



Assessment

Written By	Senior Leadership Team	
Frequency of Review	2 years	
Date reviewed and approved by Governing Body	October 2020	
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Display on Website	✓	
Purpose	Assessment at Burlington is concerned with moving children's learning forward and identifying what has enabled the move. The results of ongoing assessments are used to identify gaps in children's understanding. We also use the Y6 data to compare ourselves to other schools, both locally and nationally, and against previous attainment and targets set. Assessment results are used to help plan further school improvement priorities.	
Consultation	Governors	✓
	Parents	x
	Pupils	x
	Staff	✓
Links with other policies	SEND Policy Teaching and Learning Policy General Data Protection Policy Behaviour Policy	

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Statement of intent

Burlington Junior School wants each of their pupils to make the best possible progress during their time in the school. Our aim is that all children will leave Burlington Junior School prepared for secondary school and beyond.

At Burlington Junior School we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2019) 'Primary school accountability in 2019: technical guide'
- DfE (2018) 'What academies, free schools and colleges should publish online'
- DfE (2018) 'What maintained schools must publish online'
- STA (2019) 'Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2019) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'
- STA (2019) 'Key stage 2: test administration guidance'
- STA (2019) 'Multiplication tables check: administration guidance'

Roles and responsibilities

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils.

The headteacher, deputy headteacher and assistant headteacher are responsible for:

- Ensuring that the requirements of the KS2 Assessment and Reporting Arrangements (ARA) are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which pupils will take the KS2 tests.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Ensuring pupils have the correct test materials and equipment.
- Ensuring access arrangements are used correctly.

- Ensuring the English reading and maths tests are administered during May.
- Ensuring that the specific content of test materials is not used to prepare pupils taking the tests in later sittings.
- Ensuring pupils' responses are marked accurately and consistently.
- Notifying the Standards and Testing Agency (STA) of any issues that may have affected the security, confidentiality or integrity of the tests.
- Ensuring that the results for English reading and mathematics are used to inform teacher assessment judgements and submitting data to the Local Authority.
- Completing and submitting the KS2 headteacher's declaration form (HDF) by the specified deadlines.
- Ensuring all staff are fully informed of the KS2 test timetable.
- Explaining to all staff, participating pupils and their parents how the tests will be administered.
- Ensuring sufficient staff are available to administer the tests.
- Understanding what to expect from a monitoring visit.
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.
- Submitting aid notifications and notification of pupils identified as having cheated on the [Primary Assessment Gateway \(PAG\)](#), if required, before submitting the HDF.

Teachers are responsible for:

- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing termly assessments in the core subjects and end of unit assessments in wider curriculum subjects.

Test administrators are responsible for:

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance.
- Reporting any attempts of cheating to the **headteacher**.
- Reporting any maladministration incidents to the **headteacher**.

- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

Pupils are responsible for:

- Completing the KS2 tests to the best of their ability.
- Submitting their own work and not cheating on the tests.
- Engaging fully in the assessment process and following assessment rules.
- Bringing the required equipment for each test.

PART ONE

Tracking Pupil Performance throughout the School

Assessment is at the heart of teaching and learning. It provides evidence to guide teaching and learning and the opportunity for students to demonstrate and review their progress. At the end of Year 6, judgements may be moderated by experienced professionals from Achieving for Children to ensure their accuracy. Assessment places achievement in context against nationally standardised criteria and expected standards. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement. Information is shared with parents/carers during the school year.

Assessment at Burlington Junior School is concerned with moving children's learning forward. The results of ongoing assessments are used to identify gaps in children's understanding. We also use data to compare ourselves to other schools, both locally and nationally, and against previous attainment and targets set. Assessment results are used to help plan further school improvement priorities.

At Burlington, assessment enables our pupils to learn effectively by:

- Enabling strengths and weaknesses to be identified early and acted upon.
- Indicating the next steps in the learning process.
- Involving the pupil in identifying his/her next steps and progress.
- Providing information on individual progress and National Curriculum coverage.
- Setting high aspirations for all children.

Teachers use assessment to:

- Indicate strengths and weaknesses in curriculum knowledge.
- Inform the next step in the teaching programme and ensuring continuity and progression across the Key Stage and the levels of the subjects.
- Set high aspirations for all children.

Tracking Pupil Progress

During a term, teachers will be continually assessing and challenging children. Information is gathered by discussions with children (conferencing), work in books, reviewing the targets achieved and through tests/assessments.

- Formative assessment is used regularly throughout individual lessons. Examples of formative assessment may include, but is not limited to the following:
 - Through questioning (multiple-choice questions, open-ended questions, etc.);
 - Pupils' self-assessment (against a given success criteria);
 - Peer assessment;
 - Exit passes;
 - Low-stakes quizzes.
- Summative assessments are used to assess knowledge and understanding within reading, writing and maths. Within Year 6, previous end of KS2 assessments may be used;

in Year 3, 4 and 5, Test Base papers and other assessment producers are used to assess learning in the spring term.

- Each term, teachers input a score for maths, reading, writing and science on SIMs Assessment Manager. This is recorded as emerging, developing, secure or mastered.
- The results are based on the national expectations of the year groups the pupils are in. For example, the criteria for each year group is a number (to show the current year in school) followed by the title (e, d, s or m), emerging, developing, secure or mastered.
- A number of children are currently being levelled out of their current year, where they are not yet meeting the age-related expectations of the National Curriculum.
- Our assessment system is used to track progress as children move through the age expectations.
- The Senior Leadership Team (SLT) uses data to track the progress of Pupil Premium children and compare this to the progress and attainment of all pupils.
- SIMs assessment manager is used to collate reports and more detailed information to identify trends. It is also used to give a broad overview for senior leaders and governors, while also allowing for in-depth information to be requested and challenged if necessary.
- Teachers have termly progress meetings with the **headteacher, deputy headteacher or SENCO** to challenge the progress and attainment of the PP/SEN children.

Moderation

- Moderation of data scores (emerging, developing, secure, mastered) on SIMs take place in year team meetings, SLT meetings and also in staff meetings on INSET days.
- Moderation of data scores and standards of work in books is also carried out during staff meetings. This is recorded on moderation forms which are a basis for sharing good practice or identifying areas for development.
- Data is moderated both within year teams and across year teams. Work samples are also used as examples of what a child should be achieving at the end of each year.

Target Setting

- All teachers set targets for their pupils which are 'pupil friendly' targets. These are recorded in the front of their English and maths books.
- Children are encouraged to practise their targets at home and in school.
- Numerical targets are set (using Fischer Family Trust) across the school and recorded on SIMs. These help build high aspirations for the tests children take in Year 6 and also enable the tracking and monitoring of children as they move through the different year groups. These targets are also used as part of pupil progress meetings held between teachers and SLT.

Assessment in the Wider Curriculum

- Teachers complete assessments for science and other wider curriculum subjects based on children being 'secure' in their knowledge.
- These assessments may result from reviewing tangible end of unit achievements, (in art, D.T., music or P.E.) or from low-stakes quizzes and responses to enquiry questions.
- These assessments allow teachers to monitor children who are working below or above the age-related expectations and adapt future planning accordingly.
- Teachers record this information in their electronic assessment folders, which can also be accessed by subject leaders to gain an overall understanding of standards in classes, year groups and across the school.

Reporting to Parents/Carers

- The school holds two formal parents' meetings a year: in autumn and spring.
- Pupils' work, progress and attainment are shared with parents during these meetings.
- At the second parents' meeting, the main school report is discussed. This allows the children, teacher and parents/carers to continue to work in partnership throughout the summer term, focussing on key targets from the spring report.
- A third meeting in July is a chance to meet the pupil's new teacher and also speak to the previous teacher and view children's work before the summer break.
- The main school reports are sent home in March/April and a short, final summary is sent home in July.
- These reports will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.
- For pupils who did not take one or more of the tests, the **headteacher** will write a report that explains why they did not take the tests, any action that has been taken to support the pupil, procedures used by the school to monitor the pupil's needs, and whether these circumstances are likely to be long or short term. The parent/s of the child will also be informed, including the reasons why the child is not sitting the test.
- If a pupil is registered at more than one school, both teachers will write an annual report.

PART TWO – STATUTORY ASSESSMENTS

1. Accountability measures

- 1.1. The headline attainment and progress measures that the school is held to account for, and that are included in the national performance tables, are as follows:
 - The percentage of pupils achieving the expected standard in English reading, English writing and mathematics at the end of KS2
 - Pupils' average scaled score in English reading at the end of KS2 and mathematics at the end of KS2
 - The percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
 - Pupils' average progress in English reading, English writing and mathematics
- 1.2. The school will not use 'flight paths', where pupils are told the levels they will achieve based on the performance data of pupils with similar starting points in previous years, as a valid progress prediction.
- 1.3. The school will not predict pupil or school-level progress scores in advance of official provisional data being made available each September.
- 1.4. When comparing with other schools or public groups, the school will account for the progress score and confidence interval for the school.
- 1.5. In limited circumstances, the school may request that a pupil be omitted from performance measures, e.g. if a pupil has recently moved from overseas.
- 1.6. There are a number of circumstances where a pupil's results will not be included in the progress measures, but will be included in the attainment measure as 'not meeting' the expected standard. These circumstances include the following:
 - Pupils who are working at the standard of the tests, but who have no test data in English reading or mathematics, e.g. due to absence
 - For pupils who have moved school between KS1 and KS2, the DfE will retrieve and include data in the progress calculation
 - Pupils who have no KS1 data

2. Test participation

- 2.1. The **headteacher's** decision regarding test participation is final.
- 2.2. Pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests will be required to complete the KS2 tests.

- 2.3. Pupils considered able to answer the easiest questions will be entered for the tests at KS2.
- 2.4. The **headteacher** will not enter pupils in the tests if:
- They have not completed the relevant KS2 programme of study.
 - They are working at the pre-KS2 standards (or P scales).
 - They are working at the standard of the KS2 tests but are unable to participate, even with suitable access arrangements.
- 2.5. The [pre-key stage 2 standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.
- 2.6. Where the **headteacher** decides that a pupil should not take the tests, they will:
- Discuss the pupil's circumstances and needs with their parents and teachers.
 - Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

3. Multiplication tables check (MTC)

- 3.1. The **headteacher** will:
- Register eligible pupils to take the check.
 - Allow pupils to access the 'try it out' area to familiarise themselves with the check format.
 - Ensure that access arrangements are provided for any pupils who require them.
 - Generate a school password and pupil identification numbers (PINs) on the days the check is administered.
 - Ensure the check is administered to all eligible pupils.
 - Complete the HDF to confirm the check was administered in line with relevant guidance.
- 3.2. Rooms will be prepared for the check, including:
- Removing or covering any displays or teaching materials that could assist pupils.
 - Ensuring seating arrangements will allow all pupils to work quietly and independently.

- Ensuring pupils will not be distracted by other pupils or their digital devices.
 - Ensuring pupils' digital devices are switched on, charged and in good working order before pupils are admitted to the room.
 - Ensuring they are quiet, comfortable and well-lit.
- 3.3. The appointed **test administrators** will ensure that pupils have all the materials needed to complete the check.
- 3.4. The **headteacher** will ensure that the **test administrators** are:
- Familiar with the MTC guidance.
 - Familiar with the digital devices being used.
 - Known to pupils.
 - Able to provide feedback on the process.
- 3.5. Pupils in Year 4 will be entered into the check, unless the **headteacher** decides it would not be appropriate for the pupil to participate.
- 3.6. Pupils will not be required to participate in the MTC if:
- They are absent during the entire check period.
 - They are unable to access the check, even with suitable access arrangements.
 - They are considered unable to answer the easiest questions or are working below the national curriculum expectations for Year 2 multiplication tables.
 - They have arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working.
 - They have been incorrectly registered for the check.
 - They have left the school before the check period.
- 3.7. The school will not request permission from the STA to use any access arrangements for the MTC; however, the support given will never advantage or disadvantage individual pupils and will be based on usual classroom practice.
- 3.8. Pupils will not be given additional time to complete the MTC.
- 3.9. The following font and background combinations will be available:
- Yellow on black
 - Black on blue
 - Black on peach

- Blue on cream
- 3.10. The font size will be increased and decreased to suit a pupil's needs.
 - 3.11. A 'Next' button between questions will be enabled if the standard three-second pause is insufficient.
 - 3.12. The on-screen number pad will be removed to suit individual pupils' needs.
 - 3.13. An input assistant will be used when a pupil is:
 - Unable to enter their own answers.
 - Able to input their answers, but is uncomfortable when doing so.
 - Very slow at inputting their answers.
 - Finding it difficult to input their answers.
 - 3.14. Input assistants will enter answers as dictated by the pupil.
 - 3.15. Input assistants will not be another pupil, a parent, guardian or relative.
 - 3.16. Third-party screen readers will not be used; however, a question reader function will be enabled to suit pupils' needs.
 - 3.17. An audible time alert will be enabled for pupils with visual impairments.
 - 3.18. Pupils will be unable to pause or stop the check once it has started; however, pupils will be permitted to restart the check if they were interrupted.
 - 3.19. If **test administrators** experience any IT issues during the check, they will speak to their IT support team initially. If additional advice is needed, the national curriculum helpline will be contacted on 0300 303 3013 or assessments@education.gov.uk.
 - 3.20. The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

4. Preparing test administrators

- 4.1. The **headteacher** will consider what staff resources are required to administer tests in school.
- 4.2. The **headteacher** will ensure that there are always at least two **test administrators** present, to reduce the risk of allegations of maladministration.
- 4.3. **Test administrators** will be suitably trained members of staff, e.g. the headteacher, teachers or TAs.
- 4.4. **Test administrators'** training will comprise of how tests should be administered, what assistance is allowed for different tests and how any access arrangements will be used.
- 4.5. If a **test administrator** is related to a pupil sitting the test, there will be at least one other test administrator present who is not related to the pupil.

- 4.6. **Test administrators** will be provided with:
- Section seven of the most up-to-date copy of the ARA for KS2.
 - Sample tests and past papers.
 - Information about the tests that are being administered each day, as detailed in the test timetables.
 - Access arrangements guidance and which pupils require them.
 - Test administration instructions and test materials, including what equipment is required, the length of the test and what assistance is allowed.
 - Notes for readers in the English grammar, punctuation and spelling test.
 - Guidance to prepare pupils for the on-screen marking of test scripts.
- 4.7. When deciding on the number of **test administrators** needed to maintain adequate supervision during a test, the **headteacher** will consider the possibility that at least one **test administrator** might need to leave the room with a pupil, e.g. if they are unwell.

5. Demonstrating correct test administration

- 5.1. The **headteacher** will invite a governor or Achieving for Children staff, who are not otherwise involved in administering the tests, to observe the school's administration.
- 5.2. Administration observers will be expected to check that:
- Test packs are stored securely in a locked cupboard and have not been opened, either before the published test date or more than one hour before the test takes place, unless the STA has approved an application for early opening.
 - Pupils are suitably seated and supervised, and classroom displays have been removed or covered.
 - The school is administering the tests in the order published in any statutory test timetable and access arrangements are being used correctly.
 - Test scripts are collected from the test room immediately after the test and packaged securely in a locked cupboard until they are dispatched for marking.
 - Any unused test papers are accounted for and stored securely.

6. Maladministration

- 6.1. Maladministration refers to any act that affects the security, confidentiality or integrity of the tests or could lead to results that do not reflect pupils' unaided work.
- 6.2. The school will ensure that **test administrators**, participating pupils and their parents are protected from maladministration by ensuring that they:
 - Understand test administration processes.
 - Know the date that each test should be administered.
 - Understand what assistance is allowed in tests.
 - Know how any access arrangements will be used.
 - Understand how timetable variations can be used.
- 6.3. Reports of maladministration will be sent to the national curriculum assessments helpline by calling 0300 303 3013 or emailing assessments@education.gov.uk.

7. Receiving and storing test materials

- 7.1. The **headteacher** will be responsible for ensuring that test materials are received and stored securely.
- 7.2. The **SBM** will ensure that the address listed on 'Get information about schools' is accurate, as the STA will send materials to that address.
- 7.3. The **headteacher** will be responsible for knowing when the school should expect to receive the materials for the tests that will be conducted.
- 7.4. The **deputy headteacher**, will check the school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the deputy headteacher is not available, they will delegate this duty to the **assistant headteacher or member of SLT**.
- 7.5. If a delivery has not arrived, is incomplete, or if test packs are unsealed or damaged on arrival, the **headteacher** will contact the national curriculum assessments helpline.

Checking test deliveries

- 7.6. When a delivery arrives, the **deputy headteacher** will check:
 - That the school's details are correct, and that the delivery is for the school.
 - The boxes for any damage.
 - The number and type of test packs received against the delivery notes and annotate it accordingly.

- 7.7. After checks have been carried out, all boxes will be resealed and locked in a cupboard.
- 7.8. The deputy **headteacher** will retain their annotated copy of the delivery note in case the school receives a monitoring visit.
- 7.9. Stationery packs will be delivered and the deputy **headteacher** will be responsible for logging and opening them.

Security

- 7.10. All test materials, including downloaded electronic versions, will be kept secure and confidential until the end of the test and check administration periods, including timetable variation periods.
- 7.11. The **headteacher** will delegate responsibility for overseeing the storage of test materials to the **test administrator**.
- 7.12. The **test administrator** will take responsibility for the cupboard key and logging requests for access to the materials.
- 7.13. Teachers and **test administrators** will not discuss the content of the test papers with anyone, including on social media or elsewhere online.
- 7.14. The **headteacher** will ensure that all members of staff understand the sensitivity of the test and check materials.
- 7.15. The **test administrator** will check the materials **weekly** to ensure that they have not been tampered with.
- 7.16. The **test administrator** will keep a chart on the door of the cupboard to record instances of access to the materials and to record the **weekly** security checks.
- 7.17. A reporting procedure will be developed in the event of a problem, e.g. a lost or stolen key.
- 7.18. The security of the test and check materials will be considered when the school is open to the public, e.g. a polling station or letting arrangement.

8. Preparing to administer tests

- 8.1. The **headteacher** will register and confirm all pupils who are at the end of KS2 on the [Primary Assessment Gateway \(PAG\)](#).
- 8.2. **Test administrators** will be provided with information on which pupils require access arrangements and how the access arrangements should be implemented.
- 8.3. Parents, guardians and relatives will not be permitted to be involved in administering tests to pupils who need access arrangements.
- 8.4. Access arrangements will not advantage or disadvantage individual pupils.
- 8.5. The **headteacher** will explain to pupils and parents what support is permitted in the tests.

- 8.6. The school will modify test papers, where necessary, to:
- Provide pupils with test materials on coloured paper.
 - Make enlarged copies of the tests; however, the school will be mindful of enlarging any maths papers that require pupils to measure a length or width.
 - Prepare translations (maths only).
- 8.7. Test materials will not be opened to make modifications before the first administration of a test.
- 8.8. The school will be responsible for ensuring that any modifications made to tests are done correctly.
- 8.9. **Test administrators** and the **headteacher** will consider where they will administer the tests to ensure they are quiet and appropriate.
- 8.10. If access arrangements are being used, **test administrators** and the **headteacher** will consider whether a different or separate room should be used for the participating pupils who require them.
- 8.11. To prepare the test rooms, **test administrators** will:
- Remove or cover any displays or materials that could aid pupils.
 - Ensure seating arrangements allow all pupils to work quietly and independently.
 - Make sure pupils will not be able to view each other's test papers.
 - Ensure a clock is provided in the room to help pupils pace themselves.
- 8.12. If it is normal classroom practice, pupils will be permitted to use word processors or other technical or electronic aids in the tests, provided that the functionality does not give them an unfair advantage – word processors will be used in accordance with everyday practice.
- 8.13. Pupils will not be permitted to use a dictionary during any tests.
- 8.14. **Test administrators** will discourage the use of additional squared paper as pupils may lose marks if they make an error or omission when they transfer their working to the test paper – unless this provision is used as part of an access arrangement.
- 8.15. **Test administrators** will write the school's full name and DfE number on the board at the front of the test room. Pupils will be asked to copy this on to their answer booklet or test paper and any additional paper. The test administrators will also write the start and finish times of the tests on the board.
- 8.16. Pupils will not use glitter or coloured pens during the exam as they do not show up when they are scanned for on-screen marking; however, pupils will be

permitted to use highlighters as appropriate, in accordance with normal classroom practice.

- 8.17. If it would be difficult to read a pupil's writing, **test administrators** will arrange for the pupil's papers to be transcribed.

9. Administering the tests

- 9.1. Two members of staff, as appointed by the **headteacher**, will retrieve the test packs from the secure storage location.
- 9.2. If more than one test is scheduled to be administered on the same day, only the test packs that are ready to be administered will be collected.
- 9.3. The **test administrators** will open the test packs in front of the pupils in the test room immediately before the test – at least two members of staff will be present.
- 9.4. If tests are being administered in multiple rooms, the packs will be opened in one room and then pupils and the test papers will be taken to the test rooms.
- 9.5. **Test administrators** will ensure that the correct test packs are opened.
- 9.6. If the wrong test packs are opened, **test administrators** will reseal the pack and inform the **headteacher**, who will phone the national curriculum assessments helpline.
- 9.7. Where a test pack has been opened prematurely, teachers must not:
- Discuss the content of the test papers with anyone.
 - Publish or discuss specific content that could compromise the test on social media or online.
 - Use question-specific information to prepare pupils for the tests.
- 9.8. If additional test materials are required on the day of the test, the **headteacher** will contact the national curriculum assessments helpline for advice – the school will not photocopy test papers without permission from the STA.
- 9.9. If additional test materials are required, the **headteacher** will download and print them from the [Primary Assessment Gateway \(PAG\)](#).
- 9.10. If additional modified tests are required, the **headteacher** will contact the national curriculum assessments helpline on 0300 303 3013 (selecting option 3).
- 9.11. English grammar, punctuation and spelling test materials, including mark schemes, are only available to download from the PAG.
- 9.12. The school will open test materials in accordance with the published date on the front sheet of each test pack.
- 9.13. Test packs can be opened up to one hour before the start of the test, without approval, if:

- A written translation is required for a maths test.
 - A test paper needs to be adapted to meet the needs of individual pupils.
- 9.14. If test packs need to be opened more than one hour early, e.g. to make modifications, the **headteacher** will make an application for early opening on the PAG.

10. Administering the KS2 English grammar, punctuation and spelling test

10.1. This test will consist of:

- English grammar, punctuation and spelling paper one: questions.
- English grammar, punctuation and spelling paper two: spelling.

English grammar, punctuation and spelling paper one: questions

- 10.2. Pupils will have 45 minutes to complete this paper.
- 10.3. Each pupil will require a blue or black pen or a dark pencil – pupils are responsible for bringing these materials.
- 10.4. Pupils will not be allowed:
- Dictionaries.
 - Electronic spell checkers.
 - Bilingual word lists or electronic translators.
- 10.5. For pupils with hearing impairments, **test administrators** will be careful to ensure they do not convey information that could give pupils an unfair advantage.
- 10.6. **Test administrators** will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.
- 10.7. If a pupil asks a question about test content, **test administrators** will be permitted to explain or rephrase a question, provided they do not give away any subject-specific information.

English grammar, punctuation and spelling paper two: spelling

- 10.8. This paper will include an answer booklet for pupils to complete and a test transcript to be read by the **test administrator**. The transcript will be included in the test pack.
- 10.9. Pupils will have approximately 15 minutes to complete the test, by writing the 20 missing words in their answer booklet. The test will not be strictly timed.
- 10.10. Each pupil will require a blue or black pen or a pencil – pupils are responsible for bringing these materials.

- 10.11. Pupils will not be allowed:
- Dictionaries.
 - Electronic spell checkers.
 - Bilingual word lists or electronic translators.
- 10.12. Pupils will not be permitted any assistance during this paper.
- 10.13. **Test administrators** will be careful not to overemphasise spelling when reading out the words that pupils need to spell.
- 10.14. For pupils with hearing impairments, **test administrators** will not convey information that could give pupils an unfair advantage – finger-spelling will not be permitted.
- 10.15. **Test administrators** will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

11. Administering the KS2 English reading test

- 11.1. This test will consist of a reading answer booklet and a separate reading booklet.
- 11.2. All pupils will be given an unused reading booklet.
- 11.3. **Test administrators** will not re-use reading booklets if the school is administering the tests to groups of pupils at different times.
- 11.4. Pupils will have a total of one hour to read the three texts in the reading booklet and complete the questions at their own pace.
- 11.5. Each pupil will require a blue or black pen or a dark pencil – pupils are responsible for bringing these materials.
- 11.6. If it is normal classroom practice, pupils will be permitted to use:
- Monolingual English electronic spell checkers, provided they do not give a definition of words.
 - Highlighter pens to highlight text (not to write answers).
- 11.7. **Test administrators** will provide pupils with additional lined paper if they request it; however, pupils will be encouraged to use the extra space in the answer booklet first.
- 11.8. Pupils will not be permitted to use a dictionary.
- 11.9. This test will not be read to individuals or groups, except for the general instructions; however, **test administrators** may rephrase the explanation provided in the test instructions of the answer booklet to ensure all pupils understand them.
- 11.10. Test administrators will not explain the meanings of any words or expressions.

- 11.11. **Test administrators** will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.
- 11.12. For pupils with hearing impairments, **test administrators** will not convey information that could give pupils an unfair advantage.

12. Administering the KS2 maths tests

12.1. This test will consist of:

- Mathematics paper one: arithmetic.
- Mathematics paper two: reasoning.

Mathematics paper one: arithmetic

12.2. This paper will consist of a single test paper and pupils will have 30 minutes to complete it.

12.3. Each pupil will require a blue or black pen or a pencil – pupils are responsible for bringing these materials.

12.4. Pupils will not be allowed:

- Calculators.
- Squared paper (unless as an access arrangement).
- Tracing paper.
- Other mathematical equipment, e.g. angle measures or mirrors.

12.5. **Test administrators** will be permitted to read a question to a pupil on a one-to-one basis.

12.6. **Test administrators** will not read mathematical symbols.

12.7. **Test administrators** will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.

12.8. For pupils with hearing impairments, **test administrators** will not convey information that could give pupils an unfair advantage, e.g. signing numbers or mathematical words.

Mathematics paper two: reasoning

12.9. This paper consists of a single test paper and pupils will have 40 minutes to complete it.

12.10. Each pupil will require:

- A blue or black pen or a dark pencil.
- A sharp, dark pencil for mathematical drawings.
- A ruler (showing centimetres and millimetres).

- An angle measure or protractor.
 - A mirror.
- 12.11. If it is normal classroom practice, pupils will be permitted to use:
- Monolingual English electronic spell checkers.
 - Bilingual word lists.
 - Bilingual dictionaries or electronic translators, provided they only give word-for-word translations.
- 12.12. Pupils will be responsible for bringing these materials.
- 12.13. Pupils will not be permitted:
- Calculators.
 - Squared paper (unless as an access arrangement).
 - Tracing paper.
- 12.14. **Test administrators** will be permitted to read a question to a pupil on a one-to-one basis.
- 12.15. **Test administrators** will not read mathematical symbols.
- 12.16. **Test administrators** will read the guidance contained in the modified test packs regarding how to administer the tests to pupils with a visual impairment.
- 12.17. For pupils with hearing impairments, **test administrators** will not convey information that could give pupils an unfair advantage, e.g. signing numbers or mathematical words.

13. Administering the KS2 science sampling tests

- 13.1. An external administrator will notify the school of the pupils that have been selected to take the tests five school days before the test date.
- 13.2. The science sampling test consists of three papers – each paper will take no longer than 25 minutes to complete.
- 13.3. The tests will be administered by external administrators, who will provide the test materials, administer the tests to the relevant pupils and take the completed papers for marking.
- 13.4. The external administrators will take responsibility for the security of the test materials.
- 13.5. Staff members from the school will be selected by the **headteacher** to support the external administrator.
- 13.6. Results from the science sampling tests will be reported as national data only, and neither the school nor pupils will be identified in the published data. Results will not be used in accountability or performance tables.

14. Problems during the tests

- 14.1. If there is a problem during any of the assessments, **test administrators** will prioritise the safety and wellbeing of pupils.
- 14.2. If the fire alarm goes off, **test administrators** will:
- Stop the test and note the time.
 - Evacuate the room in accordance with the school's Fire Safety Policy.
 - Supervise pupils at all times to ensure they do not talk about the test.
 - Ensure all test papers are left in the room.
 - Escort pupils back to the test room once it is safe.
 - Allow pupils to complete the test with the correct remaining time.
 - Report instances of pupils discussing the test to the national curriculum assessments helpline.
- 14.3. If a pupil feels unwell before the test starts, **test administrators** will arrange for them to take it later in the day or on a different day.
- 14.4. If a pupil becomes unwell during the test, **test administrators** will:
- Stop the test for the individual pupil and note the time.
 - Offer a test break to the pupil.
 - Allow the pupil to return to the test if they feel well enough after the test break.
 - Calculate how much time the pupil has left to complete the test.
 - Ensure the test is completed on the same day; however, if the pupil is too unwell and they haven't seen the questions later in the paper, they may complete it on another day.
 - Move other pupils to another room, if appropriate.
 - Stop the test for all pupils in the room, if other pupils have been disturbed.
 - Make a note of the time the test is stopped to ensure pupils receive an appropriate amount of time to complete the test.
- 14.5. If a test paper is spoiled by an unwell pupil, **test administrators** will:
- Provide them with a new one.
 - Make a transcript by copying the answered from the spoiled test script onto the new one once the pupil has completed the test and is still under test conditions. If the test is unreadable, test administrators

will ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper.

- Not send spoiled test scripts for marking.
 - Make a notification of the use of a transcript on the PAG.
- 14.6. If a pupil needs to leave the test room, **test administrators** will ensure that the pupil is accompanied.
- 14.7. If a pupil is identified as cheating, **test administrators** will:
- Record the details, including the pupil's name, the name of the test and any specific question in which the pupil was advantaged by cheating.
 - Move the pupil to another location, if appropriate.
 - Still collect the pupil's test script with other pupils' test scripts – no information will be enclosed when the scripts are sent for marking.
 - Follow the school's Behaviour Policy.
- 14.8. If a pupil has cheated and gained an advantage, the **headteacher** will notify the STA using the PAG. By completing this form, the **headteacher** agrees to either:
- The removal of marks by the STA for the specific questions where the pupil has gained an advantage.
 - The annulment of the pupil's results in that test by STA.
- 14.9. If a pupil is being disruptive, **test administrators** will:
- Stop the test, note the time and remove the pupil.
 - Decide whether the pupil can complete the test in a separate room. If the test is not completed, the partially completed test script will be sent for marking.
 - Give other pupils a few moments to refocus once the pupil has been removed, and then continue the test.
 - Decide whether to continue the test with the pupil at a later time.
- 14.10. If test papers are incorrectly collated or the print is illegible, **test administrators** will:
- Stop the test for the affected pupils, making a note of the time, and tell them that replacement papers will be organised.
 - Ensure pupils do not discuss the test content while the replacement papers are being arranged.
 - Give pupils an appropriate amount of time to complete the test.

- 14.11. **Test administrators** will provide pupils with additional paper if they require it. **Test administrators** will ensure that the pupil's name and school DfE number are written on any additional pieces of paper and that the paper is attached or put inside the pupil's test script.
- 14.12. If a test is administered incorrectly on a day before the published test date, **test administrators** will keep pupils under test conditions and contact the national curriculum assessments helpline.
- 14.13. All mobile phones and smartwatches will be collected before the start of tests; however, if a pupil is found to be using a mobile phone or smartwatch, **test administrators** will:
 - Remove the item from the pupil.
 - Follow the school's Behaviour Policy after the test is complete.

15. After the tests

- 15.1. **Test administrators** will complete attendance registers and pack test scripts for marking.
- 15.2. **Test administrators** will return test scripts to the **headteacher** immediately after each test.
- 15.3. The **headteacher** will emphasise that **test administrators** will not review pupils' test scripts, unless they are marking a transcript.
- 15.4. Completed test scripts will be dispatched for marking as soon as possible and unused materials will be kept secure until after the published end to the test period.
- 15.5. After all test scripts have been collected for marking, the headteacher will complete and submit the KS2 HDF on the PAG.
- 15.6. If the headteacher cannot complete the HDF, they will contact the national curriculum assessments helpline.
- 15.7. Where appropriate, the **headteacher** will apply to the STA for special consideration for a pupil on the PAG, e.g. for a pupil who has been affected by extremely distressing circumstances at the time of the tests.
- 15.8. The **headteacher** will check with the LA whether test materials can be recycled.

16. External moderation

- 16.1. External moderation will be carried out to ascertain that the school's teacher assessment judgements for English writing are accurate and consistent with national standards.
- 16.2. The school will submit accurate and valid teacher assessment judgements via the PAG or the LA.

17. Results and reporting

Submitting TA data at KS2

- 17.1. The school will use the codes detailed in the STA's ['Key stage 2: submitting teacher assessment data'](#).
- 17.2. Teacher assessment judgments in English writing and science will be submitted to the STA via the PAG by the published deadline.
- 17.3. The school will submit its data via the PAG or the LA. The submission will include every pupil at the school registered to take the KS2 national curriculum tests (even if they did not) and those registered as working below the overall standards of the tests.
- 17.4. If a pupil changes school before the test week, the receiving school will submit their teacher assessment data.
- 17.5. If a pupil changes school during or after test week, the school where the pupil was registered will submit their teacher assessment data.

KS2 test results

- 17.6. Test results will be available on the PAG on the published date.
- 17.7. Each pupil who is registered for the tests will receive a raw score, a scaled score and confirmation of whether they met the expected standard.

The **headteacher** will be responsible for submitting reviews of marked papers if they believe a mark scheme was not followed or there has been a clerical error.

Reporting to parents

- 17.8. The pupil's annual report and summary of progress report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.
- 17.9. For pupils who did not take one or more of the tests, the **headteacher** will inform the parents in writing prior to the test and give teacher assessment information.

Keeping and maintaining records

- 17.10. The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.
- 17.11. Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.
- 17.12. The school will also keep curricular records on every pupil, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

17.13. When transferring records to a pupil's new school, the **headteacher** will ensure the statutory requirements for the transfer are fulfilled.

17.14. The school's General Data Protection Policy will be followed at all times.

18. Publishing assessment results

18.1. The school will publish the following information on our website each year:

- The average progress scores in reading, writing and maths
- The average scaled scores in reading and maths
- The percentage of pupils who achieved the expected standards or above in reading, writing and maths
- The percentage of pupils who achieved a high level of attainment in reading, writing and maths