



Assessment Policy

The STA has now confirmed that end-of-KS1 assessments are **no longer statutory** from the 2023/2024 academic year onwards and are now optional. This took effect from 1 September 2023. More guidance on the administration of optional KS1 assessments should be forthcoming in autumn 2023 – this policy will be updated again as soon as this information is available.

Faith Courage Love

Faith to move forward in confidence and succeed.
Courage to make a difference in the world every day.
Love one another as God loves us.

Faith - Rocliffe School will prioritise good relationships and will model respect for all in their policy implementation.

Courage - Rocliffe school commits to implementing this policy with integrity and in order to achieve the best possible outcomes for all stakeholders.

Love - All policies will be implemented in such a way as to ensure faith in fair process.

Policy Date	Review Date	Headteacher	Chair of Governors
January 2024	January 2025	Lesley Briggs	Nick Baird

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Accountability measures](#)
4. [Early Years Foundation Stage Assessment](#)
5. [Test participation](#)
6. [Multiplication tables check \(MTC\)](#)
7. [Preparing test administrators](#)
8. [Demonstrating correct test administration](#)
9. [Maladministration](#)
10. [Receiving and storing test materials](#)
11. [Preparing to administer tests](#)
12. [Administering the tests](#)
13. [KS1 English reading assessment](#)
14. [KS1 maths assessment](#)
15. [KS1 English grammar, punctuation and spelling assessments](#)
16. [Administering the KS2 English grammar, punctuation and spelling tests](#)
17. [Administering the KS2 English reading test](#)
18. [Administering the KS2 maths tests](#)
19. [Administering the KS2 science sampling tests](#)
20. [Problems during the tests](#)
21. [After the tests](#)
22. [KS1 marking](#)
23. [External moderation](#)
24. [Results and reporting](#)
25. [Keeping and maintaining records](#)
26. [Publishing assessment results](#)
27. [Internal assessments](#)
28. [Monitoring and review](#)

Statement of intent

At Roecliffe CE Primary School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

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

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

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

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

1. Legal framework

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

- Education Act 2002
- Equality Act 2010
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

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

- DfE (2022) 'Primary accountability measures – update'
- DfE (2023) 'Primary school accountability in 2023: technical guide'
- DfE (2023) 'What academies, free schools and colleges should publish online'
- DfE (2023) 'What maintained schools must publish online'
- STA (2023) 'Key stage 2 assessment and reporting arrangements'
- STA (2022) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'
- STA (2022) 'Key stage 2: test administration guidance'
- STA (2022) 'Multiplication tables check: administration guidance'
- STA (2022) 'Phonics screening check: administration guidance'

This policy operates in conjunction with the following school policies:

- SEND policy and Inclusion Policy
- Relationships and Positive Behaviour Policy
- Records Management Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.

The headteacher is responsible for:

- Ensuring that the requirements of the assessment and reporting arrangements (ARA) are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which pupils will take the phonics screening check and statutory KS2 tests.
- Identifying which pupils will take KS1 assessments.
- Considering whether any pupils will need braille versions of the phonics screening check.
- Considering whether any pupils will need modified versions of the phonics screening check and downloading them.
- Ensuring that the phonics screening check is administered once per pupil.
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support.

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

Test administrators are responsible for:

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in the [Legal framework](#) of this policy.
- Reporting any attempts of cheating to the headteacher.
- Reporting any maladministration incidents to the headteacher.
- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

Pupils are responsible for:

- Completing the phonics screening check and KS2 tests to the best of their ability.
- Completing any KS1 assessments to the best of their ability.
- Submitting their own work and not cheating on the tests.
- Engaging fully in the assessment process and following assessment rules.
- Bringing the required equipment for each test.

3. Accountability measures

For the 2022/2023 academic year, the DfE resumed the publication of primary assessment data at school level. All headline performance measures will remain the same as those prior to the coronavirus (COVID-19) pandemic, including KS1 data; however, KS1 data will cease to be collected and published for the 2023/2024 academic year and beyond. Two additional measures will also be published, though these will remain additional.

The headline attainment and progress measures that the school is held to account for, and that are included in the national performance tables, are as follows:

- The percentage of pupils achieving the expected standard in English reading, English writing and mathematics at the end of KS2
- Pupils' average scaled score in English reading at the end of KS2 and mathematics at the end of KS2
- The percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
- Pupils' average progress in English reading, English writing and mathematics

The school will also consider the additional measures published by the DfE:

- The percentage of pupils reaching the expected standard in grammar, punctuation and spelling
- The percentage of pupils achieving a higher standard in grammar, punctuation and spelling

The school will not share individual pupil progress scores with pupils or parents.

The school will not use 'flight paths', where pupils are told the levels they will achieve based on the performance data of pupils with similar starting points in previous years, as a valid progress prediction.

The school will not predict pupil or school-level progress scores in advance of official provisional data being made available each September.

When comparing with other schools or public groups, the school will account for the progress score and confidence interval for the school.

In limited circumstances, the school may request that a pupil be omitted from performance measures, e.g. if a pupil has recently moved from overseas.

There are a number of circumstances where a pupil's results will not be included in the progress measures but will be included in the attainment measure as 'not meeting' the expected standard. These circumstances include the following:

- Pupils who are working at the standard of the tests, but who have no test data in English reading or mathematics, e.g. due to absence
- For pupils who have moved school between KS1 and KS2, the DfE will retrieve and include data in the progress calculation
- Pupils who have no KS1 data

All staff must act in accordance with this policy at all times using their understanding and act within the statutory frameworks which set out their professional duties and responsibilities.

Early Years staff must ensure they have a thorough working knowledge of:

- The DfE's current '[Statutory framework for the early years foundation stage](#)' and the requirements therein.
- The DfE's current '[Early years foundation stage profile handbook](#)'

Early Years staff must use formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities and identify any areas of concern relating to children and their learning, development and emotional needs.

4. Early Years Foundation Stage Assessment

Learning and development

At Roecliffe pupils are taught in our Nursery provision when they are aged three in the year before they start full time education in their Reception year.

The educational programmes in the EYFS underpin the curriculum that will be taught, and educational provision and practice at the school will be centred around the requirements of the DfE's '[Statutory framework for the early years foundation stage](#)'.

Activities in school take into account children's needs, interests, stages of development and individual circumstances in order to provide each child with a challenging and enjoyable experience.

In the planning and delivery of educational programmes, staff will have due regard to this policy, as well as the school's Early Years Policy and the relevant DfE guidance.

Early Years Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment (RBA) – a short assessment of early mathematics and early literacy, communication and language which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.
- The EYFS Profile (EYFSP) – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

Parents will be kept up-to-date with their child's progress and development, and EYFS practitioners will address any learning and development needs in partnership with parents.

When undertaking assessment activities, all staff members will have due regard to this policy, the 'Early Years Foundation Stage Profile Handbook' and Assessment and Reporting Arrangements (ARA) for that year, along with any LA advice.

Reception Baseline Assessment (RBA)

Within the first six weeks of children starting school, staff will conduct the RBA. The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Will be administered on a one-to-one basis by a practitioner who is known to the child, such as the Reception teacher, Reception TA or suitably qualified EYFS practitioner, e.g. the SENCO.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, the school will administer the RBA in compliance with the provisions outlined within both the ['Reception baseline assessment and reporting arrangements'](#) document, and Annex B of the ['Statutory framework for the early years foundation stage'](#).

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the school will use these to inform their teaching approaches.

The school will ensure that confidentiality of assessment materials is maintained and follow guidance on how to keep materials secure when they are received. The RBA materials will not be used for any other purpose.

For children with visual and hearing impairments the school will provide modified and adapted assessment materials. Where it is felt that the RBA is inaccessible to a child, the school will consider disapplying individual children who, despite them using access arrangements, are unable to participate. Parents will be involved in these discussions.

The headteacher will sign a headteacher declaration form (HDF) once each academic year and ensure that the RBA is being delivered in line with statutory requirements and the HDF.

Early Years Foundation Stage Profile (EYFSP)

At the end of the EYFS the school must complete an EYFSP for each child to summarise and describe children's learning and development, unless, in line with DfE guidance, an exemption applies (see the [Exemptions](#) section of this policy).

This assessment will take place in the Summer term of the academic year when a child reaches 5 years old, and no later than 30 June of that term.

When carrying out assessment and reporting functions, the school will complete the EYFSP in compliance with the provisions outlined within the ['Early years foundation stage assessment and reporting arrangements'](#) document, and the ['Statutory framework for the early years foundation stage'](#).

The school will assess each child against the Early Learning Goals (ELGs) and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child's Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year, and practitioners' knowledge of the child. Evidence may include:

- Photographs.
- Written and/or drawn evidence.
- Planned and unplanned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of their own learning.
- Information from parents or other relevant adults.

EYFS practitioners will use their knowledge of the child to judge whether they are:

- Meeting expected levels (expected).
- Not yet reaching expected levels (emerging).

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork.

When assessing children, practitioners will draw on their knowledge of the child and their professional expertise and experience, and will not be required to prove their judgements through the collection of physical evidence.

To provide a fully-rounded picture of a child's development, practitioners will actively engage the child, their parents and other adults who have significant interaction with the child in the assessment process.

EYFSP Data collection and submission

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, the school will provide the EYFSP data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

The school recognises its statutory duty to implement the EYFS, and the responsibilities placed upon it. The headteacher will:

- Ensure an EYFSP is completed for all eligible children and that the data is quality assured.
- Ensure provision is made to meet the requirements of all children with SEND.
- Take responsibility for the reliability of their EYFSP outcomes and ensure that the data accurately reflects the level of development of the current cohort of children.
- Ensure EYFSP data is returned to the LA in accordance with the provisions set out in the handbook for data collection and submission.
- Provide EYFSP assessments to their school's governing board to enable it to comply with national data submission requirements and report to parents.
- Ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF).
- Ensure parents are provided with a written report of their child's development against the ELGs and the opportunity to discuss the EYFSP.

Exemptions

The school will complete the EYFSP unless:

- An exemption has been granted for the school or an individual child.
- The child is continuing in EYFS provision beyond the year in which they turn five.

Where a child is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the child's profile return.

Where a child remains in EYFS provision beyond the end of the academic year in which they turn five, the EYFSP will only be completed once, at the end of the year before the child moves to KS1.

In these circumstances the school will discuss its intention to defer the child's statutory assessment with the LA to ensure the child's data is not considered missing when the school submits EYFSP outcomes for the current cohort. Care will be taken when entering the child's EYFSP assessment into any electronic recording system, as the child's date of birth may now be outside the expected range for the cohort.

EYFSP moderation and results

To support the quality assurance of teacher assessment judgements, the school will ensure that systems are in place for internal or peer-to-peer moderation conversations to take place.

The EYFSP data will be used to:

- Support a successful transition to KS1 by informing the professional dialogue between EYFS and Year 1 teachers.
- Inform Year 1 teachers about each child's stage of development and learning needs to help them to plan the Year 1 curriculum.
- Inform parents about their child's development.
- Provide the DfE with a national child learning and development data set at the end of the EYFS that can be used for analysing and monitoring levels of children's learning and development at a national and regional level.

All records will be kept in accordance with the school's Data Protection Policy.

Reporting to parents

Parents will be encouraged to engage with their child's learning and development and will be involved in the assessment process.

The school operates an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, whether in-person or virtually, parents should speak to the class teacher to arrange an appointment.

The school will share the EYFSP results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it. Parent consultations are held within the term in which the profile has been completed (summer term).

Written summaries of children's attainment include whether the child's attainment level is judged to be emerging or expected.

At the end of Reception, parents will be given a report which will:

- Be child-specific.
- Be concise and informative.
- Help to identify appropriate next steps.
- State their child's attainment against the ELGs.
- Summarise attainment in all areas of learning.
- Comment on general progress including the characteristics of effective learning.
- Explain arrangements for discussing the profile.

If requested by parents, the school will provide a copy of their child's profile, free of charge within five school days.

Transition

Currently, the Reception children and Year 1 children are taught in the same class. When Reception children and Year 1 children are taught in different classes, the EYFS practitioner and the Year 1 teacher work together to ensure that a child's transition between the EYFS and Year 1 is successful. A copy of each child's EYFSP, including a record of the child's outcomes against the 17 ELGs, and stating for each ELG whether the child is meeting 'expected' levels or not yet reaching 'emerging' levels is shared with the Year 1 teacher.

In cases where children have an outcome at the 'emerging' level, teachers will provide additional information to help the Year 1 teacher plan an effective curriculum if necessary. This will include information about any specific assessment or provision in place for children with SEND.

Children transferring schools

If a child moves to a new provider during the academic year, the school will send its assessment of the child's development against the ELGs to the new provider.

If a child starts a new school before the Summer half-term holiday, the new provider will be responsible for submitting the child's EYFSP data to the LA. If a child starts a new school during the second half of the Summer term, this school will submit the child's EYFSP data to the LA.

If half-term dates differ to those of the new provider, it is the provider where the child attends, or will attend, for the longest period of time that submits the data.

The school will send the transferring child's education record and CTF to the new provider within 15 school days of the child ceasing to be registered at the school, unless the new provider is not known. If the new provider is not known, the school will send the data within 15 school days of receiving a request from the child's new school.

If the new school is unknown, the school will complete the CTF and load it onto the school to school (S2S) secure transfer system.

If the new provider has the capability, the school will send the CTF via S2S or over a secure network. If this is not possible, the LA will provide the file, where permitted by local arrangements.

The school will have due regard to the Data Protection Act 2018 and the UK GDPR at all times, as outlined in the school's Data Protection Policy.

Inclusion

All children are valued as individuals, irrespective of their characteristics.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The school's Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting is monitored and managed by the school's SENCO.

EYFS practitioners reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them, regardless of their stage of development or interests, needs and inclinations.

The school is aware that, for some children (as outlined below), it may be challenging for EYFS practitioners to observe and assess:

- Those whose development is judged to be at the 'emerging' level.
- Children identified with SEND.
- Children for whom English is not their home language and are learning English as an additional language (EAL).

In these cases, EYFS practitioners will:

- Use their professional knowledge of each child to provide an understanding of how some children might demonstrate attainment.
- Ensure that learning and assessment activities are able to capture children's attainment.
- Ensure that the requirements of all children with SEND are met, e.g. through reasonable adjustments.
- Use the adaptations children normally use to carry out their activities, including mobility aids, communication aids, magnification, and adapted ICT and equipment.
- Develop additional relationships with other professionals when working with children with SEND.
- Consult and liaise with parents to get a clear picture of the child's learning and development at home.
- Ensure that provision has been made for those children with EAL to use their first language in play and learning and arrange for the assessments of ELGs (excluding communication and language and literacy which must be assessed in relation to the child's competency in English) to be made in the context of any language, including their home language and English.
- For children with EAL, find out about their prior language experience and any education they have received elsewhere.

5. Test participation

Key Stage 1 and Key Stage 2 Assessment

The headteacher's decision regarding test participation is final.

- **Key Stage 1 pupils**

Phonics screening check

Pupils in KS1 are no longer required to take end-of-KS1 assessments. References to taking statutory end-of-KS1 assessments have been removed from this section; however, the phonics screening check remains statutory.

All pupils who will reach the age of six before the end of the school year will complete the check, including pupils who join the school just before or during the check window, unless they have no understanding of grapheme-phoneme correspondences.

Pupils who will reach the age of 7 before the end of the school year will be required to complete the check if they:

- Did not take it in Year 1.
- Took the check in Year 1 but did not meet the expected standard.
- Started school in Year 2.

Pupils' common transfer files (CTF) will include information about whether a pupil joining the school in Year 2 met the expected standard in Year 1. If this information is not included, the headteacher will contact the LA or log in to Get information About Pupils via [DfE Sign-in](#) to search for the pupil using their unique pupil number.

Where there is any uncertainty about whether a pupil has completed the check in Year 1, they will take the check in Year 2.

If a pupil is absent during the check week, the school will administer the test upon their return, if it falls within the check window. Pupils that are absent during the full check window will be recorded as absent in the results data.

Where the headteacher decides that a pupil should not take the check, they will explain their reasoning to the pupil's parent, providing documentary evidence where appropriate.

Where pupils are unable to access the check, teachers will be aware of their progress in phonics so that they can plan the next steps in teaching.

If a pupil shows no understanding of grapheme-phoneme correspondences, they will not be required to complete the check.

If a pupil has limited fluency in English, the headteacher will decide whether they should take the check. Pupils who have recently moved to the UK and do not understand letters and sounds in English will not take the check.

The headteacher will consider whether it is appropriate for pupils who use British Sign Language, or another sign-supported communication, to spell out individual letters but are not using phonics in the sense of linking letters and sounds to take the check.

Pupils who are selectively mute will be unable to participate in the check if they do not give verbal responses in school.

Selectively mute pupils may be able to demonstrate their knowledge informally at home with a family member who can discuss the outcome with a teacher; however, to avoid a potential security risk, this arrangement will only take place after the check period ends.

The school will submit data for all pupils including those who do not take the check. Only those pupils who do not take the check will be marked as 'D'.

Entry into KS1 assessments

Pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests will complete the school's KS1 assessments.

Pupils considered able to answer the easiest questions will also be entered for the school's assessments at KS1.

The headteacher will not enter pupils in the assessments if:

- They have not completed the relevant KS1 programme of study.
- They are working at the pre-KS1 or being assessed using the engagement model.
- They are working at the standard of the school's KS1 assessments but are unable to participate, even with suitable access arrangements.

Using the optional pre-key stage standards

The [pre-key stage standards](#) will be used to provide an assessment for pupils engaged in subject-specific study and who are working below the standard of the assessments.

Where the headteacher decides that a pupil should not take the assessments, they will:

- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

Pupils who cannot communicate in English will not take the English assessments. These pupils will be assessed using the pre-key stage standards providing they are engaged in subject-specific study.

Teachers and language support staff will work to translate the national curriculum for maths into the pupil's preferred language and will consider which access arrangements can be used to enable the pupil to take the tests.

• Key Stage 2 pupils

Pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests will be required to complete the KS2 tests.

Pupils considered able to answer the easiest questions will be entered for the tests at KS2.

The headteacher will not enter pupils in the tests if:

- They have not completed the relevant KS2 programme of study.
- They are working at the pre-KS2 standards or P scales.

- They are working at the standard of the KS2 tests but are unable to participate, even with suitable access arrangements.

The [pre-key stage 2 standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.

Where the headteacher decides that a pupil should not take the tests, they will:

- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

6. Multiplication tables check (MTC)

The headteacher will:

- Register eligible pupils to take the check.
- Allow pupils to access the 'try it out' area to familiarise themselves with the check format.
- Ensure that access arrangements are provided for any pupils who require them.
- Generate a school password and pupil identification numbers (PINs) on the days the check is administered.
- Ensure the check is administered to all eligible pupils.
- Complete the HDF to confirm the check was administered in line with relevant guidance.
- Record reasons if any pupil will not be taking the check.

Rooms will be prepared for the check, including:

- Removing or covering any displays or teaching materials that could assist pupils.
- Ensuring seating arrangements will allow all pupils to work quietly and independently.
- Ensuring pupils will not be distracted by other pupils or their digital devices.
- Ensuring pupils' digital devices are switched on, charged and in good working order before pupils are admitted to the room.
- Ensuring pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, paper, calculators, mobile phones or smart watches.
- Ensuring sufficient space is provided to accommodate access arrangements.

The appointed test administrators will ensure that pupils have the appropriate equipment needed to complete the check.

The headteacher will ensure that the test administrators are:

- Familiar with the MTC guidance.
- Familiar with the digital devices being used.
- Known to pupils.
- Able to provide feedback on the process.

Pupils in Year 4 will be entered into the check, unless the headteacher decides it would not be appropriate for the pupil to participate.

Pupils will not participate in the MTC if:

- They are absent during the entire three-week check period.
- They are unable to participate, even with suitable access arrangements.

- They are considered unable to answer the easiest questions or are working below the national curriculum expectations for Year 2 multiplication tables.
- They have arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working.
- They appear on the register in error.
- They have left the school before the check period.

The school will not request permission from the STA to use any access arrangements for the MTC; however, the support given will never advantage or disadvantage individual pupils and will be based on usual classroom practice.

In order to accurately test the fluency of pupils' times tables, additional time will not be given to complete the MTC.

The following font and background combinations will be available:

- Yellow on black
- Black on blue
- Black on peach
- Blue on cream

The font size will be increased and decreased to suit a pupil's needs.

A 'Next' button between questions will be enabled if the standard three-second pause is insufficient.

The on-screen number pad will be removed to suit individual pupils' needs.

An input assistant will be used when a pupil is:

- Unable to enter their own answers.
- Able to input their answers but is uncomfortable when doing so.
- Very slow at inputting their answers.
- Finding it difficult to input their answers.

Input assistants will enter answers as dictated by the pupil. Input assistants will not be another pupil, a parent, guardian or relative.

Third-party screen readers will not be used; however, a question reader function will be enabled to suit pupils' needs. An audible time alert will be enabled for pupils with visual impairments.

Pupils will be unable to pause or stop the check once it has started; however, pupils will be permitted to restart the check if they were interrupted.

If test administrators experience any ICT issues during the check, they will speak to their ICT support team initially. If additional advice is needed, the national curriculum helpline will be contacted on 0300 303 3013 or assessments@education.gov.uk.

The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

7.Preparing test administrators

The headteacher will consider what staff resources are required to administer tests in school.

The headteacher will ensure that there are always at least two test administrators present, to reduce the risk of allegations of maladministration. Test administrators will be suitably trained members of staff, e.g. the headteacher, teachers or TAs. Test administrators' training will comprise of how tests should be administered, what assistance is allowed for different tests and how any access arrangements will be used.

If a test administrator is related to a pupil sitting the test, there will be at least one other test administrator present who is not related to the pupil.

Test administrators will be provided with:

- Section seven of the most up-to-date copy of the ARA for KS2.
- The most up-to-date copy of any guidance for KS1 assessments.
- Sample tests and past papers.
- Information about the tests that are being administered each day, as detailed in the test timetables.
- Access arrangements guidance and which pupils require them.
- Test administration instructions and test materials, including what equipment is required, the length of the test and what assistance is allowed.
- Notes for readers in the English grammar, punctuation and spelling test.
- Guidance to prepare pupils for the on-screen marking of test scripts.

When deciding on the number of test administrators needed to maintain adequate supervision during a test, the headteacher will consider the possibility that at least one test administrator might need to leave the room with a pupil, e.g. if they are unwell.

8.Demonstrating correct test administration

The headteacher will invite a governor, trusted member of the school community or a staff member from a nearby secondary school, who is not otherwise involved in administering the tests, to observe the school's administration. The headteacher will consider whether the administration observer requires training.

Administration observers will be expected to check that:

- All test administrators are familiar with the procedures, including what is and is not permitted during the administration of all tests.
- Test packs are stored securely in a locked cupboard and have not been opened, either before the published test date or more than one hour before the test takes place, unless the STA has approved an application for early opening.
- Pupils are suitably seated and supervised, and classroom displays have been removed or covered.
- The school is administering the tests in the order published in any statutory test timetable and access arrangements are being used correctly.
- Test scripts are collected from the test room immediately after the test and packaged securely in a locked cupboard until they are dispatched for marking.
- Any unused test papers are accounted for and stored securely.

9. Maladministration

Maladministration refers to any act that affects the security, confidentiality or integrity of the tests or could lead to results that do not reflect pupils' unaided work.

The school will ensure that test administrators, participating pupils and their parents are protected from maladministration by ensuring that they:

- Understand test administration processes.
- Know the date that each test should be administered.
- Understand what assistance is allowed in tests.
- Know how any access arrangements will be used.
- Understand how timetable variations can be used.

The school will take steps to ensure that no act:

- Impacts the integrity, security or confidentiality of the national curriculum assessments.
- Could lead to results that do not reflect pupils' unaided work.
- Could lead to access arrangements, additional time or special consideration being incorrectly applied.

Reports of maladministration will be sent to the national curriculum assessments helpline by calling 0300 303 3013 or emailing assessments@education.gov.uk.

10. Receiving and storing test materials

The headteacher will be responsible for ensuring that test materials are received and stored securely.

The School Administrator will ensure that the address listed on GIAS is accurate, as the STA will send materials to that address.

The headteacher will be responsible for knowing when the school should expect to receive the materials for the tests that will be conducted.

The headteacher and one other member of staff, e.g. the School Administrator, will check the school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they will delegate this duty to the deputy headteacher.

If a delivery has not arrived, is incomplete, or if test packs are unsealed or damaged on arrival, the headteacher will contact the national curriculum assessments helpline.

Checking test deliveries

When a delivery arrives, the headteacher and School Administrator will check:

- That the school's details are correct, and that the delivery is for the school.
- The boxes for any damage.
- The number and type of test packs received against the delivery notes and annotate it accordingly.

After checks have been carried out, all boxes will be resealed and locked in a cupboard.

The headteacher will retain their annotated copy of the delivery note in case the school receives a monitoring visit.

Stationery packs will be delivered and the headteacher will be responsible for logging and opening them.

Security

All test materials, including downloaded electronic versions, will be kept secure and confidential until the end of the test and check administration periods, including timetable variation periods.

The headteacher and School Administrator will take responsibility for overseeing the storage of test materials and for they will take responsibility for the cupboard key and logging requests for access to the materials.

Teachers and test administrators will not discuss the content of the test papers with anyone, including on social media or elsewhere online.

The headteacher will ensure that all members of staff understand the sensitivity of the test and check materials.

The School Administrator and headteacher will keep a chart on the door of the cupboard to record instances of access to the materials and to record the weekly security checks.

A reporting procedure will be developed in the event of a problem, e.g. a lost or stolen key.

The security of the test and check materials will be considered when the school is open to the public, e.g. a polling station or letting arrangement.

11.Preparing to administer tests

The headteacher will register and confirm all pupils who are at the end of KS2 on the Primary Assessment Gateway (PAG). The headteacher will ensure that its data is updated to reflect any pupils who have left or joined the school after the pupil registration deadline.

Test administrators will be provided with a list of pupils who require access arrangements and will follow the STA's access arrangements guidance.

Test administrators will not be a relative, carer or guardian of the pupil and the school will explain to parents and pupils what support is allowed in the tests to avoid any misinterpretation of valid access arrangements.

Access arrangements will not advantage or disadvantage individual pupils.

The headteacher will explain to pupils and parents what support is permitted in the tests.

The school will modify test papers, where necessary, to:

- Provide pupils with test materials on coloured paper.
- Make enlarged copies of the tests; however, the school will be mindful of enlarging any maths papers that require pupils to measure a length or width.
- Prepare translations for mathematics.

Test materials will not be opened to make modifications before the first administration of a test. The school will be responsible for ensuring that any modifications made to tests are done correctly.

Test administrators and the headteacher will consider where they will administer the tests to ensure the location is quiet and appropriate.

If access arrangements are being used, test administrators and the headteacher will consider whether a different or separate room should be used for the participating pupils who require them.

To prepare the test rooms, test administrators will:

- Remove or cover any displays or materials that could aid pupils.
- Ensure seating arrangements allow all pupils to work quietly and independently.
- Make sure pupils will not be able to view each other's test papers.
- Ensure a clock is provided in the room to help pupils pace themselves.

The headteacher will write to parents to inform them of the process of the exams which their child will undertake.

If it is normal classroom practice, pupils will be permitted to use word processors or other technical or electronic aids in the tests, provided that the functionality does not give them an unfair advantage.

Pupils will not be permitted to use a dictionary during any tests.

Test administrators will discourage the use of additional squared paper in maths assessments as pupils may lose marks if they make an error or omission when they transfer their working to the test paper – unless this provision is used as part of an access arrangement.

Test administrators will write the school's full name and DfE number on the board at the front of the test room. Pupils will be asked to copy this on to their answer booklet or test paper and any additional paper. The test administrators will also write the start and finish times of the tests on the board.

Pupils will not use erasable pens, glitter pens or coloured pens during the exam as they do not show up when they are scanned for on-screen marking; however, pupils will be permitted to use highlighters as appropriate, in accordance with normal classroom practice.

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

12.Administering the tests

Two members of staff, usually the headteacher and school administrator, will retrieve the test packs from the secure storage location. If more than one test is scheduled to be administered on the same day, only the test packs that are ready to be administered will be collected.

The test administrators will open the test packs in front of the pupils in the test room immediately before the test – at least two members of staff will be present. If tests are being administered in multiple rooms, the packs will be opened in one room and then pupils and the test papers will be taken to the test rooms.

Test administrators will ensure that the correct test packs are opened. If the wrong test packs are opened, test administrators will reseal the pack and inform the headteacher, who will phone the national curriculum assessments helpline.

Where a test pack has been opened prematurely, teachers must not:

- Discuss the content of the test papers with anyone.
- Publish or discuss specific content that could compromise the test on social media or online.
- Use question-specific information to prepare pupils for the tests.

If additional test materials are required on the day of the test, the headteacher will contact the national curriculum assessments helpline for advice – the school will not photocopy test papers without permission from the STA.

The school will open test materials in accordance with the published date on the front sheet of each test pack. Test packs can be opened up to one hour before the start of the test, without approval, if:

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

If test packs need to be opened more than one hour early, e.g. to make modifications, the headteacher will make an application for early opening on the PAG.

The headteacher and test administrators will agree their own timetable for the KS1 tests, taking into account any pupils requiring specific access arrangements. The headteacher will decide whether pupils require a break during the test.

Test papers can be administered to the whole class, groups of pupils or individual pupils – the headteacher will decide.

Pupils may use word processors or other technical or electronic aids insofar as the school can ensure the pupil is not given any advantage.

13.KS1 English reading assessment

This assessment will consist of:

- Paper one: combined reading prompt and answer booklet.
- Paper two: reading booklet and reading answer booklet.

Paper one

This paper will consist of a combined reading prompt and an answer booklet.

The test will take approximately 30 minutes, but it will not be strictly timed.

The paper includes a list of useful words and some practice questions to introduce pupils to concepts and question types. Test administrators will allow approximately 15 minutes before the test begins to go through the useful words and practice questions with pupils.

Each pupil will need a pencil for this exam and this will be provided by the school.

Pupils will be permitted to use highlighters. Pupils will not be permitted to use a dictionary.

The test will not be read to individuals or a group, except for the practice page and practice questions.

For pupils with hearing impairments, test administrators will ensure signing does not convey information that would give pupils an advantage.

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

If pupils have questions about the content of the test, test administrators will not explain any words or phrases; however, explanations regarding words or expressions from the 'Useful words' list for paper one can be given before the start of each section of the test.

Paper two

The paper will consist of a reading booklet and separate reading answer booklet.

All pupils will be given an unused reading booklet – reading booklets will not be reused.

The paper will take approximately 40 minutes, but it will not be strictly timed.

The paper will not contain any practice questions or lists of useful words.

Above each question in this paper, there will be a page number in brackets – this is the page in the reading prompt where pupils can find the information needed to answer the question.

Each pupil will need a pencil for this exam and this will be provided by the school.

Pupils will be permitted to use highlighters to write answers, but may use them to highlight text, if permitted, if this is normal classroom practice. Pupils will not be permitted to use a dictionary.

The test will not be read to individuals or a group, except for the practice page and practice questions.

For pupils with hearing impairments, test administrators will ensure signing does not convey information that would give pupils an advantage.

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

If pupils have questions about the content of the test, test administrators will not explain any words or phrases.

14. KS1 maths assessment

This assessment will consist of:

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

Mathematics paper one

This test will take approximately 20 minutes, but it will not be strictly timed.

Each pupil will need a pencil and a ruler which are provided by the school.

Pupils will not be allowed to use a calculator or number apparatus.

If a pupil requires it, test administrators will be permitted to read questions to them on a one-to-one basis; however, mathematical symbols will not be read out loud.

For pupils with hearing impairments, test administrators will be careful of signing numbers and mathematical signs.

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

Mathematics paper two

This test will take approximately 35 minutes, but it will not be strictly timed.

This paper will consist of two sections, including:

- An aural section, which starts with a practice followed by five aural questions.
- A written section, which will take approximately 30 minutes.

Each pupil will need:

- Each pupil will need a pencil and a ruler showing centimetres and millimetres and a mirror which are provided by the school.

Pupils will not be permitted to use:

- Calculators.
- Tracing paper.
- Number apparatus.

Test administrators will be permitted to read questions to pupils on a one-to-one basis, if required. Test administrators will also be permitted to read text within questions in the written section if a pupil has difficulty reading them.

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

For pupils with hearing impairments, test administrators will be careful of signing numbers and mathematical signs.

The paper contains an optional aural script that test administrators will provide to pupils who need it to access this part of the test.

Test administrators will not explain any subject-specific terminology.

15. KS1 English grammar, punctuation and spelling assessment

This test will consist of:

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

English grammar, punctuation and spelling paper one: spelling

This paper will include an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript will be included in the test pack.

This paper will take approximately 15 minutes to complete, but it will not be strictly timed.

Each pupil will use a pencil and this will be provided by the school.

Pupils will not be allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Pupils will not be permitted to have any assistance in this paper.

Test administrators will be careful not to overemphasise spelling when reading out the words that pupils need to spell.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage – finger-spelling will not be used.

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

English grammar, punctuation and spelling paper two: questions

This paper will take approximately 20 minutes, but it will not be strictly timed.

Each pupil will use a pencil and this will be provided by the school.

Pupils are not allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Test administrators will not explain any subject-specific terminology.

Test administrators will not give alternative explanations, e.g. explain 'commands' and 'instructions' or name punctuation.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage – finger-spelling will not be used.

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

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

This test will consist of:

- English grammar, punctuation and spelling paper one: question and answer booklet.
- English grammar, punctuation and spelling paper two: spelling.

English grammar, punctuation and spelling paper one: questions

Pupils will have 45 minutes to answer the questions in this paper, which are worth 50 marks in total.

Each pupil will require a blue or black pen or a pencil which are provided by school.

Pupils will not be allowed:

- Dictionaries.
- Electronic spell checkers.
- Bilingual word lists or electronic translators.

For pupils with hearing impairments, test administrators will be careful to ensure they do not convey information that could give pupils an unfair advantage.

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

If a pupil asks a question about test content, test administrators will be permitted to explain or rephrase a question, provided they do not give away any subject-specific information.

English grammar, punctuation and spelling paper two: spelling

This paper will include an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript will be included in the test pack.

Pupils will have approximately 15 minutes to complete the test, by writing 20 spellings in their answer booklet. The test will not be strictly timed.

Each pupil will require a blue or black pen or a pencil which are provided by school.

Pupils will not be allowed:

- Dictionaries.
- Electronic spell checkers.
- Bilingual word lists or electronic translators.

Pupils will not be permitted any assistance during this paper.

Test administrators will be careful not to overemphasise spelling when reading out the words that pupils need to spell.

For pupils with hearing impairments, test administrators will not convey information that could give pupils an unfair advantage – when signing, administrators will be careful to ensure that they do not convey information that would give pupils an advantage.

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

17. Administering the KS2 English reading test

This test will consist of a reading answer booklet and a separate reading booklet.

All pupils will be given an unused reading booklet.

Test administrators will not re-use reading booklets if the school is administering the tests to groups of pupils at different times.

Pupils will have a total of one hour to read the three texts in the reading booklet and complete the questions at their own pace.

Each pupil will require a blue or black pen or a pencil which are provided by school.

If it is normal classroom practice, pupils will be permitted to use:

- Monolingual English electronic spell checkers, provided they do not give a definition of words.
- Highlighter pens to highlight text (not to write answers).

Test administrators will provide pupils with additional lined paper if they request it; however, pupils will be encouraged to use the extra space in the answer booklet first.

Pupils will not be permitted to use a dictionary.

This test will not be read to individuals or groups, except for the general instructions; however, test administrators may rephrase the explanation provided in the test instructions of the answer booklet to ensure all pupils understand them.

Test administrators will not explain the meanings of any words or expressions.

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

For pupils with hearing impairments, test administrators will not convey information that could give pupils an unfair advantage.

18. Administering the KS2 maths tests

This test will consist of:

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

Mathematics paper one: arithmetic

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

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

Pupils will not be allowed:

- Calculators.
- Squared paper.
- Tracing paper.
- Other mathematical equipment, e.g. angle measures or mirrors.

Test administrators will be permitted to read words and numbers to a pupil on a one-to-one basis – administrators will not be permitted to read mathematical symbols.

Test administrators will not read mathematical symbols.

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

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

Mathematics paper two: reasoning

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

Each pupil will require:

- A blue or black pen or a dark pencil.
- A sharp, dark pencil for mathematical drawings.
- A ruler showing centimetres and millimetres.
- An angle measure or protractor.
- A mirror.

These will be provided by the school.

Pupils will not be permitted:

- Calculators.
- Squared paper.
- Tracing paper.

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

Test administrators will not read mathematical symbols.

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

Test administrators will not be permitted to explain or interpret the information; however, they can point pupils towards parts of the test paper such as charts, diagrams, statements and equations.

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

19. Administering the KS2 science sampling tests

The science sampling tests take place biennially and are not taken by whole cohorts. A representative sample of around 9,500 KS2 pupils (5 pupils from each of the 1,900 schools selected) will be randomly selected.

An external administrator will notify the school of the pupils that have been selected to take the tests five school days before the test date.

The science sampling test consists of three papers – each paper will take no longer than 25 minutes to complete.

The tests will be administered by external administrators, who will provide the test materials, administer the tests to the relevant pupils and take the completed papers for marking.

The external administrators will take responsibility for the security of the test materials.

Staff members from the school will be selected by the headteacher to support the external administrator.

Results from the science sampling tests will be reported as national data only, and neither the school nor pupils will be identified in the published data. Results will not be used in accountability or performance tables.

20. Problems during the tests

If there is a problem during any of the assessments, test administrators will prioritise the safety and wellbeing of pupils.

If the fire alarm goes off, test administrators will:

- Stop the test and note the time.
- Evacuate the room in accordance with the school's Fire Safety Policy.
- Supervise pupils at all times to ensure they do not talk about the test.
- Ensure all test papers are left in the room.
- Escort pupils back to the test room once it is safe.
- Allow pupils to complete the test with the correct remaining time.
- Report instances of pupils discussing the test to the national curriculum assessments helpline.

If a pupil feels unwell before the test starts, test administrators will arrange for them to take it later in the day or on a different day.

If a pupil becomes unwell during the test, test administrators will:

- Stop the test for the individual pupil and note the time.
- Offer a test break to the pupil.
- Allow the pupil to return to the test if they feel well enough after the test break.
- Calculate how much time the pupil has left to complete the test.
- For KS1 pupils, ensure the test is completed on the same day; however, if the pupil is too unwell and they haven't seen the questions later in the paper, they may complete it on another day.
- For KS2 pupils, ensure the test is completed on the same day – if the pupil is too ill to continue after a rest break, their partially completed script will be sent for marking.
- If the unwell pupil is disturbing others, stop the test and move the pupils to another room.
- Stop the test for all pupils in the room, if other pupils have been disturbed.
- Make a note of the time the test is stopped to ensure pupils receive an appropriate amount of time to complete the test.

If a test paper is spoiled by an unwell pupil, test administrators will:

- Provide them with a new one.
- Make a transcript by copying the answers from the spoiled test script onto the new one once the pupil has completed the test and is still under test conditions. If the test is unreadable, test administrators will ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper.
- Not send spoiled test scripts for marking.
- Make a notification of the use of a transcript on the PAG.

If a pupil needs to leave the test room, test administrators will ensure that the pupil is accompanied. The school will ensure that enough supervision is available should a test administrator need to leave the test room.

If a pupil is identified as cheating, test administrators will:

- Record the details, including the pupil's name, the name of the test and any specific question in which the pupil was advantaged by cheating.
- For KS1 pupils, make appropriate adjustments to the pupil's raw score when marking.
- For KS2 pupils, move the pupil to another location, if appropriate.
- For KS2 pupils, still collect the pupil's test script with other pupils' test scripts – no information will be enclosed when the scripts are sent for marking.
- Follow the school's Relationships and Positive Behaviour Policy.

For KS2 pupils, if a pupil has cheated and gained an advantage, the headteacher will notify the STA using the PAG. By completing this form, the headteacher agrees to either:

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

If a pupil is being disruptive, test administrators will:

- Stop the test, note the time and remove the pupil.
- For KS2 pupils, decide whether the pupil can complete the test in a separate room. If the test is not completed, the partially completed test script will be sent for marking.
- Give other pupils a few moments to refocus once the pupil has been removed, and then continue the test with the correct amount of remaining time.
- For KS1 pupils, decide whether to continue the test with the pupil at a later time.

If test papers are incorrectly collated or the print is illegible, test administrators will:

- Stop the test for the affected pupils, making a note of the time, and tell them that replacement papers will be organised.
- Ensure pupils do not discuss the test content while the replacement papers are being arranged.
- Give pupils an appropriate amount of time to complete the test – pupils will not be allowed to start the test again.

Test administrators will provide pupils with additional paper if they require it. Test administrators will ensure that the pupil's name and school DfE number are written on any additional pieces of paper and that the paper is attached or put inside the pupil's test script.

The school will consider whether it may be necessary to transcribe all or part of a pupil's test script alongside their work if their writing is difficult to read – test administrators will know those pupils likely to need a transcript prior to the administration of the tests. Pupils requiring a transcript will be kept under test conditions until the transcript is complete. The school will make notification of the use of a transcript on the PAG.

For KS1 pupils, if pupils cannot take the test on the school's planned day, test administrators will administer the test on the pupil's return to the school up until the published deadline – permission from the STA is not required.

For KS2 pupils, if a test is administered incorrectly on a day before the published test date, test administrators will keep pupils under test conditions and contact the national curriculum assessments helpline. For KS1 pupils

For KS2 pupils, all smartwatches will be collected before the start of tests; however, if a pupil is found to be using a smartwatch, test administrators will:

- Remove the item from the pupil.
- Follow the school's Relationships and Positive Behaviour Policy after the test is complete.

21. After the tests

KS1

Test administrators will ensure that test scripts are stored securely and are accessible for marking.

Downloaded and printed copies of mark schemes will be kept secure along with all other materials until the end of the test period.

The school will not print any copies of marking schemes until after pupils have taken the tests.

The headteacher will ensure that:

- Test materials were kept secure and treated as confidential during the test window.
- Tests were administered within the test window.
- Test papers were marked accurately according to the school's marking schemes.

KS2

Test administrators will complete attendance registers and pack test scripts for marking.

Test administrators will return test scripts to the headteacher immediately after each test.

The headteacher will emphasise that test administrators will not review pupils' test scripts, unless they are marking a transcript.

Completed test scripts will be dispatched for marking as soon as possible and unused materials will be kept secure until after the published end to the test period.

After all test scripts have been collected for marking, the headteacher will complete and submit the KS2 HDF on the PAG.

If the headteacher cannot complete the HDF, they will contact the national curriculum assessments helpline.

Where appropriate, the headteacher will apply to the STA for special consideration for a pupil on the PAG, e.g. for a pupil who has been affected by extremely distressing circumstances at the time of the tests.

22. KS1 marking

KS1 tests will be marked by a staff member who is familiar with the pupil – the marker will not, however, be a relative of the pupil.

Test administrators will ensure that no changes are made to pupils' answers following the test.

Markers will be permitted to mark papers away from the school; however, appropriate security arrangements will be in place.

Markers will familiarise themselves with the mark schemes to ensure they are applied accurately and consistently.

If a pupil's response does not match the mark scheme, markers will use their professional judgement.

Markers will award marks for each question in the box provided on test papers.

The total mark for each paper will be calculated and carefully recorded on the front of the tests paper in the box provided.

The total score for each subject will be calculated by adding together the raw scores for each paper. This raw score will be converted into a scaled score using the published conversion tables.

Internal moderation will be utilised to ensure marking is accurate and consistent.

Cross-school moderating will be organised and if this is possible, will be carried out.

Appropriate security arrangements will be in place during the entire test administration window, including when transporting test materials for marking and moderation.

Compensatory marks will be awarded to pupils who cannot access the spelling paper due to a hearing impairment.

23. External moderation

External moderation will be carried out to ascertain that the school's teacher assessment judgements for English writing are accurate and consistent with national standards.

The school will submit accurate and valid teacher assessment judgements via the PAG or the LA.

The school understands that charges may be incurred for external moderation – these will be agreed in advance with the chosen LA.

The school will give the LA a copy of their most recent external moderation visit record and the outcome. Funding for these activities will be paid directly to the geographical LA in the first year of conversion; subsequent payments will be made directly to the academy every four years.

24. Results and reporting

Phonic screening check results

Pupils' check scores will be reported to the school's LA by the specified deadlines.

By the end of the summer term, the headteacher will report the following information to parents:

- Each pupil's phonics screening check score
- An outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration

Submitting TA data at KS2

The school will use the codes detailed in the STA's ['Key stage 2: submitting teacher assessment data'](#).

Teacher assessment judgments in English writing and science will be submitted to the STA via the PAG by the published deadline.

The school will submit its data via the PAG or the LA. The submission will include every pupil at the school registered to take the KS2 national curriculum tests (even if they did not) and those registered as working below the overall standards of the tests.

The school will report its data in line with the funding agreement.

If a pupil changes school before the test week, the receiving school will submit their teacher assessment data.

If a pupil changes school during or after test week, the school where the pupil was registered will submit their teacher assessment data.

KS2 test results

Test results will be available on the PAG on the published date.

Each pupil who is registered for the tests will receive a raw score, a scaled score and confirmation of whether they met the expected standard.

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

Reporting to parents

The headteacher will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary. The reports will be available to parents before the end of the summer term and will be completed by the pupil's classteacher (with input from other staff members if appropriate.)

The report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.

For pupils who did not take one or more of the tests, the headteacher will write a report that explains why they did not take the tests, any action that has been taken to support the pupil, procedures used by the school to monitor the pupil's needs, and whether these circumstances are likely to be long or short term.

For KS2 pupils, reports will detail the results of any national curriculum tests taken, including the pupil's scaled score, and whether they have met the expected standard.

If a pupil is registered at more than one school, both headteachers/class teachers will write an annual report.

25. Keeping and maintaining records

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.

The school will also keep curricular records on every pupil, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled. The school's Records Management Policy and Data Protection Policy will be followed at all times.

26. Publishing assessment results

For KS2 pupils, the school will publish the following information on its website each year:

- The percentage of pupils who have achieved the expected standards in reading, writing and maths
- The average progress that pupils have made in reading between KS1 and KS2
- The average progress that pupils have made in writing between KS1 and KS2
- The average progress that pupils have made in maths between KS1 and KS2
- The percentage of pupils who have achieved a higher standard in reading, writing and maths
- Pupils' average scaled score in the reading test
- Pupils' average scaled score in the maths tests

27. Internal assessments

Alongside statutory assessments, the school undertakes a programme of internal assessments to support pupils' learning and progress.

Formative assessments take place throughout a scheme of work or topic and these outcomes are used to identify pupils' strengths and gaps in their skills and knowledge. Formative assessments are used throughout lessons in the form of informal quizzes, marking of pupils' work and during interaction with pupils in the delivery of a lesson to identify next steps for learning and identify pupils who may need more support.

Summative assessments take place on a termly basis and are used to assess pupils' knowledge and skills following completion of a topic or unit of learning. The three termly data captures at Roecliffe take place in December, March and June. The school currently uses NTS papers for maths tests and PiRA for reading tests for summative testing of pupils in Years 2 - 6 at the data capture points in the academic year. These summative tests

support the ongoing formative assessment information and help to build a picture of children's strengths and areas for development both whilst supported in the classroom and when working independently during a test.

Records are kept of pupils' performance in internal assessments on Arbor, which is the name of the school's Management Information System (MIS).

The school will inform pupils' parents about their child's performance in internal assessments during parent consultations in October/November and in March/April and also in written form in annual school reports in July.

Pupils complete a brief pre-topic assessment before the delivery of a topic begins. This pre-topic assessment checks the level of a pupil's understanding of the learning which previously took place earlier in the academic year or in previous academic years.

At the end of a unit of work, teachers of pupils in Years 1-6 carry out a brief formative assessment which provides information about the children's understanding of the learning which has taken place. This teacher assessment is recorded on Arbor at the termly data capture points and provides information for the summative outcomes at the end of the academic year. A retrieval task is then completed by pupils at the end of the half term and this is an opportunity for pupils to recall their knowledge and for teachers to address any gaps or misconceptions in knowledge.

The school follows an annual assessment and retrieval schedule which ensures that termly data captures provide regular and appropriately timetabled summative assessment. The annual assessment schedule also provides a framework for teachers to plan their teaching/learning and assessment/retrieval activities so that pupil outcomes can be evaluated and anything which needs to be addressed is done so effectively and efficiently.

The headteacher meets with each class teacher to discuss pupil outcomes and progress using both formative and summative data. Data analysis allows the class teacher and head teacher to check that a pupil is making expected progress. Targets on Support Plans for pupils with SEND are also reviewed and discussed to ensure that appropriate intervention and provision support these pupils as effectively as possible.

28. Monitoring and review

This policy will be reviewed annually by the headteacher.

Any changes to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is January 2025.