

KEY STAGE  
2

YEARS  
3–6

National Curriculum assessments

# Assessment and reporting arrangements

Key Stage 2

2012

**Standards and  
Testing Agency**

An executive agency of the  
Department for Education

The *Assessment and reporting arrangements* (ARA) contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (amended by SI 2009/1585 , SI 2010/290, SI 2010/677 and SI 2011/2392). 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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# 1. Changes for 2012

Following Lord Bew's independent review of Key Stage 2 testing, assessment and accountability, the 2012 National Curriculum tests in mathematics, English reading and science sampling will be administered in line with previous years' arrangements. Interim arrangements will be in place for English writing in 2012, ahead of fully implementing Lord Bew's recommendations in 2013.

## 1.1 Arrangements for English writing

The interim arrangements for English writing in 2012 will be similar to the approach at the end of Key Stage 1. A child's English writing result will be a teacher assessment judgement of their work across Year 6. Teachers' judgements will be informed by and take account of (but not be limited by) the child's result on a standard test.

It is a statutory requirement for schools to administer an English writing test to all eligible children and to use the results to inform their teacher assessment. Two different English writing tests will be available. Schools may administer either:

- An internally marked writing test which will be distributed to schools in February 2012. This can be taken at a time of the school's choosing before the end of June and should be administered under normal test conditions.

Or,

- An externally marked writing test which will be distributed to schools with the English reading materials by Wednesday 9 May 2012. This test must be taken on Tuesday 15 May 2012 and must be administered under normal test conditions.

Schools wishing to administer the externally marked writing test should confirm this on the Test orders section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) by Wednesday 30 November 2011. Schools will not be able to change their preference after this date.

Regardless of which English writing test is administered, the test result will inform a teacher assessment judgement. It is solely the teacher assessment in writing (and not test results) that will be published, that will contribute towards an overall English level and that will be used for accountability purposes.

There will be no reviews service for the externally marked English writing test.

### 1.2 English writing sample

A sample of schools will be required to administer the externally marked English writing test on Tuesday 15 May 2012. The Standards and Testing Agency (STA) informed these schools that they had been selected for the sample at the end of October 2011.

This sample will be used to monitor national standards. Schools which are selected will have a statutory responsibility to administer this test on this date.

Results from the sample will not be used for school accountability. Schools will receive results which they should use to inform their teacher assessment of writing.

### 1.3 External moderation of teacher assessment in English writing

For a sample of schools, teacher assessment judgements in English writing will be subject to external moderation to ensure that teacher assessment is accurate and consistent with national standards. Moderation visits will consider ordinary work produced across Year 6. Schools will not be expected to produce any additional work or compile portfolios for moderation. This moderation will take place on a non-statutory basis. After evaluation, a full system will be introduced on a statutory basis in 2013. Separate guidance on the moderation process will be available at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment).

### 1.4 The level 6 tests

Level 6 tests in English reading, writing and mathematics now form part of the suite of Key Stage 2 National Curriculum tests. These tests are optional and are aimed at high attaining children. Headteachers should take into account a child's expected attainment prior to entering them for these tests as they should already be demonstrating attainment above level 5.

The level 6 English reading and mathematics tests will be provided to schools who have registered children for these tests and must be administered on the dates specified in the test timetable (see section 4). Completed test scripts should be sent for external marking. Marked scripts and results will be available to schools on Tuesday 10 July 2012 and a reviews service will be offered for these tests.

The level 6 English writing test will be available for schools to download from the Test orders section of NCA tools from the end of February 2012. This test can be administered by the school at a time of their choosing by the end of June 2012. Completed test scripts should not be sent for external marking and should be marked internally. No reviews service will be offered for this test.

To be awarded an overall level 6 in a subject, a child must achieve both a level 5 in the end of Key Stage 2 test and pass the level 6 test for that subject. Schools can refer to the 2011 level 6 test papers in order to inform their assessment of whether to enter children for the test. These papers are available on the Test orders section of NCA tools.

Children entered for level 6 tests are also subject to the same statutory National Curriculum assessment as other children and are required to take the statutory National Curriculum tests. Further information on level 6 tests can be found in section 4.5.

## 1.5 Collecting attainment target-level teacher assessment

Lord Bew's review also recommended that more detailed information on a child's attainment should be provided to parents and secondary schools.

Schools should provide information to parents on the component parts of each subject (i.e. for each attainment target).

Schools should continue to submit attainment target data for each child through their management information system. This data will be made available to secondary schools in addition to overall subject levels to inform their planning.

## 1.6 Absence during the test period

Lord Bew's review recommended that children who are absent for a National Curriculum test (for a valid reason) can take the test up to a week after the published test date. This is being trialled in 2012. Further information can be found in section 7.2.

## 2. Key dates

Wednesday 30 November 2011	<p>Deadline for ordering Key Stage 2 National Curriculum and level 6 test materials (standard and modified versions).</p> <p>Deadline for schools to opt in to administer the externally marked English writing test.</p> <p>Deadline for ordering optional tests in English and mathematics (standard and modified versions).</p> <p>Deadline for independent schools to order test materials and submit privacy notices.</p> <p>Any schools wishing to place or change modified test orders for the statutory or optional tests after the deadline should contact STA's modified test helpline on 0300 303 3019.</p>
Monday 9 January 2012	Access arrangements section of NCA tools opens for applications for additional time, early opening and compensatory marks
February 2012	<p>STA confirms orders for modified statutory test materials to schools.</p> <p>Level 6 writing test available to download.</p>
W/c 20 February 2012	Delivery of English writing test to schools who are administering the internally marked writing test
Monday 27 February 2012	<p>Pupil registration section of NCA tools opens.</p> <p>Deadline for submitting applications for additional time, early opening and compensatory marks</p>
Wednesday 29 February 2012	Level threshold table available for the internally marked English writing tests
5 -16 March 2012	Delivery of optional tests to schools that have placed orders
Friday 23 March 2012	Deadline for completing pupil registration
Friday 20 April 2012	Deadline for STA / local authorities to inform schools of outcome of additional time or early opening applications

W/c 30 April 2012	Delivery of externally marked Key Stage 2 and level 6 test materials (standard and modified versions) and stationery items to schools
Tuesday 8 May 2012	Teacher assessment section of NCA tools opens
Friday 1 June 2012	Deadline for special consideration applications
Friday 1 June 2012	Deadline for submitting the headteacher's declaration form
Friday 29 June 2012	Deadline for STA to inform schools of outcome of special consideration applications
Tuesday 10 July 2012	Level threshold tables available (externally marked Key Stage 2 tests and level 6 tests)
Tuesday 10 July 2012	Results available for externally marked Key Stage 2 tests and level 6 tests
Friday 13 July 2012	STA's final deadline for accepting teacher assessment and P scale data*
Friday 20 July 2012	Deadline for review applications
Friday 7 September 2012	Reviewed test scripts and review outcomes returned to schools

## 2012 National Curriculum test timetable

Monday 14 May 2012	English reading test
Tuesday 15 May 2012	<i>For schools administering externally marked English writing test and schools selected in the sample</i> English writing test (shorter task) and spelling test English writing (longer task)
Wednesday 16 May 2012	Mental mathematics test Mathematics <i>Test A</i>
Thursday 17 May 2012	Mathematics <i>Test B</i>
Friday 18 May 2012	Science sampling tests (selected schools only)
Monday 21 May 2012	Level 6 test in English reading
Tuesday 22 May 2012	Level 6 tests in mathematics

\* Wednesday 11 July 2012 is the statutory deadline for submitting teacher assessment and P scale data, however STA will accept submissions until Friday 13 July 2012.

## 3. Introduction

### 3.1 What is the ARA?

The *Assessment and reporting arrangements* (ARA) explains the statutory requirements and provides information and guidance on the Key Stage 2 National Curriculum assessment and reporting arrangements in 2012. It explains the statutory assessment and reporting arrangements for children throughout and at the end of Key Stage 2.

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

The term 'parent' is used in the 2012 Key Stage 2 ARA as defined in section 576 of the Education Act 1996 as:

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

### 3.2 Legal status of the ARA

This ARA contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1039 (as amended by SI 2009/1585, SI 2010/290, SI 2010/677 and SI 2011/2392). This Order is made under section 87(3) of the Education Act 2002. This 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. This ARA also contains guidance and information that does not form part of the law.

### 3.3 Who needs to use the ARA?

All those responsible for assessment and reporting in Key Stage 2 need to refer to the ARA and ensure they are aware of any changes from previous years.

### 3.4 The Standards and Testing Agency (STA)

The Secretary of State for Education announced on 5 November 2010 that a new executive agency was to be established within the Department for Education, accountable to him for the secure delivery of statutory assessment and reporting arrangements.

STA was launched on 1 October 2011 and responsibility for the relevant functions has now passed from the Qualifications and Curriculum Development Agency (QCDA) to STA.

STA has responsibility for the development and delivery of all statutory assessments at Key Stages 1, 2 and 3 and the Early Years Foundation Stage Profile.

The Office of Qualifications and Examinations Regulation (Ofqual) will continue to have an important regulatory role in ensuring the integrity and impartiality of statutory assessment and testing.

STA's framework document, providing further information on its operation, is available from the Department's website at [www.education.gov.uk](http://www.education.gov.uk).

## 3.5 Responsibilities

This ARA explains the statutory responsibilities of maintained schools for assessment and reporting in Key Stage 2. Academies (including Free Schools) are required to follow these arrangements, as set out in their funding agreements. Further information about the responsibilities of Academies (including Free Schools) is available on page 11.

### Headteachers

Headteachers of maintained schools, including special schools, have a duty to ensure that the National Curriculum and associated assessment arrangements are implemented in their school.

The Academy or Free School's funding agreement requires that the Academy Trust (the body that runs the Academy) complies with any guidance issued by the Secretary of State to ensure that children take part in assessments and teacher assessments as they apply to maintained schools. It is the headteacher's responsibility to ensure these assessment arrangements are implemented.

Headteachers must:

- ensure teachers and other staff comply with the assessment and reporting arrangements;
- identify which children have reached the end of Key Stage 2 and are working at level 3 or higher, ensuring all children who will take the test and those that are working below the level of the tests are registered;
- decide whether any children should be entered early for the Key Stage 2 tests;
- ensure any children who are registered at a maintained school and attend a pupil referral unit (PRU), are registered for the Key Stage 2 tests at the maintained school on the Pupil registration section of NCA tools at [www.education.gov.uk/nca\\_tools](http://www.education.gov.uk/nca_tools);
- ensure that teacher assessment levels in the core subjects of English, mathematics and science are submitted to STA for all children at the end of Key Stage 2;
- ensure that teacher assessment information submitted to STA includes results for each attainment target in each of the core subjects of English, mathematics and science;
- keep all test materials secure and treat them as confidential;
- ensure that the test opening and administrative procedures are followed;
- be able to give an accurate account of all those who have had access to the test materials before, during and after the test period;
- carry out all externally marked tests according to the published timetable unless STA has approved a timetable variation;

- follow the arrangements for administering the English writing test, either by internally marking or following the arrangements for external marking of the test;
- provide parents with written reports on, and the opportunity to discuss, their child's progress at least once in each school year, as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437;
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437; and
- cooperate with any monitoring visits, including visits to the school by local authority representatives.

In addition, headteachers should:

- consider identifying children who are judged to be working above level 5 to enter the level 6 tests; and
- cooperate with any writing teacher assessment moderation visits, including visits by local authority representatives or STA.

### Teachers of children in Key Stage 2

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

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

Maintained schools have a statutory duty and Academies (including Free Schools) are required, as set out in their funding agreement, to ensure provision is made to meet the special educational needs of their children. The access arrangements allowed in the Key Stage 2 tests are set out in section 5.

### Governing bodies

Governing bodies of maintained schools have a duty to exercise their functions with a view to making sure that the National Curriculum and the assessment arrangements are implemented in their school. If the headteacher is temporarily or permanently absent, the governing body should ensure the deputy headteacher or delegated senior member of staff carries out the headteacher's duties as specified in this ARA.

### Overseas schools

Service Children's Education schools are required to participate in the Key Stage 2 assessments in line with the arrangements for administration in England. Overseas schools are not able to formally participate but may choose to purchase copies of the tests from the Department's website at <http://orderline.education.gov.uk/international>. Tests will be dispatched in May 2012, after the statutory tests have taken place.

### Local authorities

Local authorities must do all they can to ensure that assessment arrangements are implemented and, in particular, must monitor whether assessment arrangements are

being administered correctly. Local authorities must ensure that schools administer the statutory assessment and reporting arrangements appropriately. Local authorities should ensure that schools and, where appropriate, Academies (including Free Schools) understand and follow the statutory requirements.

To do this, local authorities will:

- offer schools training and advice on all aspects of assessment at Key Stage 2;
- moderate the teacher assessment of English writing in a sample of schools;
- consider requests from their schools for early opening or additional time;
- make unannounced visits to at least 10 per cent of their Key Stage 2 schools before, during and after the test period;
- inform STA of any irregularities in the test administration process and discuss steps to take; and
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

## Academies (including Free Schools) in England

Where it is a requirement of their funding agreement, Academies (including Free Schools) must ensure that they comply with the Key Stage 2 National Curriculum assessment arrangements. Where the funding agreement for an Academy or Free School provides that it shall comply with guidance issued by the Secretary of State in relation to assessments and teacher assessments of children's performance, this ARA is that guidance and the Academy or Free School must comply with it.

Academies (including Free Schools) are no longer required to teach the National Curriculum programmes of study in English, mathematics and science but must teach these subjects as part of a broad and balanced curriculum. Academies (including Free Schools) must fully comply with the assessment and monitoring requirements as set out in this ARA. Key Stage 2 arrangements are only applicable to those Academies (including Free Schools) that provide education to children at these stages of learning.

## PRUs, hospital schools and children educated at home

Children still on the register at a maintained school, Academy or Free School but studying at a PRU or hospital school are required to take the tests and their results must be reported. It is the responsibility of maintained schools and Academies (including Free Schools) to ensure that the child is registered.

Children not on the register of a maintained school, Academy or Free School that attend a PRU or hospital school are not required to take National Curriculum tests.

Children who are educated at home are not allowed to take the tests unless they are on the register of a maintained school, Academy (or Free School) or an independent school which is participating in the tests.

### Independent schools

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

Participating independent schools should fully comply with these assessment and reporting arrangements. Independent schools participating in one or more of the tests should:

- ensure any eligible child takes the test(s);
- place orders for standard and modified tests, including an estimated number of early and late takers, on the Test orders section of NCA tools by Wednesday 30 November 2011. If an independent school does not meet the ordering deadline, the school will be excluded from the 2012 National Curriculum tests for Key Stage 2;
- issue a privacy notice to the parents of any child participating in one or more of the tests and receive approval before submitting pupil registration data;
- cooperate with any monitoring requests, including visits to the school by STA representatives;
- register all eligible children for the tests by Friday 23 March 2012;
- send relevant test scripts for external marking; and
- record teacher assessment levels and submit these to STA.

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

Independent schools that are not formally participating in the National Curriculum tests may purchase the Key Stage 2 tests to administer informally. Tests can be purchased from <http://orderline.education.gov.uk> and will be dispatched in May 2012, after the statutory tests have taken place.

### 3.6 Concerns and complaints

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

Where schools feel that their regulatory concerns have not been fully addressed by STA in line with the published procedures, enquiries and concerns can be sent to Ofqual at Spring Place, Coventry Business Park, Herald Avenue, Coventry CV5 6UB, or by email to [info@ofqual.gov.uk](mailto:info@ofqual.gov.uk).

## 4. An overview of the Key Stage 2 tests

The Key Stage 2 tests are designed to test children's knowledge and understanding of specific elements of the Key Stage 2 programmes of study. They provide a snapshot of a child's attainment at the end of the key stage. Children must take the tests on the days specified below unless a change to the timetable has been agreed by STA.

The 2012 Key Stage 2 tests will be held from Monday 14 May to Friday 18 May 2012. Level 6 tests in English reading, writing and mathematics are also available for schools to administer to high attaining children on an optional basis. Externally marked level 6 tests in English reading and mathematics will be held on Monday 21 May and Tuesday 22 May 2012. Schools selected to participate in the science sample must ensure that they are able to administer the science sampling tests on Friday 18 May 2012.

Monday 14 May 2012	<b>English reading test</b> 15 minutes of reading time with 45 minutes to answer questions
Tuesday 15 May 2012	<i>For schools administering the externally marked English writing test or schools selected in the sample</i> <b>English writing test (shorter task)</b> 20 minutes <i>and</i> <b>Spelling test</b> 10 minutes <b>English writing test (longer task)</b> 45 minutes (including up to 10 minutes of recommended planning time)
Wednesday 16 May 2012	<b>Mental mathematics test</b> 20 minutes <b>Mathematics Test A</b> 45 minutes
Thursday 17 May 2012	<b>Mathematics Test B</b> 45 minutes
Friday 18 May 2012	<b>Science sampling tests (selected schools only)</b> <b>Test A</b> 45 minutes <b>Test B</b> 45 minutes
Monday 21 May 2012	<b>Level 6 test in English reading</b> 10 minutes of reading time with 50 minutes to answer questions
Tuesday 22 May 2012	<b>Level 6 tests in mathematics</b> <b>Test A</b> 30 minutes <b>Test B</b> 30 minutes

All maintained schools (including special schools) and Academies (including Free Schools), as well as independent schools that choose to take the tests, must complete pupil registration. This must be completed for all National Curriculum tests, including the externally marked level 6 tests. Pupil registration includes registering those children who are working below the level of the tests and those who are unable to access the tests.

Further information on pupil registration will be available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) in February 2012.

### 4.1 Who are the Key Stage 2 tests for?

All children enrolled at maintained schools or at Academies (including Free Schools), who will have completed the Key Stage 2 programme of study in the 2011/12 school year, must be registered for the tests. All children working at level 3 or above must take the tests, unless they have taken the tests in the past (see section 4.6).

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

Children in their final year of Key Stage 2 who attend a PRU or hospital school but are still on the register of a maintained school, Academy or Free School must also participate in the tests.

In addition, schools can administer level 6 tests in English reading, writing and mathematics. These tests are optional and are aimed at high attaining children (see section 4.5).

### 4.2 The English tests

Schools are required to administer:

- English reading test;
- English writing shorter task and spelling test; and
- English writing longer task.

The English reading test must be administered on Monday 14 May under secure test conditions.

Two options are available for administering the English writing test. Schools may administer either:

- An internally marked writing test that will be distributed to schools in February 2012. This can be taken at a time of the school's choosing before the end of June and should be administered under normal test conditions; or
- An externally marked writing test that will be distributed to schools with the English reading materials by Wednesday 9 May 2012. This test must be taken on Tuesday 15 May 2012 and must be administered under normal test conditions.

Regardless of which test schools choose to administer, they should use the writing test results to inform a teacher assessment judgement of a child's work across Year 6.

Children's reading test results will be combined with their writing teacher assessment to calculate the overall English level. Further information will be published on the Department's website at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment).

Speaking and listening are not currently tested but levels are reported as part of teacher assessment judgements.

### Writing sampling test

Schools selected in the sample will be required to administer the externally marked writing test as part of a sample that will be used to monitor national standards. STA informed these schools of their selection in the sample at the end of October 2011. Participation is statutory for selected schools. The list of schools will be published at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

Participating schools must ensure that they administer the writing sampling tests on Tuesday 15 May 2012. Outcomes of the writing sampling tests will not be used for school or local authority level accountability purposes. However, schools will receive results which they should use to inform teacher assessment of writing. Further details on how overall English levels will be calculated will be available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

## 4.3 The mathematics tests

The mathematics tests comprise:

- *Test A* (a non-calculator paper)
- *Test B* (a calculator paper)
- mental mathematics test.

Children's marks from all three tests will be aggregated to calculate their overall mathematics level.

## 4.4 The science sampling tests

Selected schools will participate in the science sampling tests. STA will inform selected schools by the end of February 2012. Participation is statutory for selected schools. The list of schools will be published after they have been notified.

The science sampling tests will take place on Friday 18 May 2012. Schools must ensure that they are able to administer the tests on this date. Outcomes of the science sampling tests will not be used for school or local authority level accountability purposes.

The 2012 Key Stage 2 *Science sampling arrangements* (SSA) will be made available for schools when they have been notified of their selection in the sample.

More information on science sampling will be available on the Department's website at [www.education.gov.uk/sciencesampling](http://www.education.gov.uk/sciencesampling) from February 2012.

## 4.5 The level 6 tests

Schools can also administer level 6 tests in English reading, writing and mathematics to high attaining children. These tests are optional.

The level 6 English reading and mathematics tests will be provided to schools who have registered children for these tests and must be administered on the dates specified in the test timetable. Completed test scripts should be sent for external marking. Marked scripts and results will be available to schools on Tuesday 10 July 2012 and a reviews service will be offered for these tests.

The internally marked level 6 test in English writing will be available for schools to download from the Test orders section of NCA tools at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) from the end of February 2012. This test can be administered by the school at a time of their choosing up to the end of June 2012. Completed test scripts should **not** be sent for external marking and should be marked internally. No reviews service will be offered for this test.

Headteachers should take into account children's expected attainment prior to entering them for these tests as they should already be demonstrating attainment above level 5.

Children will be required to achieve both a level 5 in the end of Key Stage 2 test and pass the level 6 test in the corresponding subject, in order to be awarded an overall level 6 test result in that subject. Children will otherwise be awarded the level achieved in the end of Key Stage 2 test. Schools can refer to the 2011 level 6 test papers in order to inform their assessment of whether to enter a child for the test. These papers are available on the Test orders section of NCA tools.

Children entered for level 6 tests are subject to the same statutory National Curriculum assessment as other children and are required to take the statutory National Curriculum tests.

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

If schools are considering entering a child for the tests early (before the school year in which they are 11) or keeping a child in Year 6 for another year, they should contact their local authority assessment advisers (if a maintained school) or STA (if an independent school, an Academy or a Free School) for further advice.

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

Where children are assessed in a subject early, their result should be reported in the year they take the test.

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

### Reporting for performance tables

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

## 4.7 Children working below the level of the tests

Children who are assessed as working below level 3 and who are not expected to reach this level by May 2012 must be registered, but will not sit the tests. Children working below the level of the tests must be entered as 'B' (working below the level of the tests) on the Pupil registration section of NCA tools and on the attendance register.

Registering the children and submitting teacher assessment is the only statutory requirement for children working below level 3. However, they should still be included when reporting results.

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

If the 2012 National Curriculum tests are administered to children working below the level of the tests, their completed test scripts must be sent for external marking. These children will be awarded levels based on their achievements in those tests. Children should be recorded as present '✓' not 'B' on the attendance register.

Headteachers must submit teacher assessment using P scales for those children with SEN who are working towards level 1 of the National Curriculum. More information on P scales will be available on the Department's website at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment) from January 2012.

## 4.8 Children with English as an additional language

Children with English as an additional language (EAL) should be registered for the English and mathematics tests.

### English tests

If children cannot communicate in English they must not take the English tests and must be entered as 'B' on the Pupil registration section of NCA tools and on the attendance register.

### Mathematics tests

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

If children are working below the level of the mathematics tests, they must be entered as 'B' on the Pupil registration section of NCA tools and on the attendance register.

If a child is working at the level of the mathematics tests, the school should enter the child and administer the tests using the access arrangements set out in section 5.

## 4.9 Children whose level cannot be established

If a school does not have enough time before the tests to determine a child's level, they must enter the child as 'T' on the attendance register and the child should not sit the tests. For example, this would apply to children who have recently arrived from a different education system.

If the 2012 National Curriculum tests are administered to children who have been marked as 'T', their completed test scripts must be sent for external marking. These children will be awarded levels based on their achievements in those tests.

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

Children with a profound hearing impairment may not be able to participate in the externally marked spelling test or the mental mathematics test even with the full range of access arrangements. In these cases, schools should request a formal exemption from the spelling and mental mathematics tests (see section 5.5). If the child attempts either of those papers, the mark will stand and a compensatory mark will not be given.

If the exemption request is approved, the child should be marked as 'A' (for absent) on the attendance register. However, schools must send the child's test script for external marking. The child will be given a compensatory mark for these tests and will still get a subject level, provided they have completed the written papers and gained enough marks overall.

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

Children who are working at the level of the tests but who are unable to access them should be registered for the tests and entered as 'T' on the Pupil registration section of NCA tools or on the attendance register. Some examples are included below.

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

Schools are responsible for making arrangements to determine whether a child is working at the level of the tests but is unable to access them. The headteacher can make final decisions without permission from the local authority. Full details on arrangements for children working at the level of the tests but who are unable to access them are set out in section 5.

If the 2012 National Curriculum tests are administered to children who have been marked as 'T', their completed test scripts must be sent for external marking. These children will be awarded levels based on their achievements in those tests. A child should be recorded as present (✓) and not 'T' on the attendance register.

## 4.12 What if there is disagreement with the school's decision about whether a child should participate in the tests?

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

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

## 5. Access arrangements for the Key Stage 2 tests

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

### 5.1 Who are access arrangements for?

Schools should consider:

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

Access arrangements may be appropriate for:

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

Schools must ensure that documentation showing that a child is eligible for access arrangements is available for inspection in the event of a monitoring visit. This must include evidence that resources are routinely committed to providing the support in the classroom. If schools use access arrangements for a child inappropriately, the child's results may be annulled. Schools can make applications and download notification forms from the Access arrangements section of NCA tools from January 2012. Further information will also be available at [www.education.gov.uk/accessarrangements](http://www.education.gov.uk/accessarrangements).

### 5.2 Overview of types of access arrangements

There are two types of access arrangements:

- Applications – these must be approved by STA or the local authority. Schools must submit an online form on the Access arrangements section of NCA tools at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) by the deadlines specified overleaf.
- Notifications – these are made at the school's discretion. Schools should download and complete the relevant notification form from the Access arrangements section of NCA tools and attach it to the child's test script.

Access arrangement	How to make an application/complete a notification form	Deadline	Approval
Early opening	<p><b>How to apply:</b> Via the Access arrangements section of NCA tools.</p> <p><b>Who is it for:</b> For example if a school needs to open test papers more than one hour before a test is due to start. This may be necessary if a school needs to prepare apparatus, make adaptations to text or if test materials need to be securely transported to another location, such as a PRU or hospital school.</p>	27 February 2012*	Maintained schools** – local authority Independent schools*** – STA
Additional time	<p><b>How to apply:</b> An application is not required for children with a statement of SEN. In all other cases, apply on the Access arrangements section of NCA tools.</p> <p><b>Who is it for:</b> If a child needs additional time in a particular subject. See section 5.3 for the tests used to provide evidence.</p> <p>Schools do not need to request permission for additional time for the spelling test, as this test is not strictly timed and the time quoted is for guidance only.</p> <p>Additional time is not allowed for the mental mathematics tests with the exception of children with visual or hearing impairment and children who use sign language. For further information, refer to the 2012 modified test administrators' guides which will be available from March 2012 at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p>	27 February 2012*	Maintained schools** – local authority Independent schools*** – STA
Use of a reader	<p><b>How to apply:</b> No application or notification form is needed.</p> <p><b>Who is it for:</b> If a child already has reading support in the classroom.</p> <p>Readers must be used on a one-to-one basis and must not be another child at the school, or relative, carer or guardian of the child.</p> <p>No part of the reading test or the child's responses to the reading test may be read to a child, other than the general instructions.</p>	No deadline	At school's discretion

\* Applications will only be considered after this date if they relate to a child who joined the school on or after 1 February 2012 or whose SEN needs have significantly changed recently.

\*\* Maintained schools in this context include Academies (including Free Schools) under the responsibility of the local authority.

\*\*\* Independent schools in this context include any Academies (including Free Schools) that do not fall under the local authority's responsibility.

Access arrangement	How to make an application/complete a notification form	Deadline	Approval
Use of a scribe	<p><b>How to apply:</b> Complete the Use of a scribe notification form and attach to script.</p> <p><b>Who is it for:</b> If a child is:</p> <ul style="list-style-type: none"> <li>• physically unable to write their own answers or use a word processor;</li> <li>• physically able to write but has a severe motor disability that causes discomfort when writing;</li> <li>• physically able to write but writes very slowly;</li> <li>• physically able to write but finds writing very difficult; or</li> <li>• physically unable to write following an unforeseen injury (schools may also consider administering 25 per cent additional time – they do not need to apply for the additional time in these instances).</li> </ul> <p>Scribes may also act as a reader and must not be another child at the school, or relative, carer or guardian of the child. Scribes must ensure all language, punctuation and phrasing are the child's own and follow precisely the child's instructions to add diagrams, charts and graphs in the mathematics tests. If a scribe is used in the writing test, a mean mark of 2 (out of 3) is awarded for handwriting.</p>	No deadline	<p>At school's discretion.</p> <p>Use of a scribe must be normal classroom practice.</p> <p>Schools should consider using a word processor, transcription or ordering enlarged print tests before deciding to use a scribe.</p>
Use of a transcript	<p><b>How to apply:</b> Complete the Use of a transcript form and attach to original test script and transcript.</p> <p><b>Who is it for:</b> If it will be very difficult for the external marker to read a child's writing.</p> <p>A transcript can only be made at the end of the test. The test administrator should transcribe the work with the child present before the child leaves the test room. A different colour pen, but not red, should be used to transcribe on the child's script. Extensive/full transcripts should be transcribed onto a new test paper.</p>	No deadline	At school's discretion

Access arrangement	How to make an application/complete a notification form	Deadline	Approval
Use of a word processor	<p><b>How to apply:</b> Complete the Use of a word processor or other technical or electrical aid form and attach it to the child's test scripts.</p> <p><b>Who is it for:</b></p> <ul style="list-style-type: none"> <li>• In the mathematics test: if a child normally uses a word processor.</li> <li>• In the English test: if a child has a special educational need and uses a word processor or similar aid as part of normal classroom practice.</li> </ul> <p>Editorial functions must not be used in the tests.</p> <p>Children who use a word processor for the writing test (longer task) will be awarded a mean mark of 2 (out of 3) for handwriting.</p>	No deadline	At school's discretion
Use of technical or electrical aids	<p><b>How to apply:</b> Complete the Use of a word processor or other technical or electrical aid form and attach it to the child's test scripts.</p> <p><b>Who is it for:</b> Predictive text can be used for children who have a physical disability that prevents them from accessing the test in the given time without using predictive text.</p> <p>The use of predictive text must be normal classroom practice. Predictive text is not allowed in the spelling test.</p> <p>Voice-activated software may be used as long as any editorial functions are turned off and the validity and reliability of the tests are maintained.</p>	No deadline	At school's discretion

Children with a visual or hearing impairment	<b>Further information</b>
Visual impairment	For further information, refer to section 5.7 and the 2012 <i>Modified test administrators' guide</i> (modified large print and Braille tests for children with a visual impairment), which will be available from March 2012 at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a> .
Hearing impairment and children who use sign language	For further information, refer to section 5.7 and the 2012 <i>Modified test administrators' guide</i> (tests for children with a hearing impairment and children who use sign language), which will be available from March 2012 at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a> .
<b>Other types of access arrangement that can be made at the school's discretion</b>	
Children using apparatus	In the mathematics tests, teachers may provide real objects that look like those illustrated in the tests if this is normal classroom practice. This is normally used for children who have difficulties accessing two-dimensional diagrams. Teachers may indicate on the test papers where real objects are available for children to look at. Teachers must take care to use shapes that are identical to those drawn and to keep relative sizes the same. Children should not use number apparatus, counters, number squares or dotted paper.

<b>Other types of access arrangement that can be made at the school's discretion</b>	
<p><b>Rest breaks</b></p> <p>Schools can allow rest breaks for children who find it difficult to concentrate, or who may experience fatigue, by splitting the tests into sections or stopping the clock. If a school decides to split a test into sections, they must:</p> <ul style="list-style-type: none"> <li>● ensure the splitting into sections is carried out only during the hour before the test is due to start;</li> <li>● administer all sections of the test on the timetabled day;</li> <li>● make sure the child has the same overall time to complete the test as those who take the test in one sitting;</li> <li>● keep the questions in the same order; and</li> <li>● give the child an opportunity to attempt all parts of a paper, so that the test properly reflects their attainment.</li> </ul> <p>The content of the test must not be discussed during a rest break. Schools providing rest breaks must stop the clock and must not give additional time. Rest breaks can be used during the reading passage in the reading test, however all of the reading passage must be read before the questions are seen or attempted.</p>	<p><b>Prompters</b></p> <p>Schools may use prompters in all tests to help children with severe attention problems. Prompters should only be used to draw a child's attention back to the task. They should not advise the child on which questions to do, when to move on to the next question or the order in which to attempt questions.</p> <p>The prompter should be the child's own learning support assistant. A prompter must not be a relative, carer or guardian of the child. They must be used on a one-to-one basis and should work with the child in a separate room from the rest of the cohort. The prompter should agree the best way to prompt before the test begins. Verbal prompting may be used where this is in line with the support the child normally receives in class.</p> <p>In situations where the child finds it difficult to concentrate on individual questions, adhesive notes or stickers may be used to cover other questions on the page. However, the whole of the question the child is currently working on should remain uncovered. This should only be done when it is in line with the support the child normally receives in class.</p>

## 5.3 Tests for additional time

The tests used to produce evidence for additional time should be up to date and fully standardised. They should also be age appropriate and have a ceiling level equivalent to, or above, the chronological age of the child.

Data from STA optional tests and previous National Curriculum tests cannot be used as evidence, as these tests are not designed to assess a child's eligibility for additional time.

Each application for additional time is considered against the profile set out below. To be eligible for up to 25 per cent additional time, a child must meet:

- at least three of the criteria outlined in section A; or
- one of the criteria outlined in section B.

### Section A:

**A1:** The child's reading score (using a test of comprehension, single word reading or reading rate, i.e. accuracy with speed) is in the below average range for the child's age.

- 'Below average' refers to a standardised score of below 85.

**A2:** Children increase their reading comprehension age by nine months or more when allowed 25 per cent additional time to complete a timed reading test, or there is other evidence of slow reading speed.

- Most children will complete a timed reading test in the time allowed. Children who work very slowly may benefit from additional time to complete the test and this could be used as evidence in a request for additional time. Children should not be told at the start of the test that additional time will be allowed as this may cause them to slow down their work. Provide children with two different coloured pens and ask them to change pen at the start of the additional time allowance. It is then possible to check how the additional time has been used (for example, to continue answering, to proofread or check, or to complete questions missed out).
- Other specific evidence – for example, some tests specifically test reading rate (a combination of accuracy and speed).

**A3:** The child's free writing speed is 10 words or fewer per minute.

- A recognised test of writing speed should be carried out or a child should be asked to write for at least 10 minutes and the number of words written per minute calculated.

**A4:** The child has a phonological processing speed that is in the low range or below average range for the child's age.

- 'Low' or 'below average' refers to a standardised score of below 90.

**A5:** There is a significant discrepancy between cognitive ability and performance, shown by:

- At least average verbal reasoning, non-verbal reasoning or quantitative scores alongside below average literacy scores (as criterion A1). 'At least average' refers to a standardised score of 90 or above and 'below average' to a standardised score of below 85; and/or
- A difference of 20 points or more between verbal and performance IQ.

## Section B

**B1:** A child with EAL is on level 1 (threshold or secure) or level 2 of the common scale for assessment provided in *A language in common* (QCA/00/584/p).

- These children would be working below the level of the English tests and should not be entered for them. Additional time will not be granted for them. Additional time will only be granted in mathematics for these children if they are working at the level of these tests.

**B2:** An appropriate professional such as a doctor, educational psychologist, physiotherapist, occupational therapist, qualified teacher of the visually impaired or teacher of the deaf has made a recent recommendation for additional time because of a physical disability or a medical condition or sensory impairment that affects the child's ability to access the tests. Please include the name and field of expertise of the professional.

- The recommendation must make clear why the condition affects the child's ability to work under timed conditions. Any relevant scores in the report should be included. Recommendations that do not make it clear may be rejected.

**B3:** Other exceptional circumstances.

- There may be a very small number of children who genuinely need additional time to complete a test but do not meet the above criteria. Appropriate evidence, including details of how additional time will enable them to access the tests, must be provided.

## 5.4 Arrangements for children with EAL

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

Children with EAL who are not working at the level of the tests should not be entered for the tests and should be entered as 'B' on the attendance register (see section 4.7).

Children with EAL who have just arrived in the country and for whom the school has not been able to establish a level should not be entered for the tests and should be entered as 'T' on the attendance register (see section 4.9).

If children with EAL normally work in the English language in the classroom, they should also access the tests by reading and writing in English. If children with EAL use a combination of English and their first language in the classroom, a number of options are available in the tests, as long as this reflects normal practice in the classroom.

## English tests

The English tests assess a child's ability to read and write in English, therefore oral and written translations of the questions cannot be given. Only the general instructions (information on the front cover of the question paper and any directions that are not part of the actual questions) can be translated. No help may be given with reading or understanding the questions or passages of text on which questions are based.

Inappropriate use of translators may lead to annulment of the child's results.

## Mathematics tests

- The child can read the tests in English and answer in English.
- The child can read the tests in English and answer in their first language. A transcript should then be made by the child's usual translator. The child's test script, translated test script and use of a transcript form should then be sent to the marker.
- A reader can be provided to read the tests to the child in English and the child can then write their answer in English. No transcript is necessary.
- An oral translation can be given to the child by a translator at the time of the tests and the child can then write their responses in English.
- An oral translation can be given to the child by a translator at the time of the tests and the child can then write their responses in their first language. A transcript should be made by the child's usual translator. The child's test script, translated test script and use of a transcript form should then be sent to the marker.
- A written translation can be provided to the child and the child can then respond in English. No transcript is necessary.
- A written translation can be provided to the child and the child can then respond in their first language. A transcript should then be made by the child's usual translator. The child's test script, translated test script and use of a transcript form should then be sent to the marker.

If written or oral translations are not normally provided in class, they should not be provided in the tests. Where oral translations or readers are provided, this must be on a one-to-one basis. If a child provides answers orally, this must also be on a one-to-one basis. If only one translator is available and several children require a translator, timetable variations should be considered. If written translations are normally provided in class, they should be made during the hour before the test is due to start. If, due to exceptional circumstances, it is not possible to complete the translation in the hour before the tests, an application needs to be made to open one day early.

The headteacher is responsible for assuring the quality of any translation made.

## Preparing translators

Translations should be made at the time of the test. In exceptional circumstances, the school should apply for a timetable variation or early opening if a translator is not going to be available on the day.

Translators need to bear in mind that children with EAL may not be familiar with some subject vocabulary and technical terms in their preferred language and should be advised accordingly by the school. A translator must not be a relative, carer or guardian of the child requiring a translation.

## 5.5 Compensatory marks

There may be a small number of children who are unable to participate in the spelling test or the mental mathematics test even with the full range of access arrangements. These children will have a profound hearing impairment and will not use lip-reading or a signing system.

In these circumstances, schools can apply for compensatory marks for the spelling and/or the mental mathematics tests. This mark will be based on average scores during pre-testing and means that children will still get a subject level, provided they have completed the written papers for the relevant subjects and gained enough marks overall. The deadline for applications for compensatory marks is Monday 27 February 2012.

Further details on how schools can apply for compensatory marks will be made available on the Department's website at [www.education.gov.uk/accessarrangements](http://www.education.gov.uk/accessarrangements) in January 2012.

## 5.6 Special consideration

Special consideration can be approved for a child whose performance in the tests is affected by extremely distressing circumstances so that the child is not in a suitable state to sit the test. Schools may wish to consider the guidance outlined in section 4.11.

An application can only be made where a child has taken all the tests in a subject. No level can be awarded for a child who was absent from one or more of the tests in the subject applied for.

Eligible circumstances for special consideration include:

- Death of a close family member or close friend up to 12 months before the tests, or where there are ongoing implications such as an inquest or court case at the time of the tests. Where whole groups of children are affected, normally only the most closely involved will be eligible.
- Serious and disruptive domestic crisis.
- Terminal illness of a child or close family member; significant incapacitating illness of a child or close family member; major surgery; severe disease; severe car accident; severe or permanent bodily injury; severe asthmatic attack; flare up of severe congenital conditions such as epilepsy or diabetes; physical assault or trauma.

Applications for special consideration can only be made to STA. STA must receive applications for special consideration by Friday 1 June 2012, and will inform schools of the outcome of their application by Friday 29 June 2012. Schools should not send applications for special consideration to external markers.

Further details on how schools can apply for special consideration will be made available on [www.education.gov.uk/accessarrangements](http://www.education.gov.uk/accessarrangements) in January 2012.

## 5.7 Modified tests

Modified large print, Braille and enlarged print test papers are available.

The 2012 modified test administrators' guides will be available from March 2012 from the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) and will provide detailed information on administering the modified tests.

### Early opening

If schools wish to open modified tests early, they should request permission in the usual way.

### Additional time

Children using modified large print or Braille versions of the tests are automatically entitled to up to 100 per cent additional time. Children using enlarged print versions of the tests are not automatically entitled to additional time unless they have a statement of SEN, in which case they are allowed up to 25 per cent additional time for written tests at the school's discretion.

Children with permanent or long-term hearing loss, or who access the tests using sign language and who are using the modified versions of the mental mathematics test, are automatically entitled to up to 100 per cent additional time to complete the mental mathematics test.

## 6. Receiving and storing Key Stage 2 test materials

### 6.1 Delivery of test materials

Internally marked Key Stage 2 English writing test materials will be delivered in February 2012.

Internally marked level 6 English writing test materials will be available to download from the Test orders section of NCA tools at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) from the end of February 2012.

Deliveries of externally marked Key Stage 2 and level 6 test materials will take place in the week commencing 30 April 2012. If a school has not received its Key Stage 2 or level 6 test materials by Wednesday 9 May 2012, it should contact the National Curriculum assessments helpline on 0300 303 3013.

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

### 6.2 Storage of test materials

Once the delivery has been checked against the delivery note, schools should reseal the box containing the test packs and mark scheme packs, and store it in a secure, locked place. Externally marked test materials must not be opened until the dates specified on the front of each item.

Mark scheme packs and mark scheme amendments for modified tests must not be opened until all of the Key Stage 2 test scripts have been sent for external marking.

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

Please contact STA if:

- a delivery is incomplete, or contains more materials than shown on the delivery note;
- anyone suspects that there might have been a breach of security with the test materials; or
- any of the test packs are unsealed or damaged on arrival (you may be asked to send a photograph of the damaged packages to STA).

Further advice on storing test materials securely will be made available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) from March 2012 and in the 2012 *Guide to handling test papers and scripts*.

Schools administering the internally marked English writing test may open the mark scheme for this paper once the test has been administered.

## 7. Preparing for the Key Stage 2 tests

The 2012 *Test administrators' guide* contains detailed information on administering the Key Stage 2 National Curriculum tests. When administering the tests, this section of the ARA should be read in conjunction with the 2012 *Test administrators' guide* to ensure that the administration of National Curriculum tests is consistent for all schools. Copies of the *Test administrators' guide* will be sent to schools in March. The *Test administrators' guide* and modified test administrators' guides will also be available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) from March 2012.

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

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

Schools should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures.

### 7.1 What time should the tests be taken?

Schools are responsible for deciding the start time for the tests each day. The tests must be taken on the day they have been timetabled, as detailed in section 4. The tests do not have to be taken in the order on the test timetable, except for the English shorter writing and spelling test for those schools who are administering the externally marked writing test, or schools in the sample. These tests must be taken in the same sitting and in the order specified on the timetable.

In any one school, all children taking the tests must take each test at the same time, unless unavoidable practical difficulties make this impossible. Where a school schedules two sittings for a particular test, no child should have the opportunity to communicate with any children who have already taken the test. The second sitting must immediately follow the first.

### 7.2 Changes to the statutory test timetable

Lord Bew's review recommended that children who are absent for a National Curriculum test (for a valid reason) can take the test up to a week after the published test date. This is being trialled in 2012.

With STA's permission, tests may be rescheduled for up to a week (five school days) after the scheduled date. Under no circumstances may a test be taken before the day stated in the statutory timetable. If a child takes a test on a date other than the scheduled date the headteacher must ensure that:

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

Schools may also vary the timetable so that individual children can take a test on the scheduled date, but separately to the rest of the cohort, between 7am and 7pm. Schools must notify STA of these changes to the timetable.

Applications for, and notifications of, changes to the statutory test timetable must be made using the appropriate form on the Access arrangements section of NCA tools at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools). Further information on valid reasons for a change to the test timetable will be available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) in January 2012.

### 7.3 Monitoring visits by local authorities and STA

Local authority representatives will make unannounced visits to schools to check that they are following the security arrangements and administering the tests in accordance with published procedures. Local authorities have a statutory duty to make monitoring visits to at least 10 per cent of maintained schools in their authority before, during and after the test period.

Maintained schools are required to let local authority representatives:

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

STA will also make monitoring visits to maintained schools and participating independent schools. Academies (including Free Schools) may decide to be included in their local authority's monitoring visit arrangements. If they do not, they will be subject to monitoring through arrangements made by STA.

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

More information on monitoring visits will be available on the Department's website at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment) in February 2012.

## 7.4 Ensuring children are ready

Children must not learn or practise pieces of writing or phrases to reproduce in the writing tests. If children's responses do not relate to the writing prompt given in the writing test, they will not have access to the full range of marks for composition and effect. If several children in a class write using similar or identical words, phrases, content or form, their work may be reviewed for maladministration.

## 7.5 Preparing rooms for the tests

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

## 7.6 Preparing equipment for the tests

Schools need to ensure they have all the equipment needed for the tests and that all equipment is working. Information on what equipment may be used in the tests can be found in the *Test administrators' guide*.

If bilingual dictionaries or word lists are used in the mathematics *Test A* or *Test B*, they must only give word-for-word translations.

A thesaurus must not be used in any of the Key Stage 2 tests.

## 8. Administering the Key Stage 2 tests

Test administrators must follow the instructions set out in the 2012 *Test administrators' guide*, which will be available in March 2012. If a test administrator is a relative of a child they are supervising, there must be at least one other non-related test administrator present at all times.

### 8.1 Opening the test packs

Test packs should only be opened in the test room when the test is due to start. In exceptional circumstances the test packs may need to be opened earlier for administrative purposes (for example because they need to be delivered to different school sites). In such circumstances, they may be opened up to one hour before the test is due to start. If one hour is not sufficient for making necessary arrangements, schools must apply for permission for early opening. Information on when modified test materials can be opened is printed on the front sheet of each pack.

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

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

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

### 8.2 Absence during the test period

Lord Bew's review recommended that the time after the published test date in which children who are absent (for a valid reason) can take a National Curriculum test should be extended by up to a week (see section 7.2).

Children who miss one or more of the Key Stage 2 test papers in a subject and do not qualify for a timetable variation must be recorded as 'A' (absent) on the attendance register. These children will not be awarded a test level for the subject, although teacher assessment levels should still be submitted.

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

### 8.3 Unforeseen injuries and illness

During test week, some children may be injured or become ill in a way that affects their ability to take the tests. When this happens, schools should consider using access arrangements to help the child access the tests (see section 5). Schools must not open the tests early because of unforeseen injuries or illness.

Children who are ill on the day of the tests are not expected to sit the tests. However, the school may consider the use of a timetable variation if it is a minor illness (see section 7.2). If a child does not take a test because of illness, they should be entered as 'A' (absent) on the attendance register.

## 8.4 Administering the tests away from school

In exceptional circumstances and at the headteacher's discretion, schools may administer tests at a different location. Schools should discuss with their local authority or STA if a child or a group of children need to take one or more of the tests somewhere other than the school where they are enrolled (their home school). The alternative location might be another school, the child's home, a hospital or PRU.

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

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

Schools should consider whether permission for early opening will be needed in order to transport the test materials to the alternative venue. If early opening is required, an application for early opening will need to be made by Monday 27 February 2012 (see section 5.2).

The completed test scripts must be returned to the home school immediately after the tests and sent for external marking. The child's results will be returned to the school. Failure to follow procedures set out in the ARA may lead to annulment of results.

Children solely registered at a PRU or hospital school are not required to take National Curriculum tests (see section 3.5).

## 8.5 After each test

### Attendance registers

Schools must complete the attendance register for each subject of the Key Stage 2 tests. Details on how to complete the attendance register will be included in the 2012 *Guide to handling test papers and scripts* (for level 3-5 National Curriculum tests) or the appropriate *Test administrators' guide* (for level 6 National Curriculum tests). An incomplete attendance register may delay the return of results to schools.

## Collation and security of scripts

The children's test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the Key Stage 2 tests. The test scripts must not be looked at, annotated or reviewed in any way (unless it is necessary to make a transcript). Teachers must not keep or photocopy the test scripts for any reason.

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

Schools should consider that test administrators who collate the completed test scripts on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the collation and storage procedures.

## Sending test scripts for external marking

Test scripts for all children for the externally marked Key Stage 2 and level 6 tests must be sent for external marking once all tests in each subject have been completed. Schools should have all test scripts for these subjects ready for collection by the scheduled collection dates. The 2012 *Guide to handling test papers and scripts* will contain information on the packaging and dispatch of test scripts and the scheduled dates of collections for the level 3-5 National Curriculum tests.

If schools have opted to administer the internally marked Key Stage 2 or level 6 English writing test, they should not dispatch these scripts for external marking.

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

## 8.6 Maladministration investigations

STA has a statutory responsibility to investigate any matter brought to its attention where there is doubt over the accuracy or correctness of children's results in the Key Stage 2 National Curriculum tests.

Pupil results for schools under investigation may be suppressed until the investigation is complete.

Each year a few schools have their results amended or annulled because they do not comply with the statutory arrangements.

The maladministration investigation procedures are available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

## 9. Key Stage 2 test results

### 9.1 Return of results to schools

Marked test scripts and results will be made available to schools by Tuesday 10 July 2012. Results will be available on the Pupil results section of NCA tools at [www.education.gov.uk/nca\\_tools](http://www.education.gov.uk/nca_tools). Schools must check that test scripts (excluding those for level 6 tests) have been returned and report any missing materials immediately to STA. Pupil results for each test will include one of the following codes.

Code	Description
2-6	National Curriculum levels
A	Child was absent for one or more of the test papers
B	Child was working below the level of the test
F	Child has not taken the test but will take it in the future
L	Child has left the school
M	Missing script
N	No test level awarded, child has not achieved a level or compensatory level in the test
P	Child has not taken the tests but has taken them in a previous year
Q	Results annulled
T	Child was working at the level of the tests but unable to access them
X	Results pending
Z	Child has been incorrectly registered or was not registered for the test

Level threshold tables for the externally marked Key Stage 2 and level 6 tests will be available from the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) from Tuesday 10 July 2012.

A level threshold table for the internally marked English writing test will be available from the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) from Wednesday 29 February 2012.

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

## 9.2 Reviews of marking

Guidance will be provided on applying for clerical and marking reviews for the English reading and mathematics tests, including externally marked level 6 tests. The guidance will be available on the Department's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) in June 2012. If schools believe that clerical errors or marking errors have resulted in children being awarded the wrong level(s), they should request a review by Friday 20 July 2012. Schools will be informed of the outcome of review applications by Friday 7 September 2012. Reviewed test scripts will be returned to schools during the week commencing 3 September 2012. Schools will be charged for any review that does not lead to a change in a child's level.

Reviews will not be available for the externally marked English writing test.

## 9.3 Amendment and annulment of test results

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

## 9.4 Discounting children's results from performance tables

Each year a small number of children's results may be discounted from a school's results before publication of the performance tables. Schools have an opportunity to do this during the annual tables checking exercise. These will be children who have recently arrived from overseas with little or no English. To be eligible, a child must meet all three of the following Department criteria:

- they were admitted to an English school for the first time during the 2010/11 or 2011/12 school year;
- they arrived from overseas before their admission; and
- their first language is not English. Dialects of English such as Patois or Krio will not be accepted as a language other than English.

A request to have a child discounted from the school's performance tables will not affect the results of other children taking the tests at a school. If an omission is granted, it will affect both the child's English and mathematics results. Omissions will not be granted for an individual subject.

Further details about this will be communicated to schools by the Department.

For more information, schools should visit the Department's website at [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus) or contact the Department on 0370 000 2288.

# 10. Reporting and using results

## 10.1 Teacher assessment

At the end of Key Stage 2, teacher assessment judgements for English, mathematics and science are reported with the National Curriculum test results.

For any child who has completed the programme of study and has taken one or more of the tests early, schools must report the teacher assessment level in that subject in the same school year.

Schools are required to submit teacher assessment judgements by 13 July 2012 in order for an overall English level to be made available to schools, parents and receiving secondary schools. Failure to meet this deadline may result in schools not receiving an overall English level by the end of the summer term.

## 10.2 What do teachers have to assess?

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

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

Teachers should base their judgements on the level descriptions in the National Curriculum. They should use their knowledge of a child's work over time to judge which level description is closest to the child's performance, taking into account written, practical and oral work as well as classroom work, homework and the results of school examinations or tests.

Teacher assessment provides a rounded judgement that:

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

In assessing a child's performance in English writing, the tests must be taken into consideration when forming a judgement.

Teachers should consider the level descriptions of the attainment targets immediately above and below the level awarded to confirm this level is the closest match to the child's performance.

STA has produced a suite of standardised optional tests to support teachers in assessing children's progress throughout years 3, 4 and 5. The optional tests provide additional evidence that can contribute to teachers' periodic assessment of their children. The tests are fully integrated with the National Curriculum and statutory testing protocols. They are available from the Test orders section of NCA tools at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools).

## 10.3 P scales

The use of P scales is statutory for children with SEN who are working below level 1 of the National Curriculum. In this context, SEN is defined in the Education Act 1996 as all those on the school's Special Needs Register. Schools will need to use P scales to record and report the achievements of those children in English, mathematics and science. The P scales must not be used to assess children with EAL at any age, unless they have additional special educational needs. For further information on P scales, please visit [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment).

## 10.4 Calculating overall subject levels

To calculate an overall subject level, teachers have to aggregate the assessment levels they have awarded for each attainment target according to weightings. They must arrive at a teacher assessment and, using the range of codes provided below, enter it into their school management information system. For further information and guidance on calculating overall subject levels, visit the Department's website at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment).

Teacher assessment codes	
1-6	Curriculum level achieved.
A	Absent, or not enough information available to calculate a teacher assessment level.
D	Disapplied – used when a child has been disapplied from the National Curriculum, including statutory assessment requirements. This code is to be used for teacher assessment only and should not appear on the attendance register.
L	Child has left the school.
W	Working towards level 1.
F	Child will reach the end of the programme of study and take the relevant key stage test in the future.*
P	Child has already completed the programme of study, the relevant key stage test has been taken and a teacher assessment result has been reported in the past.**
P scales	Visit <a href="http://www.education.gov.uk/assessment">www.education.gov.uk/assessment</a> for full details.

\* For example, if a child takes a mathematics test a year early in 2012 but is not due to take English until 2013, English should be marked as 'F'.

\*\* For example, if a child took a mathematics test in 2011 and is taking English in 2012, mathematics should be marked as 'P'.

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

For a very small number of children, schools will be unable to record and report a teacher assessment. Where a teacher assessment judgement cannot be made because of long periods of absence, the child should be recorded as 'A'.

If a child has recently arrived in the school and it is not possible to establish the level that the child is working at before submitting teacher assessment, the child should be recorded as 'A'.

A child who does not speak English should be recorded as 'W' (working towards level 1) in reading, writing, and speaking and listening, and 'A' (Absent) for mathematics and science. In this case, EAL should also be returned as the level for the P scale assessment.

If a child has been disapplied from all or part of the National Curriculum, they should be recorded as 'D' for the statutory assessment arrangements that are included in the disapplication. The code 'D' should be used for teacher assessment only and should not be included on the attendance register.

## 10.6 Children who have left the school

Schools are expected to submit teacher assessments for all children who are enrolled in their school at the start of test week. There will be some occasions where children who were registered to sit the test at a particular school have left before test week. In this situation, the school should still report the child and record their teacher assessment as 'L' to inform STA that the child has left the school.

If a child transfers to another school in the summer term, it is the responsibility of the school at which the child was enrolled at the start of test week to submit the teacher assessment. This may require the new school to obtain the teacher assessment from the previous school.

## 10.7 Submitting teacher assessment to STA

Maintained schools, including special schools, must submit their teacher assessment and attainment targets for the Key Stage 2 core subjects of English, mathematics and science.

Academies (including Free Schools) are required to comply with the Key Stage 2 assessment arrangements in relation to reporting, monitoring and moderation as set out in their funding agreement. Where the funding agreement provides that the Academy or Free School shall report information to a body prescribed by the Secretary of State, the Academy or Free School must provide information on children and on teacher assessment to STA.

Where the funding agreement provides that the Academy or Free School will submit to monitoring and moderation of the assessment arrangements as prescribed by the Secretary of State, the requirements prescribed are the monitoring and moderation arrangements that apply to maintained schools.

Independent schools that are not Academies and that are participating in the assessment and reporting arrangements must submit teacher assessments for the subjects that they have registered their children for.

Teacher assessment is submitted to STA on the Teacher assessment section of NCA tools. Teacher assessment and P scale data must be submitted by **Friday 13 July 2012\***. More information on the submission of teacher assessments and P scale data will be available on the Department's website at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment).

## 10.8 External moderation of teacher assessment for English writing

Local authorities will organise external moderation of teacher assessment of English writing, to ensure that teacher assessment is accurate and consistent with national standards. A sample of schools will be selected for external moderation.

Moderation visits will consider ordinary work produced across Year 6. Schools will not be expected to produce any additional work or compile portfolios for moderation. This moderation will take place on a non-statutory basis. After evaluation, a full system will be introduced on a statutory basis in 2013.

STA will send a list of accredited agencies and local authorities that offer a moderation service for Key Stage 2 to any Academies (including Free Schools) that are not monitored by a relevant local authority. Further information about arrangements for external moderation will be published on the Department's website at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment).

## 10.9 What records do schools have to keep?

Schools must keep curricular records on every child, update these at least once a year and ensure that educational records are maintained as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). These regulations also set out obligations for disclosing educational records to parents on request.

When keeping curricular and educational records, schools should also consider the implications of the Data Protection Act 1998, under which they are required to notify the Information Commissioner's Office (ICO) that they are data controllers. For advice on this, contact the on 01625 545745 or visit the ICO's website at [www.ico.gov.uk/what\\_we\\_cover/promoting\\_data\\_privacy/keeping\\_the\\_register.aspx](http://www.ico.gov.uk/what_we_cover/promoting_data_privacy/keeping_the_register.aspx).

## 10.10 Reporting children's achievements to parents

Headteachers are responsible for preparing and providing a copy of the headteacher's annual report to parents noting the child's achievements at least once during each school year. This report must be made available to parents prior to the end of the summer term of every school year. The headteacher also needs to make arrangements to give the recipient of the report an opportunity to discuss its content with the child's teacher, if they so wish.

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\* Wednesday 11 July 2012 is the statutory deadline for submitting teacher assessment and P scale data, however STA will accept submissions until Friday 13 July 2012.

Any National Curriculum test result that is not received by a headteacher before the end of the summer term must be provided to parents within 15 school days of the headteacher receiving it.

Headteachers have the discretion to:

- arrange for the report to be translated;
- include additional information about the child's progress in the report; and
- provide more than one report.

The report must start from the day after the date on which the last report was made and contain the minimum required information, as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

### 10.11 What must be reported to parents?

Headteachers are expected to include children's National Curriculum test results and reported teacher assessment in their annual reports to parents. Headteachers may choose to use the templates that will be available on the Department's website at [www.education.gov.uk/assessment](http://www.education.gov.uk/assessment) in the summer term. The minimum information that must be reported to parents in the headteacher's annual report to parents and adult pupils is noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

#### Reporting religious education

Religious education is a statutory subject for all children registered at a maintained school, except for those in nursery classes and those withdrawn by their parents under section 71 of the School Standards and Framework Act 1998. It is not a subject within the National Curriculum and there is no national programme of study or attainment targets. Maintained schools are required to follow the locally agreed syllabus approved by the local authority, unless they have a religious designation, in which case they can develop their own. Requirements for Academies (including Free Schools) are set out in their funding agreements.

It is a general requirement that schools report children's progress in religious education to parents but there is no required format for reporting.

#### Information that is exempt from disclosure

Schools are directly responsible under the Data Protection Act 1998 (DPA) for ensuring that any collation, retention, storage and security of all information they produce and hold meet the provisions of the DPA. This includes children's educational records and any other personal information about individuals, including children, staff and parents. Many schools consult their legal advisors when developing a data policy in accordance with the DPA.

Comprehensive information for schools on the DPA is available at

[www.ico.gov.uk/Home/for\\_organisations/data\\_protection\\_guide.aspx](http://www.ico.gov.uk/Home/for_organisations/data_protection_guide.aspx).

Legal guidance is also published by the ICO. This can be ordered free of charge from

[www.ico.gov.uk/tools\\_and\\_resources/request\\_publications.aspx](http://www.ico.gov.uk/tools_and_resources/request_publications.aspx).

## 10.12 Children who transfer to a new school

It is a requirement that schools transfer a child's common transfer file and educational record to any new school to which the child transfers in England, Wales, Scotland and Northern Ireland. The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England.

The information must be sent within 15 school days of the child ceasing to be registered at the old school, or within 15 school days of any request from the child's new school.

If the new school is not known, the school should attempt to contact the child's parents to find out the new school. If the old school is still unable to establish this, they should send the common transfer file to a special area for secure file transfer on the Department's website which forms a database of 'missing' children, i.e. children with an unknown destination.

Schools that do not receive common transfer files for new children can ask their local authority to search this database for the files. Further guidance on the content and sending of common transfer files can be found on the Department's website at [www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers](http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers).

In addition:

- If a child starts at a new school before the summer half-term holiday, the new school must report the child's results to the local authority.
- If a child starts at a new school during the second half of the summer term, the previous school must report the child's results to the local authority. This includes children who transfer to a new school during the half-term holiday.
- If a child moves school within Year 6, the new school must report the end of key stage results to the child's parents.

### How should the information be sent to the new school?

The common transfer file must be sent to the new school via one of the following two options:

- Through the secure file transfer service on the Department's website at [www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s](http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s).
- Over a secure network that can only be accessed by the local authority, the governing body or a teacher at any school within that local authority.

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

# 11. Contact details

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

<p><b>National Curriculum assessments helpline</b> For general enquiries about National Curriculum assessments</p>	<p><b>Tel:</b> 0300 303 3013 <b>Email:</b> <a href="mailto:assessments@education.gov.uk">assessments@education.gov.uk</a> <b>Websites:</b> <a href="http://www.education.gov.uk/assessment">www.education.gov.uk/assessment</a> <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a></p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p><b>STA Orderline</b> To order STA publications and previous years' statutory test materials</p>	<p><b>Tel:</b> 0300 303 3015 <b>Website:</b> <a href="http://orderline.education.gov.uk">http://orderline.education.gov.uk</a></p>	<p>STA Orderline PO Box 29 Norwich NR3 1GN</p>
<p><b>STA modified test helpline</b> For guidance on ordering modified test materials</p>	<p><b>Tel:</b> 0300 303 3019 <b>Email:</b> <a href="mailto:schooltests@rnib.org.uk">schooltests@rnib.org.uk</a></p>	
<p><b>STA distribution helpline</b> For enquiries about deliveries of all tasks, tests and reading booklets</p>	<p><b>Tel:</b> 0800 169 4195</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p><b>Ofqual</b> For regulatory concerns.</p>	<p><b>Tel:</b> 0300 303 3346 <b>Fax:</b> 0300 303 3348 <b>Email:</b> <a href="mailto:info@ofqual.gov.uk">info@ofqual.gov.uk</a> <b>Website:</b> <a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a></p>	<p>Spring Place Coventry Business Park, Herald Avenue Coventry, CV5 6UB</p>
<p><b>DfE national enquiry line</b> For enquiries about the statutory requirements for assessment, national results, achievement and attainment tables and reporting to parents</p>	<p><b>Tel:</b> 0370 000 2288 <b>Fax:</b> 01928 738 248 <b>Website:</b> <a href="http://www.education.gov.uk/contactus">www.education.gov.uk/contactus</a></p>	<p>Castle View House East Lane Runcorn Cheshire WA7 2GJ</p>
<p><b>DfE publications helpline</b> To order single copies of DfE materials and circulars</p>	<p><b>Tel:</b> 0845 602 2260 <b>Fax:</b> 0845 603 3360 <b>Website:</b> <a href="http://www.education.gov.uk/publications">www.education.gov.uk/publications</a></p>	<p>PO Box 5050 Annesley Nottingham NG15 0DJ</p>
<p><b>Information Commissioner's Office</b> For enquiries about the Data Protection Act 1998</p>	<p><b>Tel:</b> 01625 545 745 <b>Email:</b> <a href="mailto:mail@ico.gsi.gov.uk">mail@ico.gsi.gov.uk</a> <b>Website:</b> <a href="http://www.ico.gov.uk">www.ico.gov.uk</a></p>	<p>Wycliffe House Water Lane Wilmslow Cheshire, SK9 5AF</p>







# About this publication

## Who is it for?

All those responsible for assessment and reporting in Key Stage 2, in particular headteachers, governing bodies and local authority assessment coordinators.

## What is it for?

The Key Stage 2 ARA sets out statutory arrangements and provides information and guidance on the National Curriculum assessment arrangements for Key Stage 2 in 2012.

## What does it cover?

- Assessment and reporting requirements for Key Stage 2.
- How to administer the end of Key Stage 2 tests.
- Information about access arrangements.
- Requirements for reporting results to parents.

## Related materials

2012 EYFS <i>Assessment and reporting arrangements</i>	STA/12/5569
2012 Key Stage 1 <i>Assessment and reporting arrangements</i>	STA/12/5570
2012 Key Stage 3 <i>Teacher assessment and reporting arrangements</i>	STA/12/5572

## For more copies

Additional printed copies of the ARA are not available. The Key Stage 2 ARA can be accessed on the STA Orderline at <http://orderline.education.gov.uk>. Search using the electronic product code reference STA/12/5571/p.