

**Guidance for Statutory End of Key Stage 2
National Curriculum Assessment 2019**

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Enquiries to: Services for Education, School Support Service,

Andrew Cooper 0121 366 9950

Denise Harris 0121 366 9950/07766923204

Or

LA Data and Intelligence Team 0121 303 8834/8846

Publication date: January 2019

A Introduction

Relevant documents:

National curriculum assessments calendar (October 2018)

<https://www.gov.uk/government/publications/national-curriculum-assessments-calendar>

Standards and Testing Agency (STA) 2019 key stage 2: assessment and reporting arrangements (ARA) (October 2018)

<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>

STA 2019 teacher assessment guidance: key stage 2 (November 2018)

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance>

STA Collection: Key stage 2 teacher assessment

<https://www.gov.uk/government/collections/key-stage-2-teacher-assessment>

- o TA frameworks
- o TA exemplification
- o Reporting and moderating TA

STA Key stage 2 tests: access arrangements (December 2018)

<https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

In addition the following guidance will be revised/updated for 2019:

- Test administration guidance (Test administrators' guide, March 2019)
<https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests#test-administration>
- Security of test materials - guidance to help head teachers maintain the security of the national curriculum tests and phonics screening check materials (March 2019)
<https://www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure>
- Monitoring the tests - guidance on monitoring visits
<https://www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits>

Key Points for Key Stage 2 Assessment processes:

Head teachers have a duty to make sure 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 October 2018 Key Stage 2 Assessment and Reporting Arrangements and should take note of their responsibilities indicated in **section 6** (Test participation), **section 8** (Teacher Assessment) **and section 13** (legal requirements) of the ARA. 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 Services for Education, School Support Service on behalf of Birmingham Local Authority, and the data validation 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 2 national curriculum tests and teacher assessment, moderation and monitoring processes.

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 statutory assessment including monitoring and moderation processes.

Independent Schools may choose to participate in one or more of the KS2 tests. In order to access pupil registration and to receive KS2 test materials independent schools must provide details of chosen LA to STA by the deadline of 14th December.

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 using the 'Record local authority' tab on NCA tools (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 (STA) will have written to academies and free schools to ask them to confirm their arrangements.

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

The following sections of this guidance contain information relating to national and local arrangements and procedures for areas where additional information has proved necessary in previous years.

For advice and guidance on any aspects of National Curriculum assessment at Key Stage 2 please contact **Andrew Cooper 0121 366 9950** or **Denise Harris 0121 366 9950/07766923204**

Key Changes for 2018-2019 (ARA, Section 2)

Removal of teacher assessment for English reading and mathematics

For pupils working at the level of the national curriculum tests schools are no longer required to make statutory teacher assessment (TA) judgements in English reading and mathematics. Test results in these subjects will continue to be used in school performance measures.

Revised Teacher assessment frameworks

Science

The science frameworks have been revised ('refined for clarity') for use from 2018-19 onwards.

Pre-key stage 2 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 2 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 KS2.

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-2-standards>

Statutory requirements for 2019

For all schools with Key Stage 2 pupils, there are statutory requirements to:

- conduct **KS2 tests for English reading, English grammar, punctuation and spelling and mathematics** with **all pupils for whom they are appropriate** on the **specified dates in May 2019**, and **comply with security, administration and external marking procedures**

- comply with local authority arrangements for external moderation of teacher assessment for English writing - A sample of schools (at least 25%) will be subject to external moderation of English writing teacher assessments
- Details of schools' and LA's responsibilities relating to the moderation of teacher assessment (TA) have been published (November 2018) at <https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance>
- for **all pupils** at the end of Key Stage 2, make robust and accurate **teacher assessment** judgements using the standards set out in the teacher assessment frameworks in relation to **English writing and science**, and submit required assessments in accordance with the national arrangements for data collection by **Thursday 27th June 2019** via NCA tools website
- **Please note: the deadline for submission of teacher assessment data to the NCA tools website cannot be influenced by the Local Authority and late submissions can lead to delays in schools data being available – Data submitted late will not be used in the DfE's performance tables data checking exercise (ARA Section 8.7, p.41)**
- comply with the local authority arrangements for **monitoring visits** before, during and after the tests
- fulfil the requirements for reporting in accordance with the content of the *Key Stage 2 Assessment and Reporting Arrangements 2019* (see also Section H of this guidance).

Please note the following:

- **All pupils** must be registered for the tests on the NCA tools website, regardless of whether they will actually sit them. Registration opens Monday 18th February and closes Friday 15th March 2019;
- **All** those who will be involved in the administration of the tests must be fully briefed beforehand and should be familiar with the *KS2 test administration guidance* including the 'Test administrators' guide' published on the DfE website (March 2019): <https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag> as well as the relevant sections of the *Key Stage 2 Assessment and Reporting Arrangements 2019*;
- NCA tools website at <https://ncatools.education.gov.uk/> 'Access arrangements' opens on Monday 28th January. Please note the deadlines for applications as set out in the table below:

Important dates

Applications/notifications	Deadline for schools
Application for compensatory marks	Monday 26 February
Application for early opening	Monday 26 February
Application for additional time	Monday 23 April
Notification of a start-time variation	Thursday 17 May
Application for a timetable variation	Thursday 24 May
Notification of the use of a scribe, transcript or electronic aid	Friday 25 May
Notification of administering a test at an alternative location	Friday 25 May
Notification of a pupil cheating	Friday 25 May
Application for special consideration	Friday 25 May

Supporting information

Guidance on [access arrangements](#) and [timetable variations](#) for the key stage 2 tests is available on GOV.UK.

See also Section E of this guidance;

- For 2019, there is again a statutory requirement for the local authority to make unannounced monitoring visits to a minimum of 10% of schools before, during and after the test period. Further details are contained in Section F of this guidance;
- Where children are working below the standard of statutory testing arrangements, but above P scales 1-4, statutory assessment is through teacher assessment only using the pre-key stage 2 standards, with B entered in for these children on the attendance registers for the tests. Where pupils with statements are not entered for the tests, amendments to statements are not necessary – see Section C of this guidance;
- P scales should not be used to assess children with EAL unless they have additional special educational needs.
- Teacher assessments for individual pupils should be sent to the STA electronically using the NCA tools website <https://ncatools.education.gov.uk/>. The teacher assessment section opens on Monday 20th May 2019. All teacher assessments must be submitted by **Thursday 27th June 2019**.
- **Test outcomes:** STA will publish KS2 test results on the NCA tools website from 7.30am on Tuesday 9th July 2019. Each pupil registered for the tests will receive:
 - a raw score (number of raw marks awarded)
 - a scaled score
 - confirmation of whether or not they attained the national standard
 STA will also publish conversion tables on GOV.UK at the same time.

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

Timetable variations:

(ARA Reference: *Test administration, Section 7.3 and 7.4*)

- Children who are absent for a national curriculum test for a valid reason are able to take the test up to a week (five school days) after the published date. Schools must submit an application for any unplanned absence to STA **after** the pupil has returned to school <https://www.gov.uk/key-stage-2-tests-how-to-apply-for-a-timetable-variation> and check their application for timetable

variation has been approved by STA. Rejected applications are recorded as 'A' (absent) on the attendance register.

- Schools may also apply to vary the timetable so that individual children can take a test on the scheduled date, but separately to the rest of the cohort between 7am and 7pm. *Schools must notify* STA of these changes using the appropriate forms on the NCA tools website <https://ncatools.education.gov.uk/>.

Please note that the local authority cannot give permission to vary the timing of tests. All enquiries about timetable variations should be made to the National Curriculum assessments helpline on 0300 303 3013.

B Which pupils should be assessed?

Relevant document:

Standards and Testing Agency 2019 key stage 2: assessment and reporting arrangements (October 2018) Section 6
<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>

All children in their final year of Key Stage 2 in the school year 2018-2019 must be assessed. In the vast majority of cases, these will be pupils who will reach the age of 11 in the school year 2018-2019 and are in year 6. However, for some pupils this may not be the case.

For pupils taught with those of other ages, head teachers have some discretion to treat them either according to their actual age or the age of the majority of pupils with whom they are taught. The following guidance covers the most common situations that may occur when pupils are taught outside of their age groups:

A year 5 pupil taught in a class where the majority of pupils are year 6 should be treated as a Y6 pupil and included in the end of key stage assessments if the pupil will be transferring to secondary school in 2019. If such a pupil will be remaining with you for the school year 2019-2020 and it is decided for assessment purposes to treat the pupil according to his/her actual age then (s)he should be assessed in 2020.

An older pupil taught in a class of year 6 pupils should be included in the assessments unless already assessed in 2018. Such circumstances may apply in rare circumstances where a pupil's transfer to secondary school has been delayed by a year.

A year 6 pupil taught in a class where the majority of pupils are year 5 can either be treated as a Y6 pupil and assessed, or treated as a Y5 pupil and not assessed. Where such a pupil will be transferring to secondary school in September 2019, he or

she **must** be assessed. Where such a pupil will not be transferring, the decision can be made to assess in 2020.

A year 6 pupil taught in a mixed age class where no one age predominates should normally be treated according to his/her actual age and assessed, and should definitely be assessed if moving to secondary school in September 2019.

In special schools, the decision as to whether to assess or not can be made on the basis of whether the pupil is moving on to the Key Stage 3 programmes of study in September 2019. If the pupil is not, a decision can be made not to assess in 2019 but to assess at a later date. Where a pupil is moving on to some aspects of the Key Stage 3 programmes of study without completing all of the Key Stage 2 programmes of study, s/he should be assessed.

Where a pupil's statutory assessment is postponed until next year, the head teacher should discuss the decision with the child's parents and make a note of the decision on the child's educational record.

Exceptionally, it may not be possible for a school to make a teacher assessment for particular pupils. In this guidance, Section C – *Children working below the level of the Key Stage 2 tests* and Section D – *New arrivals, absence and other circumstances where children cannot be assessed* offer advice on procedures to be followed.

**C Children working below the standard of the Key Stage 2 Tests.
(Including pupils with statements of special educational needs)**

Relevant document:

Standards and Testing Agency 2019 key stage 2: assessment and reporting arrangements (October 2019) Section 6

<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>

The statutory end of Key Stage 2 tests for English and mathematics are intended for use with pupils working at the standard of the national curriculum. Head teachers have the power to decide which pupils the tests are appropriate for and therefore which ones should be entered.

Where pupils are assessed as working below the standard of the national curriculum and are not expected to reach this standard by May 2019, they should not be entered for the tests. For these pupils, statutory assessment should be through teacher assessment only. If the 2019 tests are administered to such pupils their completed test scripts **must** be sent for marking and test outcomes **must** be reported in the usual way.

In the attendance register for the tests and on the Pupils registration section of NCA tools, you should enter B (below the level assessed by the tests) for any pupils not entered for the tests.

For these pupils, it is not necessary to request disapplications. This guidance applies whether or not they have statements.

Children working below the standards of the tests including SEND and non-SEND pupils, should be teacher assessed using the pre-key stage 2 standards published at <https://www.gov.uk/government/publications/pre-key-stage-2-standards>. This includes children who have English as an additional language.

D New arrivals, absence and other circumstances where pupils cannot be assessed

Introduction

The following guidance is intended for use with pupils where temporary/short-term circumstances mean that it is not possible to make either summative teacher assessments at the end of the key stage or to use the tests. It also offers guidance on making and recording assessments for pupils who are absent.

Please note that **where pupils are working below the standard of the tests**, they are not required to be entered for the tests and **statutory assessment is through teacher assessment only**.

Relevant documents:

Standards and Testing Agency 2019 key stage 2: assessment and reporting arrangements (October 2019) Section 5

<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>

Additional information at: <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

1 New Arrivals

A child newly arrived to your school, particularly those who have come from a different education system with limited skills in English, may have difficulty in participating in the 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 some or all of the assessments, for others it may not.

As a general principle, children should be involved in the assessments where at all possible, including the tests if they are working at the appropriate standard.

Tests

Where a pupil is working at a standard below those that are assessed by the tests, s/he should not be entered for the tests, and statutory assessment will be through teacher assessment only (see below). Under these circumstances, the code **B** should be entered for the pupil in the attendance registers for the tests.

If a child is working at the standard assessed by the tests, the tests should be administered making use of access arrangements as appropriate. If a pupil is working at the standard of the tests but is unable to access them, they must be registered in the 'Pupil registration' section of NCA tools and marked as **U** (unable to access) on the attendance register provided with the test materials.

Where it is not possible to make a judgement of the standard at which a pupil is working (for example, where a child has arrived just prior to the tests), do not enter for

the tests and record **J** (just arrived) on the test attendance register. Where it is not possible for the pupil to do the English tests because the child does not have developed skills in English, do not enter for the tests and record **B** in the marksheets.

Guidance concerning support for pupils with first languages other than English is contained in *Key Stage 2 Assessment and Reporting Arrangements 2019* Sections 6.3 and 6.5.

Teacher Assessment

For some new arrivals it may not be possible to make summative teacher assessments, and in these circumstances you should record A in your management information system for the assessment of mathematics and science, and NOTSEN for the assessments of the attainment targets in English if the pupil does not speak English. However, teacher assessments should be made where at all possible.

Please note:

Wherever a pupil's assessments are recorded as **J** (just arrived) or **U** (unable to access), the report form on page 14 of this guidance should be completed. 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.

2 Pupils Who Arrive Without Records

Where a child arrives in year 6 before the tests are administered and without records, the headteacher 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. Please note that it is the responsibility of the school at which the pupil is registered during test week to submit TA data and to despatch test scripts for marking.

Tests

If a pupil arrives during the test period, where it is possible and manageable, the tests should be used with the pupil. If it is not possible to administer the tests, the child should be recorded as **J** in the attendance registers for the tests. If a child changes school during test week, the school where the pupil was registered at the beginning of the test week must submit the TA data for the pupil.

Teacher Assessment

If a child's records cannot be obtained and it is not possible to make teacher assessments, the child should be recorded as absent for the assessments using the A code.

3 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 where the child is on roll.

Tests

If a pupil is on roll at a school but is in hospital or is receiving home teaching during the test period, you should liaise with the teacher who is currently supporting the pupil to decide whether it is feasible for the pupil to do the tests elsewhere. **Schools are no longer required to inform STA if any of their pupils take the test/s at an alternative location' but the head teacher remains responsible for the security and confidentiality of the tests.**

If it is not possible to administer the tests, then the **U** code should be entered in the attendance registers for the tests. If a pupil is absent from school for the tests for any other reason (e.g. outside of the country), you should use the **A** code in the attendance registers for the tests.

Teacher Assessment

When a child has been absent from school for a prolonged period (such as in hospital or receiving home tuition) and it is not possible to make teacher assessments, then the child should be recorded as absent using the **A** code. However, you should endeavour to make these assessments if at all possible, in liaison with hospital teaching staff or support staff as appropriate. If a child is absent for any other reason (for instance, outside of the country for an extended period), then the **A** code should also be used.

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

4 Short Term Absence

(whether authorised or unauthorised, including short term illness)

Tests

If a pupil is absent for a test, the school can arrange, with STA permission for the child to take the test up to a week after the published test date. The Head Teacher must ensure the child is kept apart from other children who have taken the test and that their parents take responsibility for ensuring the child does not contact other children who have taken the test or have access to the content of the test e.g. via the internet. The Head teacher must ensure the confidentiality of the test materials are maintained, and apply / notify STA of the changes.

When a pupil is outside the country for the assessment period, you should record the pupil as absent (**A**) in the attendance registers for the tests.

Teacher Assessment

Where a pupil is absent for the tests but has been present during the rest of the key stage, it should be possible to arrive at summative teacher assessments i.e. for English writing and science. Where a pupil has been absent for a longer period, please see the guidance for teacher assessment above, under *Long Term Absence*.

5 Pupils working at the standard of the tests but who are unable to access them for other reasons

Tests

Pupils working at the standard of the tests but who are unable to access them (see Section 6 of the *Key Stage 2 Assessment and Reporting Arrangements 2019*) should be entered as U (unable to access) in the attendance registers for the tests.

Teacher assessments

For newly arrived students who have English as an additional language, see above under *New Arrivals*. Also see above *Pupils Who Arrive Without Records*.

For pupils disapplied from all or part of the National Curriculum i.e. English reading, English writing, mathematics and science, including statutory assessment requirements, record **D** for those statutory teacher assessments to which the disapplications relate.

6 Travelling Children

Travelling children are often absent from school for extended periods and this can be problematic for both the tests and teacher assessment. You should make every effort to record teacher assessments and to administer the tests. Where this is not possible, the A code should be used in the attendance registers for the tests and the child should be recorded as absent for teacher assessments using the A code.

7 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.

2019 Key Stage 2 tests

Pupil not participating in the Key Stage 2 tests Report form - guidance

Providing notification of a pupil working at the standard of the tests but who is unable to access them or where it is not possible to establish the standard at which a pupil is working

Before completing this form:

- refer to local authority guidance above and to 'Participation in the tests' Section 6, *Key Stage 2 Assessment and Reporting Arrangements 2019* guidance and 'Access Arrangements' guidance
- if necessary, discuss the arrangements with Andrew Cooper, Head of School Support Service on 0121 366 9950 or Denise Harris 07766923204

NB: If the pupil is working below the standard of the tests (i.e. they are working at the standard of the pre-key stage standards for KS2), you do still need to complete this report form. Such pupils must not be entered for the tests and should be recorded as B in the attendance registers for the tests.

Please provide, on the following page, a brief explanation setting out the reasons why this pupil will not be able to access some or all of the Key Stage 2 assessments in 2019. The explanation should, as appropriate:

- include a brief description of the pupil's present circumstances, explaining why the pupil can't take some or all of the tests;
- refer to any action already taken, or special support already offered, and to any procedures the school has used to analyse and monitor the pupil's needs, or if this information is documented elsewhere, indicate where it can be found;
- indicate whether these circumstances are likely to be long term or short term;
- refer to discussions with the pupil's teachers and parents or carers;
- Refer to any consultations with educational psychologists, medical officers or other specialist staff.

Pupils who are working at the standard of the tests but are unable to access them, or where it is not possible to make a judgement of the standard at which they are working, should be recorded as U (unable to access) or J (Just arrived) in the attendance registers for the tests. Where it is not possible for the pupil to do the English tests because the child does not have developed skills in English, do not enter for the tests and record B in the attendance record.

2019 Key Stage 2 tests

Pupil not participating in the Key Stage 2 tests Report form

Providing notification of a pupil:

- working at the standard of the tests but who is unable to access them or where it is not possible to establish the standard at which a pupil is working, and the U or J code has been used in the attendance registers for the tests
- working below the standard of the tests e.g. where significant SEN provision is made or pupils are unable to communicate in English, and the B code has been used in the attendance registers for the tests .

School name _____

DFE number _____

Pupil's name _____

Head teacher's name _____

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 by Thursday 28th March 2019.

Signed (Headteacher) _____

Date _____

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

E Requests to make access arrangements

- A small number of children may require arrangements to enable them to access the tests.
- Access arrangements must never provide an unfair advantage, support given must not change the test questions. Answers must be a child’s own.
- Decisions about access arrangements must be made prior to the test and should be based on the type of support a pupil usually receives as a part of routine classroom practice. **Evidence for this will be required in the event of a monitoring visit.**
- Inappropriate use of access arrangements may result in the annulment of pupils’ results.
- Schools must use ncatools ‘Access arrangements’ section to submit applications and make notifications for access arrangements for key stage 2 tests.
- For queries related to access arrangements to meet a pupils’ specific needs, schools should use ncatools ‘Access arrangements: ’Message us’ and not emails.

Detailed guidance concerning access arrangements can be found in:
<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>
 and additional guidance via <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements> and <https://ncatools.education.gov.uk>

Access arrangements that require STA permission

Applying for additional time

All applications for additional time must be made in advance, via the ‘Access arrangements’ section of the NCA tools website <https://ncatools.education.gov.uk> . Schools will be required to respond on-line to a series of questions about the child. Applications can be made from **Monday 28th January until Monday 29th April**. Schools will be notified immediately of the outcome via NCA tools.

Other access arrangements requiring permission

	Access arrangements open	Outcome notification by
Additional time	Monday 28 th January– Monday 29 th April	Immediate response
Early opening	Monday 28 th January– Monday 25 th February	Monday 8 th April
Compensatory marks	Monday 28 th January– Monday 25 th February	Monday 8 th April
Timetable variation (up to 5 school days)	Monday 29 th January– Thursday 24 th May	Wait for approval from STA
Special consideration (apply only after tests)	Friday 17 th May – Friday 25 th May	Outcomes via ncatools

Schools should contact Services For Education on 0121 366 9950 or the national curriculum assessments helpline on 0300 303 3013 for general guidance on specific situations not covered in the Access Arrangements Guide.

Access arrangements that do not require permission but are notifiable to STA
(Made at the school's discretion)

Notifications:		Yes	No
The head teacher must complete the relevant online notification form via Access arrangements section of NCA tools once all tests have been completed and submit before the HT's declaration form (HDF) by Friday 24th May at the latest.			
Use of a word processor	Notification forms available from Thursday 16 th May	√	
Use of a technical or electrical aid		√	
Use of a scribe		√	
Use of a full or partial transcript	Notification form from 16 May Made at end of test, original script also sent to marker	√	
Unforeseen injuries and illness	Yes for timetable variation	√	
School delegated arrangements reflecting normal classroom practice			
Written or oral translations	Unless including early opening or use of scribe		√
Rest breaks	Section test before start or by stopping the clock No unauthorised additional time Complete on same day		√
Readers	1-1 basis		√
Prompters	1-1 basis		√
Use of apparatus (accessibility objects) in the mathematics tests	Refer specific guidance or Questions via 'message us' NCA tools		√
Administering the tests at an alternative location	Head teacher ensures confidentiality, security and correct administration		√

Where the need for access arrangements arises at the time of the tests (for example, where a child breaks an arm), schools should adopt any necessary access arrangements as appropriate (except early opening). Where this involves additional time, schools should inform STA.

Early opening of the test papers

Schools that need to open the test papers more than one hour before a test is due to start for example to prepare apparatus or make adaptations to the text must request permission via the NCA tools website.

Requests must be made for all pupils where early opening is required, including pupils on any of the stages of the SEN Code of Practice. Permission is also required for early opening of modified versions of the tests.

For detailed information about early opening, please see STA website <https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements>

Providing additional time (up to 25%) for pupils who are not statemented

Please see <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements> for guidance related to the application for additional time. Applications are made via the NCA tools website.

Please note:

The tests are not designed for pupils working below the standard of the national curriculum and these pupils should not be entered for the tests. Additional time is of no advantage to such pupils and additional time requests for these pupils cannot be agreed.

Up to 25% additional time can be given at the school's discretion for any pupil with a statement of special educational needs. Pupils using **modified large print or Braille (UEB) versions** of the tests are automatically entitled to 100% additional time. In all other cases additional time must be requested. Pupils using **enlarged print versions** of the tests are not automatically entitled to additional time unless they have a statement of special educational needs, in which case they are allowed up to 25% additional time for written tests at the school's discretion.

Permission must be sought for additional time beyond 25% for any child (including those with statements) and for additional time beyond 100% for pupils using modified large print or Braille papers.

Access arrangements for which STA permission is not required

For access arrangements that can be made at the Headteacher's discretion and do not require permission from STA see *Key Stage 2 Assessment and Reporting Arrangements 2019*, (sections 6 and 7), and <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

Readers

Readers must be used on a one to one basis only. Readers must never read question papers to more than one pupil at a time. Where a number of pupils require readers, the test would most appropriately be administered to these pupils in separate rooms.

Test administrators can read **occasional words or phrases** to a pupil upon request during a test. This is available to all pupils and does not constitute having a reader.

A reader may read any part of the **mathematics tests**, including reading words and numbers but **not mathematical symbols**. This is so that the function of a mathematical symbol is not inadvertently explained by reading its name. Instructions

can be clarified as long as no additional information is given and the assessment is not invalidated. Subject specific vocabulary may be read but not clarified. Where a reader may need to read all of a mathematics test paper for a pupil, this should be carried out in a separate room.

In the **reading test**, help can only be given with general instructions including information on the front cover and directions that are not part of the actual questions. A reader must not read the texts, questions or any part of the pupil's responses back to the pupil.

Translations of the tests

Schools can translate whole mathematics papers for pupils who have English as an additional language and who regularly have work translated.

Translations should usually be made at the time of the test. Applications for a timetable variation or early opening should be made for 'exceptional circumstances' as per STA guidance <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements> .

F Administration of the tests/monitoring visits

Relevant documentation:

<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>

Key stage 2 tests and phonics screening check: monitoring visits (April 2019)

<https://www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits>

STA *Test administrators' guide* (published March 2019)

<https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag>

Key stage 2 tests: demonstrate correct test administration (March 2019)

<https://www.gov.uk/government/publications/key-stage-2-tests-demonstrate-correct-test-administration>

There is a statutory requirement for the local authority to make unannounced monitoring visits to at least a 10% sample of schools before, during and after the test period. The purpose of these visits is to check on security arrangements for the tests and to check that tests are being administered according to published procedures.

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

- see **all KS1 test** materials and any relevant **delivery notes**
- see **all KS2 test** materials and any relevant **delivery notes**
- **observe** any KS2 tests being administered
- see **evidence** to show that pupils using access arrangements, e.g. prompters, scribes or additional time, are doing so in accordance with normal classroom practice
- see copies of correspondence and other documents sent to and received from their LA or STA about the administration of the KS2 tests

Specifically, the visits are intended to check that:

- test packs are checked upon receipt and stored securely prior to the tests and are unopened. Secure storage means that the test packs, resealed in their delivery box, should be kept locked in a storeroom or cupboard to which only the headteacher or other member of staff responsible for the administration of the tests has access;
- test packs remain unopened until just before the relevant test. Please note that *the Key Stage 2 Assessment and Reporting Arrangements 2019, Section 7.5* states that '**sealed packs of test papers should only be opened in the test room when the pupils are ready to start the test, or within the hour before the test begins if minor modifications are necessary, unless STA has granted permission for early opening of more than one hour.**' in exceptional circumstances only, packs can be opened up to one hour before each test, (e.g. when access arrangements have to be made for particular pupils) or where STA have granted specific

permission for early opening;

- once the test pack is open, school staff, including test administrators must not discuss the content of the papers with anyone or use question-specific information to prepare pupils for the tests. In particular, content that could compromise a test must not be discussed on social media or published online. (KS2 ARA, 2019, section 7.5).
- Collation and security of scripts
Test scripts must be returned immediately to the headteacher or senior member of staff and the test must not be looked at, annotated or reviewed in any way (unless it is necessary to make a transcript – see specific guidance).
- tests are administered in accordance with instructions in the *Test Administrators' Guide* published in March 2019
<https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag>
- children work individually on the tests and that no inappropriate support is given;
- access arrangements are implemented appropriately.
(STA may direct LAs to confirm evidence for applications requiring permission is in accordance with normal classroom practice prior to test week);
- there are no classroom displays that will give pupils an unfair advantage in completing the tests, e.g. multiplication tables, number squares, spelling lists, writing frames, etc;
- completed test papers (and any unused test materials and all reading booklets) are returned **immediately** to be packed and/or returned to secure storage according to guidance, prior to despatch to external markers, with no access to test papers by any member of staff other than the head teacher. Secure storage means that the test papers should be kept locked in a storeroom or cupboard to which only the head teacher or other member of staff responsible for the administration of the tests has access;
- where papers are sorted into alphabetical order prior to packing and storage, this should be done by at least two members of staff working together. A member of staff should never be left unaccompanied with test papers;
- pupils do not have access to their test papers for any reason once the tests are completed;
- mark schemes will be available to download from NCA tools on Tuesday 28th May 2019.

It is expected that a monitoring visitor will observe the entire test process in the selected schools. This will include observing each class / group as the tests are being administered as well as before and after test security checks.

Monitoring visits will be conducted by Denise Harris, Simone Whitehouse, Niall Crawford, Helen Grundy, Linda Brown and Tricia Bunn. Monitoring visitors will complete a monitoring form produced and required by the Standards and Testing Agency. Schools that are visited will be asked to make a photocopy of the completed form to keep for their records.

The local authority is required to notify STA immediately where any irregularities are identified. Where appropriate, STA will carry out investigations of any irregularities. These investigations are used to make decisions on the accuracy or correctness of pupils' results. STA will amend results as necessary.

All completed monitoring visit forms will be sent to STA as per their guidance.

G External moderation of teacher assessment for writing

Relevant document:

Standards and Testing Agency 2019 key stage 2: assessment and reporting arrangements (October 2019)

<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>

Standards and Testing Agency 2019 teacher assessment guidance: key stage 2

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance>

Introduction

External moderation is statutory. The purpose of moderation is to confirm whether the schools teacher assessments for writing are accurate and consistent with national standards as specified in the Teacher Assessment Frameworks and the national exemplification materials.

The following notes provide details of the Key Stage 2 moderation procedures that will be followed in Birmingham in 2019.

The Birmingham moderation pool comprises School Support Service advisers, associate advisers and serving teachers with relevant skills and experience of end of KS2 assessment and moderation. All moderators will have completed national training and passed the associated writing standardisation activity as required by STA.

Moderation of KS2 English writing TA can take place between 4th and 27th June 2019. As far as possible, schools will receive **formal notification** of a visit **by email** to schools on Friday 17th May. 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.

Details of the **structure of the moderation visit for 2019** will be provided to schools by the moderators from week commencing 20th May. This will include the number, name and role of visiting moderators as well as a possible timetable.

Moderation is a sampling process and is not a method for checking each child's attainment. Moderators must scrutinise evidence of **at least 15% pupils** (minimum of 5 pupils in one form entry schools) who represent the full range of attainment, as set out in the Teacher Assessment Framework for writing, across the cohort. Evidence should be in the form of day-to-day work from across the curriculum, although English and literacy work may produce the depth of evidence required. It should demonstrate attainment of the 'pupil can' statements from the teacher assessment framework standard awarded for the writing. A pupil's work which demonstrates that they meet a standard is sufficient to show that they are working above preceding standards.

Free schools and Academies must comply with statutory requirements for Key Stage 2 assessment. Academies must confirm to STA which LA they wish to conduct moderation visits. On behalf of Birmingham LA, The Services For Education, School Support Service will write to Academy and Free schools each autumn to explain details of the costs for moderation services as appropriate.

Schools may, if they wish, purchase KS2 writing moderation from the School support Service.

A minimum of 25% of Schools will be selected on a statutory basis, to be moderated using the following factors:

- Selection by STA
- local intelligence such as:
 - Changes within the school (new Y6 teaching staff, NQT, new SLT)
 - Concerns regarding the school's assessment procedures
 - Concerns raised by the LA (OfSTED category, inconsistencies in/ historical data concern)
 - Date of last external moderation visit

Therefore any school may be selected regardless of when it was previously moderated. This may result in schools receiving more than one visit across the three key stages for either moderation or monitoring.

Local Authority moderation visits will take place between 4th and 27th 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 27th June 2019 and before any submission of school data.

Local Agreement (see Teacher assessment guidance, section 8.2)

Should you be chosen for moderation in the 2019 sample, you will be asked to indicate via the electronic booking form, whether your school would like to submit your teacher assessment judgements **in advance of the visit** or whether you wish to have the teacher assessments for each pupil available 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 up to 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 6 teacher assessment judgements by class for writing.

Statutory end of Key Stage 2 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 the summer term 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

At the conclusion of each moderation visit, the schools will receive a written summary of the visit. This will include:

- the pre-validated TA data set
- the agreed validated judgements
- any pupils for whom it is agreed the school will internally moderate
- any pupils for whom it is agreed the LA will consider further evidence
- any decisions that the school intends to appeal
- any concerns that require further action by the school or LA
e.g. advice regarding submission of accurate TA data.

Any changes to the pre-validated judgements must be submitted to NCA tools and will be verified. Validated judgements that the school intends to appeal should be notified at the time of the visit and confirmed by the head teacher in writing within three working days of the visit to Denise Harris denise.harris@servicesforeducation.co.uk as per the published appeals process.

In the first instance appeals will be reviewed on Friday 21st June by a panel consisting of lead Birmingham moderators. Should a school wish to escalate any appeal a panel of moderation managers from Birmingham, Solihull and Walsall will be convened. These appeals will be considered on Monday 24th or Tuesday 25th June.

Validation of submitted TA data will be undertaken by Learning and Assessment Service in conjunction with the Data and Intelligence Team.

Please note: If a 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.

H Reporting and publication of results by schools

Introduction

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

Relevant Documentation:

Standards and Testing Agency 2019 key stage 2: assessment and reporting arrangements (October 2019)

<https://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara>

Information concerning the use of Common Transfer Files is available at:

<https://www.gov.uk/guidance/school-to-school-service-how-to-transfer-information>

KS2 TA Submission

Teacher assessments must be submitted via NCA Tools

(<https://ncatools.education.gov.uk/>) in accordance with the national arrangements for data collection by Thursday 28th June 2019. You do not need to send your key stage 2 teacher assessments to the LA.

See <https://www.gov.uk/government/publications/key-stage-2-submitting-teacher-assessment-data> for more information.

The deadline for teacher assessment submission cannot be influenced by the Local Authority. Data submitted late was not used in the provisional datasets which were released by the DfE including the Performance Tables and Analysis School Performance (ASP) websites.

For this reason we recommend that you ensure you are well prepared to submit your results prior to the deadline. It is still possible to amend early submissions right up the 27th June 2019.

KS2 Test results

In 2019, pupil results of the Key Stage 2 national curriculum tests and marked script images will be available to schools on **Tuesday 9th July** on the results section of the NCA Tools website. Raw score to scaled score conversion tables will also be available on GOV.UK. (ARA section 10)

Reporting to parents

Schools must prepare annual reports for the parents / carers of each child at least once during a school year. The report must be made available to parents prior to the end of the summer term of every school year.

The report must cover the pupil's:

- achievements
- general progress
- attendance record

At KS2 it must also include:

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

Full details of reporting requirements are contained in the *Key Stage 2 Assessment and Reporting Arrangements 2019* (section 11)

Pupils who transfer to a new school

Whenever a pupil changes school there is a statutory requirement to use the Common Transfer File (CTF) for the transfer of information to the receiving school, including details of all previous end of key stage assessments.

Detailed information is available in *Key Stage 2 Assessment and Reporting Arrangements 2019* (Sections 12 and 13) and at:

<https://www.gov.uk/guidance/school-to-school-service-how-to-transfer-information>