

**Guidance for Statutory End of Key Stage 1  
National Curriculum Assessment 2019**

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## A Introduction

### Relevant guidance:

- **National curriculum assessments calendar** (October 2018)  
<https://www.gov.uk/government/publications/national-curriculum-assessments-calendar>
- **Standards and Testing Agency (STA) 2019 Key Stage 1 assessment and reporting arrangements (ARA), including the phonics screening check** (October 2018)  
<https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara>
- **STA Key stage 1 tests: access arrangements** (December 2018)  
<https://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements>
- **KS1 test administration guidance** (March 2019)
- **Phonics screening check administration guidance** (April 2019)
- **STA Collection: Key stage 1 teacher assessment**  
<https://www.gov.uk/government/collections/key-stage-1-teacher-assessment>
  - **TA frameworks**
  - **TA exemplification**
  - **Reporting and moderating TA**

### Key Points for Key Stage 1 Assessment processes:

Head teachers have a duty to ensure that the National Curriculum assessment arrangements are implemented in their school. Head teachers must ensure their schools, teachers and other staff comply with all aspects of the 2019 Key Stage 1 Assessment and Reporting Arrangements and should take note of the further responsibilities indicated in section 6 (test administration), section 7(phonics check), and section 8 (TA and moderation). Where head teachers do not comply with the provisions of the ARA and other published guidance this could result in the school being investigated for maladministration.

Head teachers also have a responsibility to comply with the moderation and monitoring processes conducted by the Services For Education, School Support Service on behalf of Birmingham Local Authority, and the data collection processes conducted by the LA Data and Intelligence Team.

LAs must:

- ensure that their schools administer the statutory assessment and reporting arrangements appropriately;
- ensure that their schools understand and follow the statutory requirements

**Please note:** Assessment and Reporting Arrangements includes information on end of Key Stage 1 assessment and the phonics screening check

## **Academies, Free and Independent schools**

Academies and Free schools are required to comply with the guidance issued by the Secretary of State in relation to the end of key stage assessments including moderation processes.

Independent schools may choose to participate in KS1 tests. In order to receive test materials they must have a written agreement in place with the LA that will complete external moderation of their teacher assessment (TA).

Academies, free and independent schools should report their chosen local authority for **monitoring** the 2019 key stage 2 tests and phonics screening check and external **moderation** of KS1 and KS2 teacher assessment – as applicable - using the 'Record local authority' tab on ncatools (deadline Friday 14 December 2018).

You must have a written agreement in place with your chosen LA to confirm monitoring and moderation arrangements.

If your school became an academy after 1 September 2018, you will automatically be part of your closest geographical LA's arrangements.

The Standards and Testing Agency will have written to academies, free and independent schools to ask them to confirm their arrangements.

Should Academies, Free and Independent schools wish to purchase these services from the School Support Service (who work on behalf of Birmingham LA) please contact [schoolsupport@servicesforeducation.co.uk](mailto:schoolsupport@servicesforeducation.co.uk) or 0121 366 9950.

## **Overview of end of key stage 1 assessments**

**Teacher Assessment (TA)** remains the main focus for end of key stage 1 assessment and reporting. It is carried out as part of teaching and learning. Teachers must administer the English reading and mathematics tests. These provide one piece of evidence towards a secure judgement for a final TA.

### **Tests**

A full set of sample and test materials has been published to help teachers prepare for the 2019 KS1 national curriculum tests. These are available at:

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

### **Test administration window**

The KS1 tests do not have set days for their administration, but schools must administer the tests during May 2019.

**This guidance details the key changes for the 2018 to 2019 assessments and the updated reporting and assessment arrangements for this period.**

## **Key changes (ARA section 2)**

### **Teacher Assessment Frameworks**

The English reading, mathematics and science frameworks have been modified for use from the 2018 to 2019 academic year onwards.

The 'pupil can' statements have been refined for clarity, based on feedback from teachers and other educational experts, to ensure that they appropriately represent the key aspects of the national curriculum and reflect classroom practice.

The English writing frameworks are the same as those introduced for the 2017 to 2018 academic year.

### **Pre-key stage standards**

The pre-key stage standards have been revised for 2018/19, These standards must be used for statutory assessment at the end of key stage 1 for pupils working below the standard of national curriculum assessments engaged in subject-specific study.

P scales 1 to 4 should continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS1.

The 'pupil can' statements have been revised to ensure they appropriately represent the key aspects of each subject, allow for progression towards the national curriculum and better reflect classroom practice.

For more information follow the link below:

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

### **Moderation services for academies**

All academies will be presumed to be working with their geographical LA. Academies must have a written agreement in place with their chosen LA by Friday 14 December. If academies wish to use a non-geographical LA, they must notify STA which LA this will be, through NCA tools, by Friday 14 December.

### **Moderation services for participating independent schools**

Participating independent schools that wish to publish and compare their national curriculum assessment results with local or national data, must have a written agreement in place with the LA that will complete external moderation of their TA.

The school must provide confirmation of their chosen LA through NCA tools before the deadline of Friday 14 December. If this is not confirmed, STA will remove the school's test order and the school will not receive KS1 test materials.

### **Test orders from special schools, PRUs, hospital schools and secure units**

In order to receive test materials, special schools, PRUs, hospital schools and secure units must now place test orders on NCA tools if any pupils are expected to take the tests. Test orders must be made by Friday 23 November.

**Please also note the following:**

Assessment materials are delivered to school addresses taken from '**Get information about schools**'. Schools must login via Secure Access and make sure their details are up to date.

**Head teacher's declaration forms (HDFs)**

Head teachers **must** complete and submit HDFs to the Standards and Testing Agency via NCA tools for the key stage 1 (KS1) assessments and/or phonics screening check. The form will be available from Monday 3 June and must be completed by **Thursday 27 June**. Failure to complete the HDF by the deadline may result in a maladministration investigation. Schools may contact the national curriculum assessments **helpline on 0300 303 3013** for help with completing the HDF.

**B Phonics Screening Check Overview**

Relevant documents:

STA 2019 Key Stage 1 assessment and reporting arrangements, (October 2018)  
<https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara> Section 8

STA Key stage 1: Phonics screening check administration guidance, (April 2019)  
STA Phonics screening check: monitoring visits guidance (April 2019)

All children in Year 1 must be considered for the phonics screening check, as well as those children in Y2 who did not meet the required standard in 2018 or have not taken it before.

It is possible for Head teachers to withdraw children from the check, if the child has not shown any understanding of grapheme-phoneme correspondences. However, most children are expected to be able to access the check, especially the section 1.

Parents must be told why their child is not being assessed. The Head teacher does not need to inform STA nor follow a formal process to withdraw a child from the check. Where a child has been withdrawn, schools should record code D for that child.

Any child currently in Y2 who was not assessed in 2018 should be considered for the phonics screening check this year (2019).

Children who are recently arrived and not able to understand letters and sounds in English should not take the phonics screening check. They should however, be considered the following year. Pupils who use British sign language or other sight-supported communication boards or who are mute or selectively mute, should not take the check. (See ARA, Section 8.3 for further information)

The screening check can be taken at any time during the week commencing Monday 10<sup>th</sup> June. If a child is absent that week they may take the screening check any time until Friday 21<sup>st</sup> June. Any child who is absent for the entire period should be recorded as absent when submitting data.

**Pupils must only attempt the check once during the check window.**

**Phonics Screening check materials**

Materials will be sent automatically to each school in the week commencing Monday 20<sup>th</sup> May – there is no need to register children. Each school will be sent extra packs to cover children in Y2 who will be taking the check. Additional materials may be downloaded from NCA tools from Monday 10<sup>th</sup> June 2019. **Braille** materials must be ordered from the modified test agency on 0300 303 3019 by Friday 10<sup>th</sup> May.

**Security**

All packs must remain secure and unopened before the check week.

Head teachers are responsible for the security of the checks in their school. They or a delegated senior member of staff should:

- Check the delivery against the delivery note by opening the box to count the unopened packs
- Re-seal the box
- Sign and Retain the delivery note
- Store the unopened packs in a secure cupboard
- Ensure that the packs are not opened until Monday 10<sup>th</sup> June **and only when the check is going to be administered for the first time.**
- Ensure the materials are stored securely in between sessions / throughout the week the checks are being administered. For example, if the checks are administered to pupils in the mornings, at the end of the session, all materials must be returned to be stored securely until the following morning.
- Ensure security and confidentiality of the materials is maintained until the end of the administration window on Monday 24<sup>th</sup> June.

The STA Assessment and Reporting Arrangements 2019, Phonics screening check section 8.5 states that:

*School staff, including check administrators, must not discuss the content of the check with anyone or use question-specific information to prepare pupils for the check. In particular, content that could compromise the check must not be discussed on social media or published online. Any school behaviour which leads to check materials being shared before Monday 24<sup>th</sup> June will lead to an investigation into maladministration.*

The checks should be administered in a room that is free from excessive noise and provides a comfortable space for the child. Any displays or materials that could help the children in the check **must** be covered or removed.

The local authority is required to make **unannounced monitoring visits** to 10% of schools. These will be conducted on behalf of the LA by: Denise Harris, Helen Grundy, Linda Brown, Sonia Waszczak and Tricia Bunn.

## Preparing for the phonics screening check

The Check Administrators' Guide for the 2019 check period will be published online in April and must be read, followed and understood by all administrators. Teachers must also view the training video which shows how to score the check in order to avoid allegations of maladministration.

<https://www.gov.uk/government/collections/phonics-screening-check-administration>

## Reporting phonics results

As in 2018, phonics information will be submitted to the Data and Intelligence Team via a CTF file generated from your school Management Information System or other suitable software. You are required to submit outcomes for both Year 1 and any relevant Year 2 pupils to the LA.

The assessment codes used to report on each child are published in the Check Administrators' Guide (April 2019).

The deadline for submission to the LA issued by the Data and Intelligence Team is **Wednesday 26<sup>th</sup> June 2019**. For further guidance about recording the assessments and creating the file containing the assessments, please contact your software support. The Data and Intelligence Team will publish further guidance about how to return your assessments to the LA in May. This guidance will be posted to <https://www.birmingham.gov.uk/primarydata>

Schools that no longer get support from Link2ICT - or that choose to use software that isn't supported by Link2ICT - should check with their IT support function that they will be in a position to record the outcomes and create the necessary file for submission of phonics to the LA.

## Reporting the phonic screening check results to parents

Schools must report each child's screening check score and whether or not a child has 'met the standard'. Most schools include additional information for parents including what the screening check covered, and how parents might support their child. Threshold marks will be published on Monday 24<sup>th</sup> June on GOV.UK.

School level results will not be published in performance tables. The DfE will use national results to track standards over time.

Results for 2019 will be published in Analyse School Performance (ASP). Schools will also have access to national and LA check results to allow them to benchmark their pupils' performance.

For information, in 2018 nationally 82% of children 'met the standard' by the end of year 1 and 92% met the standard by the end of year 2. The figures for Birmingham are 81% and 90% respectively.

## C Assessment requirements for 2019

### Relevant documents:

- **Standards and Testing Agency (STA) 2019 Key Stage 1 assessment and reporting arrangements (ARA), including the phonics screening check** (October 2018)  
<https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara>
- **Key stage 1 tests: access arrangements** (December 2018)  
<https://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements>

### End of key stage 1 National Curriculum Assessments

By the end of Key Stage 1 schools must submit teacher assessments in the form of the standards that each child has achieved in:

English reading, English writing, Mathematics and Science.

Separate teacher assessment and test outcomes are **not** required.

In 2019, teacher assessments must be reported using the standards set out in the teacher assessment frameworks, available at

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Or <https://www.gov.uk/government/publications/pre-key-stage-1-standards>.

P scales 1 to 4 should continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS1.

- The TA frameworks set out the standards a pupil must be assessed against at the end of the key stage for English reading, English writing, mathematics and science. Teachers must use them to fulfil their statutory duty to report at the end of KS1. The frameworks contain a number of 'pupil can' statements. Teachers should follow the **specific guidance for each subject** in the frameworks when making their judgements.
- TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning (ARA Section 9).
- STA **Exemplification material** is available to help teachers make their judgements where they want additional guidance.
- Standards from teachers' own assessments do not have to agree with the standards indicated by the test outcomes. If there is sound evidence from on-going assessment of the standard that a child has achieved that differs from the standard indicated by a test, then the standard from on-going assessment should be the teacher assessment standard reported.

- Schools are encouraged to work to the local authority's arrangements for moderation, data collection and processing in order that we are able to support schools with problems, complete moderation and ensure the assessments are accurate and complete.
- **Final teacher assessments** must be submitted to the local authority via the Data and Intelligence Team by **Thursday 27<sup>th</sup> June 2019**.
- Schools must fulfil the **requirements for reporting to parents** in accordance with the 2019 *Key Stage 1 Assessment and Reporting Arrangements, section 9 (TA) and section 8 (phonics)*. Where appropriate it must include results of any national curriculum tests however, schools are not obliged to report end of KS1 test results to parents in an annual report although parents must be allowed access to their child's results on request.

### Participation in the tests

The tests are designed to be used with all pupils at the appropriate standard. There will be some pupils who will be working below the 'expected standard' of the test, who will not achieve a scaled score of 100, but who should still take the tests. Teachers should use their knowledge of each pupil to decide whether to administer the tests to them.

### Access arrangements

The tests are intended to assess pupil's ability in a fair and comparable way. They are designed so that most pupils with a special educational need (SEN) or disability can participate in the standard format. However, teachers may need to use access arrangements to adapt the **administrative arrangements** for the tests for some pupils so that they can demonstrate their abilities.

Using access arrangements during the tests should be based primarily on normal classroom practice for particular needs. They should neither advantage nor disadvantage individual pupils.

## D Which pupils should be assessed?

### Relevant document:

**Standards and Testing Agency 2019 Key Stage 1 assessment and reporting arrangements, section 6** (October 2018)

<https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara>

### Children working below the standard of the test including statemented children

- The end of key stage assessment requirements apply to all children. However, if a school decides not to enter a pupil for the tests or if a teacher does not have evidence that a pupil consistently meets all the statements in the lowest standards in the teacher assessment frameworks, the pre-key stage

standard(s) should be used to provide a statutory assessment outcome for the pupil and any reasonable adjustments which reflect usual classroom practice may remain for teacher assessment.

### **Pre-key stage 1 standards:**

#### **Pupils engaged in subject-specific study**

- STA have revised the 'pupil can' statements to ensure that they appropriately represent the key aspects of each subject, allow for progression towards the national curriculum and better reflect classroom practice.

The pre-key stage 1 standards for English reading, English writing and mathematics are:

- Standard 4
- Standard 3
- Standard 2
- Standard 1

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

#### **Pupils not yet engaged in subject-specific study**

- If a pupil has SEND, and is working below the pre-key stage standards, their statutory outcome should be reported using P scales. P scales 1 to 4 must continue to be used for statutory assessment of pupils not engaged in subject-specific study at the end of KS1 for the 2018 to 2019 academic year.

#### **Children taught outside of their age group**

All children who are in their final year of Key Stage 1 in the school year 2018-2019 must be assessed. In most instances, these children will reach the age of 7 in this school year and be in year 2. The guidance given below covers the most common situations that may occur when children are taught outside of their age groups:

- **A year 1 child taught in a class of year 2 children** and who will be moving into Key Stage 2 this year should be treated as a Y2 child and included in the end of key stage assessments. If the child is continuing in Key Stage 1 next year and you decide to treat such a child according to his/her actual age then (s)he should be assessed in 2020.
- **A year 3 child taught in a class of year 2 children** should be included in the assessments unless already assessed in 2018. If such a child was in a Y1 class last year and was not assessed, you should continue treating the child according to the age of the class and include him/her in the assessments for 2019.

- **A year 2 child taught in a class of year 1 children** could either be treated as a Y2 child and assessed, or treated as a Y1 child and not assessed. However, where the decision is made to treat the child according to the age of the rest of the class, this decision should be applied consistently, and the child should be included in the assessments in 2020 when the other children in the class will be Y2.
- **A year 2 child in a year 3 class** should have been assessed in 2018. If for any reason the child has not previously been involved in the Key Stage 1 assessments, then in line with the headteacher's statutory responsibilities for ensuring that all pupils should be assessed at the end of the key stage, such a child should be assessed in 2019.
- **A year 2 child taught in a mixed class where no one age predominates** should normally be treated according to his/her actual age and assessed. If it is decided not to assess such a child, then (s)he should be assessed in 2020.
- Where a child's statutory assessment is postponed until next year, the headteacher should discuss the decision with the child's parents (refer ARA, Section 11.2). You should complete the form on pages 14 and 15 of this guidance.

A copy of the report must be sent to the:

- pupil's parents,
  - chair of the governing body and
  - a copy placed on the pupil's educational record.
- Any child taught outside of his/her age group, who will be moving to a separate junior school in September 2019, must be included in the assessments in 2019 unless he/she has already been assessed in a previous year.

## **New Arrivals**

- For a child newly arrived in the education system, particularly if s/he has limited skills in English, it may be difficult to make end of key stage assessments. It is not possible to define 'newly arrived' in terms of a specific time period, given the differing rates with which such children develop some competence in English and the differing rates with which they adapt to the demands of the classroom. For some children, including those who have been with you for only a short time, it may be possible to make the assessments, for others it may not.
- As a general principle, children should be involved in the assessments where at all possible, including the use of tests as appropriate in line with the requirements for end of KS1 assessments. Guidance concerning support for pupils with first languages other than English is included within the test administration materials.

- Where it is **not possible to arrive at a teacher assessment, you should record A** (standing for 'a secure level cannot be recorded because of long periods of absence or arrives too late in the summer term for teachers assessment to be carried out') **for each of the assessments. Where the child does not speak English, BLW should be recorded for the assessments in reading and writing and 'A' in mathematics and science.**

### Children Who Arrive Without Records

- Where a child arrives in year 2 at a time that makes it difficult to arrive at teacher assessments and where it is not possible to obtain records for the child, the child should be **recorded as absent for the assessments using the A code.**
- When a pupil arrives without records, the Head teacher should make reasonable efforts to obtain these from the pupil's previous school. The previous school should be asked to send a common transfer file (CTF) electronically.
- Where it is possible, assessments should be made, informed by the use of the tests as appropriate, in line with the arrangements for assessment at the end of KS1.

### If a pupil moves schools (ARA, section 9.9)

Scenario	Action
A pupil starts at a new school before 1 <sup>st</sup> May 2019	The receiving school must administer the tests and submit TA data for the pupil to the LA
A pupil starts at a new school during May	The receiving school must find out which tests have already been administered to the pupil and administer the remaining tests. The school where the pupil was registered for the greater number of school days in May should submit TA data for that pupil to the LA
A pupil moves school after 31 <sup>st</sup> May	If the pupil changes school after the test period, the school where the pupil was registered during the KS1 test period must submit TA data.

### Long Term Absence (including illness/hospitalisation)

- The statutory requirement for a child to follow the National Curriculum and to be assessed rests with the school. If a pupil is on roll at your school but is in hospital or is receiving home teaching, you should liaise with the teacher who is currently supporting the child to decide whether it is feasible for teacher

assessments to be made. If it is possible to make these assessments, informed by the appropriate use of tests in line with the assessment arrangements for KS1, the assessments should be made and the outcomes included in your school's results.

- Where it is **not possible to make teacher assessments**, then **the A code** (standing for 'a secure level cannot be recorded because of long periods of absence or insufficient information') should be used **to record the outcomes of the statutory assessments for that pupil**.
- If a child is absent for any other reason (for instance, **outside of the country** for an extended period), then the **A code should be used to record the child's assessments**.

### **Short Term Absence (whether authorised or unauthorised, including short term illness)**

- For shorter-term absence, whether authorised or unauthorised, **it will be possible to make end of Key Stage 1 assessments**.
- **Where it is not possible to make assessments** (for example, due to prolonged intermittent absence), then **the A code** (standing for 'a secure level cannot be recorded because of long periods of absence or insufficient information') **should be used to record the child's assessments**.

### **Children unable to access the tests**

For children working below the standards set out in the teacher assessment frameworks and unable to access the tests, you should make your assessments based upon on-going teacher assessments and report against the pre-key stage frameworks.

Such children should not be disapplied. Under these circumstances you should complete the form on pages 14 and 15 of this guidance.

A copy of the report must be sent to the:

- pupil's parents,
- chair of the governing body and
- a copy placed on the pupil's educational record.

**Where a child with SEND has been disapplied from all or part of the National Curriculum, code D should be recorded** for the relevant parts of the end of key stage assessments. Where code D has been used, you should complete the form on pages 14 and 15 of this guidance, with a copy sent to pupil's parents, chair of the governing body and a copy placed on the pupil's educational record.

### **Travelling Children**

- Travelling children are often absent from school for extended periods and this can be problematic when making the Key Stage 1 assessments. You should **make every effort to make teacher assessments**. Where it is **not possible**

to make any of the assessments, then the **child should be recorded as absent using the A code**.

### **Parental Requests**

- Parents may sometimes request that their child should not be included in the tests. Headteachers would need to consider such a request but would only be able to meet it if satisfied that appropriate circumstances applied, such as those covered in these notes. Such a request cannot be met purely on the basis of parental objections to the tests. Head teachers have a statutory duty to ensure that National Curriculum assessments are carried out as appropriate for each eligible pupil.

The Standards and Testing Agency *Key Stage 1 Assessment and Reporting Arrangements*, Test participation, section 6.1 (and 8.3 phonics) states: **'Head teacher's make the final decision about whether it is appropriate for a pupil to take the test/check'**.

**2019 Key Stage 1 assessments  
Pupil not participating in the Key Stage 1 Tests  
Report Form**

Notification of where a child is working below the standard of the tests or where a child is working at the standard of the tests but is unable to access them.

Before completing this form please refer to the guidance above.

**Please note: If a school decides not to enter a pupil for the tests or if a teacher does not have evidence that a pupil consistently meets all the statements in the lowest standards in the teacher assessment frameworks, the pre-key stage standard(s) should be used as appropriate to provide a statutory assessment outcome for the pupil.**

School name \_\_\_\_\_

DfE number \_\_\_\_\_

Head teacher name \_\_\_\_\_

Child's name \_\_\_\_\_

Please provide, in the box on the following page, a short explanation setting out the reasons why this child will not be able to access some or all of the Key Stage 1 tests for 2019. The explanation should, as appropriate:

- explain why the pupil can't take some or all of the tests
- refer to any action the school has already taken or special support the pupil has been offered
- identify any procedures that they've used to analyse and monitor the pupil's needs and indicate where the information is recorded
- identify whether these circumstances are likely to be long term or short term

A copy of the report must be sent to the:

- pupil's parents,
- chair of the governing body and
- a copy placed on the pupil's educational record.

**2019 Key Stage 1 assessments  
Pupil not participating in the Key Stage 1 Tests  
Report Form**

**Notification of where a pupil is working below the standard of the tests or where a child is working at the level of the tests but is unable to access them**

I confirm that this decision has been explained to the parents, including their right to appeal the decision in writing to Andrew Cooper, Head of School Support Service. [andrew.cooper@servicesforeducation.co.uk](mailto:andrew.cooper@servicesforeducation.co.uk) by Friday 29<sup>th</sup> March 2019.

Signed(Headteacher)\_\_\_\_\_

Date \_\_\_\_\_

Copy to: Pupil's parents  
Chair of Governing Body  
Pupil's educational record

## E Moderating the end of key stage 1 assessment in 2019

### Relevant documents:

- **Standards and Testing Agency (STA) 2019 Key Stage 1 assessment and reporting arrangements (ARA), including the phonics screening check** (October 2017) <https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara>
- **2019 teacher assessment guidance: key stage 1** <https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance>

### Introduction

The following notes provide details of the Key Stage 1 moderation procedures that will be followed in Birmingham in 2019.

Moderation will involve at least 25% of Birmingham schools as set out in the STA 2019 teacher assessment guidance. Selection may include some schools selected for moderation by the Standards and Testing agency and will be informed using STA criteria including:

- new teaching staff – new to year group/NQT
- new senior leadership team
- Ofsted concern
- unusual patterns of attainment
- date and / or outcome of last external moderation visit
- concern relating to the 2017 to 2018 assessment cycle, including maladministration

Therefore, any school may be selected regardless of when it was previously moderated. Schools may also request a moderation visit.

- As far as possible all schools selected for an external moderation visit in Birmingham will be **informed by email on Friday 17<sup>th</sup> May 2019**. Please be aware of this and check junk/spam boxes as a precaution. Upon notification, you are requested to choose a date for your moderation visit via an electronic booking system. This system will also allow you to confirm your school's intention to submit your Teacher Assessment data in advance of the visit.
- Moderation of reading, writing and mathematics will take place through school visits between **Tuesday 4<sup>th</sup> and Thursday 27<sup>th</sup> June 2019**. This includes time for any re-visits, re-moderation or appeals.
- Any additional evidence, as noted at the time of the school visit, must be submitted to the moderator by agreement so that outcomes can be confirmed by Thursday 27<sup>th</sup> June 2019 and before any submission of school data.
- In the first instance any appeals will be reviewed by a Birmingham panel on Friday 21<sup>st</sup> June. Any further appeals will be taken to a cross authority

moderation panel made up of moderation managers from Birmingham, Solihull and Walsall. These will take place on Monday 24<sup>th</sup> June 2019.

- Schools, including those who are not in the moderation sample, will be able to participate on a voluntary basis in centre based, cross school moderation meetings for writing. Information is available from [www.servicesforeducation.co.uk](http://www.servicesforeducation.co.uk) or [schoolsupport@servicesforeducation.co.uk](mailto:schoolsupport@servicesforeducation.co.uk)
- Moderators will be School Support Service advisers, associate advisers and serving teachers with experience of end of KS1 assessments and moderation. All moderators will have completed national training and passed the associated writing standardisation activity.
- **Local Agreement**  
Should you be chosen for moderation in the 2019 sample, you will be asked to indicate whether your school would like to submit your teacher assessment judgements **in advance of the visit**. Alternatively, you may choose to provide the teacher assessments for all Y2 pupils on the day of moderation for the moderator to select their sample from at the beginning of the visit. Should you wish to submit your data early, we would request it one week ahead of the visit and would undertake to give you 24 hours notice of the moderation sample. In order to accommodate this commitment no moderation visits where data will be provided in advance, will be undertaken on a Monday.

STA has stated that although **this is not a statutory requirement**, this can happen, but **only by local agreement with each head teacher**. We must stress that there is no expectation from the Local Authority or STA that the school will choose to submit their data early and it will not affect the outcomes of any moderation visit.

- Any pupil data not submitted in advance of the moderation visit must be provided in hard copy to the moderator at the beginning of the visit as a list/s of year 2 teacher assessment judgements by class for reading, writing and mathematics
- All moderators **must** request to see pupils' scripts and results (raw score and scaled score) for **all** pupils from the statutory tests to identify how the outcomes have been used to inform the school's TA.
- Dates for school visits will be arranged between moderators, Head teachers and Y2 teachers.
- **If school cancels a moderation visit at short notice it will be necessary to reschedule the visit. In these cases, or where it is necessary to make an additional visit, the school may be charged for the moderator's time.**

### **Moderation visits to schools**

The role of the moderator is to:

- Visit the school to moderate a sample of all Y2 teachers' assessments, to check teachers' understanding of standards in a collaborative process whereby

moderators and teachers, through a scrutiny of the evidence presented, discuss judgements on pupil performance against the requirements of the teacher assessment frameworks to validate each judgement in the sample. Moderators will also identify and give feedback on any inconsistencies and explain how these should be remedied.

- Complete a Record of Moderation form indicating whether or not the teachers' judgements are consistent with the standards within the TA frameworks and identifying any action points including:
  - any TA judgements for which the school must internally re-moderate and submit
  - any TA judgements for which the LA will consider further evidence for a re-moderation prior to the submission date
  - any TA judgements that the school intends to appeal based on evidence shown to the LA external moderator during the LA moderation visit

Moderators will visit schools that are required to take part in statutory moderation for a minimum of half a day in June to moderate teachers' assessments. They will sample at least 10% of pupils per subject, from across the year group, selected by the moderator from the whole class list/s of children and their current TA judgements. Moderators will discuss their choice with the teacher/s. The sample of children will cover the full range of attainment from each class and will include different children for reading, writing and mathematics. In a one-form entry school the moderator will discuss a minimum of three pupils for each of reading, writing and mathematics in the one class.

Details of the **structure of the moderation visit for 2019** will be provided to schools by the moderators upon confirmation of the visit date and time. This will include the number, name and role of visiting moderators as well as a possible timetable.

Moderators will negotiate an appropriate format for the moderation visit with teachers working in special education.

### **Professional dialogue with teachers**

The supportive nature of the moderation visit process will enable moderators and teachers to have a professional dialogue about each pupil's achievements in either reading, writing or mathematics.

Therefore, it will be necessary for Head teachers to ensure teachers and moderators have time and space to discuss evidence and assessment judgements. The moderator will also address any questions teachers have about the statutory assessments.

**Schools are strongly encouraged to involve Year 3 teachers in the professional dialogue and moderation process in order to support transition. This particularly but not exclusively, applies to separate infant and junior schools.**

## Optional Writing moderation meetings

Schools may choose to be represented at a one day Writing Moderation Meeting in the summer term. Early booking is suggested in order to secure preferred date/s.

Each delegate is required to bring work for 3 pupils from 'ordinary' day-to-day classroom practice across the curriculum which provides evidence for the TA judgement. **Teachers attending must be fully conversant with the evidence for each pupil including knowledge related to level of independence / any support provided e.g. by classroom assistants.**

The sample of writing should be drawn from across the Y2 classes and should include the work of 3 pupils summarised in relation to the standards set out in the teacher assessment frameworks i.e. working towards the expected standard (WTS), working at the expected standard (EXS) and working at greater depth within the expected standard (GDS) as appropriate to the school.

For each pupil the sample should include the identification of:

- **writing** completed as part of normal class work and deemed to be typical of the pupil. These pieces, as a body of evidence, should demonstrate each of the pupil can statements within the standard awarded. Teachers are encouraged to draw upon work from across the curriculum in addition to English and literacy work.

Teachers need to be prepared to **state their overall teacher assessment** for each of the 3 pupils. **The judgements should be moderated within school prior to bringing the samples to the Writing Moderation meeting.**

If you have any queries about KS1 moderation please contact Denise Harris on 0121 366 9950/07766923204 or [denise.harris@servicesforeducation.co.uk](mailto:denise.harris@servicesforeducation.co.uk)

## Moderation in special schools

- In some special schools, it may not be possible to meet the moderation requirements as outlined above, due to the particular context of their Year 2 pupils. Where a special school has been identified as part of the 25% sample of schools, the nature of the moderation will be subject to negotiation between the moderator and the school. Schools will be asked to present appropriate evidence reflecting the performance of their pupils in relation to the English and mathematics assessments they are making at the standards of the teacher assessment frameworks as appropriate.

## Verification of Assessment Standards Procedures

- One of the local authority's statutory duties following moderation is to notify the Head teacher of each moderated school whether or not the assessments in the school are accurate and consistent with national standards. The moderation process outlined in these notes is intended to ensure the maximum possible consistency of assessments across schools and to deal with any inconsistencies

through a process of discussion and negotiation between the moderator and the school. In the very rare circumstance where it was not possible to reach agreement between a school and its moderator, this would be referred to the LA moderation manager. Schools will be made aware of the LA's appeals process prior to, at the beginning and end of a moderation visit.

- At the end of the assessment process, the local authority will notify each of the sample schools that the assessment outcomes are accurate and, that they have been arrived at on the basis of statutory procedures. The confirmation will depend on:
  - the school having been involved in the moderation in school as described above
  - assessment judgements having been agreed by the moderator
  - submission of accurate results for all year 2 pupils to the LA Data and Intelligence Team following participation in the moderation process
- Please note that in order for any school (whether it is in the moderation sample or not) to have met the statutory requirements for National Curriculum assessment at the end of Key Stage 1, it is necessary for all pupils at the end of the key stage to have been assessed as appropriate and for their results to have been submitted to the Data and Intelligence Team for processing.
- You must submit accurate TA data to your LA which reflects any changes made as a result of an LA moderation visit or further review of evidence.
- If you wish to submit TA which is different from that agreed during the visit you must make a written appeal and provide evidence to support this before the appeal is processed and before the statutory data submission deadline.
- A school must only re-submit data after 27<sup>th</sup> June when required to do so by STA or the LA.

School Support Service has identified dates on which schools will be required to attend a centre based moderation meeting if there is a need to formally review any application to revise teacher assessment judgements supported by appropriate evidence. These will be confirmed with schools as appropriate and necessary.

### **Statutory end of Key Stage 1 moderation - appeals procedure**

One of the local authority's statutory duties following moderation is to notify the head teacher of each moderated school whether or not the assessments in the school are accurate and consistent with national standards. The LA moderation process is intended to ensure the maximum possible consistency of assessments across schools and to deal with any inconsistencies through a process of discussion and negotiation between the moderator and the school.

Issues concerning the assessment judgements being made by a school may arise during statutory moderation visits to schools in June or during optional writing moderation meetings in the summer term.

Separate guidance is published annually via BCC noticeboard and 'Perspective Lite'. It is shared with schools through head teacher briefings, statutory assessment training events, centre based writing moderation meetings and statutory assessment visits to individual schools. The appeals process is also available on [www.servicesforeducation.co.uk](http://www.servicesforeducation.co.uk)

## **Maladministration**

'Maladministration' refers to any act that:

- affects the integrity, security or confidentiality of national curriculum assessments including the phonics screening check
- could lead to results that do not reflect pupils' actual ability or unaided work.

## **Teacher Assessment**

STA will investigate any matter brought to their attention relating to the accuracy or correctness of a pupil's TA.

<https://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures>

Once an investigation has finished STA are responsible for deciding whether the school's TA is accurate. They may void the school's TA judgements if they conclude that there is doubt about the accuracy of pupils' assessments.

## **Phonics Check**

A school could be subject to investigations of maladministration if it does not comply with:

- the 'Assessment and reporting arrangements'
- the check administration guidance

STA have a statutory duty to investigate any matter brought to their attention relating to the accuracy or correctness of any pupil's check results.

<https://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures>

Maladministration can lead to changes to, or annulment of, results for a whole cohort, groups of pupils or individual pupils.

You should contact the national curriculum assessments helpline T: 0330 303 3013 to report any issue with TA or with the administration of the phonics check and/or any allegations of maladministration.

## F Reporting results to the local authority

### Introduction

The following guidance details the statutory requirements for the reporting and publication of end of Key Stage 1 National Curriculum assessment results. Similar guidance for Key Stage 2 results is included in the equivalent LA guidelines for Key Stage 2.

**It is the head teachers responsibility to ensure that the information sent to the LA is accurate. It is imperative that you take the time to check your results as reported back to you from the LA and notify them of any errors as soon as possible. Failure to do so may cause incorrect data to be sent to the DfE which will not be amended after the DfE deadline.**

The LA Data and Intelligence Team will publish further guidance about how to return your assessments to the LA in May. This guidance will be posted to <https://www.birmingham.gov.uk/primarydata>

#### Relevant Documentation:

**Standards and Testing Agency 2019 Key Stage 1 assessment and reporting arrangements** (October 2018) <https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara>

**2019 teacher assessment guidance: key stage 1**  
<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance>

Information concerning the use of Common Transfer Files is available at:  
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf>

### Reporting to parents

Written reports should be provided to parents/carers at least once during a school year. Details of reporting requirements are contained in the *Key Stage 1 Assessment and Reporting Arrangements 2019, Section 11*, p47.

The following end of Key Stage 1 Teacher assessment results should be reported to parents using the standards set out in the teacher assessment frameworks:

English: reading and writing  
Mathematics  
Science

The pre-key stage standards must be used by teachers to report a statutory assessment outcome for pupils working below the standard of national curriculum assessments: including SEND and non-SEND pupils. For those pupils not yet engaged in subject-specific study at the end of KS1, P scales 1 to 4 must continue to be used for the 2018/19 academic year.

School comparison reports will be made available on Perspective Lite once the results are processed by the Data and Intelligence Team.

### **Pupils who transfer to a new school**

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer CTF. This requirement is set out in the Education (Pupil Information) Regulations 2005 and the amendments in 2008 and 2016. If a pupil moves to another school in England, Wales, Scotland or Northern Ireland, the pupil's CTF and educational records must be passed to the new school. Academies are not subject to these regulations, but are expected to adhere to the following protocols as a matter of good practice. (See Section 12.3 of ARA - Page 51).

Detailed information is available in *Key Stage 1 Assessment and Reporting Arrangements 2019* <https://www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara> and at <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf>

**In some circumstances, and with the agreement in advance from the Local Authority or STA, schools may resubmit or amend KS1 data late in the summer term.**

**If this occurs after a transfer file has been sent to the receiving school, the originating KS1 school MUST ensure that the amendments are passed to the receiving school so they have an accurate assessment record for all transferring pupils.**