



Standards  
& Testing  
Agency

# **Key stage 2: test administration guidance**

**2018 national curriculum tests**

**March 2018**

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## Introduction

This guidance is for schools administering the 2018 key stage 2 (KS2) national curriculum tests. The information builds on section 6 of the [2018 KS2 assessment and reporting arrangements](#)<sup>1</sup> (ARA).

It includes guidance to ensure that schools can:

- understand the statutory requirements for the KS2 tests
- plan for the tests
- receive and securely store test materials
- administer the tests correctly

Test administration instructions are included with all test packs. There are separate instructions provided for the standard, braille and modified large print (MLP) versions of the tests. [Modified test administration guidance](#)<sup>2</sup> is also available.

Guidance on completing test attendance registers, returning scripts for marking and submitting the headteacher's declaration form (HDF), is provided in the [attendance register and test script dispatch instructions](#)<sup>3</sup>.

Headteachers are responsible for ensuring that all test administrators (anyone responsible for, or involved with, test administration) follow the guidance in this document. Take this guide into any room where the tests are taking place. Failing to adhere to the statutory requirements detailed within this guidance could lead to a maladministration investigation, potentially resulting in the annulment of KS2 test results (see section 3.1).

If you have any queries, you should contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

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<sup>1</sup> [www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara)

<sup>2</sup> [www.gov.uk/government/publications/key-stage-2-tests-modified-test-administration-guidance-mtag](http://www.gov.uk/government/publications/key-stage-2-tests-modified-test-administration-guidance-mtag)

<sup>3</sup> [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch)

# Changes for 2018

## Test timetable

In response to feedback from headteachers and teachers, the order of the KS2 tests in the 2018 test timetable is different from previous years. Schools must administer the English grammar, punctuation and spelling test on Monday 14 May and the English reading test on Tuesday 15 May. See section 1.1 for the full test timetable.

## Return of results timing

KS2 test results will be available in the 'Pupil results' section of [NCA tools](#)<sup>4</sup> from 7.30am on Tuesday 10 July, and not from midnight as in previous years. This change has also been made in response to feedback from headteachers and teachers.

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<sup>4</sup> <https://ncatools.education.gov.uk>

## Section 1: 2018 key stage 2 tests

Details of the types of school and pupils required to participate in the tests are included in the [2018 KS2 ARA](#)<sup>5</sup>.

The KS2 tests consist of:

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

### 1.1 Test timetable

KS2 tests must be taken on the dates specified in the test timetable. Schools can decide what time to start a test on the specific day anytime between 7am and 7pm. Tests can't be taken before the specified date in any circumstances but an individual pupil, or part of the cohort, can take the test on the specified day before or after the rest of the cohort using a [start-time variation](#)<sup>6</sup>. Schools don't need permission from STA to vary the start time of a test but must make a notification on [NCA tools](#)<sup>7</sup>.

| Date                    | Test  |
|-------------------------|---|
| <b>Monday 14 May</b>    | English grammar, punctuation and spelling Paper 1: questions<br>English grammar, punctuation and spelling Paper 2: spelling |
| <b>Tuesday 15 May</b>   | English reading   |
| <b>Wednesday 16 May</b> | Mathematics Paper 1: arithmetic<br>Mathematics Paper 2: reasoning   |
| <b>Thursday 17 May</b>  | Mathematics Paper 3: reasoning  |

The test papers for each subject must be administered in order.

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<sup>5</sup> [www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara)

<sup>6</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation](http://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation)

<sup>7</sup> <https://ncatools.education.gov.uk>

## 1.2 Important dates

| Date                                    | Activity or deadline  |
|---|---|
| <b>Monday 9 April</b>                   | All schools that have applied for early opening or compensatory marks will have been notified of the outcome of their applications on NCA tools.  |
| <b>Monday 23 April</b>                  | Deadline for schools to submit applications for additional time on NCA tools.   |
| <b>Monday 30 April to Friday 4 May</b>  | Schools receive all KS2 test materials (standard and modified versions) and stationery items.   |
| <b>Tuesday 8 May</b>                    | 'Access arrangements' section of NCA tools opens for schools to notify the Standards and Testing Agency (STA) if they plan to administer a test at an alternative location.   |
| <b>Monday 14 May to Thursday 17 May</b> | KS2 test week.  |
| <b>Thursday 17 May</b>                  | <p>'Access arrangements' section of NCA tools opens for special consideration applications.</p> <p>'Access arrangements' section of NCA tools opens for notifications of pupils who have used a scribe, transcript, word processor, or electronic or technical aid.</p> <p>KS2 HDF is available to schools on NCA tools from 5pm.</p>   |
| <b>Thursday 24 May</b>                  | Deadline for schools to apply for timetable variations on NCA tools.  |
| <b>Friday 25 May</b>                    | <p>Deadline for schools to submit any notifications that pupils have used a scribe, transcript, word processor, or electronic or technical aid on NCA tools.</p> <p>Deadline for schools to submit any notifications that they have administered the tests at an alternative location or to notify STA of a pupil cheating on NCA tools.</p> <p>Deadline for schools to submit special consideration applications on NCA tools.</p> <p>Deadline for schools to submit the KS2 HDF on NCA tools.</p> |

|                               |   |
|-------------------------------|---|
| <b>Tuesday 29 May</b>         | Test papers and mark schemes available to download from <a href="https://www.gov.uk">GOV.UK</a> <sup>8</sup> .  |
| <b>Tuesday 10 July</b>        | Pupil results (raw scores and scaled scores) and marked script images available on NCA tools.<br><br>Raw score to scaled score conversion tables available on GOV.UK. |
| <b>Friday 20 July</b>         | Deadline for schools to submit review applications on NCA tools.  |
| <b>Wednesday 12 September</b> | Review outcomes returned to schools.  |

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<sup>8</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)



## Section 2: Headteachers' responsibilities

As the headteacher at a school administering the KS2 tests you have specific responsibilities, set out in the [2018 KS2 ARA](#)<sup>9</sup>.

Headteachers are responsible for ensuring all test administrators (anyone responsible for, or involved with, receiving test materials, test administration or returning scripts for marking) are familiar and comply with all of the [KS2 test administration guidance](#)<sup>10</sup>.

It is also your responsibility to:

- identify which pupils will take the KS2 tests
- keep all test materials secure and treat them as confidential until Friday 25 May, the day after the last test can be administered using a timetable variation
- know what to expect should you receive a monitoring visit
- ensure all staff are fully briefed and aware of the KS2 test timetable
- ensure the tests are administered according to the published guidance, including the correct administration of any access arrangements
- explain to all staff, participating pupils and their parents, how the tests will be administered
- ensure test papers are only opened for the first time immediately before the administration of the tests in front of the pupils in the room(s) where they are being administered, unless the school has an approved early opening application
- ensure pupils have the correct equipment for the tests (sections 8 to 11 contain information about what equipment is allowed in each test)
- ensure that the specific content of test materials is not used to prepare pupils
- ensure sufficient staff are available to administer tests according to the guidance
- notify STA of any issues that may have affected the security, confidentiality or integrity of the tests
- complete and submit the KS2 HDF on NCA tools after all scripts have been sent for marking, and by no later than Friday 25 May

Schools that do not comply with these requirements could be subject to a [maladministration investigation](#)<sup>11</sup>.

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<sup>9</sup> [www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara)

<sup>10</sup> [www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests](http://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests)

<sup>11</sup> [www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures](http://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures)

## Section 3: Demonstrating correct test administration

STA recommends that headteachers consider inviting a governor or another trusted member of the school community, who is not otherwise involved in administering the tests, to observe their administration.

Observation should start when test papers are opened until the completed scripts are sealed in the transparent bag after the test. If you choose to do this, your observer must be familiar with the contents of this document and other guidance on administering the tests.

Further guidance on how to [demonstrate correct test administration](#)<sup>12</sup> is available.

### 3.1 Maladministration

The term 'maladministration' refers to any act that:

- affects the security, confidentiality or integrity of the national curriculum assessments
- could lead to results that don't reflect pupils' unaided work

Your school could be subject to a [maladministration investigation](#)<sup>13</sup> if it doesn't comply with this test administration guidance, and also with:

- [2018 KS2 assessment and reporting arrangements](#)<sup>14</sup>
- [KS2 modified test administration guidance](#)<sup>15</sup>
- [KS2 access arrangements guidance](#)<sup>16</sup>
- [Keeping materials secure](#)<sup>17</sup>
- [Attendance register and test script dispatch instructions](#)<sup>18</sup>
- test administration instructions provided with the test materials

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<sup>12</sup> [www.gov.uk/government/publications/key-stage-2-tests-demonstrate-correct-test-administration](http://www.gov.uk/government/publications/key-stage-2-tests-demonstrate-correct-test-administration)

<sup>13</sup> [www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures](http://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures)

<sup>14</sup> [www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara)

<sup>15</sup> [www.gov.uk/government/publications/key-stage-2-tests-modified-test-administration-guidance-mtag](http://www.gov.uk/government/publications/key-stage-2-tests-modified-test-administration-guidance-mtag)

<sup>16</sup> [www.gov.uk/government/publications/key-stage-2-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)

<sup>17</sup> [www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure](http://www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure)

<sup>18</sup> [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch)

You should consider taking steps to protect staff involved in administering the tests against allegations of maladministration. Allegations of maladministration can come from misunderstandings about correct test administration. To avoid this, make sure all staff, participating pupils and their parents understand:

- how the tests will be administered
- the date that each test should be administered
- what assistance is allowed in the tests
- how any access arrangements will be used
- how start-time and timetable variations can be used

## Section 4: Test administrators

Headteachers should consider how many staff will be needed to administer the tests. Anyone administering a test on their own is more vulnerable to allegations of maladministration, as they don't have another adult to verify the test administration procedures. STA, therefore, recommends having at least 2 test administrators in each test room. If a test administrator is a relative of a pupil they are supervising, there must be at least one other test administrator (not related to the pupil) present at all times. Arrangements should also be in place in case a pupil needs to leave the test room, for example, if they are disruptive or become ill.

Test administrators should be headteachers, teachers, KS2 co-ordinators or teaching assistants. All test administrators must be trained so that they understand how the tests will be administered, what assistance is allowed and how any access arrangements will be used. This will help avoid any misunderstandings about test administration and misinterpretation of valid access arrangements or appropriate assistance.

STA encourages schools to hold training sessions for those involved in administering KS2 tests. If schools have arranged independent observation of the tests, observers should also attend this training. Test administrators should familiarise themselves with this guidance and also with:

- section 6 of the [2018 KS2 ARA](#)<sup>19</sup>
- sample tests and past papers available in the [practice materials](#)<sup>20</sup> collection
- which test is being administered on each day, as detailed in the test timetable
- [access arrangements](#)<sup>21</sup> and which pupils need them
- test administration instructions provided with the 2018 test materials, including:
  - what equipment is required for a particular test
  - the length of the test
  - what assistance is allowed for each test
- [Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling test](#)<sup>22</sup>, which gives guidance on how particular question types should be read
- [Preparing pupils for on-screen marking of test scripts](#)<sup>23</sup>

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<sup>19</sup> [www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara)

<sup>20</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>21</sup> [www.gov.uk/government/publications/key-stage-2-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)

<sup>22</sup> [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)

<sup>23</sup> [www.gov.uk/government/publications/key-stage-2-tests-notes-for-teachers-on-how-to-prepare-for-onscreen-marking](http://www.gov.uk/government/publications/key-stage-2-tests-notes-for-teachers-on-how-to-prepare-for-onscreen-marking)

## Section 5: Receiving and storing test materials

Before KS2 tests are delivered to schools, headteachers should think about where the test materials will be stored. You will need to ensure that you have adequate space to store all test materials securely.

STA will deliver materials to school addresses taken from [Get Information About Schools](#)<sup>24</sup>. Your school must make sure that its details are up to date by logging in to Get Information About Schools via [Secure Access](#)<sup>25</sup>. Schools will receive their KS2 test materials, including any modified test orders, in the week beginning Monday 30 April. If you haven't received your test materials by Friday 4 May, you should contact the national curriculum assessments helpline on 0300 303 3013.

The headteacher is responsible for checking their school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they must delegate this activity to a senior member of staff who understands the process. If a delivery is incomplete, you must contact the national curriculum assessments helpline on 0300 303 3013.

Any packs of test papers that are unsealed or damaged on arrival must also be reported immediately to the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of the damaged packages.

If you don't have sufficient copies of the test materials, you should contact the national curriculum assessments helpline on 0300 303 3013. If additional modified tests are required, contact the modified test agency on 0300 303 3019.

Keep test materials secure and treat them as confidential from the point they are received in school until Friday 25 May, the day after the last test can be administered using a timetable variation.

### 5.1 How to check your delivery

STA suggests that 2 members of school staff undertake this check together. The inner packs of test papers must not be opened.

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<sup>24</sup> <https://get-information-schools.service.gov.uk>

<sup>25</sup> <https://sa.education.gov.uk>

You should check your delivery as soon as you receive it. You should:

- check the school's details are correct and that the delivery is for your school
- check the boxes for any damage
- check the number and type of test packs received against the accompanying delivery note and annotate it accordingly

The delivery note will be included in the first box of each consignment. You should use it to make sure you have received the correct number of boxes and all of the materials. Make a note of your checks on the delivery note. Ensure you check all boxes thoroughly as packs of tests may be split between boxes.

When you have finished your checks, make sure you reseal the boxes and store them in a secure, locked cupboard, referring to the guidance in section 5.3. If you suspect any packs of test papers are missing or have arrived damaged, you must report it immediately to the national curriculum assessments helpline on 0300 303 3013.

Keep your annotated copy of the delivery note in an accessible place in case you receive a [monitoring visit](#)<sup>26</sup>.

## 5.2 Stationery packs

You will receive one stationery pack during the week beginning Monday 30 April. The contents of the stationery pack are listed on the pack cover sheet. You may open the stationery pack to confirm that the correct materials are enclosed.

Your test attendance registers will be included in the stationery pack. The [Attendance register and test script dispatch instructions](#)<sup>27</sup> will be provided in hard copy and are also available online. They give details of how to check your attendance registers are correct.

## 5.3 Test material storage and access

You must keep the test packs secure to ensure the confidentiality of the tests is maintained.

Test materials must be stored in a secure, locked cupboard. They should not be stored in a room where IT equipment is also kept, as this equipment is often targeted during burglaries.

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<sup>26</sup> [www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits](http://www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits)

<sup>27</sup> [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch)

The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff who is not involved with the administration of the tests. This is to protect staff involved in the administration of the tests against allegations of maladministration. The nominated member of staff should:

- create a log to record access to the test materials. Keep a chart on the door of the locked store room/cupboard to record access and checks
- limit access to the store room wherever possible and control access to the keys
- ensure all spare keys are clearly numbered and kept secure
- ensure there is a reporting procedure in the event of a problem, for example, lost or stolen keys
- have a copy of the published test timetable to ensure test materials are provided to the test administrators on the correct days
- conduct regular checks of the boxes to ensure they have not been tampered with
- check individual test packs have not been opened before the published day for each test unless the school has an approved early opening application to open test packs early to make modifications

Headteachers should also conduct their own regular checks on the boxes of test materials to make sure they haven't been tampered with. They should ensure that anyone who handles test materials understands their sensitivity.

If you suspect a breach of security, you must report the incident immediately to the national curriculum assessments helpline on 0300 303 3013.

## Section 6: Preparing to administer tests

### 6.1 Registering pupils

You should have registered and confirmed all pupils who are at the end of KS2 on [NCA tools](#)<sup>28</sup> by Friday 16 March.

However, the 'Pupil registration' section of NCA tools remains open after Friday 16 March, so you can amend your school's data to reflect any pupils who have left or joined your school after the deadline. You can make amendments until the end of test week.

### 6.2 Access arrangements

Some pupils with specific needs may need additional arrangements so that they can take part in the tests. Access arrangements are adjustments that can be made to support pupils. It may be helpful to use [practice materials](#)<sup>29</sup> with pupils before administering the 2018 tests to identify where it may be appropriate to use access arrangements. You must ensure any arrangements used don't advantage or disadvantage individual pupils.

Access arrangements must be based primarily on normal classroom practice for pupils with specific needs. Evidence of what is normal classroom practice should be available in case of a monitoring visit. Evidence will vary according to the type of arrangement and the tasks it is required for. Evidence may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork to demonstrate the type of support provided in the classroom.

Test administrators should be briefed about [access arrangements](#)<sup>30</sup> and which pupils require them. Provide each test administrator with a list of any pupils who will be using access arrangements in advance of the tests. Relatives, carers or guardians of pupils who need access arrangements must not be involved in administering the tests to those pupils.

You should also consider explaining to all parents and pupils what support is allowed in the tests. This should help to avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

Headteachers need to complete application or notification forms for certain KS2 access arrangements. Read the access arrangements guidance to ensure you understand your

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

<sup>29</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>30</sup> [www.gov.uk/government/publications/key-stage-2-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)



responsibilities. If you use access arrangements inappropriately this could lead to a [maladministration investigation](#)<sup>31</sup>.

## 6.3 Preparing test rooms

Schools should consider the test room(s) when preparing their test administration timetable to ensure appropriate quiet space is available to pupils, whether administering to a whole class, small groups or individuals. If you use access arrangements, you should consider whether it will be necessary to administer the tests to pupils in a separate room to the main group.

Any rooms where tests will take place should be prepared before the tests are administered. You should:

- remove or cover any displays or materials that could help pupils
- ensure seating arrangements will 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
- ensure there is a board at the front of the room for writing the school name, Department for Education (DfE) number and start and finish times

Test administrators should write the full school name and DfE number on a board at the front of the class. Pupils should copy this on to their answer booklet or test paper and any additional paper used. This information will make it easier to track test scripts during the marking process, especially if schools, or pupils, have similar names.

## 6.4 Preparing test materials

You can only open packs of test papers before the scheduled test date with permission from STA. The deadline for applications for early opening was Monday 26 February.

Test administrators should not view the content of the tests before they are administered. Test packs can only be opened up to one hour before the start of a particular test, without permission from STA, if:

- a written translation is needed for a mathematics test
- a test paper needs to be adapted to meet an individual pupil's needs

At least 2 members of staff should be present while test materials are opened and prepared. You should be careful when making any modifications to the papers, ensuring

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<sup>31</sup> [www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures](http://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures)

no pages are omitted or duplicated. STA will not make any allowances for pupils where schools have incorrectly modified test papers.

If enlarging mathematics test papers, do not enlarge any questions that require a pupil to measure a length or width.

## 6.5 Equipment

It is important to make sure all equipment is ready and working in advance of the tests.

Pupils will require the following for one or more of the tests:

- blue/black pens, pencils and pencil sharpeners (rubbers optional)
- rulers (showing centimetres and millimetres)
- angle measurers or protractors
- mirrors

A specific list of equipment needed for each of the tests is detailed in sections 8 to 11.

Mathematics test papers include space for working out, with gridlines included where these are useful to pupils. STA discourages 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. However, if using squared paper is part of normal classroom practice, then it can be used as a specific access arrangement, as described in section 6.2.

Pupils must not write their answers using glitter pens or coloured pens, in particular red. These are illegible when scanned for on-screen marking. Pupils may use highlighter pens, for example to highlight sections of the reading booklet, if this is normal classroom practice.

Every room where the tests will take place should have a clock visible to help pupils pace themselves.

## 6.6 Dictionaries and other reference material

If it is normal classroom practice, pupils may use word processors or other technical or electronic aids in the tests, provided the functionality does not give the pupil an unfair advantage. Dictionaries, bilingual word lists, electronic translators and electronic spell checkers can only be used as shown in sections 8 to 11, providing this is normal classroom practice. Pupils must not use a thesaurus during any of the tests.

## **6.7 Administering tests away from school**

In exceptional circumstances, and at the headteacher's discretion, a test or tests may be administered to one or more pupils at an alternative location to the rest of the cohort, for example, another school, the pupil's home, a hospital or pupil referral unit. The headteacher is responsible for ensuring the security of the tests is maintained and the tests are administered in accordance with the test administration guidance. The headteacher must also complete a notification form in the 'Access arrangements' section of NCA tools, available from Tuesday 8 May until Friday 25 May.

## Section 7: Administering the tests

The tests must be administered on the days specified in the published timetable. The order of the KS2 tests in the 2018 test timetable is different from previous years. Where there is more than one test scheduled for the same day, the tests must be administered in the order specified.

| Date                    | Test  | Timings                         |
|-------------------------|---|---------------------------------|
| <b>Monday 14 May</b>    | English grammar, punctuation and spelling<br>Paper 1: questions | 45 minutes                      |
|                         | English grammar, punctuation and spelling<br>Paper 2: spelling  | 15 minutes (not strictly timed) |
| <b>Tuesday 15 May</b>   | English reading   | 60 minutes                      |
| <b>Wednesday 16 May</b> | Mathematics Paper 1: arithmetic                                 | 30 minutes                      |
|                         | Mathematics Paper 2: reasoning                                  | 40 minutes                      |
| <b>Thursday 17 May</b>  | Mathematics Paper 3: reasoning                                  | 40 minutes                      |

### 7.1 Timetable variations

Some pupils may need to take a test on the specified day at a different time from the rest of the cohort, or after the specified day. There are 2 types of timetable variation available. If the circumstances meet the criteria given within the [timetable variation](#)<sup>32</sup> guidance, schools must complete the appropriate form in the 'Access arrangements' section of NCA tools.

- You must submit an online notification of a start-time variation to administer a test to a pupil on the scheduled test day, but at a different time from the rest of the cohort. You don't need to wait for STA approval, but you must submit a notification before administering the test.
- You must submit an online application for a timetable variation to administer a test up to 5 school days after the published date. Approval from STA is required before

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<sup>32</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation](http://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation)

you administer the test. If a pupil is ill, you should wait until they return to school before making the application.

Guidance on [how to apply for a timetable variation](#)<sup>33</sup> includes what action you need to take if a pupil is late or absent on the day of a test. In these cases, if the pupil has had contact with pupils who have taken the test, or accessed test content, for example using the internet, they must not take the test and should be marked as 'A' (absent) on the attendance register.

## 7.2 Opening test packs

Information about when you can open test materials is included on the front sheet of each test pack. You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the annulment of pupils' results.

Standard test packs should only be opened when the test is due to start. However, test packs can be opened up to one hour before the start of a particular test, without approval, if:

- a written translation is required for a mathematics test
- a test paper needs to be adapted to meet the needs of individual pupils

Schools that need to open test packs more than one hour early to make modifications should have made applications for early opening in the 'Access arrangements' section of [NCA tools](#)<sup>34</sup>. STA will inform schools about the outcome of any applications for early opening on, or by, Monday 9 April. Test packs can only be opened more than one hour before the tests if an application for early opening has been approved.

## 7.3 Insufficient test papers

If your school requires additional test papers on the day of the test, the headteacher must contact the national curriculum assessments helpline on 0300 303 3013 for advice. Schools must not photocopy test papers without permission from STA.

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<sup>33</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation](http://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation)

<sup>34</sup> <https://ncatools.education.gov.uk>

## 7.4 At the start of a test

Two members of staff should collect the test packs from your secure storage. This should be recorded in the log. If there is more than one test on the day, packs for a particular test should only be collected when you are ready to administer that test.

Test packs should be opened in front of the pupils immediately before the administration of the test in the room(s) where they are being administered. You should do this with another member of staff present. If tests are being administered in a number of different rooms, schools should open the packs in one room and then take pupils and their test papers to the other rooms to administer them.

You should take care to ensure that the correct test packs are opened. If an incorrect test pack is opened you must reseal the pack and phone the national curriculum assessments helpline on 0300 303 3013 for advice on securing the test materials.

Once the test pack has been opened, until Friday 25 May, teachers and test administrators 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

This is to help ensure that the security and confidentiality of the tests is maintained throughout the timetable variation period and so no pupil has an unfair advantage over another.

## Section 8: Administering tests on Monday 14 May

The tests scheduled to be administered on Monday 14 May are:

- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling

The papers must be administered in order.

### English grammar, punctuation and spelling Paper 1: questions

|            |   |
|------------|---|
| Format     | <ul style="list-style-type: none"><li>• Paper 1: questions consists of a single test paper.</li><li>• Pupils will have 45 minutes to complete Paper 1.</li></ul>  |
| Equipment  | <p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue/black pen or a dark pencil</li></ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists or electronic translators</li></ul>  |
| Assistance | <ul style="list-style-type: none"><li>• You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an unfair advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• There is no specific hearing impairment guidance for this test, but be careful if signing to ensure you do not convey information that would give pupils an unfair advantage.</li><li>• Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li></ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• <a href="#">Notes for readers in the English grammar, punctuation and spelling test</a><sup>35</sup> gives examples of how to read particular types of question in Paper 1.</li> <li>• If a pupil asks a question about test content, you may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to “insert a pair of commas”, ‘insert’ may be explained, but not ‘commas’.</li> </ul> <p>The examples below illustrate how to deal with some common situations:</p> <p><b>Q. I don’t understand the question.</b></p> <p><b>A.</b> Read the question again and underline key words that tell you what to do.</p> <p><b>Q. What does ‘adverb’ mean?</b></p> <p><b>A.</b> I can’t tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand. See section 12.1.</p> |
|--|---|

## English grammar, punctuation and spelling Paper 2: spelling

|        |  |
|--------|--|
| Format | <ul style="list-style-type: none"> <li>• Paper 2: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in the guidance provided with the answer booklets.</li> <li>• Pupils will have approximately 15 minutes to complete the test, by writing the 20 missing words in the answer booklet. The test is not strictly timed.</li> </ul> |
|--------|--|

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<sup>35</sup> [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)



|            |   |
|------------|---|
| Equipment  | <p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a blue/black pen or a dark pencil</li> </ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"> <li>• dictionaries</li> <li>• electronic spell checkers</li> <li>• bilingual word lists or electronic translators</li> </ul>  |
| Assistance | <ul style="list-style-type: none"> <li>• Pupils should not require any assistance during the administration of Paper 2: spelling.</li> <li>• You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an unfair advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li> <li>• You should take care not to over emphasise spelling when reading out the words pupils need to spell.</li> <li>• There is no specific hearing impairment guidance for this test, but be careful if signing to ensure you do not convey information that would give pupils an unfair advantage. If this paper is presented through sign language, finger spelling must not be used.</li> <li>• Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li> </ul> |

## Section 9: Administering tests on Tuesday 15 May

The test scheduled to be administered on Tuesday 15 May is English reading.

### English reading

|            |   |
|------------|---|
| Format     | <ul style="list-style-type: none"><li>• This test consists of a reading answer booklet and a separate reading booklet. All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.</li><li>• Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example, working through one text and answering the questions before moving on to the next.</li></ul>   |
| Equipment  | <p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue/black pen or a dark pencil</li></ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens, if this is normal classroom practice. Pupils must <b>not</b> use a dictionary.</p> <p>You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils and gives a guide to the length of answer expected for each question.</p> |
| Assistance | <ul style="list-style-type: none"><li>• You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an unfair advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• The English reading test must not be read to individuals or to a group, except for the general</li></ul>  |

instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the reading answer booklet to ensure all pupils understand them. No other part of the reading answer booklet or reading booklet may be read to pupils or rephrased.

- If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.
- There is no specific hearing impairment guidance for this test, but be careful if signing to ensure you do not convey information that would give pupils an advantage.
- Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

The example below illustrates how to deal with a common situation:

**Q. I don't understand the question.**

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

## Section 10: Administering tests on Wednesday 16 May

The tests scheduled to be administered on Wednesday 16 May are:

- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

The papers must be administered in order.

### Mathematics Paper 1: arithmetic

|            |  |
|------------|--|
| Format     | <ul style="list-style-type: none"><li>• Paper 1: arithmetic consists of a single test paper.</li><li>• Pupils will have 30 minutes to complete Paper 1 by answering the questions in the test paper.</li></ul>   |
| Equipment  | <p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue/black pen or a dark pencil</li><li>• a ruler</li></ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>• calculators</li><li>• tracing paper</li><li>• squared paper (unless as an access arrangement, see section 6.5)</li><li>• other mathematical equipment, such as angle measurers or mirrors</li></ul> |
| Assistance | <ul style="list-style-type: none"><li>• You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an unfair advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• If a pupil requests it, a question may be read to the pupil on a one-to-one basis.</li><li>• If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage</li></ul>                           |

|  |  |
|--|--|
|  | <p>by having the function inadvertently explained by reading its name.</p> <ul style="list-style-type: none"> <li>• There is no specific hearing impairment guidance for this test, but be careful when signing numbers, mathematical signs and words. Ensure you do not convey information that would give pupils an advantage.</li> <li>• Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li> </ul> <p>The example below illustrates how to deal with a common situation:</p> <p><b>Q. Do I need to multiply when I calculate 95% of 240?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> |
|--|--|

## Mathematics Paper 2: reasoning

|           |  |
|-----------|--|
| Format    | <ul style="list-style-type: none"> <li>• Paper 2: reasoning consists of a single test paper.</li> <li>• Pupils will have 40 minutes to complete Paper 2 by answering the questions in the test paper.</li> </ul>   |
| Equipment | <p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a blue/black pen or a dark pencil</li> <li>• a sharp, dark pencil for mathematical drawing</li> <li>• a ruler (showing centimetres and millimetres)</li> <li>• an angle measurer or protractor</li> <li>• a mirror</li> </ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils may use the following equipment, if this is normal classroom practice:</p> <ul style="list-style-type: none"> <li>• monolingual English electronic spell checkers</li> <li>• bilingual word lists</li> </ul> |

|            |   |
|------------|---|
|            | <ul style="list-style-type: none"> <li>• bilingual dictionaries or electronic translators, provided they only give word-for-word translations</li> </ul> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• squared paper (unless as an access arrangement, see section 6.5)</li> <li>• tracing paper</li> </ul>   |
| Assistance | <ul style="list-style-type: none"> <li>• You must ensure that nothing you say, or do, during a test could be interpreted as giving pupils an unfair advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li> <li>• If a pupil requests it, a question may be read to the pupil on a one-to-one basis.</li> <li>• If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.</li> <li>• For pupils with a hearing impairment, be careful if signing numbers, mathematical signs and words. Guidance on any specific words that should be signed in a particular way are included in the standard test packs.</li> <li>• Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li> <li>• At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.</li> </ul> <p>The examples below illustrate how to deal with some common situations:</p> <p><b>Q. What does 'quadrilateral' or '&gt;' or '&lt;' mean?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> |

**Q. What is '0.6'?**

**A.** That's nought point six.

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand. See section 12.1.

## Section 11: Administering tests on Thursday 17 May

The test scheduled to be administered on Thursday 17 May is mathematics Paper 3: reasoning.

### Mathematics Paper 3: reasoning

|            |   |
|------------|---|
| Format     | <ul style="list-style-type: none"><li>• Paper 3: reasoning consists of a single test paper.</li><li>• Pupils will have 40 minutes to complete Paper 3 by answering the questions in the test paper.</li></ul>   |
| Equipment  | <p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue/black pen or a dark pencil</li><li>• a sharp, dark pencil for mathematical drawing</li><li>• a ruler (showing centimetres and millimetres)</li><li>• an angle measurer or protractor</li><li>• a mirror</li></ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils may use the following equipment, if this is normal classroom practice:</p> <ul style="list-style-type: none"><li>• monolingual English electronic spell checkers</li><li>• bilingual word lists</li><li>• bilingual dictionaries or electronic translators, provided they only give word-for-word translations</li></ul> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>• calculators</li><li>• squared paper (unless as an access arrangement, see section 6.5)</li><li>• tracing paper</li></ul> |
| Assistance | <ul style="list-style-type: none"><li>• You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an unfair advantage, for example, indicating that an answer is</li></ul>   |



correct or incorrect, or suggesting the pupil looks at an answer again.

- If a pupil requests it, a question may be read to the pupil on a one-to-one basis.
- If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.
- For pupils with a hearing impairment, be careful when signing numbers, mathematical signs and words. Guidance on any specific words that should be signed in a particular way are included in the standard test packs.
- Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.
- At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

The examples below illustrate how to deal with some common situations:

**Q. What does 'quadrilateral' or '>' or '<' mean?**

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

**Q. What is '0.6'?**

**A.** That's nought point six.

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand. See section 12.1.

## Section 12: Problems or queries during test administration

### 12.1 Answering pupils' questions

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

You may only provide explanations to pupils as specified in sections 8 to 11, which also contain examples of how to deal with particular questions. Examples will also be included in the test administration instructions included with the test materials.

#### English grammar, punctuation and spelling

For the English grammar, punctuation and spelling test, you must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

This example is taken from the [2016 sample KS2 English grammar, punctuation and spelling Paper 1: questions](#)<sup>36</sup>:

**Q.11** Circle all the pronouns in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

You may explain words to help the pupil understand the context and instructions, such as 'circle', 'jumpers', 'scarf', or explain that 'Dad' is a person's name. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage, such as 'pronouns'. You must not identify people's names in questions asking which word requires a capital letter or why a capital letter is needed.

#### English reading

For the English reading test, you must not explain the meanings of any words or expressions.

#### Mathematics

For the mathematics test, you must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects

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<sup>36</sup> [www.gov.uk/government/publications/2016-key-stage-2-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions](http://www.gov.uk/government/publications/2016-key-stage-2-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions)

or pictures to help them understand. If a pupil asks for clarification of a mathematics question, you may read words and numbers but not mathematical symbols.

This example is taken from the [2016 sample KS2 mathematics Paper 2: reasoning](#)<sup>37</sup>:

**Q.8** This graph shows the temperature in six cities on one day in January.

[graph]

Which city was 4 degrees warmer than Kiev?

You may explain words to help the pupil understand the context, such as 'city', or clarify that 'Kiev' and other names given on the graph are the names of cities. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage such as 'temperature', 'four', 'degrees' or 'warmer'.

## 12.2 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. This section provides guidance on what to do in certain situations. If any of these situations occur during the course of a test you should brief your headteacher on how the incident was dealt with once the test is over.

### If a fire alarm goes off

Stop the test and note the time. Evacuate the room following school procedures and tell the pupils to remain calm and silent. Pupils should be supervised at all times to ensure they don't talk about the test. The test papers should be left in the test room.

Once it is safe to do so, pupils may continue with the test using the correct amount of remaining time. If the pupils do talk to each other about the test, you must phone the national curriculum assessments helpline on 0300 303 3013 for advice before you continue.

### If a pupil is unwell

If a pupil complains of feeling unwell before the test starts, it should not be administered. The school should make a notification of a start-time variation or apply for a timetable variation to administer the test later, or on a different day, when the pupil is back in school and feeling better.

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<sup>37</sup> [www.gov.uk/government/publications/2016-key-stage-2-mathematics-sample-test-materials-mark-schemes-and-test-administration-instructions](http://www.gov.uk/government/publications/2016-key-stage-2-mathematics-sample-test-materials-mark-schemes-and-test-administration-instructions)

However, if a pupil is unwell once a test has started, stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, they should be given the correct amount of remaining time to continue with the test. The test must be completed on the same day. If the pupil is too ill to continue the test, the partially completed test script must be sent for marking.

If the test script is spoiled, give the pupil a new one to continue. A member of staff should make a transcript by copying the answers from the spoiled test script onto the new test paper (see section 12.3). You should do this once the pupil has completed the test and is still under test conditions. If the test script is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper. Do not send the spoiled test script for marking. You must make a notification of the use of a transcript on [NCA tools](#)<sup>38</sup>.

If other pupils have been disturbed, you may stop the test for all pupils in the room. Make a note of the time so pupils receive the correct amount of remaining time. If necessary, move the pupil(s) to another room, ensuring they remain silent.

### **If a pupil needs to leave the test room during the tests**

Pupils taking the tests must be supervised at all times. If a pupil needs to leave the test room, a test administrator must accompany them.

When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility that at least one test administrator might need to leave the room with a pupil.

### **If a mobile phone rings or a pupil is found to be using one**

Pupils must not have any items that may cause disturbances during the tests. You should consider collecting mobile phones from pupils before the tests.

If a mobile phone makes any sound, it should be removed from the pupil. After the test, follow the school's own behaviour and disciplinary procedures.

If the pupil has gained an advantage as a result of using the mobile phone, follow the guidance on cheating in the following paragraph. If the pupil has gained no advantage, then there is no need to contact us.

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<sup>38</sup> <https://ncatools.education.gov.uk>

## **If a pupil is caught cheating**

If you catch a pupil cheating, record details of the incident, including the pupil's name, the name of the test and any specific questions in which the pupil was advantaged by cheating. If appropriate, move the pupil to another location for the remainder of the test.

If you believe the pupil has gained an advantage as a result of cheating, notify STA of the incident using the 'Notification of a pupil cheating' form, available in the 'Access arrangements' section of NCA tools.

By completing the form, the headteacher agrees to either:

- the removal of marks by STA for the specific questions where the pupil has gained an advantage
- the annulment of the pupil's result in that test by STA

The pupil's test script must be collated with the other pupils' test scripts. Do not enclose any information regarding the incident when sending the test scripts for marking.

You don't need to notify STA if the pupil has disrupted the test but not cheated, or if the pupil has attempted to cheat but gained no advantage from their actions. You should follow your school's behaviour policy in dealing with such incidents.

## **If a pupil is being disruptive**

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil. You can decide whether the disruptive pupil should continue the test in a separate room. If the test is not completed, the partially-completed test script must be sent for marking.

Give the other pupils a few moments to refocus and then continue the test with the correct amount of remaining time.

## **If test papers are incorrectly collated or the print is illegible**

Stop the test for the affected pupils, making a note of the time, and tell them you will organise replacement papers. The pupils must not discuss the test content while the replacement papers are being arranged. Once the replacements are provided, allow the pupils the appropriate amount of time they have remaining to complete the test. Pupils must not be allowed to start the test again.

All schools receive additional copies of each test paper. If there are insufficient additional copies to give all affected pupils a replacement, you should contact the national curriculum assessments helpline on 0300 303 3013 for approval to make a photocopy. At the end of the test, insert the replacement test paper inside the original incorrect paper and inform the headteacher of the action you took.

You should be careful if photocopying the papers, ensuring no pages are omitted or duplicated. STA will not make allowances for pupils where schools have incorrectly photocopied test papers.

### **If a pupil asks for additional paper**

The test papers and answer booklets have been designed so most pupils will have enough room to record their answers. You may give pupils extra paper if they need additional space for their answers. Ensure the pupil's name and school DfE number are written on any additional paper used and the paper is attached or put inside the pupil's test script.

### **If an incorrect test has been administered**

If a test has been administered incorrectly on a day before the published test date you must keep the pupils under test conditions and contact the national curriculum assessments helpline on 0300 303 3013 for advice.

## **12.3 Transcribing test scripts**

If it would be very difficult for a marker to read a pupil's writing, you can transcribe all or part of the pupil's test script. Test administrators should know which pupils are likely to need a transcript before administering the tests. A transcript can be made on the pupil's test script or on a separate script or sheet of paper. Unless it has been spoiled, the pupil's original test script must also be sent for marking, along with the transcript. Transcripts must be clipped or stapled to the pupil's original test script.

If the marker can read the pupil's writing, they will mark the original work.

Braille test scripts must not be transcribed.

When transcribing a pupil's answers, test administrators must adhere to the following guidance.

- A transcript can only be made at the end of the test.
- Wherever possible the transcript must be made with the pupil present, before the pupil leaves the test room.
- The pupil must be kept separate from the rest of the cohort until the transcript is complete. If the pupil needs to leave, for example because of illness, the test administrator must transcribe what they can and send this for marking.
- You must make the transcript in a different coloured ink from the one used by the pupil, and not in red pen.
- You must ensure the pupil's answers are not changed.

- All language, punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers.
- Extensive or full transcripts should be transcribed on a new test paper.

You do not need to request permission from STA or your local authority to create a transcript of a pupil's script, but you do need to complete an online notification form in the 'Access arrangements' section of NCA tools. This will be available from Thursday 17 May. The form should be submitted when all tests have been completed and by Friday 25 May, before the HDF is submitted.

You must not send printed copies of notification forms with the test scripts, as this will slow down the marking process.

## Section 13: After the tests

### 13.1 Packing tests scripts for marking

Headteachers are responsible for making sure their school's test scripts are collated, packed and stored correctly, as soon as possible on the day of each test. All test papers, including partially completed test scripts, must be collected, ensuring every pupil is accounted for. Any separate transcripts must be attached to and packaged with the pupil's original test script. STA advises that headteachers should be personally involved in packing the school's scripts. The [Attendance register and test script dispatch instructions](#)<sup>39</sup> explain exactly how to do this.

Any individual left alone with test materials is vulnerable to allegations of maladministration. Make sure test scripts:

- are collected and collated by more than one person
- aren't left with an individual at any point

Test administrators should return test scripts to the headteacher immediately after each test. Headteachers should emphasise that test administrators must not review pupils' test scripts, unless they are making a transcript. Test administrators should know which pupils are likely to need a transcript before administering the tests.

Headteachers are responsible for ensuring pupils' answers are their own and that they are not amended after the tests.

Completed test scripts must be dispatched as soon as possible, as described in the 'Attendance register and test script dispatch instructions'. All unused materials must be kept secure until Friday 25 May. Other schools may be administering the tests using timetable variations until Thursday 24 May and it is essential no pupils are advantaged or disadvantaged.

Teachers and test administrators must not discuss the content of the test papers with anyone. In particular, specific content that could compromise a test must not be discussed on social media or published online.

Test papers and mark schemes will be available on [GOV.UK](#)<sup>40</sup> from Tuesday 29 May.

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<sup>39</sup> [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch)

<sup>40</sup> [www.gov.uk/sta](http://www.gov.uk/sta)



## 13.2 Completing the headteacher's declaration form

After all test scripts have been collected for marking, headteachers must complete and submit the KS2 HDF on [NCA tools](#)<sup>41</sup>, as detailed in Section 5 (4) of the [Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) Order 2003](#)<sup>42</sup>. The form confirms that either you have administered the tests according to the published guidance or you have reported any issues to STA. Test administrators should inform the headteacher of any issues that occurred during the administration of the tests.

Failure to complete the HDF by the deadline may result in a maladministration investigation. Schools may contact the national curriculum assessments helpline on 0300 303 3013 for help with completing the HDF. Once submitted, you can't amend the HDF so any mistakes should be reported to the national curriculum assessments helpline on the number above.

Full guidance is available in the 'Attendance register and test script dispatch instructions'.

## 13.3 Special consideration

Occasionally a pupil's performance may be affected by extremely distressing circumstances at the time of the tests. It may also apply when an incident that occurred in the months before the tests is still having an impact on the pupil demonstrating their full potential. Where STA approves a school's request for special consideration, it will be taken into account when calculating the school performance measures.

Special consideration will not be applied where a pupil was not in a fit state to take the tests. In these circumstances, schools should consider using a timetable variation to enable the pupil to take the test at a more appropriate time, and other access arrangements that may be suitable.

Applications for special consideration should be made in the 'Access arrangements' section of NCA tools from Thursday 17 May. The deadline for applications is Friday 25 May.

You should read the [special consideration guidance](#)<sup>43</sup> before making an application.

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<sup>41</sup> <https://ncatools.education.gov.uk>

<sup>42</sup> [www.legislation.gov.uk/uksi/2003/1038/contents/made](http://www.legislation.gov.uk/uksi/2003/1038/contents/made)

<sup>43</sup> <https://www.gov.uk/government/publications/key-stage-2-tests-special-consideration-guidance>

## Section 14: Further information

### 14.1 General enquiries

For general enquiries about test administration and access arrangements:

National curriculum assessments helpline: 0300 303 3013

Email: [assessments@education.gov.uk](mailto:assessments@education.gov.uk)

### 14.2 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section of [NCA tools](https://ncatools.education.gov.uk)<sup>44</sup>.

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<sup>44</sup> <https://ncatools.education.gov.uk>

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write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

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