

Guidance for Statutory End of Key Stage 2 National Curriculum Assessment 2023 -2024

February 2024



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A. Introduction

Relevant documents:

Standards and Testing Agency (STA) key stage 2: assessment and reporting arrangements (ARA) (October 2023)

<https://www.gov.uk/government/publications/2024-key-stage-2-assessment-and-reporting-arrangements-ara>

STA teacher assessment guidance: key stage 2 (September 2023)

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

STA Collection: Key stage 2 teacher assessment [Select this link -](#)

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

- TA frameworks
- TA exemplification
- Reporting and moderating TA

STA Key stage 2 tests: access arrangements (October 2023) [Select this link -](#)

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

In addition, the following guidance will be revised/updated for 2023-24:

- KS2 Test administration guidance (March 2024)
<https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests#test-administration>
- Monitoring the tests - guidance on monitoring visits [Select this link -](#)
<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 2023 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 14** (legal requirements and responsibilities) 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.
- offer support, advice, and training on all aspects of assessment.

Please note: Assessment and Reporting Arrangements includes information on end of Key Stage 2 national curriculum tests and teacher assessment, Multiplication Tables Check (MTC), Science TA, monitoring and moderation processes.

Academies, Free and Independent schools

Academies and Free schools are required to comply with the KS2 teacher assessment guidance issued by the Secretary of State in relation to the end of key stage statutory assessment including monitoring and moderation processes.

Academies and free schools must make a written agreement with their chosen Local Authority for monitoring the 2024 key stage 2 tests and KS1 phonics screening check, and the external moderation of KS2 teacher assessment by **Friday 12th January 2024**. If this is not their geographical LA academies must notify STA via the Primary Assessment Gateway by the STA deadline [Select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk),

You must have a written agreement in place with your chosen LA to confirm monitoring and moderation arrangements. If your school became an academy on, or after 2nd September 2023, you will automatically be part of your geographic Local Authority arrangements for 2023/24.

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 have made a written agreement with their chosen LA for monitoring (and moderation as appropriate) and reported their selection to STA, via the Primary Assessment Gateway, by the deadline of **Friday 8th December 2023**

Should Academies, Free or Independent schools wish to purchase these monitoring and moderation services from the School Support Service (who work on behalf of Birmingham LA) [please contact - hello@servicesforeducation.co.uk](mailto:hello@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 aspect of National Curriculum assessment at Key Stage 2 please contact **Denise Harris 0121 366 9950 / 077669 23204** or [e-mail - denise.harris@servicesforeducation.co.uk](mailto:denise.harris@servicesforeducation.co.uk)

Changes for 2023-2024 (ARA, Section 2)

Academy compliance

STA have removed the checking and amendment window for monitoring and moderation written agreements, and instead a list of academies will be provided to local authorities who will be required to ensure that either, they have an agreement in place or have discussed with any academies who have nominated them but are yet to put an agreement in place.

The statutory requirement is for local authorities to deliver moderation; therefore, they must ensure that all academies within their geographic area have a moderation agreement in place with a Local Authority.

Statutory requirements for 2023-24

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

- conduct **KS2 tests for English grammar, punctuation and spelling, reading and mathematics** with **all pupils for whom they are appropriate** on the **specified dates in May 2024**, and **comply with security, administration, and external marking procedures.**
- comply with the Local Authority arrangements for **monitoring visits** before, during and after the tests.
- Details of schools' and LA's responsibilities relating to the moderation of teacher assessment (TA) have been published (September 2023) at [Select this link - https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance](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 **Friday 28th June 2024** via Primary Assessment Gateway [Select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk).

- comply with Local Authority arrangements for external moderation of KS2 teacher assessment for English writing - A sample of **at least 25%** of all maintained and academy schools will be subject to external moderation of English writing teacher assessments
- **Please note: the deadline for submission of teacher assessment data to the Primary Assessment Gateway [Select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk) cannot be influenced by the Local Authority and late submissions can lead to delays in schools' data being available.**
- fulfil the requirements for reporting in accordance with the content of the *Key Stage 2 Assessment and Reporting Arrangements* (see also Section H of this guidance).

Please note the following:

- **All pupils must** be registered for the tests on the Primary Assessment Gateway, [Select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk) regardless of whether they will actually sit them. Registration opens **Monday 12th February** and closes **Friday 8th March 2024**. All pupils who arrive in school after this date (up to Thursday 16th May) must also be added to pupil registration.
- **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 2024): [Select this link - https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag](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 (October 2023)*.
- Schools must consider whether any of their pupils will need access arrangements **before** they administer the tests. The guidance includes details about the different arrangements. Access arrangements applications are made via the Primary Assessment Gateway [Select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk) from **Monday 12th February**. Please note the deadlines for applications.
- For 2023-24, there continues to be 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 the engagement model, statutory assessment is through teacher assessment only using the pre-key stage 2 standards, with B entered for these children on the test attendance registers. Where pupils with statements are not entered for the tests, amendments to statements are not necessary – see Section C of this guidance.
- The engagement model 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 Primary Assessment Gateway website [Select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk) . The teacher assessment section opens on Monday 20th May 2024. All teacher assessments **must be submitted by Friday 28th June 2024**.
- **Test outcomes:** STA will publish KS2 test results on the Primary Assessment Gateway [Select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk) on **Tuesday 9th July 2024**. 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 publish raw score to scaled score 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)

- Children who are absent for a national curriculum test for a valid reason are able to take the test up to five school days after the published date. Schools must submit an application for any unplanned absence to STA via the Primary Assessment Gateway **after** the pupil has returned to school [Select this link - Key stage 2 tests: varying the test timetable - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable) and check their application for timetable variation has been approved by STA. Rejected applications are recorded as 'A' (absent) on the attendance register (Section 7.4).
- Schools may vary the start times of tests for their pupils on the scheduled date, in the specified order. Schools do not need to notify STA but should be prepared to explain the arrangements if they receive a monitoring visit. (Section 7.2 & 7.3)

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** or via the Primary Assessment Gateway.

3.3 Key stage 2 test timetable for 2024

The tests must be taken on the scheduled day, and in order, unless an application for a timetable variation has been approved by STA (see section 6.5).

Date	Tests
Monday 13 May	English grammar, punctuation and spelling: <ul style="list-style-type: none"> • Paper 1: questions • Paper 2: spelling
Tuesday 14 May	English reading
Wednesday 15 May	Mathematics: <ul style="list-style-type: none"> • Paper 1: arithmetic • Paper 2: reasoning
Thursday 16 May	Mathematics Paper 3: reasoning

B. Which pupils should be assessed?

Relevant document:

Standards and Testing Agency 2022 key stage 2: assessment and reporting arrangements (October 2023) Section 6

<https://www.gov.uk/government/publications/2024-key-stage-2-assessment-and-reporting-arrangements-ara>

All children in their final year of Key Stage 2 in the school year 2023-2024 must be assessed. In the vast majority of cases, these will be pupils who will reach the age of 11 in the school year 2023-2024 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 2024. If such a pupil will be remaining with you for the school year 2024-2025 and it is decided for assessment purposes to treat the pupil according to his/her actual age, then (s)he should be assessed in 2025.

An older pupil taught in a class of year 6 pupils should be included in the assessments unless already assessed previously. 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 2024, he or she **must** be assessed. Where such a pupil will not be transferring, the decision can be made to assess in 2025.

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 2024.

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 2024. If the pupil is not, a decision can be made not to assess in 2024 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 (please see page 17).

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, Key stage 2 assessment and reporting arrangements (October 2023) Section 6

<https://www.gov.uk/government/publications/2024-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 must make the final decision about which pupils the tests are appropriate for and therefore which ones should be entered (ARA, page 23, section 6.1).

Where pupils are assessed as working below the standard of the national curriculum and are not expected to reach this standard by May 2024, they should not be entered for the tests. For these pupils, statutory assessment should be through teacher assessment only. If the 2024 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.

On the pupil registration section of the Primary Assessment Gateway, and in the attendance register for the tests, 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 disapplication. This guidance applies whether or not they have statements.

Children working below the standards of the tests and engaged in subject specific study, including SEND and non-SEND pupils, should be teacher assessed using the pre-key stage 2 standards published at [Select this link - https://www.gov.uk/government/publications/pre-key-stage-2-standards](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 key stage 2: assessment and reporting arrangements (October 2023) Section 6

<https://www.gov.uk/government/publications/2024-key-stage-2-assessment-and-reporting-arrangements-ara>

Additional information at: [Select this link - https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements](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, however, pupils who fit this category may have arrived in school during the weeks immediately before the tests. 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 Primary Assessment Gateway 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*, Section 6.3.

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. If the pupil does not speak English but is engaged in subject specific study you should make your teacher assessment for English and Mathematics using the Pre-Key Stage standards. For those pupils not engaged in subject specific study assessments should be made using the Engagement Model.

Please note:

Wherever a pupil's assessments are recorded as **J** (just arrived) or **U** (unable to access), the report form on page 18 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.

For pupils who arrive during test week from a non-participating school or having been electively home educated, the receiving school must submit TA data for them.

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** (TAG, 14.2, p.31)

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 not required to inform STA if any of their pupils take the test/s at an alternative location (KS2 access arrangements guidance, section 4.8) 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 make an application to STA for permission to administer the test to a child up to five school days 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. 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 October 2023*) 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*.

To make a TA judgement, the pre-key stage standards, providing pupils are engaged in subject specific study should be used. The engagement model is statutory teacher assessment tool for pupils working below the standard of the national curriculum and not engaged in subject specific study.

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.

Pupil not participating in the Key Stage 2 tests

Guidance for completing the 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.

Before completing this form:

- refer to Local Authority guidance above and to 'Test participation' Section 6, *Key Stage 2 Assessment and Reporting Arrangements (October 2023)* guidance and 'Access Arrangements' guidance
- if necessary, discuss the arrangements with Denise Harris, School Support Service on 0121 366 9950 or 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 2024. 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. TA judgements should be made and submitted as appropriate, using the pre-key stage standards or the engagement model.

2024 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: Denise Harris, School Support Service.

[e-mail denise.harris@servicesforeducation.co.uk](mailto:denise.harris@servicesforeducation.co.uk) by 4:00pm on **Friday 12th April** 2024.

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 Primary Assessment Gateway 'Access arrangements' section to submit applications for additional time, early opening of key stage 2 tests, timetable variations and compensatory marks for spelling.
- For queries related to access arrangements to meet a pupil's specific needs, schools should use Primary Assessment Gateway, 'Message us' and not emails.

Guidance concerning access arrangements can be found in:

[Select this link - https://www.gov.uk/government/publications/2024-key-stage-2-assessment-and-reporting-arrangements-ara](https://www.gov.uk/government/publications/2024-key-stage-2-assessment-and-reporting-arrangements-ara)

and **additional detailed guidance** in [Select this link - https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements) and [select this link - https://www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk)

Access arrangements

Schools should use the guidance for access arrangements to determine whether pupils are eligible, based on normal classroom practice, and keep details of their use for their own records and in case of any unannounced monitoring visit.

Applications requiring STA permission must be made in advance, via the 'Available activity' section of the Primary Assessment Gateway.

For early opening requests please check the status in the 'Outstanding activity' section as STA may request more information.

Arrangements requiring STA permission in advance

(KS2 Access arrangements guidance, October 2023, Section 2)

Available activity	Access arrangements	Considerations
Additional time (2.1)	<p>Automatic qualification: Up to 25% additional time if EHCP in place</p> <p>Up to 100% additional time if use MLP or Braille versions of tests</p> <p>-----</p> <p>Apply between Monday 12th February– Monday 22nd April</p>	<p>Application required: Pupils who have difficulties with reading, writing or processing.</p> <p>EAL (for maths test).</p> <p>Injury to hand or wrist within a week of test and unfamiliar with a scribe.</p>
Early opening (2.2)	Schools may open test pack up to 1 hour before planned test start time to make modifications	Application required: For complex adaptations or in exceptional circumstances requiring more than 1 hour
Early opening (for more complex adaptations of test papers)	Apply between Monday 12 th February– Friday 8 th March	Outcomes by Monday 8 th April
Compensatory marks for spelling (2.3)	<p>For pupils with a profound hearing impairment</p> <p>Apply between Monday 12th February– Monday 22nd April</p>	<p>Application required: Unable to access the SPG Test paper 2: spelling Pupil will take SPG paper 1: questions</p>

Timetable variation	Access arrangements	Outcome
Timetable variation (up to 5 school days)	Application form available Monday 12 th February – Thursday 23 rd May	Wait for approval from STA

Arrangements requiring notifications

(KS2 Access arrangements guidance, October 2023, Section 3)

Notifications required	Access arrangements	Yes	No
Use of a word processor (3.3)	Used independently. Refer guidance section 3.3	√	
Use of a technical or electrical aid	Used independently. Refer guidance section 3.3	√	
Use of a scribe (3.1)	No additional time usually allowed	√	
Use of a full or partial transcript (3.2)	Made at end of test and before pupil leaves the test room. Original script also sent to marker	√	

Notifications required	Access arrangements	Yes	No
Unforeseen injuries and illness (section 5)	Yes, for timetable variation Or for unexpected use of a scribe	√	

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). Refer to Access arrangements guidance – section 5.

School-delegated arrangements reflecting normal classroom practice

(KS2 Access arrangements guidance, October 2023, Section 4)

Notifications required	Access arrangements	Yes	No
Written or oral translations (4.1)	Unless including early opening or use of scribe		√
Rest breaks – supervised and under test conditions (4.3)	Section test before start or by stopping the clock No unauthorised additional time Complete on same day		√
Readers (4.2) - record name/s	1-1 basis – consider separate room – Not reading text/s		√
Prompters (4.4) - record name/s	1-1 basis		√
Use of apparatus (accessibility objects) in the mathematics tests (4.5)	Refer specific guidance or questions via 'message us' Primary Assessment Gateway		√
Squared paper (4.6)	If part of normal classroom practice. Must be named and attached to pupil test scripts		√
Administering the tests at an alternative location (4.8)	Head teacher ensures confidentiality, security and correct administration		√
Highlighter Pens (4.7)	Pupil use only. Not for answers.		√

Notifications required	Access arrangements	
Special consideration (apply only after tests)	Form available: Thursday 16 th May Submission deadline: Friday 24 th May	Guidance will be updated in March 2024

Access arrangements requiring permission

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 Primary Assessment Gateway.

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. This does not include early opening

of subject-specific guidance and models which are provided with MLP and Braille tests.

For detailed information about early opening, please see STA website

[Select Link - https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)

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

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 an Education, Health and Care (EHC) plan.
- Pupils using **modified large print (MLP) or Braille** versions of the tests are automatically entitled to 100% additional time.
- Pupils using **enlarged print versions** of the tests **are not** automatically entitled to additional time unless they have an EHC plan, in which case they are allowed up to 25% additional time for written tests at the school's discretion.

School-delegated arrangements - 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*, (sections 6 and 7), and [Select this link - 2024 key stage 2: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/key-stage-2-tests-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.

If a pupil is eligible for up to 25% additional time solely because they have difficulty reading, they may be given either additional time or a reader, but not both.

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.

Notes for readers in the **English grammar, punctuation and spelling** test give specific examples of how question types should be read. Readers should ensure they understand this guidance so that pupils are not advantaged. [Notes for readers in the English grammar, punctuation and spelling tests - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)

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.

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.

Further instructions, including **question specific guidance**, will be given, as appropriate, in the test administration instructions.

Written or Oral Translations of the Tests

Mathematics

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

Written translations should be made during the hour before the test is due to start. Applications for a timetable variation or early opening should be made for

'exceptional circumstances' as per STA guidance [Select this link -](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)

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

Oral translations may be given by a translator at the time of the test.

English reading

Translations can only be made to directions or instructions that are not part of the test questions.

F. Administration of the tests/monitoring visits

Relevant documentation [Select this link -](#)

[2024 key stage 2: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](#)

Key stage 2 tests and phonics screening check: monitoring visits (March 2023)

[Select this link - https://www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits](https://www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits)

STA *Test administrators' guide* (to be updated March 2024)

[Select this link - https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag](https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)

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 and returned, according to published procedures.

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

- 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. prompts, 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 a nominated member of staff responsible for the administration of the tests has access;
- test packs remain unopened until just before the relevant test. Sealed packs of test papers should only be opened in the test room when the pupils are ready to start the test. 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). Applications must be made to STA for specific permission for early opening of more than one hour before the start of a test.
- 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.

- tests are administered in accordance with instructions in the *Test Administrators' Guide* published Monday 11 March 2024 [Select this link - https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag](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 local authorities 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;
- Collation and security of scripts - Test scripts must be returned **immediately** to the head teacher 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)
- completed test papers (and any unused test materials and all reading booklets) should 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 a nominated member of staff. Secure storage means that the test papers should be kept locked in a storeroom or cupboard to which only a nominated 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 Primary Assessment Gateway on Friday 24th May 2024.

STA require 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, Helen Grundy, Jo Perrin, Lucie Welch and Emma Mudge. 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. All original forms are sent to STA after Local Authority monitoring visits have been completed.

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 and appropriate.

G. External moderation of teacher assessment for writing

Relevant document:

Standards and Testing Agency, Key stage 2 assessment and reporting arrangements (October 2023)

[Select this link - 2024 key stage 2: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara)

Standards and Testing Agency KS2 teacher assessment guidance (September 2023)

[Select this link - https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance](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 school's 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 2024.

The Birmingham moderation pool comprises SFE School Support Service 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 annually by STA.

Moderation of KS2 English writing TA can take place between Monday 3rd June and Friday 28th June. 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 a secure electronic booking system. This system will also allow you to confirm your school's intention to submit your Teacher Assessment data, as per our local agreement, in advance of the moderation visit.

Details of the **structure of the moderation visit for 2024** will be provided to schools by the moderators from week commencing Monday 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 for **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. They must have a written agreement for the moderation and monitoring of KS2 SATs and report to STA via the Primary Assessment Gateway, if they choose a non-geographical Local Authority to conduct these visits. Independent schools, if they choose to be included in the statutory assessment processes, should contract with a provider and inform STA accordingly. On behalf of Birmingham LA, The Services For Education, School Support Service will write to Academy, Free and Independent 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.

25% each of academy and maintained schools, will be selected on a statutory basis for external moderation in a four-year cycle. In addition, schools may be selected after consideration of the following triggers (ARA 16.1):

- Selection by STA
- local intelligence including:
 - Changes within the school (new Y6 teaching staff, ECT, new SLT)
 - A Y6 cohort for the first time
 - Concerns related to 2022/23 process including maladministration
 - Concerns raised by the LA (Ofsted category, inconsistencies in/ historical data concern, concerns regarding the school's assessment procedures)
 - Date of last external moderation visit (excluding 2020 and 2021)

Therefore, any school may be selected regardless of when it was previously moderated. This may result in schools receiving more than one visit across key stages 1 and 2, for either moderation or monitoring.

Local Authority moderation visits will take place between Monday 3rd June and Friday 28th June 2024. 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 Friday 28th June 2024 and before any submission of school data.

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.

Local Agreement (see Teacher assessment guidance, section 9.6)

Should you be chosen for moderation in the 2024 sample, you will be asked to indicate via the electronic booking form, whether your school would like to submit your teacher assessment judgements for writing, in a class list/s, categorised by standard, **in advance of the visit** or whether you wish to have the teacher assessments for each pupil available in hard copy, 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 up to one week ahead of the visit and would undertake to give you up to 24 hours' notice of the moderation sample. 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. A school's decision 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, categorised by standard, for writing by class.

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 appeals 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 [see website www.servicesforeducation.co.uk](http://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 moderate internally
- 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 Primary Assessment Gateway 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 [e-mail - denise.harris@servicesforeducation.co.uk](mailto:denise.harris@servicesforeducation.co.uk) as per the published appeals process.

In the first instance appeals will be reviewed on **Wednesday 27th June 2024** 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 **Thursday 27th June 2024**.

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

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 Key stage 2 assessment and reporting arrangements (October 2023)

[Select this link -](#)

[2024 key stage 2: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](#)

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

[Select this link - https://www.gov.uk/guidance/school-to-school-service-how-to-transfer-information](https://www.gov.uk/guidance/school-to-school-service-how-to-transfer-information)

KS2 TA Submission

Teacher assessments must be submitted via the Primary Assessment Gateway in accordance with the national arrangements for data collection by Friday 28th June 2024. You should not send your key stage 2 teacher assessments to the LA.

See [Select this link - https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance](https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance) for more information.

The deadline for teacher assessment submission cannot be influenced by the Local Authority. Data submitted late may not be included in the provisional datasets which will be released by the DfE in the Analysis School Performance (ASP) website.

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 to the **28th June 2024** deadline.

KS2 Test results

In 2024, pupil results of the Key Stage 2 national curriculum tests and marked script images will be available to schools on the Primary Assessment Gateway on **Tuesday 9th July**. Raw score to scaled score conversion tables will also be available on GOV.UK from this date. (ARA section 9)

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 (October 2023, section 12)* [2024 key stage 2: assessment and reporting arrangements \(ARA\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/key-stage-2-assessment-and-reporting-arrangements-ara)

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 (October 2023, Sections 12 and 13)* and at:

[Select this link - https://www.gov.uk/guidance/school-to-school-service-how-to-transfer-information](https://www.gov.uk/guidance/school-to-school-service-how-to-transfer-information)

I. Enquires and Contact Information

Enquires to: Services for Education, School Support Service,

Denise Harris 0121 366 9950 / 077669 23204

denise.harris@servicesforeducation.co.uk

To contact Birmingham City Council regarding Key Stage 2

Data and Intelligence Team – Children & Families Directorate

educationdata@birmingham.gov.uk