



Standards
& Testing
Agency

Key stage 2 assessment and reporting arrangements (ARA)

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1 Summary

1.1 About this guidance

This guidance sets out the statutory requirements for key stage 2 (KS2) national curriculum assessment and reporting for the 2019/20 academic year. It is produced by the [Standards and Testing Agency](#)¹ (STA), an executive agency of the Department for Education (DfE), and is relevant until the end of the 2019/20 academic year.

The assessment and reporting arrangements apply to:

- maintained schools (including maintained special schools)
- academies (including free schools)
- pupil referral units (PRUs)
- Ministry of Defence (MoD) schools
- participating independent schools with pupils in KS2

1.2 Who is this guidance for?

- All staff responsible for KS2 assessments, including administering the KS2 tests and the multiplication tables check (MTC)
- Headteachers and senior leadership teams
- Governors and trustees
- Local authority (LA) assessment co-ordinators

1.3 Legal status

The ARA contains provisions made in terms of Article 11 (as amended) of [The Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#)². This 2003 Order is made by the Secretary of State under powers provided for by [section 87 of the Education Act 2002](#)³. This document gives full effect to the provisions made in the 2003 Order concerning KS2 assessment and has effect as if made by the 2003 Order. The ARA also contains guidance and information that does not form part of the law. Section 15 contains further guidance on legal requirements and responsibilities.

¹ www.gov.uk/sta

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

³ www.legislation.gov.uk/ukpga/2002/32/section/87

2 Changes for 2019/20

2.1 Multiplication tables check

From the 2019/20 academic year, the multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England. See section 10 for more information.

2.2 Primary assessment gateway

The NCA tools website has been replaced by the [Primary Assessment Gateway](#)⁴.

Schools can use the Primary Assessment Gateway to:

- place test orders
- submit holiday dates to help inform deliveries of test materials
- register pupils for the tests
- apply for access arrangements and special consideration
- submit the headteacher's declaration form (HDF)
- submit teacher assessment (TA) data
- view pupil results and marked test scripts
- view TA standardisation materials
- apply for marking reviews

LAs can:

- view TA standardisation materials
- generate reports on access arrangements to help inform monitoring visits
- submit TA data on behalf of schools
- view pupil results

Multi-academy trusts can:

- view pupil results

⁴ www.primaryassessmentgateway.education.gov.uk

2.3 Access arrangements application period

The period for schools to make applications for additional time, early opening, compensatory marks for spelling and timetable variations has changed. This is because schools cannot make applications until their pupil data has been loaded into the Primary Assessment Gateway for pupil registration.

This change is an improvement for schools as they will no longer need to manually enter pupil details in the application forms. Instead, they will select the pupil from a drop-down list.

The forms will be available in the Primary Assessment Gateway from Monday 17 February. See section 3.2 for the application deadlines.

2.4 Test materials and stationery packs

In order to reduce waste, test packs delivered to schools will now contain 5 or 10 test papers. Schools will receive enough materials for their pupils, based on pupil registration data, plus a small number of spares. In previous years, if a school required 32 test papers, they would have received 40 (4 packs of 10). That school would now receive 35 test papers (3 packs of 10 and one pack of 5). Spelling papers will continue to be delivered in packs of 30.

Stationery packs containing test attendance registers, script return bags, labels and packing instructions will be delivered to schools with their 2020 test materials. This will reduce the number of deliveries to schools and the amount of packaging used.

There will be one attendance register for each test paper (6 in total) rather than one for each subject. Full guidance on returning test scripts for marking will be published in March 2020.

3 Important dates

These dates may be subject to change.

3.1 Important dates for 2019

Date	Action
September and October	<ul style="list-style-type: none"> • STA delivers TA moderation training events to LAs in English writing.
Monday 28 October	<ul style="list-style-type: none"> • 'Test orders' forms available in the Primary Assessment Gateway. • Maintained schools and academies (including free schools) should order modified versions of the KS2 tests, if required, by Friday 22 November. STA bases quantities of standard test materials on schools' census and pupil registration data. • Academies must make a written agreement with their chosen LA (for monitoring the KS2 tests and external moderation of their KS2 TA) and report this information to STA via the Primary Assessment Gateway if this is not their geographical LA, by Friday 22 November. • Independent schools participating in the KS2 assessments must place test orders in the Primary Assessment Gateway, for both standard and modified versions, and issue privacy notices to parents, by Friday 22 November. Participating independent schools must make a written agreement with the LA that will monitor the KS2 tests (and complete external moderation of their KS2 TA, if submitting) and report their selection to STA, via the Primary Assessment Gateway, by Friday 13 December. • Special schools, PRUs and secure units should place test orders, if any pupils are working at the standard of the tests and are able to access them, to ensure that test materials are provided.
November 2019 to January 2020	<ul style="list-style-type: none"> • LAs complete TA moderation standardisation exercises in English writing.

Friday 22 November	<ul style="list-style-type: none"> • Deadline for maintained schools and academies (including free schools) to order modified versions of the KS2 tests. • Deadline for participating independent schools to order standard and modified versions of the KS2 tests and issue privacy notices to parents. • Deadline for special schools, PRUs and secure units to place test orders if any pupils are working at the standard of the tests and are able to access them. • Deadline for schools to submit their holiday dates for the 2019/20 academic year in the Primary Assessment Gateway. • Deadline for academies to have a written agreement in place with their chosen LA (for monitoring the KS2 tests and external moderation of their KS2 TA) and have reported this information to STA via the Primary Assessment Gateway if this is not their geographical LA.
December	<ul style="list-style-type: none"> • KS2 access arrangements guidance⁵ published.
Friday 13 December	<ul style="list-style-type: none"> • Deadline for participating independent schools to report to STA, via the Primary Assessment Gateway, that they have a written agreement in place with the LA that will monitor their KS2 tests (and complete external moderation of TA, if submitting).

3.2 Important dates for 2020

Date	Action
Monday 17 February	<ul style="list-style-type: none"> • ‘Pupil registration’ form available in the Primary Assessment Gateway. • ‘Access arrangements’ forms available in the Primary Assessment Gateway for schools to make applications for early opening, compensatory marks for spelling, additional time and timetable variations.

⁵ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

Monday 24 February	<ul style="list-style-type: none"> • LAs informed by STA on, or shortly after this date, if they will receive an external moderation visit.
March	<ul style="list-style-type: none"> • KS2 test administration guidance⁶ published.
Friday 13 March	<ul style="list-style-type: none"> • Deadline for schools to complete pupil registration. • Deadline for schools to submit applications for early opening and compensatory marks for spelling.
Monday 23 March	<ul style="list-style-type: none"> • Multiplication tables check guidance⁷ published. • ‘Try it out’ area of the MTC service opens.
Monday 6 April	<ul style="list-style-type: none"> • Schools notified of outcomes of early opening applications in the Primary Assessment Gateway.
Monday 27 April	<ul style="list-style-type: none"> • Deadline for schools to submit applications for additional time. • Selected schools will be informed that their school has been chosen to participate in the science sampling tests.
Monday 27 April to Friday 1 May	<ul style="list-style-type: none"> • Schools receive all KS2 test materials (standard and modified versions) and stationery items.
Monday 27 April to Friday 15 May	<ul style="list-style-type: none"> • Selected schools will be contacted to arrange a suitable date for the administration of the science sampling tests.
Monday 11 May to Thursday 14 May	<ul style="list-style-type: none"> • Schools administer the KS2 tests (see section 3.3).
Thursday 14 May	<ul style="list-style-type: none"> • Special consideration application form available in the Primary Assessment Gateway. • Aid notification and pupil cheating forms available in the Primary Assessment Gateway. • KS2 HDF available to schools in the Primary Assessment Gateway from 5pm.
Friday 15 May	<ul style="list-style-type: none"> • Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit for TA.

⁶ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests

⁷ www.gov.uk/government/publications/multiplication-tables-check-administration-guidance

Monday 18 May	<ul style="list-style-type: none"> Teacher assessment submission form available in the Primary Assessment Gateway.
Friday 22 May	<ul style="list-style-type: none"> Deadline for schools to submit aid notifications in the Primary Assessment Gateway if pupils have used a scribe, transcript, word processor or electronic or technical aid in a test. Deadline for schools to notify STA in the Primary Assessment Gateway of a pupil cheating. Deadline for schools to submit special consideration applications in the Primary Assessment Gateway. Deadline for schools to submit the KS2 HDF in the Primary Assessment Gateway. Test materials and mark schemes available to download from GOV.UK.
Friday 22 May to Friday 12 June	<ul style="list-style-type: none"> Selected schools will be informed of the pupils chosen to participate in the science sampling tests.
Tuesday 2 June to Thursday 25 June	<ul style="list-style-type: none"> LAs undertake external moderation of KS2 English writing TA.
Monday 8 June to Friday 19 June	<ul style="list-style-type: none"> Science sampling test period.
Monday 8 June to Friday 26 June	<ul style="list-style-type: none"> MTC administration period. Schools are strongly encouraged to administer the check within the first 2 weeks (see section 10).
Thursday 25 June	<ul style="list-style-type: none"> Deadline to submit KS2 TA data in the Primary Assessment Gateway. STA cannot guarantee that data submitted late will be published in the first release of school performance tables or Analyse School Performance⁸ in the autumn term.
Tuesday 7 July	<ul style="list-style-type: none"> Pupil KS2 results (raw scores and scaled scores) and marked script images available in the Primary Assessment Gateway from 7:30am. Raw score to scaled score conversion tables available on GOV.UK.

⁸ www.analyse-school-performance.service.gov.uk

Friday 17 July	<ul style="list-style-type: none"> • Deadline for schools to submit review of marking applications.
Wednesday 9 September	<ul style="list-style-type: none"> • Review outcomes returned to schools.

3.3 Test timetable for 2020

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

Date	Tests
Monday 11 May	<ul style="list-style-type: none"> • English grammar, punctuation and spelling Paper 1: questions • English grammar, punctuation and spelling Paper 2: spelling
Tuesday 12 May	<ul style="list-style-type: none"> • English reading
Wednesday 13 May	<ul style="list-style-type: none"> • Mathematics Paper 1: arithmetic • Mathematics Paper 2: reasoning
Thursday 14 May	<ul style="list-style-type: none"> • Mathematics Paper 3: reasoning

4 Responsibilities

4.1 Headteachers' responsibilities

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

Headteachers at participating schools have a duty to ensure that:

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

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

KS2 tests

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

- consider whether any pupils will need modified versions of the tests and, if so, place a test order in the Primary Assessment Gateway by Friday 22 November
- ensure all pupils are registered for the tests in the Primary Assessment Gateway by Friday 13 March and that each pupil's details are accurate, including any pupils who are registered at their school, but are attending a PRU
- register new pupils for the tests if they arrive in school after Friday 13 March
- keep all test materials secure and treat them as confidential before, during and after the test period until Friday 22 May
- be able to give an accurate account of everyone with access to test materials from the point materials arrive in school until Friday 22 May
- ensure specific content from test materials is not used to prepare pupils
- ensure test administrators are appropriately trained, and administer the tests according to the published guidance
- ensure pupils have the correct test materials and equipment
- administer all tests according to the published timetable, unless STA has approved a timetable variation
- ensure the correct use of access arrangements

- notify STA of any incident that may have affected the security or confidentiality of the tests
- co-operate with any monitoring visit requests, including visits by STA or LA representatives
- submit aid notifications and notifications of pupils identified as having cheated via the Primary Assessment Gateway, if required, before submitting the HDF
- complete and submit the HDF in the Primary Assessment Gateway after all test scripts have been collected for marking and by Friday 22 May (see below)

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for monitoring the KS2 tests and moderating their KS2 TA
- notify STA, via the Primary Assessment Gateway, if they intend to use a non-geographical LA, by Friday 22 November

Headteachers at participating independent schools must also:

- issue a [privacy notice](#)⁹ to the parents of any pupils taking one or more of the tests, and receive approval for their child's participation, before placing a test order by Friday 22 November
- place orders for standard and modified tests in the Primary Assessment Gateway by Friday 22 November
- have a written agreement in place with their chosen LA for monitoring the KS2 tests (and moderating their KS2 TA, if submitting to STA) and have reported this information to STA, via the Primary Assessment Gateway, by Friday 13 December
- register eligible pupils for the tests by Friday 13 March

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

Headteacher's declaration form

After all test scripts have been collected for marking, headteachers must complete and submit the KS2 HDF in the Primary Assessment Gateway, as detailed in Section 5(4) of [Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#)¹⁰ as amended. This requirement applies to all maintained schools, including

⁹ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notices

¹⁰ www.legislation.gov.uk/uksi/2003/1038/contents/made

specialist provision schools, even if all pupils are working below the standard of the KS2 tests or are unable to access them.

The HDF either confirms that the tests have been administered according to the published guidance or that any issues have been reported to STA. The form will be available from 5pm on Thursday 14 May and must be submitted by Friday 22 May. Failure to complete the HDF by the deadline may result in a maladministration investigation.

If you cannot complete the HDF, or make any errors in your submission, you should notify the national curriculum assessments helpline on 0300 303 3013.

Teacher assessment and moderation

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

- give those carrying out TA sufficient opportunity to become familiar with the TA frameworks, the pre-key stage standards and P scales, using funds available within the school's overall resources
- ensure the relevant framework or guidance is used to make each pupil's TA judgements
- ensure TA judgements are an accurate assessment of pupils' attainment
- comply with the [TA guidance](#)¹¹
- submit accurate TA data to STA in English writing and science, for all pupils at the end of KS2, by Thursday 25 June
- submit pre-key stage and P scale data to STA in English writing, reading and mathematics for all pupils working below the standard of the KS2 tests, by Thursday 25 June

Headteachers at academies must also:

- have a written agreement in place with their chosen LA for external moderation of their KS2 TA, and if they have selected a non-geographical LA, they must report this information to STA via the Primary Assessment Gateway by Friday 22 November

¹¹ www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance

Headteachers at participating independent schools that wish to compare their TA in English writing with local or national data must also:

- have a written agreement in place with their chosen LA for external moderation of their KS2 TA and must report this information to STA, via the Primary Assessment Gateway, by Friday 13 December

Multiplication tables check

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

- ensure that suitable IT equipment (as detailed in Annex A of the [MTC systems guidance](#)¹²) is available to administer the check
- ensure that all eligible pupils are registered for the check
- consider whether any pupils will need access arrangements and, where appropriate, allow them to practice in the 'try it out' area
- administer the check to all eligible pupils within the check window starting Monday 8 June
- complete and submit the MTC HDF after all eligible pupils have taken the check

4.2 Local authorities' responsibilities

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

LAs should ensure that participating schools:

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

¹² www.gov.uk/government/publications/multiplication-tables-check-administration-guidance

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

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

KS2 tests

Responsibilities include:

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

Teacher assessment and moderation

Responsibilities include:

- making arrangements for a robust programme of moderation to ensure that all schools they are responsible for are moderated at least once every 4 years, or more frequently, to validate English writing TA judgements
- submitting pre-key stage and P scale data to STA via the Primary Assessment Gateway, by Thursday 25 June, for schools that have arranged for the LA to submit on their behalf
- informing STA of irregularities within any school's submitted TA data and discussing next steps to take
- moderating participating independent schools in the first year that they opt in and then at least once every 4 years

4.3 Teachers' responsibilities

Teachers must comply with the provisions of this ARA when carrying out assessment and reporting functions. If teachers do not comply with the provisions of this ARA, this could result in the school being investigated for maladministration.

4.4 Governing bodies' responsibilities

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

4.5 Academy trusts' responsibilities

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

5 2020 national curriculum tests

5.1 Overview of tests

The KS2 tests consist of:

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

The biennial [science sampling tests](#)¹⁵ will take place in June 2020 (see section 11).

English grammar, punctuation and spelling test

The English grammar, punctuation and spelling test focuses on the relevant elements of the [programme of study and statutory appendices](#)¹⁶.

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

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

English reading test

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

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

¹⁵ www.gov.uk/government/publications/key-stage-2-science-sampling-tests

¹⁶ www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

Mathematics test

The mathematics test focuses on the assessable elements of the [mathematics national curriculum](#)¹⁷ and comprises 2 components, arithmetic and reasoning, presented to pupils as 3 test papers.

Paper 1 assesses arithmetic. Pupils will have 30 minutes to answer the questions, which are worth 40 marks in total.

Papers 2 and 3 assess reasoning. For each paper, pupils will have 40 minutes to answer the questions, which are worth 35 marks per paper.

5.2 Scaled scores

[Scaled scores](#)¹⁸ are used to report national curriculum test outcomes.

5.3 Practice test materials

[Practice test materials](#)¹⁹ are available to help teachers prepare for the 2020 tests. These include past versions of KS2 national curriculum tests, mark schemes and test administration instructions.

5.4 Test frameworks

[Test frameworks](#)²⁰ are available for each test. Although written for test developers, these may also be of interest to schools. Each framework sets out:

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

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

¹⁷ www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

¹⁸ www.gov.uk/guidance/scaled-scores-at-key-stage-2

¹⁹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²⁰ www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

5.5 Test orders

Schools should submit their holiday dates for the 2019/20 academic year in the Primary Assessment Gateway by Friday 22 November. STA will use this information when planning deliveries of test materials.

Maintained schools and academies (including free schools)

Maintained schools and academies do not need to place a test order for standard versions of the KS2 tests because STA will calculate the quantities they require based on their census and pupil registration data. Modified tests should be ordered by Friday 22 November in the Primary Assessment Gateway, if required.

Independent schools

Independent schools choosing to participate in the KS2 assessments for one or more subjects must place a test order in the Primary Assessment Gateway and issue privacy notices to parents by Friday 22 November. In order for independent schools to receive KS2 test materials they must have an agreement in place with an LA to monitor the tests and have reported this information to STA, via the Primary Assessment Gateway, by Friday 13 December. Independent schools that do not report which LA they have an agreement with will not be able to complete pupil registration and may not receive test materials.

Participating independent schools must complete pupil registration by uploading details of the pupils who will take the tests in the Primary Assessment Gateway by Friday 13 March.

Special schools, PRUs and secure units

Special schools, PRUs and secure units should place test orders in the Primary Assessment Gateway by Friday 22 November if any pupils are working at the standard of the tests and are able to access them. Otherwise, STA will assume their pupils are not taking the tests and will not send test materials. If schools believe their pupils may reach the standard of the tests by May 2020, they should order test materials for them.

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

5.6 Modified test materials

Standard booklets are A4 (297mm x 210mm) with multi-tonal diagrams and illustrations. STA also develops modified versions of the tests. They are primarily designed for pupils with significant visual impairments although they may be suitable for pupils with other needs. A pupil is not required to have an identified special educational need or disability to use modified tests.

The modified versions available are:

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

All schools can order modified versions of the tests, in enlarged print, modified large print and braille, in the Primary Assessment Gateway, until Friday 22 November.

Schools can contact the national curriculum assessments helpline on 0300 303 3013 (select option 3) to make late orders, ask for further advice about which modified materials may be suitable for their pupils, or to request hard copies of the modified large print and braille tests from the past 3 years. Past versions of the modified tests (excluding braille) are also available in the [practice test materials](#)²¹ collection.

5.7 Delivery of test materials

Schools will receive their test materials, including any modified test orders, in the week beginning Monday 27 April. During this week, STA will check for changes to the pupil registration data made after the deadline of Friday 13 March. If required, STA will dispatch additional materials from Tuesday 5 May up to the day of each test. Schools will not be sent KS2 mark schemes. They will be published on GOV.UK on Friday 22 May.

Materials are delivered to school addresses taken from [Get information about schools](#)²² (GIAS). Schools must make sure that their details are up to date. Schools must log in to

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

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

GIAS via [DfE Sign-in](#)²³ to make changes. Further information about updating records is provided in the help menu on the GIAS website.

If schools have not received their test materials by Friday 1 May, or they arrive unsealed or damaged, they should contact the national curriculum assessments helpline on 0300 303 3013.

Headteachers and teachers should read the guidance on [how to keep test materials secure](#)²⁴. All test materials must be stored securely and treated as confidential from the point they are received in school until Friday 22 May.

Additional test materials

If schools require additional KS2 test materials, they should contact the national curriculum assessments helpline on 0300 303 3013 as soon as possible to arrange a delivery.

²³ <https://sa.education.gov.uk>

²⁴ www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice/how-to-keep-test-materials-secure

6 Test participation

6.1 Participating pupils

The tests are designed to be used with all pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests. This means that if pupils are working above the pre-key stage standards, they should be entered for the tests.

Most pupils taking the KS2 tests will be in year 6 and will reach the age of 11 by the end of the school year. Teachers should use their knowledge of each pupil when considering whether to administer the tests to them. They may also use practice materials (see section 5.3) to inform these decisions.

Pupils who should not take the tests

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

- they have not completed the relevant KS2 programme of study
- they are working at the [pre-key stage 2 standards](#)²⁵ or [P scales](#)²⁶
- they are working at the standard of the KS2 tests but are unable to participate, even when using suitable access arrangements

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

If a headteacher decides a pupil should not take one or more of the tests, they must report this decision to the parents. See section 13.2 for information about reporting to parents of pupils who have not participated in the tests.

If the 2020 tests are incorrectly administered to pupils who should not have participated, their completed test scripts must be sent for marking. This includes if a pupil starts a test and is unable to complete it. Pupils will be awarded test outcomes based on their achievements in those tests. Their test results will be included in the performance tables and must be included in the annual report to parents (see section 13.2).

²⁵ www.gov.uk/government/publications/pre-key-stage-2-standards

²⁶ www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

Decisions on participation in the tests

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

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

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

6.2 Registering pupils for the tests

All pupils enrolled at maintained schools, maintained special schools and academies who will complete the KS2 programmes of study in the 2019/20 academic year, must be registered for the tests. This includes pupils who are working below the overall standard of the tests, and ultimately will not take them, and pupils who are working at the overall standard of the tests but cannot access them.

Pupils in their final year of KS2 who attend a PRU but are still on the register of a maintained school or academy, must also participate in the tests. The headteacher at the school where the pupil is registered, and who completed pupil registration in the Primary Assessment Gateway, is responsible for ensuring that the tests are administered according to the published guidance and that the completed test scripts are returned to the school at which they are registered, immediately after the tests.

Schools must register pupils in the Primary Assessment Gateway between Monday 17 February and Friday 13 March. Any pupils who arrive in school after this date should also be added.

Independent schools that have placed a test order must complete pupil registration by Friday 13 March in order to receive test materials and be allowed to participate in the 2020 tests. They must also have a written agreement in place with their chosen LA for monitoring activities (and TA moderation, if participating). They must inform STA which LA they have selected, via the Primary Assessment Gateway, by Friday 13 December.

Pupils younger or older than 11 at the end of KS2

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

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

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

Pupils who are assessed as working below the overall standard of the KS2 tests should be registered as below the standard during pupil registration. This includes pupils who are not expected to reach this standard by May 2020. They should be marked as 'B' (working below the standard of the test) on the test attendance register and should not take the test.

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

If a school decides not to enter a pupil for the tests because they are working below the overall standard, the pre-key stage standards or P scales should be used to provide a statutory TA outcome for the pupil (see section 8.4).

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

Schools should consider using access arrangements (see section 6.3) to enable all pupils who are working at the overall standard of the tests to take them. If a pupil is working at the standard of the tests but is unable to access them, even with appropriate access arrangements, they must be registered in the Primary Assessment Gateway but should not take the test. They should then be marked as 'U' (unable to access) on the test attendance register.

Some examples of pupils who may fit this category are:

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

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

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

Examples of pupils who may fit this category include:

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

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

6.3 Access arrangements

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

Access arrangements may be appropriate for pupils:

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

The [access arrangements guidance](#)²⁷ explains how readers, scribes, additional time and other arrangements can be used in each test, and what schools need to do to use them. It may be helpful to use practice materials (see section 5.3) with pupils before administering the tests. This will enable teachers to identify where support is needed and

²⁷ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

if any adaptations need to be made to either the test materials or the administration of the tests.

If the guidance does not cover a particular pupil's needs, schools should contact STA using 'Message us' in the Primary Assessment Gateway. For general enquiries, schools should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

Evidence for access arrangements

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

Schools could be subject to a [maladministration investigation](#)²⁸ if they cannot provide sufficient evidence that any access arrangements used in the tests are based on normal classroom practice.

6.4 Compensatory marks for the spelling paper

Pupils with a profound hearing impairment, and who do not use lip reading or a signing system, may not be able to participate in the spelling paper of the English grammar, punctuation and spelling test, even with the full range of access arrangements. Schools can apply for [compensatory marks](#)²⁹ to allow these pupils to receive an overall test outcome.

Applications must be made in the Primary Assessment Gateway by Friday 13 March. If the pupil is awarded compensatory marks, they must not take the spelling paper and should be marked as 'A' on the test attendance register for Paper 2: spelling. The pupil should still take the English grammar, punctuation and spelling test Paper 1: questions.

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

²⁸ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

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

6.5 Pupils with English as an additional language

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

English tests

If pupils cannot communicate in English, they will be working below the overall standard of the English tests and should not take them. In order to make a TA judgement, these pupils should be assessed using the pre-key stage standards (see section 8.4).

Mathematics tests

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

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

Pupils working below the overall standard of the mathematics tests should not take them. They should be marked as 'B' on the attendance register. These pupils should be assessed using the pre-key stage standards (see section 8.4).

Science sampling tests

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

To establish a pupil's abilities in science, teachers and language-support staff should work together to translate national curriculum work into the pupil's preferred language. Pupils working below the overall standard of the science sampling tests should not take them.

7 Test administration

7.1 When to administer tests

Schools must administer the KS2 tests on the days specified in the statutory timetable. Headteachers are responsible for deciding the start time of the tests, and all pupils should take each test at the same time, where possible. Tests must never be taken before the day specified in the statutory timetable and should be taken in order.

7.2 Administering a test in multiple sittings on the scheduled day

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

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

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

7.3 Timetable variations

If a school wishes to administer the tests to any pupils that cannot take them on the days specified in the statutory timetable, the school must apply for a timetable variation in the Primary Assessment Gateway. The application must be approved by STA before the pupil takes the tests. An approved timetable variation allows an individual pupil, group of pupils or whole cohort, to take the tests up to 5 school days after the scheduled day.

Headteachers' responsibilities when changing the test timetable

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

- the pupil takes the test at the nominated time
- STA is informed of any variation to the nominated time

- each pupil is in a fit state to take the tests, particularly in cases where pupils are returning to school after illness or injury

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

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

Guidance on [how to apply for a timetable variation](#)³⁰ will be updated in December 2019, and schools should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk if further advice is needed.

7.4 Absence during the test period

If a pupil is absent on the scheduled day of a test and returns within 5 school days, schools should make an application for a timetable variation provided the pupil has not mixed with pupils who have already taken the test or had any access to the test content. STA will not approve timetable variations for unauthorised absences, family holidays or school activities such as staff training events, field trips and excursions. If a pupil does not return within 5 school days, or an application for a timetable variation is rejected, they should be recorded as 'A' (absent) on the test attendance register.

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

7.5 Security of test materials

Headteachers must ensure the integrity of the tests is maintained so that no pupil has an unfair advantage. Schools must follow the guidance on how to keep materials secure and treat them as confidential from the point of receipt until Friday 22 May (after the timetable variation period has ended).

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

School staff, including test administrators, must not discuss the content of the test papers with anyone, or use question-specific information to prepare pupils for the tests. In

³⁰ www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation

particular, content that could compromise a test must not be discussed on social media or published online. Any school behaviour that leads to test materials being shared before Friday 22 May will lead to a maladministration investigation (see section 12.1).

After the tests have been administered, any unused test materials, including English reading booklets, must be stored securely until Friday 22 May.

7.6 Making modifications to tests

Before making the decision to modify test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil (see section 5.6).

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

If schools need more than one hour before the test start time to make the modifications, they must make an application for early opening in the Primary Assessment Gateway by Friday 13 March. Further information is available in the KS2 access arrangements guidance.

Headteachers must ensure that the confidentiality of the tests is maintained while any modifications are being made. Schools are responsible for ensuring that any modifications are done correctly. STA will not compensate pupils where test papers have been incorrectly modified by the school.

7.7 Administering the tests

Schools must administer the tests in accordance with the [test administration guidance](#)³¹, which will be published in March 2020. Headteachers must make sure the guidance is read, understood and followed by school staff, including test administrators. STA will also provide test administration instructions with the KS2 tests. They will contain test-specific content and must only be accessed immediately before the administration of each test.

7.8 Packing and collection of scripts

Schools must send all test scripts for external marking. Headteachers are responsible for making sure the school's completed test scripts are immediately collated, packed and

³¹ www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag

sealed correctly. All test scripts must be collected, ensuring every pupil is accounted for. Full guidance on returning test scripts for marking will be published in March 2020.

7.9 Monitoring the tests

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

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

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

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

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

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

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

- administrative irregularities
- potential maladministration

These investigations are used to make decisions about the accuracy of pupils' results. For further information, schools and LAs should refer to the [guidance on monitoring visits](#)³², which will be updated in March 2020.

Academies

Academies must choose which LA is responsible for monitoring their KS2 tests and must have a written agreement in place with their chosen LA. Academies will be presumed to be working with their geographical LA and should inform STA by Friday 22 November, via the Primary Assessment Gateway, if they intend to choose an alternate LA.

If a school became an academy on, or after, 2 September 2019 they will be part of their geographical LA's arrangements for monitoring the 2020 tests and will be unable to select an alternate LA until the 2020/21 academic year.

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

Independent schools

Independent schools must choose which LA is responsible for monitoring the KS2 tests. They must have a written agreement in place with their chosen LA and should inform STA of their choice by Friday 13 December in the Primary Assessment Gateway. This can be their closest geographical LA or another of their choosing.

³² www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

8 Teacher assessment

8.1 Overview of teacher assessment

TA judgements in English writing and science are reported at the end of KS2. TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning. DfE uses KS2 TA data in [performance tables](#)³³ (see section 9.5).

8.2 What teachers must assess

Teachers must make judgements for each eligible pupil against the standards set out in [TA frameworks](#)³⁴, the [pre-key stage 2 standards](#)³⁵ or the [P scales statutory guidance](#)³⁶. [Exemplification materials](#)³⁷ are available to help teachers make their judgements, if additional guidance is needed. A [summary of changes](#)³⁸ from the 2018-19 academic year explains which teacher assessment judgements are required, depending on the key stage, subject and standard at which the pupil is working.

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

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

8.3 Teacher assessment frameworks

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

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

³³ www.gov.uk/government/collections/statistics-key-stage-2#primary-school-performance-tables

³⁴ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2

³⁵ www.gov.uk/government/publications/pre-key-stage-2-standards

³⁶ www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

³⁷ www.gov.uk/government/collections/key-stage-2-teacher-assessment

³⁸ www.gov.uk/government/publications/changes-to-statutory-teacher-assessment-information-leaflet

evidence for the preceding standards. Pupils' work that demonstrates they are meeting a standard is sufficient to show they are working above the preceding standards.

Framework for English writing

The KS2 English writing framework contains 3 standards:

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

Pupils who have not yet completed the programme of study and are not working towards the expected standard should be assessed using the pre-key stage standards (see section 8.4).

Framework for science

The KS2 science framework contains one standard:

- working at the expected standard

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

8.4 Pre-key stage standards

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

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

Pupils who have not yet completed the English reading, writing and mathematics programmes of study, or who are working below the standard of the relevant tests, should be assessed using the pre-key stage standards:

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

- Standard 2
- Standard 1

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

If a pupil has SEND and is working below the pre-key stage standards, their statutory outcome should be reported using P scales 1 to 4. P scales 1 to 4 must continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS2 for the 2019/20 academic year.

8.5 External moderation of teacher assessment

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

LAs will inform schools on, or after, Friday 15 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Tuesday 2 June to Thursday 25 June. STA will monitor and provide quality assurance to LA external moderation processes.

LAs

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

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

[TA guidance](#)³⁹ for KS2 English writing includes details of the external moderation process and the procedures the LA should follow. They must refer to the guidance to ensure the requirements are met, and that robust moderation processes are followed.

³⁹ www.gov.uk/government/collections/key-stage-2-teacher-assessment

Maintained schools

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

Academies (including free schools)

Academies must comply with the requirements for maintained schools within this ARA. Academies must choose which LA is responsible for external moderation of their KS2 English writing TA. They must have a written agreement in place with their chosen LA and should inform STA in the Primary Assessment Gateway if they intend to use a non-geographical LA, by Friday 22 November. Academies that do not select an alternate LA for moderation will be presumed to be using their geographical LA.

If a school became an academy on, or after, 2 September 2019, they will be part of their geographical LA's arrangements for external moderation of their TA in 2020 and cannot select an alternate LA until the 2020/21 academic year.

Academies may be charged for this service and should ensure costs for all moderation activities, including potential re-moderation, are agreed with the LA in advance. They must give the LA a copy of their most recent external moderation visit record and the outcome. Funding for these activities is paid directly to the geographical LA in the first year following conversion to an academy. Subsequent payments are made directly to the academy every 4 years.

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

Independent schools

Participating independent schools that wish to compare their KS2 TA in English writing with local or national data will need an agreement in place with their chosen LA to undertake external moderation of TA, and must report this information to STA in the Primary Assessment Gateway by Friday 13 December.

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

Funding for external moderation

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

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

Further information on retaining funding can be found in the [Pre-16 schools funding: guidance for 2019 to 2020: Operational guide](#)⁴⁰. Further information about the provision of services and facilities by LAs can be found in the [Schemes for financing schools](#)⁴¹.

How STA monitors local authorities' moderation

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

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

- date and/or outcome of last external moderation visit
- change of moderation manager
- unusual patterns of attainment
- the outcome of STA's English writing standardisation exercise for LA moderators
- concerns relating to the 2018/19 assessment cycle

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

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

8.6 Submitting teacher assessment

Schools must use the codes detailed in the [submitting TA data guidance](#)⁴² for reporting TA data at the end of KS2. TA judgements in English writing and science must be

⁴⁰ www.gov.uk/government/publications/pre-16-schools-funding-guidance-for-2019-to-2020

⁴¹ www.gov.uk/government/publications/schemes-for-financing-schools

⁴² www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data

submitted to STA in the Primary Assessment Gateway by Thursday 25 June. For pupils working below the standard of the English reading and mathematics tests, schools must also submit TA judgements using the pre-key stage 2 standards.

Maintained schools, including special schools

Schools must submit TA data, either:

- using the Primary Assessment Gateway
- to their LA, where the LA has agreed to submit using the Primary Assessment Gateway on their behalf

To ensure schools submitting data to LAs have sufficient time for moderation, LAs should not request the data before midday on Monday 22 June, at the earliest.

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

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

Academies

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

Independent schools and non-maintained special schools

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

8.7 English writing TA standardisation training and exercises for local authorities

STA delivered a series of [English writing regional training events](#)⁴³ in September and October 2019. These events are followed by a standardisation exercise in November 2019 for moderation managers and lead moderators to complete. Those that are successful will then cascade the standardisation training to all LA pool moderators.

⁴³ www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process

There will be 2 further exercises available in December 2019 and January 2020 for LA pool moderators to complete.

8.8 Pupils who move schools

Change of school before KS2 test week

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

Change of school during KS2 test week

If a pupil changes school during test week, the school where the pupil was registered at the beginning of test week must submit TA data for them. If a pupil arrives during test week from a non-participating school or were electively home educated (EHE), the receiving school must submit the TA data for them.

Change of school after KS2 test week

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

Pupils who arrive from a non-participating school or were EHE

If a pupil arrives after test week from a non-participating school or were EHE they can no longer be registered for the tests, therefore data will not be expected for them.

9 Marking and test results

9.1 Marking of the tests

The KS2 tests are marked according to the published mark schemes by markers recruited and trained by STA's marking supplier. Mark schemes for the 2020 tests will be published on [GOV.UK](https://www.gov.uk)⁴⁴ on Friday 22 May.

The 2020 tests will be marked according to the same published marking principles as in 2019. These principles are detailed in the general guidance on marking in the 2019 KS2 mark schemes for [English reading](#)⁴⁵, [English grammar, punctuation and spelling](#)⁴⁶ and [mathematics](#)⁴⁷. As part of an ongoing improvement process, STA works with the marking supplier to ensure tests are marked fairly and consistently.

9.2 Return of results

Test results will be available in the Primary Assessment Gateway from 7:30am on Tuesday 7 July. Each pupil registered for the tests will receive:

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

Conversion tables for the 2020 tests will also be published on GOV.UK on Tuesday 7 July, so schools can understand how pupils' scaled scores are derived from their raw scores.

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

9.3 Return of test scripts to schools

Test scripts that have been marked on screen can be accessed in the Primary Assessment Gateway from 7:30am on Tuesday 7 July.

Test scripts marked on paper, including modified versions of the tests and test papers photocopied by a school, are returned to schools in hard copy. Schools should check the

⁴⁴ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁴⁵ www.gov.uk/government/publications/key-stage-2-tests-2019-english-reading-test-materials

⁴⁶ www.gov.uk/government/publications/key-stage-2-tests-2019-english-grammar-punctuation-and-spelling-test-materials

⁴⁷ www.gov.uk/government/publications/key-stage-2-tests-2019-mathematics-test-materials

Primary Assessment Gateway to ensure they know which scripts were marked on paper. These test scripts will be returned to schools by Tuesday 7 July.

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

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

9.4 Reviews of marking

Schools can apply for a [review of marking](#)⁴⁸ if they believe there is evidence that the mark scheme has not been applied correctly or a clerical error has occurred. The deadline for applications is Friday 17 July.

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

Schools will be informed of the outcome of review applications in the Primary Assessment Gateway on Wednesday 9 September. All test scripts reviewed on screen will be available in the Primary Assessment Gateway. Any test scripts reviewed on paper will be returned to schools by this date.

9.5 How DfE uses test results

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

This includes pupils:

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

⁴⁸ www.gov.uk/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results

The performance tables report pupils' results in the year in which they reach the end of KS2. Where a pupil takes one test early, the results will not be reported in the performance tables until the year in which the remaining tests are taken. Test results will be made available to schools in [Analyse School Performance](#)⁴⁹. Technical guidance on [primary accountability](#)⁵⁰ will be updated by DfE in September 2020 for 2019/20 results.

⁴⁹ www.analyse-school-performance.service.gov.uk

⁵⁰ www.gov.uk/government/publications/primary-school-accountability

10 Multiplication tables check

10.1 Overview of the multiplication tables check

The MTC is an online assessment, designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of 25 timed questions. It will identify pupils who have not yet mastered this mathematical skill so schools can give them additional support. Further information is available about the [MTC development](#)⁵¹.

The service will open on Monday 23 March, alongside publication of the [multiplication tables check guidance](#)⁵². This will allow schools to review their pupil register and use the 'try it out' area with their pupils. The link to the MTC service will be included in the guidance.

The check window opens on Monday 8 June for a 3-week period. All participating pupils must complete the check in this 3-week period. Schools are strongly encouraged to administer the check within the first 2 weeks, leaving the final week for pupils who were absent during the first 2 weeks or in case of any delays to administration due to technical difficulties.

10.2 Check participation

Schools should administer the check to all pupils in year 4 unless the headteacher decides it would not be appropriate for a pupil to take the check. The headteacher's decision regarding participation is final. Pupils should not take the check if any of the following apply:

- they are absent during the entire 3-week check period
- they are unable to access the check, even when using access arrangements
- they are working below expectation for [year 2 in multiplication tables](#)⁵³ and are considered unable to answer the easiest questions
- they have just 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

⁵¹ www.gov.uk/guidance/multiplication-tables-check-development-process

⁵² www.gov.uk/government/publications/multiplication-tables-check-administration-guidance

⁵³ www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

Access arrangements

A range of access arrangements will be available to support pupils with particular needs. Further information will be published in the MTC guidance. Schools do not need to request permission from STA to use access arrangements for the MTC. However, the support given must never advantage or disadvantage individual pupils. Pupils should use the 'try it out' area to ensure they are familiar with the check; with the devices they will use and with any access arrangements.

Decisions on participation in the check

In any instances when pupils are not entered for the check, schools should explain their decision to the pupil's parents. If appropriate, they should provide parents with documentary evidence to support their decision. Where the decision has been made not to administer the check to a pupil, schools should also explain how they are helping the pupil to learn their multiplication tables.

10.3 Administering the check

Headteachers should decide their own schedule for administering the check within the check window. The check may be administered to individuals, small groups or a whole class. Schools can administer the check to their pupils on the same day or over multiple days. A school password and pupil PINs will need to be generated for each day that pupils are taking the check.

10.4 Results

Schools can access provisional results on Monday 29 June, providing all pupils have completed the check and the headteacher's declaration form has been submitted. Further details will be provided in the MTC guidance.

By the end of the summer term, headteachers must report to parents either:

- their child's MTC score
- the reason their child did not take the check

10.5 How results will be used

DfE will not publish school-level results for the MTC in performance tables. There will be a statistical publication of the MTC and results will be available in [Analyse School Performance](#)⁵⁴ in the 2020/21 autumn term.

⁵⁴ www.analyse-school-performance.service.gov.uk

11 Science sampling

11.1 Overview of the tests

The biennial [science sampling tests](#)⁵⁵ will take place in June 2020. The tests will be administered in selected schools by external administrators. STA will notify selected schools on Monday 27 April. The tests will not be taken by whole cohorts. Instead, a representative sample of approximately 9,500 pupils will be randomly selected, based on 5 pupils from 1,900 schools. In addition, of the 1,900 schools selected, a further sample will be selected to participate in the pre-test trialling of the 2022 science sampling tests. Five additional pupils from each school will take these tests. Schools that are selected have a statutory obligation to participate.

The science sampling tests cover the aspects of the science curriculum that lend themselves to paper-based, externally marked testing. A sample of the test materials is available, although there is no expectation that pupils prepare for the test.

11.2 Test administration

Pupils will take the tests within a 2-week period from Monday 8 June. The tests will consist of 3 papers. Each paper will take no longer than 25 minutes to complete.

The tests will be administered by external administrators. They will provide the test materials, administer the tests to the selected pupils and then take away the completed test scripts for marking. They are responsible for the security of the test materials throughout the test period. Schools will not have access to test papers after their administration. Science sampling tests will not be subject to monitoring visits and will not need support from LAs.

Schools are expected to provide appropriate staff to support the external administrator during the administration of the tests. The external administrator will notify the school of the pupils that have been included in the sample 5 school days before the school's agreed test date.

11.3 Test results

Science sampling [test results](#)⁵⁶ are reported as national data only. No individual school or pupil will be identified within the data that is published. Results will not be used for school accountability or performance tables and individual results will not be returned to pupils.

⁵⁵ www.gov.uk/government/publications/key-stage-2-science-sampling-tests

⁵⁶ www.gov.uk/government/publications/key-stage-2-science-sampling-2018-methodology-note-and-outcomes

12 Maladministration

The term 'maladministration' refers to any act that:

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

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

- the 2020 ARA
- the [test administration guidance](#)⁵⁷, including instructions provided with the test materials
- the MTC administration guidance

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any pupil's test results. The [maladministration investigation procedures](#)⁵⁸ explain how STA processes allegations, as well as roles and responsibilities for school visits. This is supported by [guidance for local authorities](#)⁵⁹ carrying out visits on behalf of STA.

Anybody with concerns about the administration of the MTC or KS2 tests, the accuracy of TA judgements, or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013.

12.1 Maladministration of the MTC or KS2 tests

Allegations of maladministration can come from misunderstandings about correct check or test administration. To help avoid this, all staff, pupils and parents involved should understand how and when the MTC and KS2 tests will be administered.

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

12.2 Maladministration of teacher assessment

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

⁵⁷ www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag

⁵⁸ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

⁵⁹ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

Examples of maladministration include:

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

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

13 Reporting to parents

13.1 Annual reports

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

The term 'parent' is used here as defined in section 576 of the [Education Act 1996](#)⁶⁰:

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

Academies' requirements are set out in their funding agreements.

13.2 What reports must cover

The report must start from the day after the last report was given, or the date of the pupil's admission to the school, if later. It must be available to parents before the end of the summer term.

The report must cover the pupil's:

- achievements
- general progress
- attendance record

At KS2, it must also include:

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

⁶⁰ www.legislation.gov.uk/ukpga/1996/56

- comparative information about the attainment in the core subjects of pupils of the same age nationally
- arrangements for discussing the report with the pupil's teacher

If a national curriculum test result is not received by a headteacher before the end of the summer term, it must be provided to parents within 15 school days of the headteacher receiving it.

For maintained schools, it is a requirement that reports cover pupils' general progress in statutory subjects. This includes subjects within the KS2 national curriculum as well as religious education, unless a child has been withdrawn from this subject by their parents (under section 71 of the [School Standards and Framework Act 1998](#)⁶¹). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁶².

Pupils not participating in the tests

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

They should also write a report which:

- refers to any action the school has already taken, or special support the pupil has been offered
- identifies any procedures used by the school to analyse and monitor the pupil's needs, and indicates where the information is recorded
- identifies whether these circumstances are likely to be long or short term

The report should be sent to the chair of the governing body and a copy placed on the pupil's educational record.

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

Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher of the receiving school should write an annual report for the pupil. The report should draw upon information transferred from the pupil's previous school (see section 14.3). This should

⁶¹ www.legislation.gov.uk/ukpga/1998/31/contents

⁶² www.legislation.gov.uk/uksi/2005/1437/made

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

Pupils registered at more than one school

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

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

Regulation 9 of the [Education \(Pupil Registration\) \(England\) Regulations 2006](#)⁶³ allows the dual registration of families that travel for occupational purposes. Regulations 9(3) and 9(4) define which school would be the base school (school of ordinary attendance). Regulation 9(1) applies to a pupil who:

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

⁶³ www.legislation.gov.uk/ukxi/2006/1751/made

14 Keeping and maintaining records

14.1 Pupils' educational records

Maintained schools and non-maintained special schools must ensure that educational records are maintained and disclosed to parents on request, as prescribed in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁶⁴. Educational records include information about pupils (and former pupils):

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

Information processed by a teacher solely for the teacher's own use is excluded from the definition of educational records.

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

Under the General Data Protection Regulation (GDPR) and the [Data Protection Act 2018](#)⁶⁵ (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the act. This includes:

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

Schools must consider the implications of the DPA, under which they are required to [register](#)⁶⁶ as a data controller with the [Information Commissioner's Office](#)⁶⁷ (ICO). Many schools consult their legal advisers for guidance on their responsibilities under the DPA and advice on developing their data policies. DfE provides suggested text for [school privacy notices](#)⁶⁸.

⁶⁴ www.legislation.gov.uk/uksi/2005/1437/made

⁶⁵ www.legislation.gov.uk/ukpga/2018/12/contents

⁶⁶ www.legislation.gov.uk/uksi/2018/480/contents/made

⁶⁷ www.ico.org.uk

⁶⁸ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

14.2 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the GDPR, the DPA and the [Freedom of Information Act 2000](#)⁶⁹. Access to a pupil's educational record held by a maintained school or non-maintained special school is covered by a parent's right of access under the Education (Pupil Information) (England) Regulations 2005.

Under the 2005 Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, free of charge, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record, this must also be provided within 15 school days of receipt of the request. Governing bodies can charge a fee for these copies, but this must not be more than the cost of supply. The ICO provides further information on [charges](#)⁷⁰.

The 2005 Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil could not lawfully be given under the DPA. It also relates to information which they would not have a right of access to under the DPA, by virtue of paragraph 18 in Schedule 1 or paragraph 16 in Schedule 2 to the act. This includes material that may cause serious harm to the physical or mental health or condition of the pupil or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility. This affects the parent's entitlement to receive such information.

The [ICO](#)⁷¹ can provide further advice.

14.3 Transferring records to a pupil's new school

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the CTF. This requirement is set out in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁷², as amended.

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

⁶⁹ www.legislation.gov.uk/ukpga/2000/36/contents

⁷⁰ www.ico.org.uk/for-the-public/schools/pupils-info

⁷¹ www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access

⁷² www.legislation.gov.uk/uksi/2005/1437/contents/made

Schools should arrange to exchange data by another secure method if transferring information to a school outside England where [school to school](#)⁷³ (S2S) is not available. Information must be transferred within 15 school days of the pupil ceasing to be registered at the old school.

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

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

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

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

Schools can refer to the CTF and S2S guides for details on:

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

[Schedule 2 of the Education \(Pupil Information\) \(England\) Regulations 2005](#)⁷⁴, as amended, explains more about the content of CTFs.

⁷³ www.gov.uk/school-to-school-service-how-to-transfer-information

⁷⁴ www.legislation.gov.uk/ukxi/2005/1437/contents/made

15 Legal requirements and responsibilities

15.1 Application of ARA to different types of school

Maintained schools

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

Academies (including free schools)

All references to academies include free schools as, in law, they are academies. The following information also applies to [alternative provision](#)⁷⁵ (AP) academies.

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

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

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

Academies must choose which LA is responsible for monitoring their KS2 tests and moderating their TA. They must have a written agreement in place with their chosen LA, and if this will not be their geographical LA, they should inform STA of their choice by Friday 22 November. Academy trusts must make sure their academies have complied

⁷⁵ www.gov.uk/government/publications/alternative-provision

with the external moderation, monitoring and data submission requirements in this publication.

Independent schools

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

Pupil referral units

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

Pupils not on the register of a maintained school or academy who attend a PRU are not expected to take the tests. However, they are expected to receive a comparable education to a pupil in a mainstream school. Therefore, it is recommended that KS2 tests form part of their educational provision, where appropriate.

Ministry of Defence schools

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

Overseas schools

Overseas schools that are not MoD schools cannot formally participate in the KS2 assessment and reporting arrangements. They will be able to download the 2020 KS2 materials from GOV.UK from Friday 22 May, after the test administration period.

Non-maintained special schools

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

Non-maintained special schools that choose to participate in the KS2 tests must place a test order in the Primary Assessment Gateway by Friday 22 November, and complete pupil registration by Friday 13 March.

Home-educated pupils

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

15.2 Regulatory concerns

If schools have any regulatory concerns that have not been fully addressed by STA in line with the published procedures, these can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). Ofqual regulates qualifications, examinations and assessments in England.

16 Further information

16.1 Useful websites and links

- Primary Assessment Gateway

www.primaryassessmentgateway.education.gov.uk

- Get information about schools

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

- Multiplication tables check

www.gov.uk/government/publications/multiplication-tables-check-administration-guidance

Key stage 2 tests

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

- Test administration
- Access arrangements
- Keeping materials secure
- Maladministration
- Results
- Science sampling tests
- Multiplication tables check

Teacher assessment

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

- TA frameworks
- Instructions for submitting TA including codes
- Exemplification material
- TA guidance

National curriculum tests: practice materials

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

- Past papers and mark schemes
- Scaled score conversion tables

Guidance for local authorities

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

- Data collection
- Monitoring visits and maladministration
- TA guidance

16.2 Additional resources

- Information for parents

www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents

- STA's playlist on YouTube

www.youtube.com/user/educationgovuk

- STA's media site

www.sta-videos.co.uk

16.3 General enquiries

For general enquiries about the assessment and reporting arrangements at KS2, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.



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The 'Assessment and Reporting Arrangements' (ARA) contains provisions made pursuant to Article 11 of [The Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#), as amended. This Order is made under section 87(3)(c) of the [Education Act 2002](#).

The ARA gives full effect to or otherwise supplements the provisions made in the 2003 Order under section 87(12) of the Education Act 2002 and as such has effect as if made by the 2003 Order. The ARA provides information and guidance on national curriculum assessments and their administration.

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