

# Guidance for National Curriculum Assessment Optional Key Stage 1 teacher assessments

February 2025



## Table of Contents

<b>A. KEY POINTS FOR OPTIONAL KEY STAGE 1 ASSESSMENT PROCESSES:</b>	<b>3</b>
Important Dates for 2025 .....	4
<b>B. OPTIONAL END OF KS1 ASSESSMENT IN 2025 GUIDANCE:</b>	<b>4</b>
KS1 Tests .....	4
Test administration window .....	4
Teacher Assessment Frameworks .....	5
Children working below the standard of the TA frameworks .....	5
<b>C. MODERATING OPTIONAL END OF KEY STAGE 1 TEACHER ASSESSMENTS IN 2025:</b>	<b>6</b>
Introduction.....	6
Optional Writing moderation meetings .....	7
<b>D. REPORTING OPTIONAL KEY STAGE 1 TEACHER ASSESSMENTS:</b>	<b>8</b>
<b>E. ENQUIRES AND CONTACT INFORMATION</b>	<b>9</b>

# Introduction

## Relevant guidance:

- **STA Collection: Key stage 1 teacher assessment** [Please select link - https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests](https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests)

## A. Key Points for optional Key Stage 1 Assessment processes:

Following the [2017 consultation on primary assessment](#), STA [announced in July 2022](#) that end of KS1 assessments will no longer be statutory from the academic year 2023 to 2024 onwards. This took effect from 1 September 2023.

The following KS1 assessments are now optional:

- teacher assessment judgements in English reading, English writing, mathematics and science
- tests in English reading and mathematics (the English grammar, punctuation and spelling test will also remain optional)
- where relevant, using the pre-key stage standards or engagement model

We would encourage all schools, whether maintained or academy, to submit their **optional Key stage 1 assessment results** to the Local Authority. This would allow Birmingham City council to continue to monitor performance as per the statutory duties for the **Director for Children's Service** to promote Education Excellence and tackle underperformance; and would help to inform the priorities for school improvement across the city. The data submitted will be used as a data set within the Children and Families directorate to inform school improvement activity, resourcing and support and would allow Birmingham' to continue to monitor performance/attainment.

One benefit for schools submitting their teacher assessment outcomes to the LA is that we will be able to continue to provide back to schools the same annual reports we do currently which shows your overall school and pupil level summaries. In addition, and dependent on the number of schools agreeing to submit their assessments locally and nationally, we could provide our schools with an emerging national figure for your own internal benchmarking purposes, this will be available from NCER (National Consortium for Examination Results) which most local authorities already currently use for primary data collections.

## Important Dates for 2025

Date	Action
March	Optional <a href="#">KS1 test administration guidance</a> published
Monday 24 March to Friday 28 March	Schools receive optional KS1 modified test materials. NB: STA will no longer print and distribute standard versions of the optional KS1 test papers to schools in England.
Throughout May	Recommended optional KS1 test administration window
Thursday 1 May	Optional KS1 test materials and mark schemes available to download from the PAG (see section 4.4 of administration guidance)
Thursday 15 May	Raw score to scaled score conversion tables and compensatory marks for spelling available to download from the PAG
Monday 2 June	Optional KS1 test materials and raw score to scaled score conversion tables available on GOV.UK

**Please note:** In 2024-25 the STA Assessment and Reporting Arrangements guidance includes information on the phonics screening check only.

## B. Optional end of KS1 assessment in 2025 guidance

**Please note: The year 2, end of KS1 national curriculum assessments, are now non-statutory; this guidance is for information only.**

**Teacher Assessment (TA)** is the primary focus for end of key stage 1 optional assessment. It is carried out as part of teaching and learning and based on a broad range of evidence from across the curriculum. The optional English reading, grammar, punctuation and spelling, and mathematics tests provide one piece of evidence towards a secure judgement for a final TA in these subjects.

### KS1 Tests

A full set of sample and test materials is available to help teachers prepare for the 2025 KS1 optional national curriculum tests. These are available at: [Select link - https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

### Test administration window

The KS1 optional tests do not have set days for their administration, however, STA recommend the optional KS1 tests are administered throughout May 2025, to help inform the support that can be given to pupils on their transition to KS2 ahead of time.

Schools that choose to administer past test papers to help inform their TA judgements and who require braille versions or MLP in hard copy should contact the national curriculum assessments **helpline on 0300 303 3013**.

## Teacher Assessment Frameworks

The KS1 TA frameworks continue to be available to schools. They may be used to assess pupils who are **working at the standard** of the national curriculum assessments. [Select link - https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1](https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1)

- The TA frameworks set out the national standards a pupil may be assessed against at the end of the key stage for English reading, English writing, Mathematics and Science. 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.
- 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.

Teachers should follow the specific guidance for each subject in the framework and may use the exemplification materials to support if additional guidance as needed.

Please note: The KS1 science framework contains one standard. Pupils will be judged as either ‘working at the expected standard’ or ‘has not met the expected standard’. They cannot be assessed with the pre-key stage standards.

## Children working below the standard of the TA frameworks

### Pre-key stage standards

The pre-key stage standards may be used for assessment at the end of key stage 1 for pupils working below the standard of national curriculum assessments **engaged in subject-specific study**. This may include those pupils who cannot communicate in English. [Select link - https://www.gov.uk/government/publications/pre-key-stage-1-standards](https://www.gov.uk/government/publications/pre-key-stage-1-standards).

The pre-key stage 'pupil can' statements have been developed 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 have not yet completed the KS1 programmes of study, or they cannot communicate in English, can be assessed using the pre-key stage standards.

### **The Engagement Model**

If a pupil is working below the standard of the national curriculum assessments and **not yet engaged in subject-specific study**, they can be assessed using the engagement model. For more information follow the link below:

[Select link - The engagement model - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance)

If a pupil has SEND, and is working below the pre-key stage standards, their outcome may be assessed using the engagement model.

## **C. Moderating optional end of key stage 1 teacher assessments in 2025**

### **Relevant documents:**

- **Key stage 1 teacher assessment guidance**  
[Select link - https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance](https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance)

### **Introduction**

Moderation allows teachers to benchmark judgements to ensure consistent and reliable outcomes.

STA strongly recommends that schools consider internal moderation, conducted by the school itself and, where possible, with other schools. Internal moderation can be a collaborative process undertaken throughout the academic year and normally with colleagues across key stages. This supports the quality assurance of TA judgements and provides a valuable opportunity for professional development.

In addition, Key Stage 1 moderation support can be purchased, via an optional written agreement, from [Services For Education](#) who continue to maintain a team of STA accredited KS1 moderators.

- Schools may choose to participate on a voluntary basis in centre based, cross school moderation meetings for writing. Information is available from [Select link - www.servicesforeducation.co.uk](#) or [hello@servicesforeducation.co.uk](mailto:hello@servicesforeducation.co.uk)
- In-school visits can be arranged to moderate a sample of all Y2 teachers' assessments, to check teachers' understanding of national 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. The supportive nature of the moderation visit process will enable moderators and teachers to have a professional dialogue about each pupil's achievements in reading, writing and/or mathematics.
- Moderators will also identify and give feedback on any inconsistencies and explain how these should be remedied. For further information please contact Select link - [hello@servicesforeducation.co.uk](mailto:hello@servicesforeducation.co.uk)
- Moderators will negotiate an appropriate format and focus for the moderation visit, including with teachers working in special education.

**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 Writing Moderation Meeting in the spring and/or summer terms. This external, cross city, moderation opportunities, led by experienced KS1 moderators will enable teachers to review ongoing writing evidence with their peers to agree and plan next steps to consolidate or secure standards as appropriate. Early booking is suggested 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 or scaffolding prompts.**

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's independent work. 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.**

Please visit the Services for Education website for further details and to book your place/s.

If you have any queries about KS1 moderation please contact Denise Harris on **0121 366 9950 / 077669 23204** or [denise.harris@servicesforeducation.co.uk](mailto:denise.harris@servicesforeducation.co.uk)

The LA Data and Intelligence Team will publish further guidance about how to return your assessments to the LA. This guidance will be posted to [Select link - https://www.birmingham.gov.uk/primarydata](#) (webpage will be updated May 2025)

## **D. Reporting optional key stage 1 teacher assessments**

As in previous years, key stage 1 teacher assessment can be submitted to the Data and Intelligence Team via a CTF file generated from your school Management Information System or other suitable software. If you wish to submit teacher assessments and are unable to do so via your Management Information Systems (MIS), please e-mail [educationdata@birmingham.gov.uk](mailto:educationdata@birmingham.gov.uk) we will be able to share an Excel template for your school to complete.

The deadline for submission to the LA issued by the Data and Intelligence Team is **Friday 27th June 2025.** 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 2025. This guidance will be posted to [Select link - https://www.birmingham.gov.uk/primarydata](#)

Schools should check with their local IT provision in advance to ensure they can record the assessments and produce the necessary files for submission of key stage 1 teacher assessments to the LA.



## E. Enquires and Contact Information

Enquires to: Services for Education, School Support Service,

Denise Harris 0121 366 9950 / 077669 23204

[denise.harris@servicesforeducation.co.uk](mailto:denise.harris@servicesforeducation.co.uk)

To contact Birmingham City Council regarding Key Stage 1

Data and Intelligence Team – Children & Families Directorate

[educationdata@birmingham.gov.uk](mailto:educationdata@birmingham.gov.uk)