Academies' requirements are set out in their funding agreements.

11.2 What reports must cover

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

The report must cover the pupil's:

- achievements
- general progress
- attendance record

At KS2, it must also include:

- the results of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the expected standard
- the outcomes of statutory national curriculum TA in English writing and science
- where appropriate, a statement explaining why any national curriculum test has not been taken
- comparative information about the attainment of pupils of the same age in the school
- comparative information about the attainment in the core subjects of pupils of the same age nationally

⁶³ www.legislation.gov.uk/ukpga/1996/56

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.

For maintained schools, it is a requirement that reports include pupils' general progress in statutory subjects. This includes subjects within the KS2 national curriculum as well as religious education, unless a child has been withdrawn from this subject by their parents (under section 71 of the [School Standards and Framework Act 1998](#)⁶⁴). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) Regulations 2005](#)⁶⁵.

Pupils not participating in the tests

If a headteacher decides that a pupil should not take one or more of the tests, they must explain this decision to the pupil's parents before the test period. They should also write a report which:

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

A summary of the report must be sent to the:

- pupil's parents
- chair of the governing body

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

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

Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher of the receiving school should write an annual report for the pupil. The report should draw upon information transferred from the pupil's previous school (see section

⁶⁴ www.legislation.gov.uk/ukpga/1998/31/contents

⁶⁵ www.legislation.gov.uk/uksi/2005/1437/made

12.3). This should be issued to the pupil's parents. The parents should have the opportunity to discuss the report with their child's teacher.

Pupils registered at more than one school

Pupils may be registered at more than one school. This helps to ensure continuity of teaching for pupils whose families travel for 'occupational purposes' (see below) or who may not have a fixed address.

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

Regulation 9 of the [Education \(Pupil Registration\) Regulations 2006](#)⁶⁶ allows the dual registration of 'families that travel for occupational purposes'. Regulations 9(3) and 9(4) define which school would be the base school (school of ordinary attendance). Regulation 9(1) applies to a pupil who:

- has no fixed abode for the reason that his/her parent is engaged in a trade or business of such a nature as to require him/her to travel from place to place
- is at the time registered as a pupil at 2 or more schools

⁶⁶ www.legislation.gov.uk/uksi/2006/1751/made

Section 12: Keeping and maintaining records

12.1 Pupils' educational records

Schools must ensure that educational records are maintained and disclosed to parents on request, as prescribed in the [Education \(Pupil Information\) Regulations 2005](#)⁶⁷. Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher
- originating from, or supplied by, LA employees
- originating from, or supplied by, teachers or other employees of the school

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

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

Under the General Data Protection Regulation (GDPR) and the [Data Protection Act 2018](#)⁶⁸ (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 Act. This includes:

- personal information appearing in a pupil's educational record
- any other information they hold which identifies individuals, including pupils, staff and parents

Schools must consider the implications of the DPA, under which they are required to [register](#)⁶⁹ as a data controller with the [Information Commissioner's Office](#)⁷⁰ (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the Act and advice on developing their data policies. DfE provides suggested text for [school privacy notices](#)⁷¹.

⁶⁷ www.legislation.gov.uk/uksi/2005/1437/made

⁶⁸ www.legislation.gov.uk/ukpga/2018/12/contents

⁶⁹ www.legislation.gov.uk/uksi/2018/480/contents/made

⁷⁰ www.ico.org.uk

⁷¹ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

12.2 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the GDPR, the DPA and the [Freedom of Information Act 2000](#)⁷². Access to a pupil's educational information held by a maintained school is covered by a parent's right of access under the Education (Pupil Information) Regulations 2005.

Under these Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, for free, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record, this must also be provided within 15 school days of receipt of the request. Governing bodies can charge a fee for these copies but this must not be more than the cost of supply. The ICO provides further information on [charges](#)⁷³.

The Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil could not lawfully be given under the DPA. It also relates to information which they would not have right of access to under that Act, by virtue of paragraph 18 in Schedule 1 or paragraph 16 in Schedule 2 to the Act. This includes material that may cause serious harm to the physical or mental health or condition of the pupil or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility. This affects the parent's entitlement to receive such information.

The ICO can provide further advice.

12.3 Transferring records to a pupil's new school

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the CTF. This requirement is set out in the Education (Pupil Information) Regulations 2005, as amended.

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

⁷² www.legislation.gov.uk/ukpga/2000/36/contents

⁷³ www.ico.org.uk/for-the-public/schools/pupils-info

Schools should arrange to exchange data by another secure method if transferring information to a school outside England where [school to school](#)⁷⁴ (S2S) is not available. Information must be transferred within 15 school days of the pupil ceasing to be registered at the old school.

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

- through the S2S secure file transfer system
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

If either school is unable to send or receive information in this way, LAs may provide the file. However, there must be agreed and secure local arrangements in place.

If the new school is unknown, DfE recommends that the school should still complete the CTF and load it onto S2S. If a school does not receive CTFs for a new pupil, they can ask their LA to search for the files on S2S.

Schools can refer to the S2S guides for details on:

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

[Schedule 2 of the Education \(Pupil Information\) Regulations 2005](#)⁷⁵, as amended in 2016, explains more about the content of CTFs.

⁷⁴ www.gov.uk/school-to-school-service-how-to-transfer-information

⁷⁵ www.legislation.gov.uk/ukxi/2005/1437/contents/made

Section 13: Legal requirements and responsibilities

13.1 Application of ARA to different types of school

Maintained schools

The ARA applies to maintained schools, including maintained special schools, with pupils in KS2. There are different arrangements for maintained hospital schools (see below).

Maintained schools must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that any disadvantage to disabled pupils, compared to their peers, is minimised. See sections 6.3 and 6.4 for information about the adjustments available for the KS2 tests.

Academies (including free schools)

All references to academies include free schools as, in law, they are academies. The following information also applies to [alternative provision](#)⁷⁶ (AP) academies.

An academy's funding agreement may say that they will follow guidance issued by the Secretary of State for Education in relation to assessments of pupils' performance. If so, they must comply with the ARA and take part in statutory assessments on the same basis as maintained schools. The KS2 ARA is only applicable if the academy provides education to pupils at this stage.

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

Academies must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Academies must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that any disadvantage to disabled pupils, compared with their peers, is minimised. See sections 6.3 and 6.4 for information about the adjustments available for the KS2 tests.

Academies must choose which LA is responsible for monitoring their KS2 tests and moderating their TA. They must have a written agreement in place with their chosen

⁷⁶ www.gov.uk/government/publications/alternative-provision

LA, and if this will not be their geographical LA, they should inform STA of their choice by Friday 14 December. Academy trusts must make sure their academies have complied with the external moderation, monitoring and data submission requirements in this publication.

Independent schools

Independent schools in England may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of KS2, although they are not required to do so. Participating independent schools must follow the guidance in this ARA. Their results will not be reported in the performance tables.

If an independent school chooses to participate, they must place a KS2 test order on [NCA tools](https://ncatools.education.gov.uk)⁷⁷ by Friday 23 November 2018 and complete pupil registration by Friday 15 March 2019.

Participating independent schools must confirm their intent to issue a privacy notice to the parents of pupils who are going to participate in any tests. They should gain approval from the parents of each participating pupil before the school places a test order.

Participating independent schools that wish to receive test materials must have a written agreement in place with the LA that will monitor the KS2 tests and complete external moderation of their TA, and report this information to STA by Friday 14 December.

The 2019 KS2 test materials will be available on [GOV.UK](https://www.gov.uk)⁷⁸ from Tuesday 28 May, after the test administration window has closed. Independent schools not intending to fully participate in the KS2 assessments should download test materials, instead of placing a test order.

Pupil referral units and maintained hospital schools

Pupils studying at a PRU or hospital school, but who are on the register of a maintained school or academy, are expected to take the KS2 tests. Their results should be reported by the school where the pupil is registered. It is the responsibility of maintained schools and academies to register such pupils for the KS2 tests.

Pupils not on the register of a maintained school or academy who attend a PRU or hospital school are not expected to take the tests. However, they are expected to receive a comparable education to a pupil in a mainstream school. Therefore, it is

⁷⁷ <https://ncatools.education.gov.uk>

⁷⁸ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

recommended that KS2 tests form part of their educational provision, where appropriate.

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests (see section 6.1).

Service Children's Education schools

SCE schools take part in the national curriculum assessment and reporting arrangements in line with the administration in England. This includes administering the KS2 tests and submitting TA data.

Overseas schools

Overseas schools that are not SCE schools cannot formally participate in the KS2 assessment and reporting arrangements. They will be able to download the 2019 materials from GOV.UK from Tuesday 28 May, after the test administration window.

Non-maintained special schools

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of KS2, although they are not required to do so. If they choose to participate, they should follow the arrangements in this ARA.

Non-maintained special schools that choose to participate in the KS2 tests must place a test order on NCA tools by Friday 23 November, and complete pupil registration by Friday 15 March 2019.

Home-educated pupils

Pupils who are educated at home cannot take part in the end of KS2 assessments unless they are on the register of a maintained school, academy or other independent school that is participating.

13.2 Regulatory concerns

If schools have any regulatory concerns that have not been fully addressed by STA in line with the published procedures, these can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). [Ofqual](http://www.ofqual.gov.uk)⁷⁹ regulates qualifications, examinations and assessments in England.

⁷⁹ www.ofqual.gov.uk/contact

Section 14: Further information

14.1 Useful websites and links

- NCA tools
<https://ncatools.education.gov.uk>
- Get information about schools
www.get-information-schools.service.gov.uk

Key stage 2 tests

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests, including information on:

- test administration
- access arrangements
- keeping materials secure
- maladministration
- results
- science sampling tests

Teacher assessment

Collection available at www.gov.uk/government/collections/key-stage-2-teacher-assessment, including:

- TA frameworks
- instructions for submitting TA including codes
- exemplification material
- TA guidance

National curriculum tests: practice materials

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-practice-materials, including:

- past papers and sample materials
- scaled score conversion tables

Guidance for local authorities

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-guidance-for-local-authorities, including information on:

- data collection
- monitoring visits and maladministration
- TA guidance

14.2 Additional resources

- STA assessment updates
www.gov.uk/government/collections/sta-assessment-updates
- Information for parents
www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents
- STA's playlist on YouTube
www.youtube.com/user/educationgovuk

14.3 Help and support

For general enquiries about the assessment and reporting arrangements at KS2 contact:

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk



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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](#), as amended. 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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This document is available for download at www.gov.uk/government/publications.

Reference: STA/18/8180/e

ISBN: 978-1-78644-940-5



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