Assessment and reporting arrangements

National curriculum assessments
The Assessment and reporting arrangements (ARA) contains provisions made pursuant to sections 87(3) and 87(11) of the Education Act 2002 and Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (amended by SI 2009/1585).

The ARA gives full effect to, or otherwise supplements the provisions made in the Order and as such has effect as if made by the Order.

The ARA provides information and guidance on national curriculum assessments and their administration.

Please discard and recycle previous printed versions of this guidance.

We want our website and publications to be widely accessible, so please contact us if we’re not meeting your needs.
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Introduction

1.1 What is the ARA?

The Assessment and reporting arrangements (ARA) sets out the statutory requirements and provides information and guidance on the key stage 2 national curriculum assessment and reporting arrangements in 2010. It sets out the statutory assessment and reporting arrangements for pupils throughout and at the end of key stage 2. The ARA also has details of the optional tests for years 3, 4 and 5 pupils.

This ARA replaces all previous versions of the key stage 2 ARA. Please discard and recycle all previous paper versions of this booklet as they are out of date.

1.2 Legal status of the ARA

The ARA contains provisions made pursuant to sections 87(3) and 87(11) of the Education Act 2002 and Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (amended by SI 2009/1585). The ARA gives full effect to, or otherwise supplements, the provisions made in the Order and as such has effect as if made by the Order. The ARA also contains guidance and information that does not form part of the law.

1.3 Who needs to have the ARA?

All those responsible for assessment and reporting in key stage 2 need to refer to the ARA. Arrangements are reviewed and may be updated each year. As such, it is important that those responsible for assessment and reporting in key stage 2 read these requirements and ensure they are aware of any changes from previous years. Changes to factual information are detailed in section 2, ‘Changes for 2010’.

1.4 Responsibilities

The ARA sets out the statutory responsibilities of maintained schools for assessment and reporting in key stage 2. Academies are required to follow these arrangements as set out in their funding agreements.

Headteachers

Headteachers of maintained schools and academies have a duty to implement the national curriculum in their schools. This includes assessment and reporting.

Headteachers must ensure their schools comply with all aspects of the key stage 2 assessment and reporting arrangements. Headteachers must:

- ensure teachers and other staff comply with the assessment and reporting arrangements
- identify which pupils should be assessed at the end of key stage 2
- decide whether any pupils should be entered for the key stage 2 tests early
- ensure teacher assessment levels for the attainment targets in the core subjects are submitted to the Qualifications and Curriculum Development Agency (QCDA) for all pupils
Teachers of pupils in key stage 2

Teachers will be required to carry out assessment and reporting to meet their duty to comply with these arrangements.

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

Maintained schools have a statutory duty and academies are required, as set out in their funding agreement, to ensure provision is made to meet the special educational needs of their pupils. The access arrangements allowed in the key stage 2 tests are set out in section 12, which identifies the eligibility criteria that must be met.

Governing bodies

Governing bodies of maintained schools have a duty to make sure the school meets the requirements of the national curriculum, including the statutory assessment and reporting arrangements.

If the headteacher is temporarily or permanently absent, the governing body should make sure their nominated representative carries out the headteacher’s duties with respect to the statutory assessment and reporting arrangements.
Local authorities

Local authorities have a duty to ensure that schools administer the statutory assessment and reporting arrangements appropriately.

Local authorities should make sure schools understand and follow the statutory requirements. To do this, local authorities will:

- offer schools training and advice on all aspects of assessment at key stage 2
- consider requests from their schools for early opening or additional time
- make unannounced visits to at least 10 per cent of their key stage 2 schools before, during or after the test period. Detailed guidance on carrying out monitoring visits for local authorities can be found on the Monitoring page of the Local authority section of the QCDA Tests and exams website at www.qcda.gov.uk/local_authorities. This guidance will be updated by April 2010
- inform QCDA without delay of any irregularities in the test administration process and discuss steps to take.

Local authorities are able to order copies of the 2010 national curriculum tests using the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools. For further information on ordering tests, see section 8.

Academies in England

Academies are required to participate in the key stage 2 national curriculum assessment arrangements as set out in their funding agreement.

Academies should fully comply with these assessment and reporting arrangements.

Most academies are secondary education providers, therefore key stage 2 arrangements are only applicable to those academies that provide education to pupils at this stage of learning.

Pupil referral units, hospital schools and pupils educated at home

Pupils attending a pupil referral unit or hospital school are not required to take national curriculum tests. However, pupils still on the register at a maintained school or academy (referred to as the home school), but studying full or part time at a pupil referral unit or hospital school, are required to take the tests, and results must be reported by the home school.

Pupils who are educated at home are not allowed to take the tests unless they are on the register of a maintained school, academy or independent school that has chosen to participate in the tests.

Independent schools in England

Independent schools in England are not required by law to administer the national curriculum or carry out the key stage 2 assessment and reporting arrangements. However, they may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of key stage 2.
If an independent school decides to take part, it should fully comply with these assessment and reporting arrangements. An independent school taking part in one or more of the tests must:

- make sure any pupil at the end of key stage 2 who is eligible to take a test does so
- place orders for standard and modified tests, including an estimated number of early and late takers, by Friday 27 November 2009
- issue a *Fair processing* notice to the parents, carers or guardians of any pupil who is going to participate in one or more of the tests and receive pupil-level approval from the parents, carers or guardians before submitting pupil registration data. Further information can be found on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools
- cooperate with any monitoring requests, including visits to the school by QCDA representatives
- register all pupils for the tests by 26 March 2010
- participate in the external marking arrangements
- record teacher assessment levels and submit these in line with the statutory requirements.

Independent schools must submit their test orders on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools by 27 November 2009. A registered email address and password will allow schools to confirm and amend their order any time before the 27 November 2009 deadline.

Independent schools that miss the 27 November 2009 deadline for placing test orders will not be allowed to participate in the 2010 national curriculum tests. Further information about pupil registration will be sent to participating schools in February 2010. Independent schools that fail to complete pupil registration by the deadline will not be provided with test materials and will not be able to participate in the 2010 national curriculum tests.

National curriculum test materials are provided free of charge to fully participating independent schools only. Independent schools that withdraw from the programme should contact the national curriculum assessments helpline on 0300 303 3013 to arrange collection of materials, unless they decide to purchase the materials for their own use. Independent schools that withdraw from the programme and do not contact the national curriculum assessments helpline will be invoiced for the materials provided.

### 1.5 Overseas schools

Overseas schools are not able to formally participate in the key stage 2 assessments. This does not apply to Service Children’s Education schools. Overseas schools may choose to purchase copies of the tests from the *International schools test orders* section of the QCDA website at www.orderline.qcda.gov.uk/international.
1.6 Test administrators’ guide and training materials

Schools should refer to the Test administrators’ guide as well as the ARA for guidance on administering the key stage 2 tests. Copies of the Test administrators’ guide will be sent to schools in March 2010 and will also be available to download from the QCDA Tests and exams website at www.qcda.gov.uk/tests. Please see section 9.4 for further information. The Modified test administrators’ guides will also be available to download from the QCDA Tests and exams website from February 2010.

QCDA has recently produced a number of additional resources to support the training of national curriculum test administrators. These are available to download from the Test administrators’ guides section of the QCDA Tests and exams website at www.qcda.gov.uk/tests.

1.7 Get involved

Schools and local authorities can register their interest in any QCDA assessment events involving teachers and/or local authority staff, for example focus groups reviewing QCDA publications or test materials, by visiting the Get involved section of the QCDA Tests and exams website at www.qcda.gov.uk/getinvolved.

1.8 Distribution of the 2010 ARA

As in previous years, maintained key stage 2 schools will receive three copies of the 2010 key stage 2 ARA in October 2009. Independent schools will receive one copy. Additional printed copies are not available.

1.9 The online version of the ARA

The ARA can be accessed on the QCDA Tests and exams website at www.qcda.gov.uk/ara. The online version of the ARA allows users to access guidance, search for specific information and find answers to frequently asked questions.

A PDF version of the ARA is also available to download from this page.

1.10 Qualifications and Curriculum Development Agency (QCDA)

QCDA will be at the heart of England’s education system. Our job will be to develop the curriculum, improve and deliver assessments, and review and reform qualifications.

We want to make sure that everyone can get the knowledge, skills and qualifications they need for life in the 21st century. We believe in the power of education to transform people’s lives and to make society better and fairer for everyone.

We’ll work side by side with people in education and business, using our experience and know-how to find practical ways to deliver government reforms.
From QCA to QCDA

The Qualifications and Curriculum Authority (QCA) was set up under the Education Act 1997. Its role has been to develop and regulate the national curriculum, assessments in schools and qualifications. In 2007, the government decided to set up an independent exams regulator, Ofqual, which has now taken on most of QCA’s regulatory functions.

The government is introducing legislation in the Apprenticeships, Skills, Children and Learning Bill that will, if approved by Parliament, make Ofqual a separate organisation and will transform QCA into QCDA. For now, QCA remains the legal entity. QCDA will deliver, and build on, QCA’s non-regulatory work.

For more information about QCDA, visit our website at www.qcda.gov.uk.

1.11 Department for Children, Schools and Families (DCSF)

DCSF leads work across government to ensure children and young people:

- stay healthy and safe
- secure an excellent education and the highest possible standards of achievement
- enjoy their childhood
- make a positive contribution to society and the economy
- have lives full of opportunity, free from the effects of poverty.

1.12 Office of the Qualifications and Examinations Regulator (Ofqual)

Ofqual is the new regulator of qualifications, exams and tests in England. The government has introduced legislation to establish Ofqual as the regulator of qualifications, exams and tests in England. Until this legislation is passed and in force, Ofqual will operate as part of the Qualifications and Curriculum Authority. Afterwards, Ofqual will be accountable to Parliament rather than to government ministers. Ofqual’s role is to ensure that:

- standards are maintained
- assessments are fair and effective.


1.13 Concerns and complaints

Concerns and complaints should be raised with QCDA in the first instance by writing to the service response manager at QCDA, 83 Piccadilly, London W1J 8QA, or by emailing assessments@qcda.gov.uk.

Where schools feel that their concerns have not been fully addressed by QCDA in line with the published procedures, then regulatory issues can be raised with Ofqual. Enquiries and concerns can be sent to the Office of the Qualifications and Examinations Regulator, Spring Place, Coventry Business Park, Herald Avenue, Coventry CV5 6UB, or by email to info@ofqual.gov.uk.
Changes for 2010

2.1 Science testing from 2010

The Expert Group on Assessment published its report on 7 May 2009. One of its recommendations was that whole cohort testing of science at the end of key stage 2 should be discontinued, and that science should be assessed only through teacher assessment. This change will take place from 2010. DCSF and QCDA are also working together to develop a system of sample testing for science at key stage 2. Schools selected for the test will have a statutory obligation to take part. The results of the sample test will not be reported at school level. Further details on the arrangements for the science sampling tests will be sent to schools and local authorities.

2.2 Single level test pilot schools exempt from key stage 2 mathematics tests

In 2009/10, the results of single level tests in mathematics will be reported as the statutory national curriculum test result for year 6 pupils in extended pilot schools. These pupils will not take part in the end of key stage 2 national curriculum mathematics tests in May 2010. These schools must enter all year 6 pupils for the end of key stage 2 national curriculum English tests as usual.

Single level test extended pilot schools should refer to guidance at www.qcda.gov.uk/singleleveltests for more information about entering pupils for single level tests in mathematics.

Further information on reporting results of pupils can be found in the DCSF factsheet circulated to schools in July 2009.

2.3 The 2010 test timetable

The 2010 key stage 2 statutory tests will be held from Monday 10 May to Friday 14 May 2010. Please note that the test timetable has changed from previous years. The science sample test for selected schools will be held on Friday 14 May.

Pupils must take the tests according to the timetable in section 7, unless a change to the statutory timetable has been agreed by QCDA. For further information, see section 7.2.

2.4 The NCA tools website

The NCA tools website, www.qcda.gov.uk/ncatools, brings together Test orders and Test forms so that schools are able to complete all their online test administration tasks in one place. Schools will need a registered email address and password to:

- order tests
- submit applications for access arrangements and special consideration
- submit notifications of timetable variation and suspicion of pupil cheating
- register pupils for the tests
- submit teacher assessments
- view pupil results.
2.5 2010 optional tests for years 3, 4 and 5

Development of new optional test materials has been postponed pending the outcome of the Making Good Progress pilot. 2010 will be the fifth testing year for the current suite of optional tests for years 3, 4 and 5. Existing 2006 materials can be reused and schools do not need to reorder.

2.6 Test dates for 2011

The 2011 key stage 2 national curriculum tests will take place in June.

At the time of publication QCDA was undertaking a consultative exercise with schools and local authorities to determine the most appropriate week in June for the 2011 national curriculum tests.

QCDA will contact schools and local authorities when test dates have been confirmed. Test dates for key stage 2 will also be published on the QCDA Tests and exams website at www.qcda.gov.uk/tests.
Assessing pupils’ progress throughout key stage 2

3.1 Assessing pupils throughout key stage 2

Teacher assessment is an essential part of the national curriculum assessment and reporting arrangements and is carried out as part of teaching and learning.

Assessing Pupils’ Progress (APP) is a national approach to teacher assessment developed by QCDA. It assists teachers in making reliable, periodic judgements on pupils’ performance related to national standards, drawing on a wide range of evidence drawn from day-to-day teaching and learning. Teachers will find it helpful to use the APP materials for reading, writing and mathematics. Further details are available on the National Strategies website at http://nationalstrategies.standards.dcsf.gov.uk. APP materials are being developed for speaking and listening at key stage 1, key stage 2, and key stage 3, and for science at key stage 1 and key stage 2. More information can be found at www.qcda.gov.uk/assessment.

The National Strategies and QCDA are helping schools to use APP, and the Strategies are offering training and support on the use of APP materials through local authorities. The DCSF Assessment for Learning Strategy sets out the financial and professional development support available to schools to help them introduce and embed the APP approach to teacher assessment by 2011. The DCSF Assessment for Learning Strategy can be accessed on the DCSF TeacherNet website at www.teachernet.gov.uk/publications.

In years 3, 4 and 5 there is no requirement for schools to report teacher assessment levels to QCDA. Teacher assessment levels only need to be reported at the end of the key stage.

3.2 Reporting achievement throughout key stage 2

Reporting pupils’ achievements to parents, carers or guardians

Headteachers are responsible for ensuring parents, carers or guardians receive a report on their child’s achievements at least once during the school year. The minimum content of pupil reports, as prescribed in The Education (Pupil Information) (England) Regulations 2005, is outlined in section 13.2.

DCSF expects that schools will move to online reporting. A letter to headteachers and chairs of governors from DCSF, Becta, the Workforce Agreement Monitoring Group (WAMG) and the Implementation Review Unit (IRU), outlining this expectation is available on the DCSF TeacherNet website at www.teachernet.gov.uk/docbank/index.cfm?id=12680. Further information and materials about online reporting can be found at www.becta.org.uk/schools/parentalengagement.

Pupils who transfer to a new school

There is a statutory requirement to send specified information about a pupil who changes school to the receiving school. This information must be transferred through the common transfer file. For full details, see section 13.3.
### 3.3 Optional tests for years 3, 4 and 5

<table>
<thead>
<tr>
<th>Key dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 November 2009</td>
<td>Deadline for ordering optional tests for years 3, 4 and 5 in English and mathematics (standard and modified versions).</td>
</tr>
<tr>
<td>March 2010</td>
<td>Delivery of optional tests for years 3, 4 and 5 in English and mathematics ordered by the school (standard and modified versions).</td>
</tr>
</tbody>
</table>

A new suite of standardised optional tests was published in 2006 to support teachers in assessing pupils’ progress throughout years 3, 4 and 5. These tests are again available to order for use in 2010. Existing 2006 materials can be reused and schools do not need to reorder.

The optional tests provide additional evidence that can contribute to teachers’ periodic assessment of their pupils. The optional tests are fully integrated with the national curriculum and statutory testing protocols. Further details are available on the QCDA website at www.qcda.gov.uk/y345.

**Ordering the optional tests**

To purchase the optional tests, schools should log in to the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools. Once placed, orders may also be amended on this website. If schools have questions about their order, they should contact the QCDA orderline on 0300 303 3015.

Orders should be placed by 27 November 2009 to ensure delivery of the tests in March 2010. Any orders received after this date will be dispatched to schools after Easter 2010, in accordance with the QCDA orderline’s normal distribution procedures.

**Modified versions of the optional tests**

Modified large print, braille and enlarged print versions of the optional tests are available for pupils with visual impairment. Modified materials for the mental mathematics tests are available for pupils with hearing impairment and pupils who use sign language. To ensure delivery of modified versions of the optional tests in March 2010, orders must be placed on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools by 27 November 2009. For more information on the format of the modified optional tests, contact the QCDA modified test agency (optional) on 0300 303 3019. Examples of modified large print and enlarged print test formats can be found on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools.

**Administering the optional tests**

Schools may choose how to administer the optional tests. Guidance is provided in the teacher’s guides that accompany the tests.
Reporting teacher assessment levels at the end of key stage 2

4.1 What is reported at the end of key stage 2?

At the end of key stage 2, the judgements from teacher assessment are reported for the core subjects of English, mathematics and science, together with the national curriculum test results for English and mathematics. Together they provide complementary information about a pupil’s attainment.

Teacher assessment covers the full range and scope of the programmes of study and takes into account evidence of achievement in a variety of contexts, including discussion and observation. The tests by comparison, give a standard snapshot of attainment in English and mathematics at the end of the key stage.

Where a pupil or group of pupils has completed the programme of study for the key stage in any of the core subjects and has taken one or more of the tests early, for example in year 5 instead of year 6, schools must report the teacher assessment level in that subject in the same school year.

4.2 What do teachers have to assess?

At the end of key stage 2, teachers summarise their judgements for each eligible pupil, taking into account the pupil’s progress and performance throughout the key stage. They need to determine:

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

Teachers should base their judgements on the level descriptions in the national curriculum. They should use their knowledge of a pupil’s work over time to judge which level description is closest to the pupil’s performance. In reaching a judgement, they should take into account written, practical and oral work as well as classroom work, homework and the results of school examinations or tests.

The aim of teacher assessment is to make a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and across a range of contexts
- takes into account strengths and weaknesses of the pupil’s performance.
Once teachers have reached a decision for each attainment target, they should read the level descriptions of the attainment targets immediately above and below. This will help them confirm that the level they have awarded is the closest match to the pupil’s performance.

It should be noted that this section relates to teacher assessment and not to what schools must report to parents, carers or guardians. For further information on reporting pupils’ achievements to parents, carers or guardians, see section 13.2.

**Examples of teacher assessment**

When making judgements, teachers might find it helpful to visit the QCDA *National curriculum in action* website at http://curriculum.qcda.gov.uk/key-stages-1-and-2/assessment/nc-in-action/index.aspx. *National curriculum in action* gives examples of pupils’ work across the whole curriculum that have been assessed using the national curriculum level descriptions. Teachers can use the site to:

- support their judgements
- discuss assessments with colleagues
- create example materials to print out and share with colleagues.

Teachers will also find it helpful to use the APP materials for reading, writing and mathematics. The APP materials for teachers include:

- assessment guidelines for assessing pupils’ work related to national curriculum levels. These provide a simple recording format, providing assessment criteria for each of the assessment focuses in the subject
- standards files – annotated collections of pupils’ day-to-day work that exemplify national standards at different levels. These help teachers reach consistent and reliable judgements about national curriculum levels
- APP materials are being developed for speaking and listening at key stage 1, key stage 2 and key stage 3, and in science at key stage 1 and key stage 2. These materials will be available on the National Strategies website from early 2010.

Further details are available on the DCSF Standards website at www.standards.dcsf.gov.uk/primaryframework/assessment/app.

**Pupils working above or below the levels covered by the tests**

In order to support teacher assessment, QCDA has made available a suite of optional tasks covering levels below and above the test levels. The optional tasks provide additional evidence that can contribute towards teachers’ periodic assessment of their pupils. Optional tasks for pupils working above or below the level of the tests are available at www.qcda.gov.uk/optionaltasks.

**4.3 P scales**

The use of P scales is statutory for pupils with special educational needs who are working below level 1 of the national curriculum. Schools will need to use P scales to record and report the achievements of those children in the core subjects of English, mathematics and
science. The P scales are not to be used to assess children with English as an additional language (EAL) at any age, unless they have additional special educational needs.

P scales are appropriate across key stage 2 and should be applied to pupils where the teacher’s judgement is that, regardless of attainment targets, a pupil is working towards national curriculum level 1 (ie level W) in the overall subject and has been identified as having special educational needs.

The performance descriptions for P1–P3 are common across all subjects. They outline the types and range of general performance that pupils with learning difficulties who are not working at levels P4–P8 might characteristically demonstrate.

If a pupil is at P1–P3 level in English, then reading, writing, speaking or listening levels would not normally be appropriate. If a pupil is at an English level higher than P3, then the relevant separate levels P4–P8 in reading, writing, speaking or listening are appropriate and an English level is not expected. The position is similar in respect of mathematics, number, using and applying mathematics, and shape, space and measures. For science, a single level from P1–P8 is appropriate.

However, there may be exceptional circumstances where a pupil is judged to be at P1–P3 in English and/or mathematics but at P4–P8 in a particular element of the subject. The school management information system will allow these levels to be recorded and will transfer all levels as entered for key stage 2 pupils.

<table>
<thead>
<tr>
<th>P scale subject</th>
<th>Reportable levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>P1i, P1ii, P2i, P2ii, P3i, P3ii</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>P1i, P1ii, P2i, P2ii, P3i, P3ii</td>
</tr>
<tr>
<td>Using and applying mathematics</td>
<td>P4, P5, P6, P7, P8</td>
</tr>
<tr>
<td>Shape, space and measures</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8</td>
</tr>
</tbody>
</table>

The P scale descriptions can be found on the QCDA website at www.qcda.gov.uk/pscales. The P scale attainment targets are referred to as P levels in some guidance and legislation. The Using the P scales DVD gives further guidance on making and moderating teacher assessments using the P scales and is available from the QCDA orderline at www.orderline.qcda.gov.uk or by calling 0300 303 3015 and quoting QCA/05/1589.
4.4 Calculating overall subject levels

It is expected that schools will increasingly use the APP approach when making judgements about pupils’ progress, as outlined in section 3.1.

To calculate an overall subject level, teachers have to aggregate the assessment levels they have awarded for each attainment target according to weightings. They must arrive at a teacher assessment, using the range of codes provided in section 13, to enter into their school management information system.

When calculating overall subject levels, if a pupil is working towards level 1 in an attainment target, this should be represented by zero. For pupils at W – working towards level 1 – on the P scales, whole-subject levels apply for those at P1–P3 in English and mathematics and all P levels in science.

For pupils at P4–P8 in English and mathematics only, reporting is by attainment target. There is no aggregation to whole-subject level.

The weightings are different for each subject.

**English**

The English attainment targets are equally weighted. To calculate a pupil’s overall subject level for English, add the levels awarded for each attainment target and divide by 3.

For example, a pupil has been awarded the following levels for each attainment target.

<table>
<thead>
<tr>
<th>Attainment target</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and listening (En1)</td>
<td>3</td>
</tr>
<tr>
<td>Reading (En2)</td>
<td>3</td>
</tr>
<tr>
<td>Writing (En3)</td>
<td>2</td>
</tr>
</tbody>
</table>

Add the levels \(3 + 3 + 2 = 8\) and divide by \(8 \div 3 = 2.7\). Round to the nearest whole number for the overall subject level. This pupil has attained level 3 for English.

**Mathematics**

The mathematics attainment targets are weighted as follows:

- using and applying mathematics (Ma1) 2
- number and algebra (Ma2) 5
- shape, space and measures (Ma3) 2
- handling data (Ma4) 1

The following example shows how to use these weightings to calculate a pupil’s overall subject level for mathematics.
To calculate the subject level for this pupil, add up column (c) and divide the total by the total of column (b), ie 37 ÷ 10 = 3.7. Round to the nearest whole number for the overall subject level. This pupil has attained level 4 for mathematics.

<table>
<thead>
<tr>
<th>Attainment target</th>
<th>(a) Level</th>
<th>(b) Weighting</th>
<th>(c) Level x weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using and applying mathematics (Ma1)</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Number and algebra (Ma2)</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Shape, space and measures (Ma3)</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Handling data (Ma4)</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

Science

The science attainment targets are weighted as follows:

- scientific enquiry (Sc1) 2
- life processes and living things (Sc2) 1
- materials and their properties (Sc3) 1
- physical processes (Sc4) 1

The following example shows how to use these weightings to calculate a pupil’s overall subject level for science.

To calculate the subject level for this pupil, add up column (c) and divide the total by the total of column (b), ie 23 ÷ 5 = 4.6. Round to the nearest whole number for the overall subject level. This pupil has attained level 5 for science.

<table>
<thead>
<tr>
<th>Attainment target</th>
<th>(a) Level</th>
<th>(b) Weighting</th>
<th>(c) Level x weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific enquiry (Sc1)</td>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Life processes and living things (Sc2)</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Materials and their properties (Sc3)</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Physical processes (Sc4)</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>
4.5 Pupils for whom the school is unable to make a teacher assessment

For a very small number of pupils, schools will be unable to record and report a teacher assessment.

Where a teacher assessment judgement cannot be made because of long periods of absence, for example because of a prolonged illness, the pupil should be recorded as A.

Where a pupil has recently arrived in the school and it is not possible to establish the level that the pupil is working at before the last date for finalisation of teacher assessment, the pupil should be recorded as A. In the case of a pupil that does not speak English, the pupil should be recorded as W (working towards level 1) in reading, writing, and speaking and listening and A for mathematics and science.

Where a pupil has been disapplied from all or part of the national curriculum, code D should be recorded for those parts of the statutory assessment arrangements that are included in the disapplication.

4.6 Submitting teacher assessments to QCDA

As in 2009, all schools must submit their teacher assessments for key stage 2 core subjects of English, mathematics and science electronically. Teacher assessments and P scale data must be submitted by Friday 9 July 2010. More information on the submission of teacher assessments and P scale data can be found on the QCDA Tests and exams website at www.qcda.gov.uk/teacherassessment.

Teacher assessments may be submitted as early as 3 May 2010. Early returns are encouraged.

All teacher assessment data, including P scales, will be submitted at pupil level.

Teacher assessments are collected for core subjects by uploading the data from the school management information system to the Teacher assessment section of the NCA tools website at www.qcda.gov.uk/ncatools. Schools are not required to submit data for non-core subjects to QCDA.

For a pupil who transfers from one school to another in the summer term, it is the responsibility of the school at which the pupil was enrolled when the tests were administered to submit the teacher assessments. This may require the school to obtain teacher assessments from the pupil’s previous school. For further details, see section 13.3.

Detailed guidance on the submission of teacher assessments will be available from April 2010 on the QCDA Tests and exams website at www.qcda.gov.uk/teacherassessment. For further information on submitting teacher assessments, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@qcda.gov.uk.
4.7 What records do schools have to keep?

Schools must keep records on every pupil, including information on their academic achievements, other skills and abilities, and progress. These records must be updated at least once a year.

It is up to schools to decide:

- the best way to mark work and record progress (this will depend on their pupils’ particular needs)
- how much evidence and which records to retain. As a guide, schools should keep enough information to help them plan future work (this is all that Ofsted inspectors will need to see).

When keeping records, schools should consider the implications of the Data Protection Act 1998, under which they may need to register themselves as data controllers. For advice on this, contact the Information Commissioner’s Office on 01625 545 700.
Statutory tests at the end of key stage 2

The key stage 2 tests are designed to test pupils’ knowledge and understanding of specific elements of the key stage 2 programmes of study. They provide a snapshot of a pupil’s attainment at the end of the key stage.

Pupils participate in tests in English and mathematics. From 2010 pupils at selected schools will be required to take part in a science sample test. The results of the sample test will not be reported at school level. Further information will be sent to schools and local authorities.

Information on the test development process can be found on the QCDA Tests and exams website at www.qcda.gov.uk/testdevelopment.

5.1 The English tests

There are three English tests:

- a writing test (made up of a longer task and a shorter task)
- a spelling test
- a reading test.

Schools have to report separate reading and writing test levels, as well as an overall English level. Pupils’ spelling test marks will be aggregated with their writing test marks to calculate an overall writing level. The reading and writing marks (including spelling) from all three tests will be aggregated to calculate the overall English level.

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

<table>
<thead>
<tr>
<th>Writing</th>
<th>50 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longer task</td>
<td>28</td>
</tr>
<tr>
<td>Handwriting</td>
<td>3</td>
</tr>
<tr>
<td>Shorter task</td>
<td>12</td>
</tr>
<tr>
<td>Spelling</td>
<td>7</td>
</tr>
<tr>
<td>Reading</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
**Writing test**
- Pupils have to complete a longer task and a shorter task.
- There is no choice of task.
- Pupils are allowed 45 minutes for the longer writing task (including up to 10 minutes’ recommended planning time).
- Pupils are allowed 20 minutes for the shorter writing task (including up to five minutes to think about their work and make brief notes).
- Pupils are expected to complete the writing test in their own handwriting. Handwriting will be assessed as part of the longer writing task.
- Pupils may use the planning sheet provided with the test. Schools must not substitute their own planning sheet or writing frame, but may provide an extra blank sheet of paper for planning if pupils request it.
- Pupils’ planning will not be marked and must not be sent to the marker.
- Writing prompts and planning sheets must be read aloud, and in full, by the test administrator, but pupils’ ideas on the prompt must not be explored.

The writing test is designed to assess pupils’ individual independent work. Pupils are expected to follow the writing prompt carefully, especially in content and form.

**Spelling test**
- The test is expected to take about 10 minutes to complete.
- There are 20 words in the spelling test.
- The passage should be read aloud twice, including the words in the gaps. Pupils should not write anything during the first reading. Responses may only be written during the second reading.
- Age standardised scores will not be available for the spelling test.

**Reading test**
- No part of the reading test may be read to pupils, other than the general instructions.
- Pupils are allowed 15 minutes’ reading time, followed by 45 minutes to complete the reading test. Pupils must not have the reading answer booklet open during the reading time.
- The test will include different texts – past examples include stories, poems, explanations, interviews and accounts.
- The Mark scheme will indicate the main skills that are being assessed in relation to each question in the test.
5.2 The mathematics tests

There are three mathematics tests:

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

Pupils’ marks from all three tests will be aggregated to calculate their overall mathematics level. Tests A and B have 40 marks each, and the mental mathematics test has 20 marks, giving a total of 100 marks.

Tests A and B

- These are written tests.
- Pupils are allowed 45 minutes for each of tests A and B.
- Pupils are not allowed to use a calculator for test A. Calculators are allowed for test B.

Mental mathematics test

- This is a recorded test that lasts around 20 minutes.
- There are 20 questions.
- Pupils have to answer each question in the allocated time.
- The questions are designed to test mental recall and agility. Pupils may write down mathematical working if they wish. Marks will not be deducted or awarded for any working shown on the answer sheets.
- Calculators are not allowed for the mental mathematics test.
- Other than pens and pencils, pupils must not use any equipment for the mental mathematics test, for example rulers or angle measurers. Pupils must not use rubbers as rubbing out is not allowed.

Single level test pilot schools exempt from key stage 2 mathematics tests

In 2009/10, the results of single level tests in mathematics will be reported as the statutory national curriculum test result for year 6 pupils in extended pilot schools. These pupils will not take part in the end of key stage 2 national curriculum mathematics tests in May 2010. These schools must enter all year 6 pupils for the end of key stage 2 national curriculum English tests as usual.

Single level test extended pilot schools should refer to guidance at www.qcda.gov.uk/singleleveltests for more information about entering pupils for single level tests in mathematics.

Further information on reporting results of pupils can be found in the DCSF factsheet circulated to schools in July 2009.
Who are the key stage 2 tests for?

All pupils enrolled at a maintained school who are in their final year of key stage 2 in the 2009/10 school year must be registered with QCDA for the tests, even if they are working below level 3 and will not take the tests. All pupils working at level 3 or above must take the tests. Pupils registered for the tests will move on to the key stage 3 programmes of study in the 2010/11 school year.

Most of the pupils taking the tests will be in year 6 and will reach the age of 11 by the end of the school year. This includes pupils with special educational needs who are going to start some aspects of the key stage 3 programmes of study without having completed all the key stage 2 programmes of study.

To enable pupils with special educational needs to access the tests, schools can:

- order modified versions of the tests (see section 8.3)
- use a wide range of access arrangements (see section 12).

In small schools with mixed year-group classes, pupils who are going to be 11 in the 2009/10 school year and are moving on to the key stage 3 programmes of study must take the tests.

Pupils in their final year of key stage 2 who attend a pupil referral unit or hospital school on a part-time or temporary basis, but are still on a school’s register, must also participate in the tests.

Further information about pupil registration will be sent to schools in February 2010.

6.1 Pupils older or younger than 11 at the end of key stage 2

Schools should contact their local authority assessment advisers for advice if they are considering:

- entering a pupil for the tests early (ie before the school year in which they are 11)
- keeping a pupil in year 6 for another year, so that they will take the tests late.

Pupils must only be entered for the tests at an earlier age than normal if they have completed the programme of study and are ready to move on. It is expected that such pupils would achieve at least level 4, as level 4 represents the national expected outcome for most 11-year-olds. A pupil can only take an end of key stage test once in any subject.

Pupils older than 11 who have not taken the key stage 2 tests must be entered to do so at the end of the year in which they complete the key stage 2 programmes of study.

Reporting results to parents, carers or guardians

Where pupils are assessed in one subject early, their result should be reported in the year they take the test. For example, if a pupil takes the mathematics test in year 5, their result will be reported with the year 6 pupils’ results (so the number of pupils in the school entered for mathematics will be one higher than for English). The following year they must not take the mathematics test again, but their English results will be reported with their year group (so the number of pupils entered for mathematics will be one lower than for English).
Reporting for Achievement and Attainment Tables

The Achievement and Attainment Tables will report the results of the early takers on a cumulative basis. Where a pupil takes one of the subjects early, the results will not be reported in the Achievement and Attainment Tables until the year in which the remaining tests are taken.

6.2 Pupils working below the level of the tests

Pupils assessed as working at level 2 or below in English or mathematics, and who will not be working at level 3 by May 2010, must be registered but should not sit the tests. If pupils working below the level of the tests do sit them according to the statutory test timetable, the completed test scripts should be sent for external marking. Levels will be awarded to these pupils based on the completed test scripts sent for external marking.

Schools must ensure pupils working below the level of the tests are entered as B (to indicate working below the level of the tests) on the marksheets.

Teacher assessment is the only statutory requirement for pupils working at these levels. Schools should still include them in their data when reporting results. Headteachers must use P scales for those pupils with special educational needs who are working towards level 1 of the national curriculum. The definition of special educational needs does not include pupils who are working below level 1 due to having English as an additional language (EAL). Pupils with EAL should not have P scale information submitted unless they have also been identified as having a special educational need that is not related to their language difficulties. For further details on P scales, see section 4.3.

Optional tasks for those working below the level of the tests are available to download on the QCDA Tests and exams website at www.qcda.gov.uk/optionaltasks. These tasks have been designed to support teacher assessment.

6.3 Pupils with English as an additional language (EAL)

Pupils with EAL should be registered for the English and mathematics tests.

If pupils cannot communicate in English, they should be registered for, but should not take, the English tests because they will not be working at level 3. They should be entered as B on the marksheets.

To establish the pupil’s level for mathematics, teachers and language-support staff should work together to translate national curriculum work into the pupil’s preferred language. Care should be taken when translating sections of the tests as there may be inexact correspondence between the pupil’s preferred language and English.

- If a pupil is working below the level of the tests in mathematics, they should be entered as B on the marksheets.

- If a pupil is working at the level of the tests, the school should consider entering them and using the access arrangements set out in section 12 (for example, additional time and translation).
6.4 Pupils whose level cannot be established

If a school does not have enough time before the tests to carry out assessments and judge a pupil’s level, they must be entered as T. This would apply to, for example, pupils who have recently arrived from a different education system and need time to adjust.

6.5 Pupils with profound hearing loss who are unable to access the spelling or mental mathematics tests

There may be a very small number of pupils who are unable to participate in the spelling test or the mental mathematics test even with the full range of access arrangements. These pupils will have profound hearing impairment and will be unable to lip-read or use a signing system.

In these cases, schools should send an email to the QCDA access arrangements coordinator at compensatorymarks@qcda.gov.uk no later than 5pm on 1 March 2010. They should summarise the situation and request a formal exemption from the spelling and mental mathematics tests. Schools can contact the national curriculum assessments helpline on 0300 303 3013 if they need further advice.

If the request for a formal exemption is approved, the pupil should be marked as A (for absent) for their spelling and mental mathematics tests and given a compensatory mark for these papers based on average scores during pre-testing. This means that pupils will still get a subject level (provided they have completed the written papers for the subjects and have gained enough marks overall).

6.6 Pupils working at the level of the tests but who are unable to access them

Each year, there will be a small number of pupils who are working at the levels covered by the tests but are unable to take some or all of them, even with access arrangements. These pupils are described as ‘working at the level of the tests but unable to access them’.

Pupils who are working at the level of the tests but who are unable to access them should be registered for the tests and entered as T on the marksheets.

Examples include:

- pupils with a physical or sensory disability that means they cannot access the tests, even with access arrangements or modified test materials. They are likely to have a statement of special educational needs
- pupils who have spent time in hospital towards the end of the key stage, or 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, temporary but severe emotional problems, perhaps because of a family crisis.
Arrangements for pupils working at the level of the tests but who are unable to access them

Schools are responsible for making arrangements to determine whether a pupil is working at the level of the tests but is unable to access them. The headteacher can make final decisions without permission from the local authority.

In cases where a pupil appears to be working at the level of the tests but is unable to access them, the headteacher should:

- discuss the pupil’s circumstances and needs with their parents, carers or guardians, and with their teachers
- consult with educational psychologists, medical officers or other specialist staff
- consult with the local authority (usually the local authority assessment coordinator)
- write a report explaining why the pupil cannot be entered for some or all of the tests.

This should:
- describe any action already taken or specialist support already offered
- describe any procedures the school has used to analyse and monitor the pupil’s needs and difficulties (or indicate where this information can be found in other documents)

- send a copy of the report to the pupil’s parents, carers or guardians, the chair of the governing body and the local authority assessment coordinator
- put a copy of the report in the pupil’s educational record.

The Notification of a pupil working at the level of the tests but unable to access them form has been designed to help headteachers write these reports. Schools are not required to use this form, but if they wish to do so, it is available on the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements.

When sending the report to the pupil’s parents, carers or guardians, a right to appeal should be included. If the headteacher believes that a parent, carer or guardian may have difficulty understanding the report, the headteacher should offer help, for example by providing an interpreter or a translation of the report, or by offering to discuss it with parents, carers or guardians.

6.7 What if parents, carers or guardians do not agree with the school’s decision about whether their child should participate in the tests?

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

Parents, carers or guardians may also ask a headteacher to enter their child for a test when the school has decided this is not appropriate. Headteachers should explain the school’s decision to parents, carers or guardians.

The headteacher’s decision regarding participation is final.
6.8 Assessing high attainers

If a high-attaining pupil completes the key stage 2 programme of study for a subject early and is ready to move on to the key stage 3 programme of study, they may be entered for one or both of the key stage 2 tests early (see section 6.1).

To supplement the statutory tests for high-attaining or gifted and talented pupils who have followed a curriculum that blends faster pace, more breadth and greater depth, schools can use:

- optional tasks that have been designed for pupils working above the level of the tests to inform teacher assessment. These are available on the QCDA Tests and exams website at www.qcda.gov.uk/optionaltasks

- the World Class Tests in mathematics and problem solving. These are designed for high attaining 9- to 13-year-olds. More information is available on the World Class Arena website at www.worldclassarena.org.
The test timetable

The 2010 key stage 2 national curriculum tests will be held from Monday 10 May to Friday 14 May 2010. Please note that the test timetable has changed from previous years.

Pupils must take the tests on the following days unless a change to the statutory timetable has been agreed by QCDA (see section 7.2).

<table>
<thead>
<tr>
<th>Monday 10 May</th>
<th>Tuesday 11 May</th>
<th>Wednesday 12 May</th>
<th>Thursday 13 May</th>
<th>Friday 14 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading test</td>
<td>Writing test</td>
<td>Mental mathematics</td>
<td>Mathematics test</td>
<td></td>
</tr>
<tr>
<td>15 minutes’</td>
<td>(shorter task)</td>
<td>test A</td>
<td>test B</td>
<td></td>
</tr>
<tr>
<td>reading time</td>
<td>20 minutes</td>
<td>20 minutes</td>
<td>45 minutes</td>
<td></td>
</tr>
<tr>
<td>with</td>
<td>and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Spelling test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to answer</td>
<td>10 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questions</td>
<td>Writing test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(longer task)</td>
<td>45 minutes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(including up</td>
<td>(including up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 10 minutes’</td>
<td>10 minutes’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recommended</td>
<td>recommended</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>planning time</td>
<td>planning time</td>
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<td></td>
</tr>
</tbody>
</table>

7.1 At what time should the tests be taken?

Schools are responsible for deciding the start time for the tests each day (they may be taken in either the morning or the afternoon session). Although the tests must be taken on the day they have been timetabled, they do not have to be taken in the order shown. For example, on Wednesday 12 May pupils may sit mathematics test A in the morning and the mental mathematics test in the afternoon, if a school wishes. The only exception to this is the writing test (shorter task) and the spelling test, which must be taken in the same sitting and in the order shown.

In any one school, all pupils taking the tests must take each test at the same time, unless unavoidable practical difficulties make this impossible. Where a school schedules two sittings for a particular test within a half-day session, for example the mental mathematics tests, no pupil should have the opportunity to communicate with any pupils who have already taken the test. The second sitting must follow on immediately from the first.

7.2 Changes to the statutory test timetable

Occasionally, changes to the test timetable requested for individual pupils or for a whole year group will be granted, subject to:

- the pupil(s) taking the test(s) at nominated time(s)
- QCDA being informed of any variation to the nominated time(s)
the pupil being kept apart from other pupils taking the test. It is the headteacher’s responsibility to ensure that pupils who have been granted timetable variations have not been in contact with other pupils who have taken the tests. Headteachers may choose to contact the pupil’s parents, carers or guardians to confirm that the integrity of the tests has been maintained.

With QCDA’s permission, and subject to the criteria listed above, tests may be rescheduled for the next school day or, in exceptional circumstances, two school days after the scheduled date.

Under no circumstances may a test be taken before the day specified in the statutory timetable. Two types of change to the test timetable are available, as detailed in the table overleaf. If a school is in any doubt about the type of timetable variation to make, they should contact the national curriculum assessments helpline on 0300 303 3013 as soon as possible.

Applications for, and notifications of, changes to the statutory test timetable must be made using the appropriate form on the Access arrangements section of the NCA tools website at www.qcda.gov.uk/ncatools. Schools will need to have a registered email address and password to access this section of the website. For further information, see section 12.13.
## Timetable variations

<table>
<thead>
<tr>
<th></th>
<th>Application for a change to the statutory test timetable</th>
<th>Notification of a change to the statutory test timetable between 7am and 7pm on the day of a test</th>
</tr>
</thead>
</table>
| **What are valid reasons for a change to the test timetable?** | QCDA will consider applications for a change to the test timetable for individual pupils or the whole cohort under the following circumstances:  
- important appointments that cannot be rearranged, such as hospital appointments, court appearances and national and international sports participation  
- schools being used as polling stations for local or general elections where it is not possible to continue with test administration in another part of the school  
- delays in the distribution of test materials that affect the administration of tests on the scheduled dates  
- observance of religious festivals  
- unforeseeable problems with the running of the school, for example flooding  
- having a short working day, for example in a pupil referral unit. | Schools must notify QCDA of a timetable change for individual pupils made on the day of a test. Examples of acceptable circumstances are:  
- a pupil being ill  
- a pupil arriving late  
- moving a test to the afternoon for a pupil who arrives in school on the morning of a scheduled test with a broken arm, to enable the school to put in place arrangements for an amanuensis  
- staggering the tests where a number of pupils require readers, translators or amanuenses, but there would not be enough staff to support them if they were to take the test at the same time. |
| **What are invalid reasons for a change to the test timetable?** | QCDA will not allow a change to the test timetable for:  
- family holidays or other family engagements  
- school activities, for example staff training events, field trips and excursions. | It is the headteacher’s responsibility to make a judgement on the validity of any proposed timetable variations between 7am and 7pm. In the interest of pupil welfare, the timetable cannot be varied for pupils to take the tests before 7am or after 7pm. |
### Application for a change to the statutory test timetable

<table>
<thead>
<tr>
<th>What do I need to do after submitting the form?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will receive an automated email once their application has been reviewed. To check the outcome of an application, or to see whether further information is required, schools should log in to the Access arrangements section of the NCA tools website at <a href="http://www.qcda.gov.uk/ncatools">www.qcda.gov.uk/ncatools</a>. The test must not be taken until the application has been formally approved.</td>
</tr>
<tr>
<td>Notification of a change to the statutory test timetable between 7am and 7pm on the day of a test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are headteachers’ responsibilities when varying the statutory test timetable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers must ensure that under no circumstances are tests opened and administered before the scheduled test date. Schools must not administer a timetable variation unless the headteacher can confirm that:</td>
</tr>
<tr>
<td>■ the content of the tests has remained confidential and</td>
</tr>
<tr>
<td>■ the pupil has not had contact with other pupils taking the test at a different time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happens if a school varies the timetable without permission?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is maladministration for a school to vary the statutory test timetable without permission from QCDA or without providing notification to QCDA, as appropriate. Where this happens, pupils’ or the school’s results may be annulled and cannot be reported as part of the statutory assessment process.</td>
</tr>
</tbody>
</table>

### Test dates for 2011

The 2011 key stage 2 national curriculum tests will be held in June.

At the time of publication, QCDA was undertaking a consultative exercise with schools and local authorities to determine the most appropriate week in June for the 2011 national curriculum tests.

QCDA will contact schools and local authorities when test dates have been confirmed. Test dates for key stage 2 will also be published on the QCDA Tests and exams website at www.qcda.gov.uk/tests.
### Ordering and storing test materials

<table>
<thead>
<tr>
<th>Key dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>27 November 2009</strong></td>
<td>Deadline for:</td>
</tr>
<tr>
<td></td>
<td>■ placing orders for statutory tests</td>
</tr>
<tr>
<td></td>
<td>■ ordering modified versions of the statutory tests</td>
</tr>
<tr>
<td></td>
<td>■ independent schools to read and accept the <em>Fair processing notice</em> and place test orders</td>
</tr>
<tr>
<td></td>
<td>■ ordering English and mathematics optional tests for years 3, 4 and 5 (standard and modified versions).</td>
</tr>
<tr>
<td><strong>February 2010</strong></td>
<td>Schools sent a confirmation of their orders for modified statutory test materials.</td>
</tr>
<tr>
<td><strong>March 2010</strong></td>
<td>Schools should:</td>
</tr>
<tr>
<td></td>
<td>■ register pupils on the <em>Pupil registration</em> section of the NCA tools website at <a href="http://www.qcda.gov.uk/ncatools">www.qcda.gov.uk/ncatools</a>. It is important test orders are correctly entered before the deadline as these will not be able to be changed during the pupil registration process. Schools will be sent a 10 per cent surplus for each subject to allow for late changes. Should further test papers be required, schools should contact the national curriculum assessments helpline on 0300 303 3013.</td>
</tr>
<tr>
<td></td>
<td>■ receive delivery of the English and mathematics optional tests for years 3, 4 and 5 (standard and modified versions).</td>
</tr>
<tr>
<td></td>
<td>Any schools wishing to place or change modified test orders after the 27 November 2009 deadline should telephone the QCDA modified test agency (statutory) on 0844 500 6727 for key stage 2 tests, or the QCDA modified test agency (optional) on 0300 303 3019 for optional tests for years 3, 4 and 5.</td>
</tr>
<tr>
<td><strong>April 2010</strong></td>
<td>Delivery of statutory test materials (standard and modified versions) and stationery items to all schools.</td>
</tr>
</tbody>
</table>

### 8.1 Test order process and pupil registration

To ensure your school receives the correct quantity of test materials, you must place a test order on the *Test orders* section of the NCA tools website at www.qcda.gov.uk/ncatools by 27 November 2009. This should include numbers for early and late takers. Schools will be sent a 10 per cent surplus for each subject to allow for late changes. Additional copies of the mental mathematics CDs can be ordered on the *Test orders* section of the NCA tools website at www.qcda.gov.uk/ncatools.

Before the tests, schools are also required to complete pupil registration. Further information on pupil registration will be sent to schools in February 2010.
8.2 Accessing the Test orders section of the NCA tools website

To access the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools, headteachers will need their:

- registered email address
- password. This year passwords have been strengthened. All passwords for the NCA tools website must contain at least eight characters and include three of the following characters:
  - one uppercase (eg A, B, C)
  - one lower case (eg a, b, c)
  - one numeric (eg 1, 2, 3) and/or
  - one special character (eg #, +, !)

For example:

- registered email address: lastname.firstname@schoolname.sch.uk
- password: Security#2.

Headteachers can create user accounts for up to four users to allow them to order tests through the Test orders section of the NCA tools website. This is designed to give schools flexibility in managing the test order process. The Guide to using the NCA tools website factsheet provides more information on accessing the NCA tools website.

If you have any questions about ordering tests or accessing the Test orders section of the NCA tools website, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@qcda.gov.uk.

8.3 Ordering modified versions of the statutory test materials

Modified versions of the statutory tests must be ordered on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools.

Schools can order:

- modified test materials for pupils with visual impairment or other special educational needs
- modified mental mathematics test materials for pupils with hearing impairment and pupils who use sign language.

If schools have any questions about ordering modified versions of the statutory tests, they should contact the QCDA modified test agency (statutory) on 0844 500 6727.

Modified tests for pupils with visual impairment or other special educational needs

Modified large print, braille and enlarged print test papers are available for pupils:

- who have a statement of special educational needs
- whose needs are being met at School Action Plus of the Special educational needs (SEN) code of practice
- who have a medical condition that causes visual impairment (this must be supported by a doctor’s certificate).
The table below shows the different test formats available. Schools should decide which is the most appropriate version for each pupil based on the materials they normally use in the classroom. Samples of modified large print and enlarged print test papers can be viewed on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools.

Schools can order previous years’ modified statutory tests by contacting the QCDA modified test agency (statutory) on 0844 500 6727.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Enlarged print</th>
<th>Modified large print</th>
<th>Braille</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4 booklets printed in colour. Text size: 13 point.</td>
<td>B4 black and white booklets. Enlarged print version of the standard test. Text size: 14 point. Enlarged text and diagrams not modified in any other way.</td>
<td>B4 black and white booklets. Large, bold print. Some text modifications. Text size: 18 point. Diagrams are modified or removed. Models may be supplied for some questions.</td>
<td>Grade 2 braille on paper, Brailon, heat swell paper and plastic film, as appropriate. Some text modifications. Diagrams are modified or removed. Models may be supplied for some questions. Braille capitals are used. British braille code (RNIB 2004) is used.</td>
</tr>
</tbody>
</table>

Schools should order one copy of the most appropriate modified test paper for each pupil who needs to use these versions of the tests. Extra copies of modified large print, braille and enlarged print tests will not be supplied.

The modified large print papers have been designed specifically for pupils with visual impairment and, as a result, might actually disadvantage pupils with other special educational needs. However, modified large print papers may be used in exceptional circumstances by pupils who require this format for reasons other than visual impairment. Schools should discuss such requirements for modified versions of the statutory materials with the QCDA modified test agency (statutory) on 0844 500 6727.

Enlarged print tests can also be ordered for pupils with other special educational needs, such as learning difficulties, motor disabilities and dyspraxia.

For pupils who normally use enlarged materials in class, it might be appropriate to order the enlarged print tests. The school should contact the QCDA modified test agency (statutory) on 0844 500 6727 for advice before placing an order for modified versions of the statutory materials.
Modified mental mathematics materials for pupils with hearing impairment and pupils who use sign language

Modified materials for the mental mathematics test are available for pupils with permanent or long-term hearing loss who rely on British sign language or other sign-supported communication, or who supplement their residual hearing with lip-reading. If pupils with hearing impairment can access the standard test by listening to it at full volume or through earphones, or by having the transcript supplied with the standard test read aloud to them, schools should not order the modified materials.

The modified mental mathematics test materials consist of:

- a modified script for the test administrator (an oralist and sign-supported English modified script for lip-readers and a British sign language script)
- a CD-ROM or flashcards of the stimulus material from the answer sheet as well as some additional stimulus materials where this will support access to the test content.

Pupils using modified mental mathematics materials should respond on a standard answer sheet. A pupil with dual sensory impairment may respond on an enlarged version of the standard answer sheet if this is appropriate.

Schools that order these materials will also receive Modified subject-specific guidance on administering the English and mathematics written tests to pupils with hearing impairment and pupils who use sign language. The guidance can be ordered separately if the modified mental mathematics materials are not needed.

Schools requiring advice before placing an order for modified versions of the statutory materials should contact the QCDA modified test agency (statutory) on 0844 500 6727.

8.4 How do independent schools in England order test materials?

Independent schools in England may choose to participate in the national curriculum tests by completing a test order on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools by 27 November 2009.

They will need to:

- issue a Fair processing notice to the parents, carers or guardians of all pupils being entered for the tests before placing their order. Full details are included on the Test orders section of the NCA tools website at www.qcda.gov.uk/ncatools
- place orders for standard and modified tests, register pupils for the tests and provide estimated numbers of early and late takers (see sections 8.1 and 8.3).

If an independent school does not meet the ordering deadline, the school will be excluded from the 2010 national curriculum tests for key stage 2.

Independent schools that withdraw from the programme and do not inform the national curriculum assessments helpline will be invoiced for the materials provided. Independent schools that are not formally participating in the national curriculum tests may purchase the key stage 2 tests to administer internally. Tests can be purchased from www.orderline.qcda.gov.uk/nctests. Please note the test materials will be dispatched in May 2010, after the statutory tests have taken place.
8.5 Delivery of test materials

Deliveries of key stage 2 test material consignments will take place during April 2010 and will be planned to avoid the Easter holiday.

If a school has not received its test materials by 4 May 2010, they should contact the national curriculum tests distribution helpline on 0800 169 4195.

The Guide to handling test papers and scripts will be sent to schools together with the test materials in April 2010, to provide more information.

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

Checking the delivery

When the test materials arrive in school, the headteacher or a delegated senior member of staff must:

- open the outer packaging (individual test papers are wrapped in tamper-evident bags and must not be opened until the date shown on the front cover)
- check the materials received against the Delivery note, which can be found in the first box of the consignment
- check the correct materials have been received
- make sure sealed packs have not been opened or damaged in transit
- reseal the materials in the boxes they arrived in, ready for secure storage
- the Delivery note(s) received with the test materials should be kept in an accessible place as a record of the materials being stored in school, in case the school receives a monitoring visit (see section 10.9).

It is important test orders are correctly entered before the deadline as these will not be able to be changed during the pupil registration process. Any amendments to the test order made during the pupil registration process may result in an additional consignment being received. Please take this into account when checking the Delivery note against the latest order made by your school.

If a delivery is incomplete, or contains more materials than are shown on the Delivery note, the school must report this immediately to the national curriculum tests distribution helpline on 0800 169 4195. It is important to do this as soon as possible, as there is very limited time to correct the test order before the test period.

If any test packs are unsealed or damaged on arrival, the school must report this immediately to the national curriculum assessments helpline on 0300 303 3013. Failure to report this may be viewed as maladministration. You may be asked to send a photograph of the damaged packages to QCDA.
8.6 Delivery of modified test materials

Schools that have ordered modified versions of the statutory tests will be sent a confirmation of their order by the end of February 2010. If schools have any questions about their order, they should contact the QCDA modified test agency (statutory) on 0844 500 6727.

Modified versions of the tests will be delivered separately to schools but within the same timeframe as the standard materials. For further information, see section 8.5.

The modified test materials are all individually wrapped and your consignment will consist of:

- an itemised Delivery note
- modified test papers
- a modified script for the braille and modified large print mental mathematics tests or a modified script plus stimulus material for the mental mathematics test for pupils with hearing impairment and pupils who use sign language (as appropriate)
- Mark scheme amendments
- guidance on how to administer the modified tests, including:
  - Modified subject-specific guidance
  - Guidance notes: model packs (as appropriate)
  - model packs (as appropriate).

Checking the delivery of modified test materials

When the modified test materials arrive, the headteacher or a delegated senior member of staff must:

- open the outer packaging (individual test papers are wrapped in tamper-evident bags and must not be opened until the date shown on the front cover)
- check the contents against the Delivery note
- check the correct format has been received
- make sure sealed packs have not been opened or damaged in transit
- make sure modified test administrators have access to the guidance on administering the modified tests, model packs and the appropriate modified mental mathematics script at the appropriate time. Opening dates will be specified on the front of each item
- reseal the materials in the boxes they arrived in, ready for secure storage.

If a delivery is incomplete, the school must report this immediately to the QCDA modified test agency (statutory) on 0844 500 6727. If any of the tamper-evident bags are found to be opened or damaged on arrival, the school must report this immediately to the QCDA modified test agency (statutory) and the national curriculum assessments helpline on 0300 303 3013. Failure to report this may be viewed as maladministration. You may be asked to send a photograph of the damaged packages to QCDA.
8.7 Storing test materials

Once the delivery has been checked, the resealed boxes containing the statutory test packs and mark scheme packs must be stored in a secure, lockable place.

The mark scheme packs must not be opened until all of the key stage 2 tests have taken place and all of the test scripts have been sent for external marking.

Modified test materials, guidance, model packs and the modified scripts for the mental mathematics tests must also be stored securely until they can be opened. Opening dates will be specified on the front of each item.

Mark scheme amendments for the modified tests must not be opened until after all the key stage 2 tests have taken place and test scripts have been sent for external marking.

It is the headteacher’s duty to ensure test materials are kept secure from the time they are delivered to the school to the time they are sent for external marking. Test materials should be kept in a locked cupboard or storeroom. A room, including the headteacher’s office, is not secure if it is ever left unattended and unlocked (even for a few minutes).

Further guidance on storing test materials securely can be found in the Keeping test materials secure factsheet on the QCDA Tests and exams website at www.qcda.gov.uk/tests.

The headteacher must be able to give an accurate account of everyone who has had access to the test papers before, during and after the tests have taken place.

What if there has been a breach of security?

If anyone at a school suspects that there might have been a breach of security with the test materials, they must report the problem immediately to QCDA by calling the national curriculum assessments helpline on 0300 303 3013. QCDA will then investigate the problem and take action where appropriate.
Preparing for the tests

9.1 Making sure pupils are ready for the tests

It may be helpful to prepare pupils for any aspects of the tests that are unfamiliar to them. For example, teachers could give pupils opportunities to:

- work independently (if they usually work cooperatively)
- see the layout and design of previous years’ tests
- complete work within a time limit.

It may also be helpful to explain to pupils in advance:

- how much time they will have to complete the tests (see section 7)
- the type of instructions they will need to follow in the tests
- that there may be some questions in the tests that they cannot answer
- that if they are struggling with reading the mathematics tests, they can put up their hand and ask for help
- that if they are struggling with spelling a word, they cannot ask for help but should do their best and carry on.

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

In the reading paper, only general instructions may be read to pupils. No other aspects of the test should be read to pupils.

Over time, the reading test has included a range of texts. Past examples include stories, poems, explanations, descriptions, interviews and accounts. Teachers should focus on developing the skills involved in understanding and responding to a wide range of texts.

In the longer and shorter writing tasks, writing prompts and planning sheets must be read aloud, and in full, by the test administrator, but pupils’ ideas on the prompt must not be explored.

In the spelling test, the test administrator must use the teacher’s version of the test to read the complete passage aloud, including the words in the gaps. They must then read the passage aloud again, indicating the words pupils are required to spell and giving them time to write the words in the gaps.

Rubbers may be used in all tests, except in the mental mathematics test. Teachers may wish to discourage excessive rubbing out as this is time consuming and because pupils may be awarded marks for visible working. Teachers should encourage pupils to draw a line through the text instead.

Teachers may wish to introduce these practices in their preparations for the tests if this is not their normal classroom practice.
9.2 Preparing rooms for the tests

The tests must be carried out under strict test conditions. Headteachers must provide a space where pupils can work individually and undisturbed. This may be a school hall, classroom or other suitable space.

Before the start of each test, the headteacher must ensure there are no notes, textbooks or displays in the room that could give pupils an unfair advantage. For example, any displays that include multiplication facts, number squares, spelling lists, story starting points or features of different types of text must be removed or covered during the test period. Improperly preparing the test room could result in maladministration of the tests.

9.3 Preparing equipment for the tests

Schools need to make sure they have all the equipment needed for the tests and that all equipment is working.

Dictionaries and electronic spellcheckers

Pupils may use dictionaries, bilingual word lists and electronic spellcheckers in some of the tests, as shown in the following table, if this is normal classroom practice.

<table>
<thead>
<tr>
<th>Test</th>
<th>Monolingual English dictionary</th>
<th>Bilingual dictionary or electronic translator</th>
<th>Bilingual word lists</th>
<th>Monolingual English electronic spellcheckers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written mathematics</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mental mathematics</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>English – writing</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>English – reading</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>English – spelling</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

If bilingual dictionaries or word lists are used in the written mathematics tests, they must only give word-for-word translations (not help with the subject).

A thesaurus must not be used in any of the key stage 2 tests.
## Equipment for the tests

<table>
<thead>
<tr>
<th>English tests</th>
<th>The following should be available during the English tests:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>■ spare lined paper for all tests</td>
</tr>
<tr>
<td></td>
<td>■ spare blank paper for the writing test (in case pupils request blank paper for their planning).</td>
</tr>
</tbody>
</table>

| Mental mathematics test                                                      | Each room where the mental mathematics test is taking place needs a CD player. Schools should check that the CD player is working by playing another CD – not the test CD. If the test CD is faulty, then the test transcript should be used. Test administrators must have access to a stopwatch, watch or clock that measures accurately in seconds. |
|                                                                              | To access the stimulus materials for the modified mental mathematics tests CD-ROM, schools require a computer and projector. |
|                                                                              | Pupils may only use pens and pencils. No other equipment is allowed. |

| Mathematics tests A and B                                                     | As well as pens, pencils, pencil sharpeners and rubbers, pupils taking the written mathematics tests (tests A and B) may need access to: |
|                                                                              | ■ a ruler (showing centimetres and millimetres) |
|                                                                              | ■ an angle measurer                                     |
|                                                                              | ■ tracing paper                                          |
|                                                                              | ■ a mirror (ordinary, silver-backed mirrors must be made available; any device that is transparent as well as reflective must not be used) |
|                                                                              | ■ a calculator, for test B only. Calculators must not be designed or adapted to offer communication with other machines or the internet. |
|                                                                              | Any pupil without this equipment might be at a disadvantage in the tests. |

| Models for use with modified tests                                           | Models and Guidance notes: model packs may be provided for particular versions of the modified tests. Schools may open and assemble models up to two school days before the test for which they are required, to give teachers time to make preparations. The date for opening these materials is printed on the cover of Guidance notes: model packs. |
9.4 Making sure test administrators are ready

In the lead up to the test period, those who are going to administer the tests must spend time familiarising themselves with the ARA and the Test administrators’ guide. Test administrators need to make sure they understand all the procedures involved in administering the tests and resolve any queries in advance.

Training or briefing test administrators

QCDA strongly encourages schools to hold training or briefing sessions for all those involved in administering the key stage 2 tests. QCDA has produced a series of free materials to support the training of national curriculum test administrators. These are available to download from the Administering the tests section of the QCDA Tests and exams website at www.qcda.gov.uk/tests.

Guidance for modified test administrators – modified large print and braille

Schools that order modified large print and braille versions of the tests can download the Modified test administrators’ guide from the QCDA Tests and exams website at www.qcda.gov.uk/tests from February 2010. Modified subject-specific guidance for those administering the modified large print and braille tests accompanies the modified test materials. The date for opening these materials is printed on the cover of the guidance. Test administrators need to ensure they allow time to read and understand this guidance material.

Guidance for modified test administrators – hearing impairment and sign language

Schools that order the modified statutory mental mathematics test materials for pupils with hearing impairment and pupils who use sign language can download the Modified test administrators’ guide from the QCDA Tests and exams website at www.qcda.gov.uk/tests from February 2010. Test administrators should allow time to read and understand this guide. Modified subject-specific guidance for those administering the English and mathematics written tests to pupils with hearing impairment and pupils who use sign language will accompany the modified mental mathematics test materials. The date for opening these materials is printed on the cover of the guidance. Test administrators need to ensure they allow time to read and understand this guidance. Modified subject-specific guidance, used for administering the English and mathematics tests to pupils with hearing impairment and pupils who use sign language, may be ordered separately from the modified mental mathematics test materials.
Opening and administering the tests

10.1 Opening the test packs

Headteachers must ensure the test packs remain sealed until just before the test.

Under normal circumstances, sealed test packs should only be opened in the test room when the test is due to start. However, in exceptional circumstances, the test packs may need to be opened earlier for administrative purposes (for example, because they need to be delivered to different school sites). In this case, they may be opened up to one hour before the test is due to start.

Once the test pack has been opened, teachers and test administrators must not:
- discuss the content of the test papers with anyone
- use them in any way before the test begins
- use question-specific information to prepare pupils for the test.

Subject-specific guidance

Where additional information relating to a question or a task needs to be included, this will be provided in the Subject-specific guidance enclosed within the test packs. After opening the pack, administrators should read the Subject-specific guidance. This provides specific instructions or information for the test. For example:
- guidance on reminding pupils not to add illustrations to the writing task
- details of mathematics questions that should not be enlarged.

Early opening

In exceptional circumstances, when one hour is not sufficient for making necessary arrangements, schools must apply for permission for early opening from the local authority (for local authority maintained schools) or QCDA (for independent schools and academies). For further information, see section 12.3.

10.2 Administering the tests

Test administrators must follow the instructions set out in the Test administrators’ guide which will be sent to schools in March 2010. They must make sure pupils:
- have the correct test paper and any materials that they need
- write the school’s DCSF number on the front of the test paper
- are aware of what they have to do
- are aware of the time limit
- are reminded that their work must be their own and that they must not discuss questions or copy answers
- work independently and are adequately supervised
- are given time reminders (for example, halfway through the test and 10 minutes before the end)
are not given inappropriate support. The tests have been designed so that pupils can work through them at their own pace. Inappropriate support includes pointing to an answer and suggesting that a pupil should think again, or reading the test to the whole class (with the exception of the writing tasks – longer and shorter – where the prompt and planning sheet should be read in full to the whole class).

If a test administrator is a relative of a pupil they are supervising, there must be at least one other non-related test administrator present at all times.

If pupils do not qualify for a reader for the whole test but struggle with reading any part of the mathematics tests, they may be given help with single words or sentences.

In the mental mathematics test, the CD must not be stopped during the test except at the points indicated on the recording.

Assistance with spelling

The tests are designed to be accessed independently by pupils and spelling is assessed only in the spelling test. In all other tests, pupils do not need to use completely correct spellings to gain marking credit. Test administrators must not assist with spelling in any of the tests. Test administrators can suggest pupils ‘have a go’ or ‘sound it out’ if a pupil asks them to spell a word. If teachers are aware of pupils whose spelling renders some of their writing unreadable, they are able to make a transcript of their responses after the tests, correcting spelling, providing the pupils read out the correct word (see section 12.6).

A Use of a transcript form must be attached to the pupil’s script. This form is available on the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements.

Spellcheckers are allowed in the English tests (except the spelling test) and the mathematics tests for pupils:

- learning English as an additional language
- with special educational needs
- who use them as part of normal classroom practice.

Vigilance during the tests

If during any of the tests a test administrator suspects that a pupil might have cheated (for example, if they see a pupil copying someone else’s work), they must make a note of which parts of the test they think have been affected and advise the headteacher. The headteacher must report any pupils suspected of cheating using the Notification of pupil cheating form available in the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements. All forms must be completed and submitted by Friday 21 May 2010.

The school should take care that test administrators, readers, amanuenses, prompters and all involved in the administration of the tests are appropriately briefed to avoid being accused of unfairly helping pupils by their actions, as this could lead to schools being investigated for maladministration.
Completing the front cover of the test booklet

Test administrators need to check that the front cover of the test booklet has been completed with:

- the pupil’s first and last name in full
- the school’s name
- the school’s DCSF number in the allocated place.

It is important to ensure this information matches the details on the marksheet. The name on the marksheet will be the pupil’s legal name as supplied in the DCSF school census. Pupils with the same or similar names should write their dates of birth on the front cover of their test papers and should be clearly differentiated on the marksheet.

10.3 Disruption during the tests

Occasionally, the administration of the tests may be disrupted by unexpected circumstances such as:

- a pupil’s illness
- a disturbance in the test room, such as a fire alarm
- discovery that the test booklet has been collated incorrectly
- discovery that the test has been administered incorrectly.

Disruptive pupils

In the case of disruptive pupils disturbing individuals or the whole cohort, a test administrator should:

- follow their normal school policies for dealing with disruptive pupils, as long as this ensures the integrity of the tests is upheld
- consider placing pupils who are likely to be disruptive in a separate room
- stop the clock to remove disruptive pupils. The test should continue for the rest of the cohort as soon as possible. The disruptive pupils should continue the test in a separate room, if appropriate. All pupils should be given the correct amount of time to complete the test.

The training materials available to download from the Test administrators’ guides section of the QCDA Tests and exams website at www.qcda.gov.uk/tests provide prompts and best practice guidance to support schools in preparing test administrators to deal effectively with disruptive pupils. This includes pupils who bring electronic devices such as mobile phones and MP3 players to the test room.

Special consideration and additional time cannot be awarded to disruptive pupils or those affected by disruptive pupils.
Disruption involving an individual pupil

In the case of disruption affecting an individual pupil, such as illness or emotional and behavioural difficulties, a test administrator should:

■ stop the clock for the individual pupil
■ give them a supervised rest break or help as needed
■ restart the test and give them the correct amount of time to complete the test, if appropriate.

If following a rest break the pupil is unable to complete the test paper in the remaining time, perhaps due to illness, they cannot complete the test on a subsequent day. The pupil’s test script must still be sent for external marking.

Disruption involving a number of pupils

In the case of disruption involving some or all of the pupils, a test administrator should:

■ stop the clock and ask all the pupils to stop writing
■ ensure pupils are supervised and not allowed to talk to one another
■ alert either the headteacher or the senior member of staff responsible for overseeing the key stage 2 tests.

If the problem can be dealt with in a straightforward way, for example if it is an audible disturbance that can be stopped, the test can be restarted and the pupils given the correct remaining time to complete the test. The headteacher or senior member of staff should make a note of the incident and the times at which the test was stopped and restarted.

If the problem cannot be dealt with in a straightforward way, the headteacher or senior member of staff should contact the local authority assessment coordinator for advice. If they are not available, the school should contact the national curriculum assessments helpline on 0300 303 3013 for advice.

Where possible, pupils must remain in the test room while the problem is being resolved. They must be supervised at all times and not allowed to talk to one another.

Further guidance is provided in the Test administrators’ guide.

Audio equipment failure and the mental mathematics test

Schools must make sure CD equipment to be used for the mental mathematics test is checked carefully before the test. However, if equipment does break down during the test or the CD is faulty, the test administrator should read the transcript of the test that is included with the mental mathematics test papers. Test administrators must have access to a stopwatch, watch or clock that measures accurately in seconds.

10.4 Pupils arriving late for a test

At the school’s discretion, and as long as the confidentiality of a test is not compromised, individual pupils who arrive late, but before the rest of the pupils have completed the test, will be allowed the full time to complete the test. Where possible, to avoid disruption to other pupils already taking the test, any pupils arriving late should take the test in another room.
If a pupil cannot take the test with the rest of the cohort, they can take the test between 7am and 7pm on the timetabled day. The pupil should be kept isolated from the pupils who have already taken the test. Schools must notify QCDA before the pupil takes the test using the online notification of a timetable variation form provided in the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements. For further information on changes to the test timetable, see section 7.2.

10.5 Absence during the test period

Pupils who miss one or more of the key stage 2 test papers in a subject and do not qualify for a timetable variation must be recorded as absent on the marksheets (see section 11.2). This means that they will not be awarded a test level for the subject, although teacher assessment levels should still be recorded.

If a pupil is absent for one test paper but takes the other test paper(s) in that subject at the correct time, the school should still send the completed test script(s) for external marking. The pupil will not be awarded a test level for the subject, but the school will be able to use the information to provide an informal report to parents, carers or guardians.

If a school decides that pupils who are absent during the test period should take the tests informally on their return, the test scripts can be marked in school and the results reported informally to parents, carers or guardians.

10.6 Unforeseen injuries

Every year some pupils are injured in some way that affects their ability to take the tests. When this happens, schools should use access arrangements such as 25 per cent additional time and/or an amanuensis, word processor or transcript to help the pupil access the tests. Refer to section 12.6 for more information. Schools do not need to submit an application for this arrangement. If there is time before the tests, a pupil who needs to use an amanuensis unexpectedly should be given the chance to practise under test conditions. Schools should contact the national curriculum assessments helpline on 0300 303 3013, not their local authority, if they feel a pupil needs more than 25 per cent additional time due to an unforeseen injury. However, it should be noted that the 25 per cent additional time available for unforeseen injuries applies to written tests only, and not to the mental mathematics test.

Schools must notify their local authority (in the case of local authority maintained schools) or QCDA (in the case of independent schools and academies) of any arrangements involving additional time that are made at short notice because of unforeseen injuries. Independent schools and academies should email their notification to additionaltime@qcda.gov.uk with ‘unforeseen injury’ in the subject line.

Schools must not open the tests early because of unforeseen injuries.

Unforeseen illness at the time of the tests

Every year a few pupils are ill in a way that affects their ability to take the tests. Pupils who are ill on the day of the tests are not expected to sit the tests. However, the school may consider the use of a timetable variation if it is a minor illness. If a pupil is not allowed to take the test later in the day, they may, in exceptional circumstances and with authorisation from QCDA, take the tests up to two days later. In such circumstances, it is the headteacher’s responsibility to maintain the confidentiality of the tests. If a pupil does not take a test because of illness, the pupil should be entered as absent on the marksheets.
10.7 Special consideration

Special consideration is for pupils whose performance in the tests is affected by extremely distressing circumstances. It is not for pupils who have not covered the curriculum or not prepared for the tests.

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

Schools must recognise that, in some situations, pupils will not be in a suitable state to sit a test. Schools may wish to consider the guidance on ‘Pupils working at the level of the tests but who are unable to access them’ in section 6.6.

Full details on how to apply for special consideration and how this may affect pupil levels will be available on the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements from November 2009.

QCDA must receive applications for special consideration in the key stage 2 tests by 5pm on Friday 21 May 2010. Schools will receive an online decision from QCDA by Friday 25 June 2010 via the Access arrangements section of the NCA tools website.

Eligible circumstances for special consideration

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Death of a close family member or close friend within 12 months before the tests, or where there are ongoing implications such as an inquest or court case at the time of the tests. Where whole groups of pupils are affected, normally only the most closely involved will be eligible.</td>
</tr>
<tr>
<td>2</td>
<td>Serious and disruptive domestic crisis.</td>
</tr>
<tr>
<td>3</td>
<td>Terminal illness of a pupil or close family member; significant incapacitating illness of a pupil or close family member; major surgery; severe disease; severe car accident; severe or permanent bodily injury; severe asthmatic attack; flare-up of severe congenital conditions such as epilepsy or diabetes; physical assault or trauma.</td>
</tr>
<tr>
<td>4</td>
<td>Other major unpredicted disruption at the time of the tests (which must be specified).</td>
</tr>
</tbody>
</table>

If the situation is confidential, call the national curriculum assessments helpline on 0300 303 3013 and ask to speak to the special consideration coordinator. Please have your seven-digit DCSF number and the pupil’s name available when you call.
Circumstances where special consideration is not applicable

Special consideration will not be granted for pupils:

- with an illness on the day of the test, as they are not expected to sit the test
- with an illness such as vomiting, which can be dealt with by a rest break or a timetable variation
- with a minor injury, or illnesses that could be dealt with by alternative arrangements such as a rest break, an amanuensis or a timetable variation
- with a long-term illness, unless the illness manifests itself during the test causing severe distress. Where illness has resulted in long-term absence, it will not be appropriate for the pupil to take the tests as the curriculum will not have been covered
- who have spent time in hospital towards the end of the key stage, or have been educated at home or excluded from school and need time to adjust to the national curriculum
- who have recently arrived from a different education system and need time to adjust to the national curriculum
- with a permanent disability or condition, unless other significant illness affects the pupil at the time of the tests
- with a sensory or physical disability that means they cannot access the tests, even with access arrangements or modified test materials
- working below the level of the test
- who have experienced the death of a close family member or close friend, occurring more than twelve months before the tests, unless there are ongoing implications such as an inquest or court case at the time of the tests
- who have experienced the death of a pet
- affected by the consequences of committing a crime.

Circumstances affecting the preparation for and administration of the test

Special consideration will not be granted as a result of:

- a disturbance during the test. For example, the fire alarm, a mobile phone, or disruptive behaviour
- the incorrect administration of the test. For example, incorrect allocation of time, errors made by the school when enlarging or photocopying
- failure to implement previously agreed access arrangements, or failure to apply for access arrangements on time
- difficulties during the school year that might have affected preparations for the tests. For example, disturbances through building work, lack of proper facilities, changes or shortages of staff, industrial disputes or damage to school buildings
- late receipt of test materials or incorrectly collated test papers.
Other circumstances where special consideration will not be granted

- If a complete application is not received by the deadline of 5pm on Friday 21 May 2010.

10.8 Administering the tests away from school

In exceptional circumstances and at the headteacher’s discretion, schools may administer tests at a different location. Schools should discuss with their local authority or QCDA when a pupil or a group of pupils need to take one or more of the tests somewhere other than the school where they are enrolled (their home school). The alternative location might be:

- another school
- a hospital
- a pupil referral unit
- a pupil’s home.

When this happens, the headteacher at the pupil’s home school must ensure:

- the tests follow the statutory timetable
- pupils are given the correct total response time
- the security and confidentiality of the tests is maintained
- a responsible adult (not related to the pupil) takes the test materials to and from the off-site location and administers the tests.

Schools should consider whether permission for early opening will be needed in order to transport the test materials to the alternative venue. If early opening is required, an application for early opening will need to be made by 5pm on Monday 1 March 2010. For further details, see section 12.3.

After the test, the completed test scripts must be returned to the home school and sent for external marking. The pupil’s results will be recorded on the home school’s marksheets. Failure to follow the correct procedures as set out in the ARA may lead to annulment of the pupil’s results.

Pupils registered at a pupil referral unit or hospital school are not required to take national curriculum tests. For further details, see section 1.4.

10.9 Monitoring visits by local authorities and QCDA

Local authorities have a statutory duty to make monitoring visits to at least 10 per cent of schools in their authority before, during or after the test period. QCDA will make monitoring visits to maintained schools. Academies may decide to be included in their local authority’s monitoring visit arrangements. If they do not, they will be subject to monitoring through arrangements made by QCDA for independent schools. QCDA may make monitoring visits to independent schools.
Local authority or QCDA representatives will make unannounced visits to schools to check that they are following the security arrangements and administering the tests in accordance with published procedures. All representatives will carry identification, which schools can check by telephoning their local authority assessment coordinator (for local authority representatives) or the national curriculum assessments helpline on 0300 303 3013 (for QCDA representatives).

Schools are required to let the representatives:

- see all statutory test materials and the Delivery note
- observe tests being administered
- see evidence to show that resources are routinely committed to providing access arrangements for each pupil requiring them
- see copies of letters and other documents sent to and received from the local authority or QCDA about the administration of the tests.

If a representative sees administrative irregularities or potential maladministration, they will make a note of this on a Monitoring form, used to record details of the visit. In such cases, QCDA will be alerted immediately and will carry out a full investigation to decide whether pupils’ results should stand.

Headteachers should be aware that representatives complete a Monitoring form as a record of every visit they make.

Headteachers should take a copy of the Monitoring form at the end of the visit. The original form will be sent to QCDA for data collection and analysis purposes.
What happens after the tests?

<table>
<thead>
<tr>
<th>Key dates</th>
<th>Description</th>
</tr>
</thead>
</table>
| 21 May 2010 – 5pm          | Deadline for submission of special consideration applications (see section 10.7).  
                              | Deadline for submission of Notification of a pupil cheating form (see section 10.2).  
                              | Headteacher’s declaration form (see section 11.4)                                |
| 30 June 2010               | Level threshold tables available on the QCDA Tests and exams website at www.qcda.gov.uk/tests. |
| 6 July 2010                | Marked test scripts and results returned to schools.                         |
| 16 July 2010               | Deadline for requesting a review of marking.                                  |
| 10 September 2010          | Schools informed of the outcome of any marking reviews.                       |
| By 17 September 2010       | Reviewed test scripts returned to schools.                                    |

11.1 Packaging and security of completed test scripts after the tests

After each test, the pupils’ test scripts must be returned immediately to the headteacher or senior member of staff who is responsible for the key stage 2 tests. The test scripts must not be looked at, annotated or reviewed in any way (unless it is necessary to make a transcript, see section 12.6). Teachers must not keep or photocopy the test scripts for any reason.

The headteacher must store the test scripts securely in the packaging provided to the school and keep them in a locked place until they are ready to be sent for external marking. Please remember to package any amanuensis forms or other relevant paperwork with the test scripts.

11.2 Marksheets

Schools must complete the marksheets for each subject of the key stage 2 tests. Details on how to complete the marksheet will be sent to schools in the Guide to handling test papers and scripts in April 2010. A complete marksheet is vital for the allocation and marking of tests. An incomplete marksheet may delay the return of results to schools.

All pupils’ names must have one of the codes from the following table entered in the ‘Test status’ field of the marksheet, for each test.
A pupil who misses one or more tests in a subject cannot be given an overall test level and should be recorded as absent for the whole test in the subject.

11.3 Sending test scripts for external marking

Schools must send the test scripts for all pupils who have taken tests according to the statutory test timetable for external marking once all the tests in each subject have been completed. Schools should have all available test scripts ready for collection by the scheduled collection dates. Further information and guidance on the packaging and dispatch of test scripts will be sent to schools, together with the test materials, in April 2010. The information will also include the scheduled dates for collections.

Braille test scripts should be packaged in the padded envelopes provided. Dispatch information for the braille test papers will be available closer to the test period.

How are the test scripts marked?

Trained markers mark the test scripts using set Mark schemes. All external markers will be trained in how to apply the Mark schemes. Marker performance is checked at the start of the marking process and then at regular intervals.

If markers suspect that test scripts do not represent a pupil’s own independent work or if they find evidence of administrative irregularities, they will contact QCDA to investigate their concerns.

To help schools understand the Mark schemes used by the external markers, mark scheme packs are sent out to schools with the test materials. These must not be opened until all the key stage 2 tests have taken place and all the test scripts have been sent for external marking.
11.4 Headteacher’s declaration form

The Headteacher’s declaration form is statutory and must be completed by the headteacher after the final test to confirm that:

- each test was administered correctly
- security arrangements were followed (according to the arrangements set out in the ARA)
- all test scripts have been sent for external marking.

Schools that cannot complete the form should contact the national curriculum assessments helpline on 0300 303 3013.

Further guidance about completing the Headteacher’s declaration form will be sent to schools in the Guide to handling test papers and scripts in April 2010. Headteachers must make this declaration by 21 May 2010.

11.5 Return of results to schools

Marked test scripts and results will be made available to schools by 6 July 2010. Results will be available to download from the Pupil results section of the NCA tools website at www.qcda.gov.uk/ncatools. Schools must check that all test scripts have been returned and report any missing materials immediately to QCDA. Results will include one of the following codes for each pupil, for each test. Please also refer to the codes in section 11.2.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2–5</td>
<td>National curriculum levels.</td>
</tr>
<tr>
<td>N</td>
<td>No test level awarded.</td>
</tr>
<tr>
<td>M</td>
<td>Missing script.</td>
</tr>
<tr>
<td>X</td>
<td>Marks pending.</td>
</tr>
</tbody>
</table>

Level threshold tables for each subject for the 2010 tests will be available from the Reporting and using pupils’ results section of the QCDA Tests and exams website at www.qcda.gov.uk/tests from 30 June 2010. Schools may return the marked test scripts to pupils, if they wish.

11.6 Age standardised scores

As in previous years, QCDA will produce tables to enable teachers to convert pupils’ test scores to age standardised scores for the:

- reading test
- mathematics test A and test B
- mental mathematics test.
Age standardised scores will only be available on the QCDA Tests and exams website at www.qcda.gov.uk/tests and may be downloaded from July 2010. Full guidance and instructions on how to use the tables will also be provided.

11.7 Reviews of marking

The Reviews guidance for schools, providing guidance on applying for reviews of marking, will be made available to schools by 6 July 2010. If schools believe that clerical errors or marking errors have resulted in pupils being awarded the wrong levels, they should request a review of marking by 16 July 2010. Schools will be informed of the outcome of requests for reviews of marking by 10 September 2010. Reviewed test scripts will be returned to schools during the week commencing 13 September 2010 and should be received by all schools by 17 September 2010.

11.8 Amendment or annulment of test results

Where there are minor corrections to marking and/or clerical errors that do not lead to a subject level change, schools can see the effect of these on their performance measures in RAISEonline by amending the ‘school’s own data’ view.

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

11.9 Discounting pupils’ results from Achievement and Attainment Tables

Each year a small number of pupils’ results may be eligible to be discounted from a school’s results in advance of the publication of the Achievement and Attainment Tables. Schools have an opportunity to do this during the annual Tables’ checking exercise. Further details about this will be communicated to schools by the DCSF. These will be pupils who have recently arrived from overseas with little or no English. To be eligible, a pupil must meet all three of the following DCSF criteria:

- they were admitted to an English school for the first time during the 2008/9 or 2009/10 school year
- they arrived from overseas prior to their admission
- their first language is not English. Dialects of English such as Patois, Creole or Krio will not be accepted as a language other than English.

A request to have a pupil discounted from the school’s Achievement and Attainment Tables will affect the results of all pupils taking the tests at a school. If an omission is granted, it will affect both English and mathematics. Omissions will not be granted for an individual subject.

For more information, schools should contact DCSF at info@dcsf.gsi.gov.uk or on 0870 001 2345.
Access arrangements

Key dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 November 2009 to 1 March 2010 5pm</td>
<td>Period when applications for early opening and additional time can be made.</td>
</tr>
<tr>
<td>16 April 2010</td>
<td>Schools notified of decisions concerning applications for early opening and additional time via the Access arrangements section of the NCA tools website at <a href="http://www.qcda.gov.uk/ncatools">www.qcda.gov.uk/ncatools</a>.</td>
</tr>
</tbody>
</table>

The arrangements described in this section are adjustments that schools must consider prior to the tests, and should be based primarily on normal classroom practice for pupils with particular needs. Schools must have evidence to show that resources are routinely committed to providing this support.

The tests have been designed to ensure the majority of pupils working at the level of the tests can access them. A small number of pupils may require additional arrangements to enable them to access the tests. The access arrangements must never provide an unfair advantage, the support given must not change the test questions and the answers must be the pupil’s own.

To ensure the questions in the tests are as accessible as possible, QCDA takes advice from a range of experts, consultants and special educational needs specialists, specialist teachers of pupils for whom English is an additional language and specialists who use British sign language or other sign-supported communication.

Permission must be requested from local authorities (for maintained schools) or QCDA (for independent schools and academies) for some access arrangements, for example early opening or additional time. This permission must be requested each year, regardless of access arrangements made in previous years.

12.1 Who might need access arrangements?

To decide whether an individual pupil needs access arrangements, schools should consider:

- their assessment needs, and
- the type and amount of support that they receive as part of normal classroom practice.

The access arrangements described in the ARA may be appropriate for:

- pupils with a statement of special educational needs as described in the Special educational needs (SEN) code of practice (available from DCSF publications on 0845 602 2260 or at www.teachernet.gov.uk/sen) or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA)
- pupils for whom provision is being made in school at School Action or School Action Plus of the SEN code of practice and whose learning difficulty or disability significantly affects their ability to access the tests
- pupils who require alternative access arrangements because of a disability (which may or may not give rise to a special educational need)
pupils who are unable to sit and work for a long period because of a disability or
because of behavioural, emotional or social difficulties

pupils with EAL and who have limited fluency in English.

It is not possible to list in the ARA all the different situations in which pupils may need
access arrangements. Schools should contact their local authority or the national
curriculum assessments helpline on 0300 303 3013 for guidance on specific situations
not covered in the ARA. If schools use access arrangements for a pupil inappropriately,
the pupil’s results may be annulled.

Schools must make sure documentation showing that a pupil is eligible for access
arrangements is available for inspection in the event of a monitoring visit during the test
period. This documentation must include evidence that resources are routinely committed
to providing the support in the classroom.

12.2 What do schools need to consider when making access
arrangements?

The person responsible for making access arrangements for the key stage 2 tests must:

- read relevant guidance in the ARA on access arrangements and, if appropriate, the
guidance notes that support the modified tests
- make sure test administrators, including amanuenses, readers and transcribers, are
  fully aware of their responsibilities and what they should do during and immediately
  after the tests
- make sure any adaptations to the test papers made by schools do not involve
  rewording questions
- make sure relatives, carers or guardians of pupils who need access arrangements are
  not involved in administering the tests to those pupils
- consider allowing pupils to take the tests in a separate room if they are using
  access arrangements such as rest breaks, prompters, additional time, amanuenses,
  readers or technological aids
- refer any problems immediately to the headteacher.

12.3 Early opening

If a school needs to open test papers, including modified test papers, more than one hour
before a test is due to start, for example to make preparations for a pupil with special
educational needs, it must apply for permission for early opening from the local authority
(for maintained schools) or QCDA (for independent schools and academies).

In most cases, schools will be able to make access arrangements by looking at last year’s
test papers for guidance. For example, schools can use past papers to prepare readers
or amanuenses, or to decide how to separate a test into sections.
Applying for more than one hour early opening

Applications for permission for early opening must be made on the Access arrangements section of the NCA tools website at www.qcda.gov.uk/ncatools (see section 12.13 for details on accessing the Access arrangements section of the NCA tools website) between 2 November 2009 and 5pm on 1 March 2010.

Applications from maintained schools are processed by their local authority. Maintained schools should contact their local authority key stage 2 assessment coordinator if they need further advice on how to complete the application.

Applications from independent schools and academies are processed by QCDA. Independent schools and academies should contact the national curriculum assessments helpline on 0300 303 3013 if they need advice on how to complete their application. Alternatively, schools can email their queries to the early opening coordinator at earlyopening@qcda.gov.uk.

All requests for early opening must be submitted by 5pm on 1 March 2010. Applications will only be considered after this date if they relate to a pupil who joined the school on or after 1 February 2010 or whose special educational needs have changed significantly recently. To make an application after 1 March 2010, maintained schools with pupils in this category should contact their local authority, and independent schools and academies should contact the national curriculum assessments helpline on 0300 303 3013 and ask to speak to the early opening coordinator.

All requests for early opening will be processed by 16 April 2010. Schools will receive an automated email once their application has been reviewed. To check the outcome of an application, or to see whether further information is required, schools should log in to the Access arrangements section of the NCA tools website at www.qcda.gov.uk/ncatools.

In what circumstances will permission be given for early opening?

Schools will only be given permission to open papers early if they need to prepare apparatus or make adaptations to text. For example, early opening may be appropriate when:

- preparations need to be made for the use of modified large print or braille versions of the tests, such as setting up visual scanning equipment or preparing tactile examples
- some or all of a test paper needs to be enlarged to a particular font size for a pupil with visual impairment
- a pupil uses apparatus or adaptations to text as part of normal classroom practice that cannot be prepared in the hour before the start of the test (the pupil will usually be at School Action Plus of the SEN code of practice or have a statement of special educational needs)
- communicators or signers need to coordinate the presentation of a test to a large number of pupils with hearing impairment or pupils who use sign language
- test materials need to be securely transported by the school to another location such as a pupil referral unit or hospital school where a test is to be administered.

In exceptional circumstances, if a translator is not available when the written mathematics tests are administered, early opening or a timetable variation may be allowed.
In what circumstances will permission not be given for early opening?

Early opening to prepare apparatus or make adaptations to text is not appropriate when, for example:

- a pupil is working below the level of the test
- a pupil does not use apparatus or adaptations to text as part of normal classroom practice
- a pupil’s needs would be better catered for by other access arrangements such as rest breaks and/or working in a separate room.

Early opening of modified tests

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

Schools may open and assemble any models supplied for the modified large print and braille tests for mathematics up to two school days before the test (the exact date is stated on the cover of Guidance notes: model packs).

Modified versions of the test papers come with Modified subject-specific guidance for administering the tests. These may be opened up to one school day before the test (the exact date is stated on the front cover of the guidance). The content of the guidance is strictly confidential and must not be passed on or circulated in any way.

The Modified test administrators’ guide will be available on the QCDA Tests and exams website at www.qcda.gov.uk/tests from February 2010.

How early can tests be opened?

When a school is given permission for early opening, test papers may be opened up to one school day before the test is due to start.

Early opening of more than one school day

A very small number of schools may need longer than one school day to make arrangements (for example, if a teacher needs to make preparations for a large number of pupils with visual or hearing impairment or other special educational needs). In such cases, schools must write to QCDA giving precise reasons for needing more time. Written requests should be sent to the early opening coordinator, QCDA, 83 Piccadilly, London W1J 8QA or emailed to earlyopening@qcda.gov.uk to arrive by 5pm on 1 March 2010.

Security arrangements for early opening

Schools must receive written confirmation from their local authority or QCDA before opening tests early.

Only the headteacher or a person making adaptations to test papers should have access to the test papers they have opened early. The headteacher is responsible for safeguarding the security and confidentiality of test materials until they are dispatched for external marking.
12.4 Additional time

Pupils with a statement of special educational needs are permitted up to 25 per cent additional time for written tests, at the school’s discretion. Schools are not required to request permission for additional time for pupils with a statement of special educational needs.

Pupils using modified large print or braille versions of the tests are automatically entitled to up to 100 per cent additional time. Pupils using enlarged print versions of the tests are not automatically entitled to additional time unless they have a statement of special educational needs, in which case they are allowed up to 25 per cent additional time for written tests at the school’s discretion.

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

In all other cases, if a school believes a pupil needs additional time to access a written test, permission must be requested. Schools do not need to request permission for additional time for the spelling test, as this test is not strictly timed and the time quoted is for guidance only.

This guidance relates to pupils who regularly receive additional time in school. For information about arrangements for pupils who need additional time because of unforeseen injuries, see section 10.6.

Applying for additional time

Applications for permission to provide additional time must be made on the Access arrangements section of the NCA tools website at www.qcda.gov.uk/ncatools (see section 12.13 for details on accessing the Access arrangements section of the NCA tools website) between 2 November 2009 and 5pm on 1 March 2010.

Applications from maintained schools are processed by their local authority. Maintained schools should contact their local authority key stage 2 assessment coordinator if they need advice on how to complete the application.

Applications from independent schools and academies are processed by QCDA. Independent schools and academies should contact the national curriculum assessments hotline on 0300 303 3013 if they need advice on how to complete their application.

All requests for additional time must be submitted by 5pm on 1 March 2010. Applications will only be considered after this date if they relate to a pupil who joined the school on or after 1 February 2010 or whose special educational needs have changed significantly recently. To make an application after 1 March 2010, maintained schools with pupils in this category should contact their local authority, and independent schools and academies should contact the national curriculum assessments hotline on 0300 303 3013 and ask to speak to the additional time coordinator.

All applications for additional time will be processed by 16 April 2010. Schools will receive an automated email once their application has been reviewed. To check the outcome of an application, or to see whether further information is required, schools should log in to the Access arrangements section of the NCA tools website at www.qcda.gov.uk/ncatools. Applications may be rejected if requests from your local authority or QCDA are not met.
In what circumstances will permission be given for additional time?

Tests used to produce evidence for the following criteria should be up to date, fully standardised tests, that are age appropriate and have a ceiling level equivalent to, or above, the chronological age of the pupil. A list of some of the available tests is published in the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements. This list can help schools source tests for assessing pupils for additional time applications in the key stage 2 national curriculum tests. These tests are not endorsed by QCDA and this list is not exhaustive.

Data used as evidence must have been obtained no earlier than the start of the previous school year, unless it relates to a physical disability, named medical condition (not including specific learning difficulties) or cognitive ability scores.

Data from QCDA optional tests and previous national curriculum tests cannot be used as evidence, as these tests are not designed to assess a pupil’s eligibility for additional time.

Each application for additional time is considered against the profile set out below.

To be eligible for up to 25 per cent additional time, a pupil must meet:

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

Section A

If pupils meet three or more of the following criteria, they may be considered eligible for up to 25 per cent additional time.

A1. Reading score (using a test of comprehension, single word reading or reading rate, ie accuracy with speed) in the below average range for the pupil’s age.

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

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

- Most pupils will complete a timed reading test in the time allowed. Pupils who work very slowly may benefit from additional time to complete the test, and this could be used as evidence in a request for additional time. Pupils should not be told at the start of the test that additional time will be allowed as this may cause them to slow down their work. In administering the test, provide pupils with two different coloured pens and ask them to change pen at the start of the additional time allowance. It is then possible to check how the additional time has been used (for example, to continue answering, to proofread or check, or to complete questions missed out).

- Other specific evidence – for example, some tests specifically test reading rate (a combination of accuracy and speed).

A3. Free writing speed of 10 words or fewer per minute.

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

**A4.** A phonological processing speed that is in the low range or below average range for the pupil’s age.

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

**A5.** Significant discrepancy between cognitive ability and performance, shown by:

- at least average verbal reasoning, non-verbal reasoning, or quantitative scores alongside below average literacy scores (as per criterion A1). ‘At least average’ here refers to standardised scores of 90 or above, and ‘below average’ to a standardised score of below 85
- and/or
- a difference of 20 points or more between verbal and performance IQ (performance IQ tests are usually administered by educational psychologists).

### Section B

Pupils may be considered eligible for up to 25 per cent additional time if they meet one of the following criteria:

**B1.** Pupils with limited fluency in the English language – English as an additional language (EAL) – on level 1 (threshold or secure) or level 2 of the common scale for assessment provided in *A language in common*.

- These pupils would be working below the level of the English tests and should not be entered for them. Additional time will not be granted for them. Additional time will only be granted in mathematics for these pupils if they are working at the level of these tests.
- *A language in common* is available to download from the QCDA website at www.qcda.gov.uk/5739.aspx and can be ordered from the QCDA orderline on 0300 303 3015, quote reference QCA/00/584.

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

- The recommendation must make clear why the condition affects the pupil’s ability to work under timed conditions. Any relevant scores in the report should be included. Recommendations that do not make it clear may be rejected.
- For pupils who have specific learning difficulties, the recommendation must be obtained no earlier than the start of the previous school year.

**B3.** Other exceptional circumstances.

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

Additional time is not appropriate when, for example:

- the pupil's needs would be better catered for by other access arrangements such as rest breaks, a prompter and/or working in a separate room. This may be particularly relevant in the case of pupils with emotional or behavioural difficulties or with poor concentration.

- the pupil is working below the level of the test – additional time is unlikely to be of any benefit to pupils working below or at the lowest levels of a test. Even with additional time, most questions will remain inaccessible to such pupils. Schools should consider whether teacher assessment alone would be the best way of judging their performance.

- the pupil has a low reading ability that is in line with his or her general level of attainment, IQ, or verbal or non-verbal ability and it is clear that the pupil is working below or at the lowest levels of the test. Additional time is unlikely to be used by pupils with general low ability, many of whom do not use all the time allowed.

- the pupil does not receive additional time on a regular basis in school. If additional time is not normally provided in school, pupils are unlikely to use it in the tests.

Additional time will not be granted when:

- it is not appropriate (as listed above)

- the minimum number of criteria from section A or B has not been met

- the additional time application form has not been correctly completed and/or received by 5pm on 1 March 2010.

Pupils for whom provision is being made under the SEN code of practice who do not have visual impairment, hearing impairment or motor disabilities are not allowed any additional time for the mental mathematics test. In these cases, additional time is unlikely to be helpful.

How much additional time may be given?

When permission is given for a particular pupil to have additional time in a particular subject, they will be given up to 25 per cent additional time to complete the written tests in that subject.

Pupils needing more than 25 per cent additional time

A very small number of pupils might need more than 25 per cent additional time for the written tests (or 100 per cent for the modified large print and braille versions of the tests). In such cases, maintained schools must contact their local authority, and independent schools and academies must contact QCDA by email to additionaltime@qcda.gov.uk. These requests will only be approved in exceptional circumstances. Schools should consider carefully whether a pupil will actually benefit from an extended period of additional time or whether rest breaks are more appropriate.
12.5 Arrangements for pupils who have difficulties in reading

Schools can make the following access arrangements at their own discretion – they do not need to request permission. However, the use of a reader must be normal classroom practice and schools must have evidence to show that resources are routinely committed to providing this support.

Using readers

The school must arrange for a reader to be on hand for pupils taking a test who regularly have reading support in the classroom. A reader must be used on a one-to-one basis only. In most cases, this will apply to pupils whose reading age is much lower than their actual age (as a guide, a reading age of nine or lower).

Readers must not be used with pupils who are capable of reading the test materials on their own. Local authorities and QCDA will monitor whether schools are using readers correctly during the test period. The inappropriate use of readers may lead to the annulment of a pupil’s results.

Readers are usually teachers or support assistants but do not need to be specialists in the subject being tested. They should be able to read accurately and at a reasonable speed. They must not be another pupil at the school or a relative, carer or guardian of the pupil.

Before the test period, the school needs to make sure readers understand:

■ the test format and style
■ their role
■ any subject-specific issues that might occur.

Test administrators can read the occasional word or phrase to a pupil, upon request, during a test. This is available for all pupils. This does not constitute having a reader. In contrast, the use of a one-to-one reader will involve the reading of larger amounts of text and must be normal classroom practice.

Schools can use past test papers to help readers prepare. They must not open the 2010 test papers early for this purpose.

Using readers in the English tests

In the English tests, the reader may help the pupil to read general instructions. This includes information on the front cover of the test paper and any directions that are not part of the actual questions, for example ‘These questions are about the story Quiet Heroine.’

In the writing test, the reader may also help a pupil by repeating the writing prompts that the teacher reads to the whole class. The reader may also read back to the pupil, at the pupil’s request, any part of their responses in the writing tests. However, the reader must not read back any of the pupil’s responses in the reading test. Furthermore, pupils cannot read their answers to a test administrator, unless they are working on a one-to-one basis with a test administrator in a separate room.
Using readers in the mathematics tests

A reader may help a pupil to read any part of the mathematics tests, including:

- reading signs, symbols and numbers. Symbols may be read but the process or operation should not be indicated
- reading back a pupil’s responses, at the pupil’s request
- clarifying instructions, as long as no additional information is given and the assessment is not invalidated
- reading, but not clarifying, subject-specific vocabulary
- in multipart questions, referring pupils back to the previous part of the question.

Further information is available in the Test administrators’ guide.

A pupil may need more than single words or sentences read to them. Some pupils’ identified needs, for example their individual education plan, will show that they need the whole question paper read to them so that they can access the test. Where this is the case, schools should consider testing the pupil in a separate room.

12.6 Arrangements for pupils who have difficulties in writing

Schools can make the following access arrangements at their own discretion – they do not need to request permission. However, the appropriate template in the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements should be downloaded, completed and sent with the pupil’s test scripts to the external marker. Schools do not need their login details to access the Templates and notifications page of the Access arrangements section of the QCDA Tests and exams website.

For more information on access arrangements for the mental mathematics test for pupils with motor difficulties, see section 12.12.

Using amanuenses

In a small number of cases, a pupil will need to use an amanuensis to enable them to access the key stage 2 tests. An amanuensis is a writing assistant (or scribe) who writes out answers dictated by the pupil. The amanuensis should not be another pupil at the school or a relative, carer or guardian of the pupil taking the test. The amanuensis may also act as a reader.

The use of an amanuensis must be normal classroom practice. Schools must have evidence to show resources are routinely committed to providing this support (except in the case of unforeseen injuries – see section 10.6).

Whenever a pupil uses an amanuensis, the school must complete the Use of an amanuensis form and attach it to the pupil’s test script. The Use of an amanuensis form can be downloaded from the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements. The amanuensis for each pupil must be identified by name.

If an amanuensis is being provided because of an unforeseen injury and the pupil is unfamiliar with working with an amanuensis, the school should consider providing 25 per cent additional time. Schools do not need to apply for this. For further guidance, see section 10.6.
When can an amanuensis be used?

An amanuensis can be used when a pupil is:

- physically unable to write their own answers or use a word processor
- physically able to write, but suffers from a severe motor disability that causes physical discomfort when writing (the pupil should regularly use an amanuensis as part of normal classroom practice)
- physically able to write, but writes very slowly
- physically able to write, but finds writing very difficult.

In all cases, schools should consider using a word processor, transcription or ordering enlarged print tests (if the pupil has large handwriting) before deciding to use an amanuensis. An amanuensis should only be used if none of these options are appropriate and the pupil uses an amanuensis as part of normal classroom practice.

There may be instances where the pupil will not need to use an amanuensis for the whole test. For example, if the pupil suffers from fatigue part of the way through, or if a visually impaired pupil writes over their own handwriting and this needs to be made clear. If this is likely to occur, the school should make arrangements for an amanuensis in advance.

The pupil may start the test as normal and begin using an amanuensis when needed.

The inappropriate use of an amanuensis may lead to the annulment of a pupil’s results.

The role of an amanuensis

When writing out a pupil’s answers, an amanuensis must:

- ensure all language, punctuation and phrasing is the pupil’s own
- not pause for spellings to be dictated (apart from in the spelling test), unless the pupil usually works in this way
- work at the pupil’s own pace and not hurry them if they need time for reflection, reading or rest
- follow precisely the pupil’s instructions to draw or add to diagrams, charts and graphs in the mathematics tests
- ask the pupil to dictate punctuation as well as words in the writing test
- ask the pupil to clearly spell out each word in the spelling test (they will probably need to be tested in a separate room)
- make a correction on a typescript or braille script if asked to do so by the pupil
- not transcribe a braille script to print.

An amanuensis must be able to write legibly, at a reasonable speed and, ideally, have a working knowledge of the subject.

If an amanuensis is used in the writing test (longer task), a compensatory mean mark of 2 (out of 3) is awarded for handwriting.
Using transcripts

If it will be very difficult for the external marker to read a pupil’s writing, a school can transcribe all or part of the pupil’s test script. Pupils for whom a transcript might be required should be identified before the tests. The original paper must always be sent to the marker with the transcript. If the marker can read the pupil’s writing, they will mark the original work. The marker will always look at the pupil’s original test script to mark the handwriting for the writing test (longer task).

When transcribing a pupil’s work, the following guidelines must be adhered to.

- A transcript can only be made at the end of the test.
- A test administrator should transcribe the work with the pupil present as soon as possible after the test has been completed. The pupil should be kept separate from the rest of the cohort until the transcript is complete.
- Care must be taken to ensure no original answers are changed.
- All punctuation and phrasing must be the pupil’s own.
- Spelling can be corrected, except in the spelling test. For more information, see section 10.2.
- A different colour pen must be used to transcribe onto the pupil’s script.
- Extensive/full transcripts should be transcribed onto a new test paper.

Pupils who cannot read their own writing should use a word processor or amanuensis, if this is normal classroom practice.

Whenever a school makes a transcript of a pupil’s work, it must complete the Use of a transcript form and attach it to the pupil’s test scripts. The Use of a transcript form can be downloaded from the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements. Failure to attach the appropriate forms to the completed scripts could result in the test scripts being investigated for maladministration.

Braille scripts should not be transcribed as QCDA will make appropriate marking arrangements.

Using word processors

Pupils who normally use word processors may use them for the mathematics tests. However, for the English tests, word processors may only be used by:

- pupils with special educational needs who would not be able to access the tests otherwise
- pupils with considerable writing difficulties who use a word processor or similar aid as part of normal classroom practice.

Pupils who are eligible to use a word processor for the writing test (longer task) will be awarded a compensatory mean mark of 2 (out of 3) for handwriting. If pupils are physically able to write and do not use a word processor as part of normal classroom practice, they will be awarded zero marks for handwriting.
A pupil who uses a word processor for its editorial functions must not use it in the tests.

For all tests, word processor tools that help with spelling, punctuation and grammar must be switched off. Spellcheckers must not be used in the spelling test.

Whenever a pupil uses a word processor, the school must complete the Use of a word processor or other technical or electrical aid form and attach it to the pupil’s test scripts. The Use of a word processor or other technical or electrical aid form can be downloaded from the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements.

Using technical or electrical aids

Voice-activated software may be used as long as any editorial functions are turned off and the validity and reliability of the tests are maintained.

Predictive text can be used for pupils who have:

- a physical disability that prevents them from accessing the test in the given time without using predictive text
- a severe learning difficulty that prevents them from accessing the test without using predictive text.

The use of predictive text must be normal classroom practice (schools must have evidence to show resources are routinely committed to providing this kind of support).

Predictive text is not allowed in the spelling test.

The word bank from which the words are drawn must be no shorter than an average-sized school dictionary – it is not acceptable to use packages that rely solely on word lists created by teachers.

Whenever a pupil uses a technical or other electrical aid, the school must complete the Use of a word processor or other technical or electrical aid form and attach it to the pupil’s test scripts. The Use of a word processor or other technical or electrical aid form can be downloaded from the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements.

12.7 Arrangements for pupils with visual impairment

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

For more information on access arrangements for the mental mathematics test, for pupils with visual impairment, see section 12.12.
Using modified tests

Modified large print, braille and enlarged print tests are available for pupils with visual impairment or special educational needs:

- who have a statement of special educational needs
- whose needs are being met at School Action Plus of the SEN code of practice
- who have a medical condition based on visual impairment (this must be supported by a doctor’s certificate).

Enlarged print tests, and in exceptional circumstances modified large print tests, can also be ordered for pupils with special educational needs other than visual impairment. The QCDA modified test agency (statutory) should be contacted for advice on ordering the enlarged print or modified large print tests in these circumstances. They can be contacted on 0844 500 6727.

Schools have to decide which test paper format is most appropriate for pupils when they order test materials. For more information on the different options available, see section 8.3.

In exceptional cases, it may be appropriate to enlarge or reduce sections of the text in the modified large print or enlarged print versions of the tests. Where a pupil’s visual impairment requires more significant adaptations to the tests, schools should contact the QCDA modified test agency (statutory) on 0844 500 6727 for guidance.

Helping pupils with visual impairment or other special educational needs

Schools may open test papers up to one hour before a test is due to start to make the adaptations listed opposite. If a school needs to open test papers more than one hour before a test is scheduled to start, an application for early opening must be made (see section 12.3).

Readers and test administrators may help pupils using the braille version of the tests to use tactile diagrams, graphs and tables to obtain information that the printed paper would give to a sighted pupil.
### Making recorded versions of the mathematics tests

- Schools may provide recorded versions of the written mathematics tests for pupils who regularly use recordings or have access to readers as part of normal classroom practice. Recorded versions can also be used alongside the modified versions of the tests.
- The general instructions for the tests may be clarified in recorded versions, but no other changes can be made to the wording of the tests.
- Pupils who will use recorded versions of the tests should be given opportunities to use recordings beforehand, so that they are able to show their best work on the day of the test. Practice recordings used for this purpose must not be based on the content of any of the 2010 tests.
- Recorded versions of the English tests are not allowed.

### Enlarging modified test papers

- Schools may enlarge the modified test papers further on a photocopier or scanner to meet individual pupils’ needs, with the exception of certain mathematics questions (see ‘Enhancing diagrams’ below).

### Photocopying onto coloured paper or using coloured overlays

- Schools may photocopy the test papers onto coloured paper for pupils who require this. Coloured overlays and coloured filter lenses may also be used if this is normal classroom practice.

### Enhancing diagrams

- Schools may enhance the shading on diagrams (including braille tactile diagrams), charts and graphs, to increase their visual clarity. Bold lines may also be added for pupils with spatial perception difficulties. When doing this, care must be taken not to invalidate the assessment by drawing the pupil’s attention to the response sought.
- Diagrams may also be enlarged, cut out, embossed or mounted on card or other materials (according to normal classroom practice). Again, care must be taken to avoid changing the nature of any question, particularly in mathematics.
- Diagrams in certain questions in the mathematics papers must not be enlarged.
- QCDA will inform schools which questions cannot be enlarged in the Subject-specific guidance for the standard and modified tests.
- Diagrams must not be altered in any other way.
Use of emphasis in modified large print and braille test papers

- Bold, underlining, upper case text and italics are sometimes removed from the modified large print and braille test papers to increase accessibility. Schools may use underlining, highlighting, readers (for mathematics, writing, and general instructions only in reading), or any other method to emphasise words presented in bold, underlining, upper case text and italics in the standard versions of the tests, provided it does not give an unfair advantage to the pupil.

Adapting braille test papers into grade 1 braille or non-capitalised braille

- Schools may adapt braille test papers into grade 1 braille or non-capitalised braille to meet individual pupils’ needs.

Using low-vision aids

- Pupils who normally use technical and electrical aids, including low-vision aids such as closed-circuit TV/JOCR scanners, may use these for the tests.
- Whenever a pupil uses a technical or electrical aid, the school must complete the Use of a word processor or other technical or electrical aid form and attach it to the pupil’s test script. The Use of a word processor or other technical or electrical aid form can be downloaded from the Access arrangements section of the NCA tools website at www.qcda.gov.uk/accessarrangements. Schools do not need their login details to access the Notifications page of the Access arrangements section of the QCDA Tests and exams website.

12.8 Arrangements for pupils with hearing impairment and pupils who use sign language

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

For more information on access arrangements for the mental mathematics test for pupils with hearing impairment, see section 12.12.

Using communicators and signers

The teacher responsible for access arrangements should, with the headteacher, make arrangements for communicators or signers to support pupils who use British sign language or other sign-supported communication, or who supplement their residual hearing with lip-reading.

Preparing communicators and signers

The test papers must not be opened early for communicators and signers unless they need to make extensive preparations. For more information on early opening, see section 12.3.
Modified subject-specific guidance for communicators and signers will be issued to schools that order the mental mathematics test for pupils with hearing impairment. This guidance may also be ordered separately from the mental mathematics tests for pupils with hearing impairment and for pupils who access the curriculum through sign language but do not have a hearing impairment. The guidance may only be opened on the dates printed on the covers.

The Modified test administrators’ guide for pupils with hearing impairment and pupils who use sign language may be downloaded from the QCDA Tests and exams website at www.qcda.gov.uk/tests from February 2010. Communicators and signers should ensure they are familiar with the contents of this guidance.

Communicators and signers need to decide the best method of communication for an individual pupil, for example:

- saying a word or phrase
- rephrasing orally
- signing
- writing.

As subject-specific words do not always have a clear and meaningful sign, teachers often develop their own signs for these words. All staff supporting pupils should be aware of these signs and use them during the tests.

Communicating instructions and test content

In the written mathematics tests, communicators and signers may translate the whole test paper into British sign language or sign-supported English. Translations must not be made by a relative, carer or guardian of the pupil.

Where questions refer to past or future events, or to words or diagrams used earlier in the questions, pupils may be given reminders and parts of the question may be repeated. Objects may also be used as prompts, provided they do not give the pupils an unfair advantage.

In the English tests, only general instructions (for example, information on the front cover of the test paper and any directions that are not part of the actual questions) and writing prompts that are read to the whole class may be communicated. In the reading test, help must not be given with reading or understanding the questions, or passages of text on which questions are based.

In the spelling test, the words to be spelt may be communicated (without using finger spelling).

In all tests, signers need to take care not to indicate the answer required through the signs they use.

Recording pupils’ responses in the mathematics tests

- Some pupils may sign their answers or respond by pointing.
- Pupils who use Blissymbols or eye-pointing may use a communicator to record their answers.
Communicators or signers should note the essence of pupils’ signed responses on the test papers and take care not to infer any meaning that was unclear in the original response.

If pupils are signing responses, other pupils must not be able to see what they are signing.

Pupils’ responses to the English tests must be in English.

12.9 Arrangements for pupils using apparatus

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

In the mathematics tests, teachers may provide real objects that look like those illustrated in the tests, as long as this is normal classroom practice. This arrangement is normally used for pupils who have difficulties accessing two-dimensional diagrams. Teachers may indicate on the test papers where real objects are available for pupils to look at.

In mathematics, teachers must take care to use shapes that are identical to those drawn and to keep relative sizes the same. Pupils should not use:

- number apparatus
- counters
- number squares
- dotted paper.

12.10 Arrangements for pupils who have difficulties concentrating or suffer fatigue

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

Rest breaks

Schools can allow rest breaks for pupils who find it difficult to concentrate, or who are likely to experience fatigue, by splitting the tests into sections or stopping the clock.

If a school decides to split a test into sections, it must:

- ensure the splitting into sections is carried out only during the hour before the test is due to start
- administer all sections of the test on the timetabled day
- make sure the pupil has the same overall time to complete the test as those who take the test in one sitting
- keep the questions in the same order
- give the pupil an opportunity to attempt all parts of a paper, so that the test properly reflects their attainment.

The content of the test must not be discussed during a rest break. Schools that allow pupils to talk during rest breaks may have their results annulled. Schools providing rest breaks must stop the clock and must not give additional time. Rest breaks can be used during the reading passage in the reading test. However, all of the reading passage must be read before the questions are seen or attempted.
If a school is considering using rest breaks and additional time together, it must apply for permission for the additional time, see section 12.4.

**Using prompters**

Schools may use prompters in all tests to help pupils with severe attention problems.

Prompters should only be used to draw a pupil’s attention back to the task – not to advise the pupil on which questions to do, when to move on to the next question or the order in which to attempt questions.

Ideally, the prompter should be the pupil’s own learning support assistant, so that they know the pupil is not, for example, simply looking away from the paper while thinking. A prompter must not be a relative, carer or guardian of the pupil.

The prompter must be used on a one-to-one basis and should work with the pupil in a separate room from the rest of the cohort. Before the test, they should agree the best way to prompt, for example by tapping lightly on the pupil’s desk (without indicating any part of the test paper). Verbal prompting may be used where this is in line with the support the pupil normally receives in class.

In situations where the pupil finds it difficult to concentrate on individual questions, adhesive notes or stickers may be used to cover other questions on the page. However, the whole of the question the pupil is currently working on should remain uncovered. This should only be done when it is in line with the support the pupil normally receives in class.

### 12.11 Arrangements for pupils with EAL

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

Pupils with EAL who are not working at the level of the tests should not be entered for the tests and should be entered as B on the marksheets. For further details, see section 6.3.

Pupils with EAL who have just arrived in the country and for whom the school has not been able to establish a level should not be entered for the tests and should be entered as T on the marksheets. For further details, see section 6.4.

If pupils with EAL normally work in the English language in the classroom, they should also access the tests by reading and writing in English.

If pupils with EAL use a combination of English and their first language in the classroom, a number of options are available in the tests, as long as this reflects normal practice in the classroom.

#### Mathematics tests

- The pupil can read the tests in English and answer in English.

- The pupil can read the tests in English and answer in their first language. A transcript should then be made by the pupil’s usual translator. The pupil’s test script, translated test script and Use of a transcript form should then be sent to the marker. For further guidance on making transcripts and the Use of a transcript form, see section 12.6.

- A reader can be provided to read the tests to the pupil in English and the pupil can then write their answer in English. No transcript is necessary.
A reader can be provided to read the tests to the pupil in English and the pupil can then write their answer in their first language. A transcript should be made by the pupil’s usual translator. The pupil’s test script, translated test script and Use of a transcript form should then be sent to the marker. For further guidance on making transcripts and the Use of a transcript form, see section 12.6.

An oral translation can be given to the pupil by a translator at the time of the tests and the pupil can then write their responses in English.

An oral translation can be given to the pupil by a translator at the time of the tests and the pupil can then write their responses in their first language. A transcript should be made by the pupil’s usual translator. The pupil’s test script, translated test script and Use of a transcript form should then be sent to the marker. For further guidance on the Use of a transcript form, see section 12.6.

A written translation can be provided to the pupil and the pupil can then respond in English. No transcript is necessary.

A written translation can be provided to the pupil and the pupil can then respond in their first language. A transcript should then be made by the pupil’s usual translator. The pupil’s test script, translated test script and Use of a transcript form should then be sent to the marker. For further guidance on making transcripts and the Use of a transcript form, see section 12.6.

If written or oral translations are not normally provided in class, they should not be provided in the tests. Where oral translations or readers are provided, this must be on a one-to-one basis. If a pupil provides answers orally, this must also be on a one-to-one basis. If only one translator is available and several pupils require a translator, timetable variations should be considered. If written translations are normally provided in class, for the tests they should be made during the hour before the test is due to start. If, due to exceptional circumstances, it is not possible to complete the translation in the hour before the tests, an application needs to be made to open one day early. For further details on early opening, see section 12.3.

Please note that the headteacher is responsible for assuring the quality of any translation made.

For more information on access arrangements for the mental mathematics test for pupils with EAL, see section 12.12.

English tests

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

Inappropriate use of translators may lead to annulment of the pupil’s results.

Preparing translators

Translations should be made at the time of the test. In exceptional circumstances, the school should apply for a timetable variation or early opening if a translator is not going to be available on the day.
Translators need to bear in mind that pupils with EAL may not be familiar with some subject vocabulary and technical terms in their preferred language and should be advised accordingly by the school.

Translators must not be a relative, carer or guardian of the pupil requiring a translation.

12.12 Access arrangements for the mental mathematics test

With the exception of the pupils described in this section, the recorded version of the mental mathematics test must be administered to all pupils. In most cases, pupils who need the specific support described in this section will have a statement of special educational needs or will be pupils with EAL.

Headteachers must ensure access arrangements are only used for the mental mathematics test in appropriate cases. The test must be administered on Wednesday 12 May 2010.

If a school needs to administer the mental mathematics test individually or in small groups, the headteacher is responsible for making sure pupils do not have an opportunity to discuss the content of the test until they have all taken it.

Schools can make the following access arrangements at their own discretion – they do not need to request permission.

**Additional time and early opening**

With the exception of the pupils described in this section, no additional time will be allowed for the mental mathematics test. Pupils who have been given permission for additional time in the written tests, including those with a statement of special educational needs, are not entitled to additional time for the mental mathematics test unless they fall into the categories described below.

If schools need to translate the mental mathematics test, they must apply for permission for early opening in the usual way (see section 12.3).

**Arrangements for pupils with visual impairment**

Pupils with visual impairment who use modified versions of the written tests may also need the following access arrangements to ensure they have access to the information on the mental mathematics answer sheet.

- Pupils who use modified large print papers for the written mathematics test will be provided with a modified version of the mental mathematics answer sheet. These pupils must not use the standard recorded version of the mental mathematics test. A modified script will be provided.

- Pupils who use braille will be provided with grade 2 braille versions of the stimulus material from the answer sheet. These pupils must not use the standard recorded version of the mental mathematics test. A modified script will be provided.

Due to changes to timings and the modification of some questions, neither the recorded version of the test nor the standard script can be used with the modified large print and braille materials. In these cases, the mental mathematics test must be administered in a separate room on a one-to-one or small-group basis.
Modified subject-specific guidance on administering the mental mathematics test for pupils using modified large print or braille versions of the tests will accompany the modified tests.

Pupils who use enlarged print tests must use the standard recorded version of the mental mathematics test. They must not be given additional time to answer test questions or to familiarise themselves with any stimulus material.

Additional time for pupils using modified large print or braille versions of the mental mathematics test

Pupils using the modified large print or braille versions of the mental mathematics test may be given as much additional time as they need to familiarise themselves with any stimulus material before a test question is read.

Once a question has been asked, teachers may allow pupils up to 100 per cent additional time to process the language of the question and record their answer. The additional time is reflected in the modified script. Timings in the script must be strictly adhered to.

Arrangements for pupils with hearing impairment and pupils who use sign language

Wherever possible, schools should use either the recorded or test administrator read version of the standard mental mathematics test on a one-to-one or small-group basis. They should consider administering the test:

- individually, at full volume
- through earphones
- by reading it aloud to the pupil.

Where this is possible, pupils should use the answer sheet provided with no additional time and no additional stimulus materials. Schools where British sign language is not used can produce rolling subtitles displayed on a computer if this is normal classroom practice. Schools will need to apply for early opening to make these modifications. For further details, see section 12.3.

Modified versions of the mental mathematics test are available for pupils with permanent or long-term hearing loss, who rely on British sign language or other sign-supported communication, or who supplement their residual hearing with lip-reading.

The modified materials consist of:

- a modified script for the test administrator (an oralist and sign-supported English
  modified script for lip-readers, or a British sign language script)
- a CD-ROM or flashcards of the stimulus material from the answer sheet as well as some additional stimulus material where this will support access to the test content.

Neither the recorded version of the test nor the standard script can be used with the additional support materials because of changes to timings and the wording of some questions. A communicator or signer should administer the tests in a separate room on a one-to-one or small-group basis using the modified script provided. Each pupil must be provided with a standard pupil answer sheet.
Additional time for pupils with hearing impairment and pupils who use sign language, using the modified versions of the mental mathematics test

Pupils with hearing impairment and pupils who use sign language, using the modified versions of the mental mathematics test, may be given as much additional time as they need to familiarise themselves with any stimulus material before a question is read.

Once a question has been asked, teachers may allow pupils up to 100 per cent additional time to process the language of the question and record their answer. The additional time is reflected in the modified test script. Timings must be strictly adhered to.

Pupils with profound hearing loss who are unable to participate in the mental mathematics test

A very small number of pupils will be unable to participate in the mental mathematics test even with the full range of access arrangements allowed. These pupils will have profound hearing impairment and be unable to lip-read or to use a signing system. For more information on what to do in these cases, see section 6.5.

Arrangements for pupils with hearing impairment who do not use sign language or lip-read

Pupils with profound hearing impairment who are unable to use sign language or lip-read may have the test delivered by rolling subtitles, where each question is repeated twice on screen and then the correct time allocation given. For more information, please call the national curriculum assessments helpline on 0300 303 3013 and ask to speak with the access arrangements coordinator.

Pupils with dual sensory impairment

A small number of pupils have both a visual and hearing impairment. These pupils might be able to access the mental mathematics test if provided with an enlarged answer sheet, which can be used with the stimulus material for pupils with hearing impairment. For more information, see section 8.3.

Arrangements for pupils with a motor disability

If a pupil with a motor disability is unable to write down their answers within the time limits given on the CD for the mental mathematics test, schools may use the teacher transcript enclosed with the test papers to read the test to the pupil.

In these cases, teachers must administer the test to the pupil individually and ensure the pupil does not have any more than the 5, 10 or 15 seconds’ ‘thinking time’ allowed for each question. However, they may have additional time to record or communicate their answers, depending on the nature and degree of their needs.

Translating the mental mathematics test

Schools may choose to deliver an oral translation of the mental mathematics test to a pupil with limited fluency in English as long as:

- the translated version of the test is delivered orally
- all timings are strictly observed
- the translation is not made or delivered by a relative, carer or guardian of the pupil.
Oral translations can usually be made in the hour before the test. However, early opening may be allowed if a school has difficulties making translations in time. For more information on applying for early opening, see section 12.3.

Rest breaks in the test

Rest breaks may only be used in the mental mathematics test for pupils who suffer from recognised medical conditions such as Tourette’s syndrome or absence seizures.

If a pupil is temporarily unable to continue the test because of their condition, the test should be stopped until the pupil is ready to continue. If a pupil has an absence seizure in the middle of a question, the test should be restarted at the beginning of the question.

12.13 Access arrangements – online applications and notifications

The NCA tools website, www.qcda.gov.uk/ncatools, brings together the Test orders and Test forms websites so that schools are able to complete all their online test administration tasks in one place. From September 2009 schools need a registered email address and password to:

- submit access arrangements and special consideration applications
- submit timetable variation and suspicion of pupil cheating notifications
- order tests
- register pupils for the tests
- submit teacher assessments
- view pupil results.

All templates and notification forms that do not need to be submitted via a secure site, for example, the Use of an amanuensis form, are available on the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements. Schools can also access guidance, practice forms and key dates and deadlines from the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements.
The table below is a quick guide to where to go for access arrangements administrative tasks and information.

<table>
<thead>
<tr>
<th>Website</th>
<th>Log in details</th>
<th>Information/tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Access arrangements section of the NCA tools website <a href="http://www.qcda.gov.uk/ncatoools">www.qcda.gov.uk/ncatoools</a></td>
<td>Users must log in using their registered email address and password.</td>
<td>Make an online application for:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ additional time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ early opening</td>
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<tr>
<td></td>
<td></td>
<td>▪ timetable variations of up to two days after the scheduled day of the test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Notify QCDA of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ pupil cheating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ a timetable variation on the day of the test between 7am and 7pm.</td>
</tr>
<tr>
<td>The Access arrangements section of the QCDA Tests and exams website <a href="http://www.qcda.gov.uk/accessarrangements">www.qcda.gov.uk/accessarrangements</a></td>
<td>No log in details needed.</td>
<td>Download an access arrangement notification form, for example <em>Use of an amanuensis form</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice an application form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check key dates and deadlines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Download guidance on making decisions about access arrangements.</td>
</tr>
<tr>
<td>The National curriculum tests section of the QCDA website <a href="http://www.qcda.gov.uk/tests">www.qcda.gov.uk/tests</a></td>
<td>No log in details needed.</td>
<td>Download templates previously hosted on the Test forms website, for example the pupil results template.</td>
</tr>
</tbody>
</table>
Submitting access arrangements applications and notifications on the NCA tools website

The following applications can be submitted on the Access arrangements section of the NCA tools website.

- Application for up to 25 per cent additional time.
- Application for up to one school day’s early opening.
- Application for a timetable variation.
- Notification of timetable variation between 7am and 7pm on the day of the test.
- Notification of a pupil cheating.
- Application for special consideration.

To submit an application or notification via the Access arrangements section of the NCA tools website schools must log in using their registered email address and password.

Once logged in, schools will be able to access the Access arrangements section. From here they will be able to submit applications and notifications to QCDA and check on the progress of previously submitted applications. They can also access the notifications, forms and guidance materials by clicking on the appropriate link.

For assistance in using the Access arrangements section of the NCA tools website, schools should refer to the guidance materials available to download at www.qcda.gov.uk/accessarrangements. If further assistance is needed, maintained schools should contact their local authority or the national curriculum assessments helpline on 0300 303 3013. Independent schools and academies should email accessarrangements@qcda.gov.uk or contact the national curriculum assessments helpline on 0300 303 3013.

If you forget your password, select the ‘Create new password’ option on the NCA tools home page at www.qcda.gov.uk/ncatools.

The Access arrangements section of the QCDA Tests and exams website

Schools can view access arrangements templates, notification forms (listed below), guidance and practice application forms via the Access arrangements section of the QCDA Tests and exams website at www.qcda.gov.uk/accessarrangements.

Notification forms

- Use of an amanuensis.
- Use of a word processor or technical or electrical aid.
- Use of a transcript.

Schools do not need to log in to access this section of the QCDA Tests and exams website.
The *National curriculum assessments* section of the QCDA website

Notification forms and templates previously available on the *Test forms* website can now be accessed on the QCDA *Tests and exams* website at www.qcda.gov.uk/tests. Schools do not need log in details to access these notifications.

Notifications and templates

- *Notification of a pupil working at the level of the tests but unable to access them.*
- Pupil results template.
- School results template.
- 2009 national summary results.
Reporting and using pupils’ results

Teacher assessment codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–6</td>
<td>Curriculum level achieved.</td>
</tr>
<tr>
<td>A</td>
<td>Absence, or not enough information available to calculate a teacher assessment level.</td>
</tr>
<tr>
<td>D</td>
<td>Disapplied – used when a pupil has been disapplied from the national curriculum, including statutory assessment requirements.</td>
</tr>
<tr>
<td>L</td>
<td>Pupil has left the school.</td>
</tr>
<tr>
<td>W</td>
<td>Working towards level 1.</td>
</tr>
<tr>
<td>F</td>
<td>Pupil will reach end of programme of study and take the relevant key stage test in the future.*</td>
</tr>
<tr>
<td>P</td>
<td>Pupil has already completed programme of study, the relevant key stage test has been taken and a teacher assessment result has been reported in the past.**</td>
</tr>
<tr>
<td>p scales</td>
<td>See table in section 4.3.</td>
</tr>
</tbody>
</table>

13.1 Reporting teacher assessments

Schools have a statutory responsibility to report the overall subject teacher assessment levels for each eligible pupil to QCDA. Schools are encouraged to submit their teacher assessments earlier than the deadline of Friday 9 July 2010.

Detailed instructions for submitting teacher assessments will be available in April 2010.

For further assistance on teacher assessment, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@qcda.gov.uk.

Schools do not have to report attainment targets to QCDA.

P scales

P scale data should be submitted with teacher assessments by Friday 9 July 2010 for pupils with special educational needs who are working towards level 1.

13.2 Reporting pupils’ achievements to parents, carers or guardians

Headteachers are responsible for sending a written report to parents, carers or guardians on their child’s achievements at least once during the school year.

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* For example, if a pupil takes a mathematics test a year early in 2010 but is not due to take English until 2011, English should be marked as F.

** For example, if a pupil took a science test in 2009 and is taking mathematics and English in 2010, science should be marked as P.
Where the result of any national curriculum test that must be reported to parents, carers or guardians is not received by a headteacher until after the end of the summer term, this information must be provided to parents, carers or guardians within 15 school days of the headteacher receiving it.

What discretion do headteachers have?
Headteachers have the discretion to:

- arrange for the report to be translated
- include in the report additional information about the pupil’s progress, beyond the minimum required
- decide when to issue the report to parents, carers or guardians, as long as the minimum required information is sent to parents, carers or guardians by the end of the summer term of the year to which the report relates.

What must be reported to parents, carers or guardians?
The following information must be reported to parents, carers or guardians each year during key stage 2.

- Brief details of achievements in all subjects and other activities forming part of the school curriculum.
- Comments on general progress.
- Attendance record, providing the number of possible attendances and, of those, the percentage of unauthorised absences.
- Arrangements for discussing the report.
- The results of any national curriculum tests taken during the year, by level.
- Results of any public examinations taken and details of any vocational qualifications and credit towards such qualifications obtained by the pupil.

In addition to the above, the following information must be reported to parents, carers or guardians at some point during the final year of key stage 2.

- Teacher assessment levels for speaking and listening, reading, writing, English overall, mathematics and science.
- Comparative information about the national curriculum levels of attainment of pupils of the same age in the school.
- Comparative information about the national curriculum levels of attainment of pupils at the end of the key stage programme of study of the same age nationally. Comparative information will comprise a national average from the previous academic year for each core subject at each level. National results tables can be found in the Reporting and using pupils’ results section of the QCDA Tests and exams website at www.qcda.gov.uk/tests.
- A statement that the national curriculum levels of attainment have been arrived at in accordance with the statutory arrangements.
- Details of any national curriculum attainment targets or subjects from which the pupil is exempt.
A brief account of what the teacher assessment and national curriculum test results show about the pupil’s progress individually and in relation to other pupils in the same year, drawing attention to any particular strengths and weaknesses.

The following forms show how schools can meet the reporting requirements. These forms will be available on the QCDA Tests and exams website at www.qcda.gov.uk/tests.

Parents, carers or guardians must be given an opportunity to discuss the report. Details of how to arrange this must be provided in the report.

Pupils with special educational needs

Reports for the annual review of a pupil with special educational needs may, if schools wish, serve as the annual report to parents, carers or guardians. If so, headteachers must ensure the minimum information required by the regulations is included.

Schools should always provide contextual information in reports to parents, carers or guardians on pupils who have special educational needs, in particular by supplementing the basic minimum information with a more detailed account of pupils’ progress in relation to the curriculum that they are following, including the P scales where appropriate.

Reporting religious education

Religious education is a statutory subject for all children registered at a maintained school, except for those in nursery classes and those withdrawn by their parents, carers or guardians under section 71 of the School Standards and Framework Act 1998. It is not a subject within the national curriculum as there is no national programme of study. Schools are required to teach religious education according to their locally agreed syllabus or, in the case of voluntary aided, foundation and voluntary controlled schools with a religious character that are not following an agreed syllabus according to their trust deed or designated religious character. For this reason there are no assessment requirements, nor collection of national data. Non-statutory programmes of study for religious education have been developed at key stage 3 and key stage 4.
It is a general requirement that schools report pupils’ progress in religious education to their parents, carers or guardians, but there is no required format for such reporting nationally. Locally agreed syllabuses or faith community guidelines might also contain requirements or guidance on reporting religious education, especially if an eight-level scale is used.

QCDA has published non-statutory guidance on religious education for local authorities and schools. Religious education: The non-statutory national framework can be downloaded from the QCDA website at www.qcda.gov.uk/nsgonre. Alternatively, copies can be ordered from the QCDA orderline at www.orderline.qcda.gov.uk or by calling 0300 303 3015 and quoting reference QCA/04/1336. This document provides guidance on assessing progress in religious education using two attainment targets and a non-statutory eight-level scale, which may be used for reporting progress to parents, carers or guardians.

Information that is exempt from disclosure

Schools must report a pupil’s national curriculum test results, by level, to the pupil’s parents, carers or guardians. There is no requirement in education law to disclose the marks awarded in those tests or to allow parents, carers or guardians to see, or have copies of, marked test scripts. Maintained schools are subject to the Freedom of Information Act 2000. Further details are available on the Information Commissioner’s Office website at www.ico.gov.uk. Information that is exempt from disclosure includes information recorded by a pupil during a test or examination.

13.3 Pupils who transfer to a new school

There is a statutory requirement to send specified information about a pupil moving school to the receiving school. This information should be transferred through the common transfer file.

Detailed guidance on compiling and sending the common transfer file, including the use of the TeacherNet website, has been distributed via local authorities and is available in the Information management strategy section of the DCSF TeacherNet website at www.teachernet.gov.uk.

Governing body responsibilities

The governing body must arrange to have the information outlined below sent to the pupil’s new school, whether local authority maintained, academy or independent. This task is commonly delegated by governing bodies to headteachers.

- The defined items of data that comprise the common transfer file (further information on the common transfer file and its contents is available at www.teachernet.gov.uk/management/atoz/c/commontransferfile).

- The pupil’s educational record.

The information must be sent within 15 school days of the pupil ceasing to be registered at the old school, unless the new school is not known. In this case it should be sent within 15 school days of any request from the pupil’s new school.

The duty to provide the educational record and common transfer file to a pupil’s new school does not apply where it is not reasonably practicable for the headteacher to find out a pupil’s new school. What is reasonably practicable will depend on the circumstances.
A headteacher should at least telephone the pupil’s parents, carers or guardians and, if the headteacher knows the address, write to the parents, carers or guardians. Where neither of these approaches is successful, schools are encouraged to send the common transfer file to a dedicated area on DCSF’s s2s website www.teachernet.gov.uk/s2s that serves as a repository for the files of pupils who have left school for unknown or unusual destinations. Similarly, schools that do not receive a common transfer file for new pupils can ask named contacts in the local authority to search the repository for the files.

Schools are required to transfer a pupil’s educational record and common transfer file to any school (maintained, academy or independent) to which they transfer in England, Wales, Scotland and Northern Ireland. Where transfer is to a school in Wales, Scotland and Northern Ireland, the means of transfer must be in line with the arrangements for transfer between schools in England as described in the ARA and other guidance.

**How should the information be sent to the receiving school?**

Where both the old and new school have the necessary facilities, the common transfer file must be sent to the new school either:

- through the secure file transfer service on the DCSF TeacherNet website at www.teachernet.gov.uk/s2s, or
- as an email attachment or file over a secure network that links schools within a local authority or within a regional broadband consortium.

Local authorities may provide the file where there are agreed local arrangements to that effect.

**What information must be included in the common transfer file?**

The statutory information that must form part of the common transfer file is outlined in guidance on the DCSF TeacherNet website at www.teachernet.gov.uk/management/atoz/c/commontransferfile. A school must supply the latest assessments; these do not have to be presented as levels on the national curriculum eight-level scale, but should give a fair indication of a pupil’s progress within each attainment target. For more information on submitting teacher assessments, see section 4.6.

### 13.4 Target setting

Governing bodies are legally responsible for ensuring targets are set by 31 December 2009 and must submit these to their local authority no later than 15 January 2010. In the case of middle-deemed schools, the targets should be set as soon after the start of the school year as possible. They should be involved at an early stage so that they can link the process of setting targets with the school’s development planning, contribute to discussions with the headteacher and other school staff on how to achieve targets set, and discuss the trajectory towards improvement. Guidance, publications and detailed information about the setting and publication of targets and the target-setting timetable can be found on the DCSF Standards website at www.standards.dcsf.gov.uk/ts.

Guidance on target setting for pupils with special educational needs is available on the QCDA Tests and exams website at www.qcda.gov.uk/tests.
The RAISEonline system helps schools compare their performance with a range of national data. To support the process of target setting RAISEonline provides estimates of a school’s future performance based upon conversion data to show the actual progress made by all pupils nationally with similar prior attainment in schools with the best value added. This report is based upon the relevant pupils known to be attending the school at the most recent January school census date and provides a range of challenging estimates.

Schools may also use the individual pupil level target setting functionality. The system generates information about the national performance of pupils with similar prior attainment in schools with the best value added. Teachers may then consider these estimates alongside all other information before arriving at a challenging target that is then entered into the system. These teacher entered targets may then be analysed to evaluate the levels of challenge for individual pupils and groups of pupils.

Further information about RAISEonline can be found at www.raiseonline.org.
Useful contact details

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

<table>
<thead>
<tr>
<th>For enquiries about national curriculum assessments</th>
<th>Tel: 0300 303 3013</th>
<th>Fax: 0300 303 3014</th>
</tr>
</thead>
<tbody>
<tr>
<td>National curriculum assessments helpline</td>
<td>Email: <a href="mailto:assessments@qcda.gov.uk">assessments@qcda.gov.uk</a></td>
<td></td>
</tr>
<tr>
<td>For general enquiries about key stage 2 assessment</td>
<td>Website: <a href="http://www.qcda.gov.uk/tests">www.qcda.gov.uk/tests</a></td>
<td></td>
</tr>
<tr>
<td>arrangements, pupil registration, teacher assessments,</td>
<td></td>
<td></td>
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<tr>
<td>stationery packs, test script handling and collection,</td>
<td></td>
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<tr>
<td>return of test scripts and results and marking reviews.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QCDA enquiry line</td>
<td>83 Piccadilly</td>
<td></td>
</tr>
<tr>
<td>For general enquiries about the work of QCDA.</td>
<td>London W1J 8QA</td>
<td></td>
</tr>
<tr>
<td>QCDA orderline</td>
<td>Tel: 0300 303 3015</td>
<td></td>
</tr>
<tr>
<td>To order QCDA publications and previous years'</td>
<td>Fax: 0300 303 3016</td>
<td></td>
</tr>
<tr>
<td>statutory test materials.</td>
<td>Email: <a href="mailto:orderline@qcda.gov.uk">orderline@qcda.gov.uk</a></td>
<td></td>
</tr>
<tr>
<td>QCDA distribution agency helpline</td>
<td>Website: <a href="http://www.orderline.qcda.gov.uk">www.orderline.qcda.gov.uk</a></td>
<td></td>
</tr>
<tr>
<td>For enquiries about deliveries of statutory test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials.</td>
<td>PO Box 29</td>
<td></td>
</tr>
<tr>
<td>QCDA modified test agency (statutory)</td>
<td>Norwich NR3 1GN</td>
<td></td>
</tr>
<tr>
<td>For enquiries about statutory modified tests.</td>
<td>Tel: 0844 500 6727</td>
<td></td>
</tr>
<tr>
<td>QCDA modified test agency (optional)</td>
<td>Email: <a href="mailto:qcdahelpline@pia.co.uk">qcdahelpline@pia.co.uk</a></td>
<td></td>
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<tr>
<td>For enquiries about and how to order modified</td>
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<tr>
<td>optional test materials for years 3, 4 and 5.</td>
<td>Tel: 0300 303 3019</td>
<td></td>
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<tr>
<td>QCDA modified test agency (optional)</td>
<td>Fax: 01733 375 379</td>
<td></td>
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<tr>
<td>For enquiries about and how to order modified</td>
<td>Email: <a href="mailto:qcda@rnib.org.uk">qcda@rnib.org.uk</a></td>
<td></td>
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<tr>
<td>Becoming a marker</td>
<td>Website: <a href="http://www.qcda.gov.uk/tests">www.qcda.gov.uk/tests</a></td>
<td></td>
</tr>
<tr>
<td>For enquiries about becoming a marker for national</td>
<td>Examiners and markers section</td>
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<td>curriculum tests.</td>
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Other useful contacts

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<tr>
<th>Ofqual</th>
<th>Tel: 0300 303 3346</th>
<th>Spring Place</th>
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<tr>
<td>Office of the Qualifications and Examinations Regulator.</td>
<td>Fax: 0300 303 3348</td>
<td>Coventry Business Park</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:info@ofqual.gov.uk">info@ofqual.gov.uk</a></td>
<td>Herald Avenue</td>
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<tr>
<td></td>
<td>Website: <a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a></td>
<td>Coventry CV5 6UB</td>
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<tr>
<th>DCSF public communications unit</th>
<th>Tel: 0870 000 2288</th>
<th>Po Box 12</th>
</tr>
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<tbody>
<tr>
<td>For enquiries about the statutory requirements for assessment, national results, Achievement and Attainment Tables and reporting to parents, carers or guardians.</td>
<td>Email: <a href="mailto:info@dcsf.gsi.gov.uk">info@dcsf.gsi.gov.uk</a></td>
<td>Runcorn</td>
</tr>
<tr>
<td></td>
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<td>Cheshire WA7 2GJ</td>
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<tr>
<th>DCSF publications</th>
<th>Tel: 0845 602 2260</th>
<th>Po Box 5050</th>
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<tbody>
<tr>
<td>To order single copies of DCSF materials and DCSF circulars.</td>
<td>Fax: 0845 603 3360</td>
<td>Annesley</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:dcsf@prolog.uk.com">dcsf@prolog.uk.com</a></td>
<td>Nottingham NG15 0DJ</td>
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<tr>
<th>Information Commissioner’s Office</th>
<th>Tel: 01625 545 700</th>
<th>Wycliffe House</th>
</tr>
</thead>
<tbody>
<tr>
<td>For enquiries about the Data Protection Act 1998.</td>
<td>Email: <a href="mailto:mail@ico.gsi.gov.uk">mail@ico.gsi.gov.uk</a></td>
<td>Water Lane</td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://www.ico.gov.uk">www.ico.gov.uk</a></td>
<td>Wilmslow</td>
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<tr>
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<td>Cheshire SK9 5AF</td>
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About this publication

Who is it for?
Headteachers, English and mathematics teachers and teachers of year 6 pupils, key stage 2 assessment coordinators, special educational needs coordinators and teachers of pupils in years 3, 4 and 5. It is also sent to local authorities, initial teacher training institutions, educational libraries and teacher centres.

What is it for?
The ARA sets out statutory arrangements and provides information and guidance on the national curriculum assessment arrangements for key stage 2 in 2010.

What does it cover?
- Assessment and reporting requirements throughout key stage 2.
- End of key stage 2 assessment and reporting requirements.
- How to administer the statutory tests at key stage 2, including how to order assessment materials.
- Information about access arrangements.
- Requirements for reporting results to parents, carers or guardians.
- How to order optional and statutory tests.

Related materials
Early years foundation stage and key stage 1 Assessment and reporting arrangements QCDA/09/4395.

Information and contacts
See section 14 ‘Useful contact details’ or visit www.qcda.gov.uk/tests.

For more copies
Further printed copies of the ARA will not be available. The ARA can be accessed on the QCDA Tests and exams website at www.qcda.gov.uk/ara.
QCDA/09/4396