Carden Nursery and Primary School

Primary Assessment Policy

Signed by:

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_____ Headteacher April 2026

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Statement of intent

At Carden Nursery and 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 and statutory guidance 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 has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE 'Primary school accountability in 2023: technical guide'
- DfE 'What academies, free schools and colleges must or should publish online'
- DfE 'What maintained schools must or should publish online'
- STA 'Key stage 2 assessment and reporting arrangements'
- STA 'How to report maladministration of primary school assessments'
- STA 'Key stage 2: test administration guidance'
- STA 'Multiplication tables check: administration guidance'
- STA 'Phonics screening check: administration guidance'

This policy operates in conjunction with the following school policies:

- Early Years Policy
- Behaviour 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.
- Nominating an Equalities Governor to ensure that appropriate action will be taken to deal with all prejudice related to incidents which are a breach of this policy.
- Delegating powers and responsibilities to the headteacher to ensure relevant personnel and stakeholders are aware of and comply with this policy.
- Fully complying with all statutory responsibilities.

- Nominating a link governor to ensure this policy and other linked policies are up to date.
- Appointing a Data Protection Officer to ensure compliance with data protection laws and practices.

The headteacher is responsible for:

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.
- 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.
- 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.

The data protection officer is responsible for:

- Data management within the school.
- Compliance with the Data Protection Act 2018.
- Managing internal data protection activities.
- Ensuring risk and impact assessments are conducted in accordance with ICO guidance.
- Maintaining expert knowledge of data protection law and practices.

The link governor is responsible for:

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.

The coordinator is responsible for:

- Providing training and guidance for relevant staff.
- Making effective use of relevant research and information to improve this policy.
- Working closely with the headteacher, test administrators, data protection officer and link governor

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.
- 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

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

Breakdowns of headline measures will also be presented for:

- Disadvantaged pupils.
- Pupils with EAL.
- Gender.
- Non mobile pupils.

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

4. Test participation

The headteacher's decision regarding test participation is final.

Phonics screening check

With some exceptions, pupils who reach the age of six before the end of the academic year will be required to take the phonics screening check in June.

Pupils who will have reached age seven by the end of the academic year who have not taken the check before, or did not meet the expected standard in the previous year, will also be required to take the check.

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, as long as this is before 21 June. Pupils that are absent during the full check window and return to school after 21 June will be recorded as absent in the results data.

The phonics screening check will be administered on a one-to-one basis by a member of staff who is known to the pupil and trained in phonics. They will use their professional judgement about which responses are correct and will familiarise themselves with the STA's phonics screening check administration guidance.

Checks will be carried out in a quiet room that provides a comfortable and well-lit space. Displays or materials which could help pupils will be removed or covered for the duration of the check.

Access arrangements will be put in place for pupils who need them in accordance with the STA's phonics screening check administration guidance. Any assistance given, or adjustments made, will not give pupils an advantage.

Pupils will be given enough time to respond to each word and will be permitted to take rest breaks if they are finding it difficult to concentrate. If a pupil is becoming distressed, struggling or having a negative experience, the staff member administering the check will consider stopping before the end.

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 possible to support pupils who are using British Sign Language (BSL) or other sign-supported communication to complete the check. Pupils using BSL or other sign-supported communication to spell out individual letters will not take the check,

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

Selectively mute or non-verbal 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'.

KS2

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.

Pupils will not use gel pens during the KS2 tests.

5. 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 tests 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.

6. 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.
- 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.
- **[KS2 only]** 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.

7. 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.

8. Maladministration

Maladministration refers to any act that:

- Affects the security, confidentiality or integrity of the national curriculum assessments.
- Could lead to results that do not reflect pupils' unaided work.
- Compromises the validity and integrity of the data used by secondary schools, the DfE and parents.

The school is aware that maladministration of the RBA, phonics screening check, MTC or KS2 tests can be unintentional or intentional, and will therefore use the following examples of maladministration cited in the DfE guidance to guide school practices:

- Test or check administrators over-aiding pupils.
- Making changes to pupils' test scripts.
- Reporting pupils' phonics screening check scores incorrectly.
- Allowing pupils to re-sit an assessment.
- Allowing pupils to restart the MTC for a reason other than those permitted in guidance.
- Unauthorised additional time or timetable variation in the KS2 tests.
- Failure to notify STA of the use of a scribe, transcribe, word processors, or other technical or electronic aid in the KS2 tests.
- Failure to appropriately remove or cover room displays.
- Early opening of assessment materials without permission.
- Disclosing test content to a third party or publicly, including online or on social media, before and within the test window.

The school is also aware that maladministration of teacher assessment can occur, and will therefore use the following examples of maladministration cited in the DfE guidance to guide school practices:

- Changes to teacher assessment judgements by school staff to influence school assessment outcomes
- Submitting different data to that agreed during LA moderation.

- Submitting pupils' work as independent as evidence to justify teacher assessment judgements even though it has been heavily supported by an adult - scaffolding evidence.
- Over-aiding or incorrectly marking tests and using the results as evidence towards teacher assessment judgements.
- Incorrect or invalid writing evidence.

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.
- **[KS2 only]** 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 STA.maladministration@education.gov.uk.

9. Receiving and storing test materials

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

The SBM 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 SBM, 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 SBM 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.

[KS2 only] 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 will delegate responsibility for overseeing the storage of test materials to the test administrator.

The test administrator 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 test administrator will check the materials weekly to ensure that they have not been tampered with.

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

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.

10. Preparing to administer tests

[KS2 only] The headteacher will register and confirm all pupils who are at the end of KS2 on the 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.
- **[KS2 only]** Ensure a clock is provided in the room to help pupils pace themselves.

The headteacher will write to parents to inform them of the equipment that pupils will require for each exam.

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.

[KS2 only] 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.

11. Administering the tests

Two members of staff, as appointed by the headteacher, 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.

[KS2 only] 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.

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

12. 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 dark pencil – pupils are responsible for bringing these materials.

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 – pupils are responsible for bringing these materials.

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.

13. 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 dark pencil – pupils are responsible for bringing these materials.

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.

14. Administering the KS2 maths test

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.

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

- Monolingual English electronic spell checkers.
- Bilingual word lists.
- Bilingual dictionaries or electronic translators, provided they only give word-for-word translations.

Pupils will be responsible for bringing these materials.

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.

15. Administering the KS2 science sampling tests

[Please note, 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.

16. 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.

- **[KS2 only]** 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 answered from the spoiled test script onto the new one once the pupil has completed the test and is still under test conditions. If the test is unreadable, test administrators will ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper.
- Not send spoiled test scripts for marking.
- Make a notification of the use of a transcript on the PAG.

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.
- **[KS2 only]** Move the pupil to another location, if appropriate.
- **[KS2 only]** Still collect the pupil's test script with other pupils' test scripts – no information will be enclosed when the scripts are sent for marking.
- Follow the school's Behaviour Policy.

[KS2 only] 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.
- **[KS2 only]** 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.

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.

[KS2 only] 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.

[KS2 only] All mobile phones and smart watches will be collected before the start of tests; however, if a pupil is found to be using a mobile phone or smart watch, test administrators will:

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

17. After the tests

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.

The headteacher will check with the LA whether test materials can be recycled.

18. 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.

19. 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

[Note that the science sampling test occurs once every two years– more information on administering the tests can be found in the administering section.]

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 start from the day after the last report was given and will be available to parents before the end of the summer term.

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.

[KS2 only] 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.

The report will be sent to the pupil's parents and the chair of the governing board and placed on the pupil's educational record.

If a pupil changes school before the end of the academic year, the headteacher at the receiving school will write their annual report.

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

20. Keeping and maintaining records

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

Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.

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.

21. Publishing assessment results

The school will publish the following information on its website each year:

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

- The percentage of pupils who achieved a high level of attainment in reading, writing and maths

22. Internal assessments

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

Formative assessments will take place throughout a scheme of work and will be used to identify pupils' strengths and gaps in their skills and knowledge. Formative assessments will be used to identify next steps for learning and identify pupils who may need more support.

Summative assessments will take place on a termly basis and will be used to assess pupils' knowledge and skills following completion of a scheme of work.

Records will be kept of pupils' performance in internal assessments.

The school will inform pupils' parents about their child's performance in internal assessments during parents' evenings.

23. 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 April 2027