

2018 national curriculum assessments

Key stage 1

2018 Assessment and Reporting Arrangements (ARA)

October 2017



Standards
& Testing
Agency

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Section 1: Introduction

1.1 About this guidance

This guidance sets out the statutory requirements for key stage 1 (KS1) national curriculum assessment and reporting for the 2017 to 2018 academic year. It is produced by the [Standards and Testing Agency](#)¹ (STA), an executive agency of the Department for Education (DfE).

The assessment and reporting arrangements apply to maintained schools, maintained special schools, academies, free schools, pupil referral units (PRUs), hospital schools, Service Children's Education (SCE) schools and participating independent schools with pupils in KS1. Full details of how the ARA applies to different types of school are included in section 11.1.

1.2 Who is this guidance for?

- Teachers and staff responsible for end of KS1 assessment and the phonics screening check.
- Headteachers and senior leadership teams.
- Governors and trustees.
- Local authority (LA) assessment co-ordinators.

1.3 Legal status

The ARA contains provisions made in terms of Article 9 of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#)². This Order is made under the Secretary of State's powers as provided for by section 87 of the Education Act 2002.

This document gives full effect to the provisions made in the Order concerning KS1 assessment and has effect as if made by the Order. The ARA also contains guidance and information that does not form part of the law. Section 11 contains further guidance on legal requirements and responsibilities.

1.4 Expiry

This guidance is relevant until the end of the 2017 to 2018 academic year.

¹ www.gov.uk/sta

² www.legislation.gov.uk/uksi/2004/2783/contents/made

Section 2: Changes for 2017 to 2018

2.1 Teacher assessment frameworks

For 2017 to 2018, STA has introduced revised [teacher assessment frameworks](#)³ in English writing only. This includes a move to a more flexible approach which allows teachers to use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.

The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive. The 'pupil can' statements within the frameworks for English reading, mathematics and science are unchanged. STA has also updated the guidance in the frameworks which applies to the statutory teacher assessment (TA) of all of the core subjects.

The [interim pre-key stage standards](#)⁴ have been revised to make sure they are aligned with these changes.

2.2 English grammar, punctuation and spelling test

The KS1 English grammar, punctuation and spelling test remains optional from 2018 onwards. Schools may choose to administer the test and use the results to inform TA, but there is no requirement to do so.

English grammar, punctuation and spelling test materials, including mark schemes, will be available to download from [NCA tools](#)⁵ from Tuesday 1 May. Standard versions of the test will not be sent to schools.

Modified versions of the test will be sent to schools, if ordered. Schools should order modified versions, including modified large print and braille, if required, from the 'Test orders' section of NCA tools by Friday 24 November.

³ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

⁴ www.gov.uk/government/publications/interim-pre-key-stage-1-standards

⁵ <https://ncatools.education.gov.uk>

Section 3: Important dates

These dates may be subject to change.

3.1 Important dates for 2017

Monday 30 October	<ul style="list-style-type: none">• 'Test orders' section of NCA tools⁶ opens.• Maintained schools, academies and free schools should order modified versions of the KS1 tests, including modified large print and braille, if required, by Friday 24 November. STA bases quantities of standard test materials for English reading and mathematics on schools' autumn census data.• Independent schools choosing to participate in the KS1 assessments must place test orders for both standard and modified versions, and issue privacy notices to parents.• Special schools, PRUs, hospital schools and secure units should confirm zero test orders, if all pupils are working below the standard of the tests or all pupils are unable to access the tests, to avoid test materials being sent to them.
November to December	<ul style="list-style-type: none">• STA moderation training in English writing for LAs.
Friday 24 November	<ul style="list-style-type: none">• 'Test orders' section of NCA tools closes.• Deadline for maintained schools, academies and free schools to order modified versions of the KS1 tests, including English grammar, punctuation and spelling.• Deadline for participating independent schools to order standard and modified versions of the KS1 tests and issue privacy notices to parents.• Deadline for special schools, PRUs, hospital schools and secure units to confirm zero test orders, if all pupils are working below the standard of the tests or all pupils are unable to access the tests.

⁶ <https://ncatools.education.gov.uk>

Friday 24 November	<ul style="list-style-type: none"> • Deadline for schools to submit their holiday dates for the 2017 to 2018 academic year in the 'Test orders' section of NCA tools.
December	<ul style="list-style-type: none"> • KS1 access arrangements guidance published.
Friday 15 December	<ul style="list-style-type: none"> • Deadline for academies to have a written agreement in place with their chosen LA for monitoring the phonics screening check and external moderation of their KS1 TA, and to have reported this information to STA via NCA tools. • Deadline for participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, to have a written agreement in place with the LA that will complete external moderation of their KS1 TA, and to have reported this information to STA via NCA tools.

3.2 Important dates for 2018

Spring term	<ul style="list-style-type: none"> • 2019 teacher assessment frameworks and pre-key stage standards are published for information only. • LA moderator standardisation exercises in English writing.
Monday 26 February	<ul style="list-style-type: none"> • LAs informed by STA on, or shortly after, this date if they are going to receive an external moderation visit.
March	<ul style="list-style-type: none"> • KS1 test administration guidance⁷ published.
Monday 16 April to Friday 20 April	<ul style="list-style-type: none"> • Schools receive KS1 test materials for English reading and mathematics, including any modified test orders.
April	<ul style="list-style-type: none"> • Phonics screening check administration guidance⁸ published.
May	<ul style="list-style-type: none"> • KS1 test administration window.

⁷ www.gov.uk/government/collections/key-stage-1-test-administration

⁸ www.gov.uk/government/collections/phonics-screening-check-administration

Tuesday 1 May	<ul style="list-style-type: none"> All KS1 test materials (excluding braille) and mark schemes, including the optional English grammar, punctuation and spelling test, are available to download from NCA tools.
Friday 11 May	<ul style="list-style-type: none"> Deadline for ordering braille versions of the phonics screening check from the modified test agency on 0300 303 3019.
Friday 18 May	<ul style="list-style-type: none"> Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit for TA.
Friday 1 June	<ul style="list-style-type: none"> Raw score to scaled score conversion tables for KS1 tests available on GOV.UK⁹ and NCA tools. KS1 test materials available on GOV.UK.
Monday 4 June	<ul style="list-style-type: none"> KS1 headteacher's declaration form (HDF) available to schools on NCA tools.
Monday 4 June to Thursday 28 June	<ul style="list-style-type: none"> LAs undertake external moderation of KS1 TA.
Monday 4 June to Friday 8 June	<ul style="list-style-type: none"> Schools receive phonics screening check materials.
Monday 11 June to Friday 15 June	<ul style="list-style-type: none"> Schools administer the phonics screening check.
Monday 11 June	<ul style="list-style-type: none"> Phonics screening check materials (excluding braille) available to download from NCA tools. Phonics screening check HDF available to schools on NCA tools.
Monday 18 June to Friday 22 June	<ul style="list-style-type: none"> Timetable variation week for pupils who were absent for the phonics screening check.
Monday 25 June	<ul style="list-style-type: none"> Phonics screening check materials and threshold mark published on GOV.UK.

⁹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Thursday 28 June	<ul style="list-style-type: none"> • Deadline for schools to submit KS1 TA data to LAs. • Deadline for schools to submit the KS1 HDF on NCA tools. • Deadline for schools to submit the phonics screening check HDF on NCA tools.
By the end of the summer term	<ul style="list-style-type: none"> • Schools must submit their phonics screening check results to their LA by the deadline specified by the LA.
Friday 27 July	<ul style="list-style-type: none"> • Deadline for LAs to submit phonics screening check and KS1 TA data to DfE using COLLECT¹⁰.

¹⁰ <https://sa.education.gov.uk>

Section 4: 2018 national curriculum tests

4.1 Overview of 2018 tests

The KS1 tests are designed to test pupils' knowledge and understanding of the [KS1 programmes of study](#)¹¹. Teachers must administer the English reading and mathematics tests to help make a secure judgement for their final TA at the end of KS1. The tests make up one piece of evidence for the overall TA judgment.

The KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

Participating pupils (see section 5.1) should be given the opportunity to attempt each test paper. Teachers can use their discretion to decide if pupils need a [rest break](#)¹² during any of the tests or whether, if appropriate, to stop a test early.

Schools will receive test materials for English reading and mathematics, including any modified test orders, in the week beginning Monday 16 April.

An optional English grammar, punctuation and spelling test will be available to download from [NCA tools](#)¹³ from Tuesday 1 May. Standard versions of the English grammar, punctuation and spelling test will not be sent to schools. There is no requirement for schools to administer the optional English grammar, punctuation and spelling test or use the result to inform TA.

KS1 English reading test

There are 2 reading papers. Each paper has a selection of texts that are designed to increase in difficulty. They include a mixture of text genres.

Paper 1 consists of a combined reading prompt and answer booklet. The test takes approximately 30 minutes to complete, but is not strictly timed.

¹¹ www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject

¹² www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements

¹³ <https://ncatools.education.gov.uk>

Paper 2 consists of an answer booklet and a separate reading booklet. Paper 2 contains more challenging texts. The test takes approximately 40 minutes to complete, but is not strictly timed.

All pupils should be given the opportunity to attempt both papers, but administrators can stop individual pupils at any stage of the test if a pupil is struggling.

KS1 mathematics test

There are 2 mathematics papers:

- Paper 1: arithmetic
- Paper 2: reasoning

Paper 1: arithmetic assesses pupils' fluency in the fundamentals of mathematics, including place value, calculations and fractions.

The arithmetic test consists of a single test paper and takes approximately 20 minutes to complete, but is not strictly timed.

Paper 2: reasoning assesses pupils' mathematical fluency by demonstrating their ability to solve problems and reason mathematically.

The reasoning test consists of a single test paper and takes approximately 35 minutes to complete, but is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the paper should be around 30 minutes.

Optional English grammar, punctuation and spelling test

Schools can choose whether to administer the optional English grammar, punctuation and spelling test and use the results to inform their English writing TA.

There are 2 papers:

- Paper 1: spelling
- Paper 2: questions

Paper 1: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.

Paper 2: questions is a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils have approximately 20 minutes to complete the test, but it is not strictly timed.

4.2 Scaled scores

[Scaled scores](#)¹⁴ are used to report national curriculum test outcomes.

Scaled scores help test results to be reported consistently from one year to the next. National curriculum tests are developed each year to the same specification. However, because the questions are different the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table. A scaled score of 100 will always represent the expected standard on a KS1 test.

4.3 Practice test materials

[Practice test materials](#)¹⁵ are available to help teachers prepare for the 2018 tests. These include past versions of KS1 national curriculum tests and KS1 sample materials. Alongside the test materials are mark schemes and test administration instructions.

4.4 Test frameworks

[Test frameworks](#)¹⁶ are available for each test. Although written for test developers, these may also be of interest to schools.

Each framework sets out:

- what is, and is not, assessed in the test
- how each element of the subject is assessed
- the structure of the tests
- a performance descriptor that describes the standard a pupil is expected to achieve on the test in each subject

The test frameworks don't provide information on how schools should teach the national curriculum. Teachers shouldn't use the frameworks to guide teaching and learning.

¹⁴ www.gov.uk/guidance/scaled-scores-at-key-stage-1

¹⁵ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

¹⁶ www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

4.5 Test orders

Maintained schools, academies and free schools do not need to place a test order for standard versions of KS1 tests because STA will calculate the quantities they require based on their autumn census data. Modified tests must be ordered on NCA tools, if required. The optional English grammar, punctuation and spelling test will be available to download from [NCA tools](#)¹⁷ from Tuesday 1 May. STA will not send standard versions of the English grammar, punctuation and spelling test to schools.

Independent schools that choose to take part in the KS1 assessment and reporting arrangements for one or more subjects, must enter the number of pupils taking each test in the 'Test orders' section of NCA tools and issue privacy notices to parents by Friday 24 November.

Special schools, PRUs, hospital schools and secure units should confirm zero test orders on NCA tools by Friday 24 November, if all pupils are working below the standard of the tests or if all pupils are unable to access the tests. Otherwise, these schools will receive test materials for English reading and mathematics based on their autumn census data.

Schools should submit their holiday dates for the 2017 to 2018 academic year in the 'Test orders' section of NCA tools by Friday 24 November. STA will use this information when planning deliveries of test materials.

4.6 Modified test materials

STA develops modified versions of the tests. They are primarily designed for pupils with significant visual impairments although they may be suitable for pupils with other needs, such as dyslexia. The standard versions, suitable for the majority of pupils, are A4 booklets with multi-tonal diagrams and illustrations. Modified large print versions have a large font, high contrast diagrams and greater white space around the content. Braille versions of the test, available in Unified English Braille (UEB), are suitable for pupils with extremely limited or no vision.

All schools can order modified versions of the tests, including the optional English grammar, punctuation and spelling test, in modified large print and braille, in the 'Test orders' section of NCA tools until Friday 24 November. Past versions of the modified tests (excluding braille) are available in the [practice test materials](#)¹⁸ collection. Schools can contact STA's modified test agency on 0300 303 3019 for further advice about which modified materials may be suitable for their pupils or to request copies of the braille tests from previous years.

¹⁷ <https://ncatools.education.gov.uk>

¹⁸ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

4.7 Delivery of test materials

Schools will receive English reading and mathematics test materials in the week beginning Monday 16 April. They will also receive any modified test orders, including modified versions of the optional English grammar, punctuation and spelling test.

Materials are delivered to school addresses taken from [Get information about schools](#)¹⁹. Schools must login via [Secure Access](#)²⁰ and make sure their details are up to date. Further information about updating records is provided on the website. If schools have not received their test materials by Friday 20 April, or they arrive unsealed or damaged, they should contact the national curriculum assessments helpline on 0300 303 3013.

Headteachers and teachers should read the guidance on [how to keep test materials secure](#)²¹. Further guidance on receiving and storing test materials will be included in the [test administration guidance](#)²². All test materials, including completed tests, must be stored securely and treated as confidential from the point they are received in school until Friday 1 June.

4.8 Additional test materials

Schools can download additional KS1 test materials, and mark schemes, from NCA tools from Tuesday 1 May. This includes modified large print versions but excludes braille. Schools requiring additional braille materials should contact the modified test agency on 0300 303 3019. KS1 test materials and mark schemes that have been downloaded must be kept secure until Friday 1 June.

¹⁹ www.get-information-schools.service.gov.uk

²⁰ <https://sa.education.gov.uk>

²¹ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests

²² www.gov.uk/government/collections/key-stage-1-test-administration

Section 5: Test participation

5.1 Participating pupils

The tests are designed to be used with all pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests. This means that if pupils are considered able to answer the easiest questions, they should be entered for the test.

Teachers should use their knowledge of each pupil when considering whether to administer the tests to them. They may also use [practice materials](#)²³ (see section 4.3) to inform these decisions.

Pupils who shouldn't take the tests

Pupils shouldn't take the tests if any of the following apply:

- they have not completed the relevant KS1 programme of study
- they are working below the overall standard of the KS1 tests (and are considered to be unable to answer the easiest questions)
- they are unable to participate even when using suitable access arrangements

The [interim pre-key stage standards](#)²⁴ should be used to provide a statutory assessment outcome for pupils that have not completed the relevant programme of study or who are working below the standard of the tests. See section 8 for further guidance.

If a headteacher decides a pupil shouldn't take one or more of the tests, they must report this decision to the parents. See section 9.2 for information about reporting to parents for pupils who have not participated in the tests.

Decisions on participation in the tests

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests. Some parents may ask a headteacher not to enter their child for the tests. Parents may also ask a headteacher to enter their child for a test when the school has decided this is not appropriate. In all instances, the headteacher's decision regarding participation is final.

²³ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²⁴ www.gov.uk/government/publications/interim-pre-key-stage-1-standards

As part of the decision-making process, headteachers should:

- discuss the pupil's circumstances and needs with their parents and teachers
- consult, if appropriate, with their Special Educational Needs Co-ordinator (SENCO), educational psychologists, medical officers or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities

Headteachers must report this decision to parents. See section 9.2 for information about reporting to parents for pupils who have not participated in the tests.

5.2 Access arrangements

The KS1 tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them. They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions. However, a small number of pupils may need additional arrangements so they can take part. Access arrangements are adjustments that schools can make to support specific pupils during the tests, and must be based on normal classroom practice.

Access arrangements may be appropriate for pupils:

- with a statement of special educational needs (SEN) or an Education, Health and Care Plan (EHCP)
- for whom provision is being made in school using the SEN Support system or whose learning difficulty and/or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties
- with English as an additional language and who have limited fluency in English

Schools don't need to request permission from STA to use any access arrangements for the KS1 tests, but they must ensure that any arrangements put in place don't advantage or disadvantage individual pupils. Headteachers and teachers must use the guidance on [how to use access arrangements](#)²⁵ to consider the assessment needs of individual pupils. It may be helpful to use practice materials (see section 4.3) with pupils before administering the tests.

²⁵ www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements

If the guidance does not cover a particular pupil's needs, schools should contact STA using 'Message us' in the 'Access arrangements' section of NCA tools. For general enquiries contact the national curriculum assessments helpline on 0300 303 3013.

Schools could be subject to a [maladministration investigation](#)²⁶ if they cannot provide evidence that any access arrangements used are based on normal classroom practice. Evidence will vary according to the type of arrangement and the tasks it is required for. It may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork to demonstrate the type of support provided in the classroom.

5.3 Pupils with English as an additional language

English tests

If pupils cannot communicate in English, they will be working below the overall standard of the English tests and should not take them. In order to make a TA judgement, these pupils should be assessed using the TA frameworks or the interim pre-key stage standards if they are working below the lowest standard in the relevant framework (see section 8.5).

Mathematics tests

To establish a pupil's abilities in mathematics, teachers and language-support staff should work together to translate national curriculum work into the pupil's preferred language.

If a pupil is working at the standard of the mathematics tests, the school should consider using access arrangements to enable the pupil to take the tests (see section 5.2). Care should be taken to ensure that any translation does not provide additional support or understanding of mathematical terms.

Pupils working below the overall standard of the mathematics tests should not take them. These pupils should be assessed using the interim pre-key stage standards (see section 8.5).

²⁶ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

Section 6: Test administration

6.1 When to administer tests

Schools must administer the KS1 tests in English reading and mathematics during May 2018. The tests do not have set days for their administration and they may be administered to groups of pupils on different days. Schools may choose to administer the optional English grammar, punctuation and spelling test during May, but there is no requirement to do so.

Pupils must only be allowed to take each test once.

6.2 Security of test materials

Headteachers must ensure the integrity of the tests is maintained so that no pupil has an unfair advantage. Schools must follow the guidance on [how to keep test materials secure](#)²⁷. The test materials must be treated as confidential from when schools receive them or download them from NCA tools, until Friday 1 June.

Packs with test papers enclosed should only be opened in the test room immediately before the school administers the tests for the first time. The content of the tests must not be used to prepare pupils. This could lead to inaccurate results that do not represent pupils' unaided abilities.

School staff, including test administrators, must not discuss the content of the test papers with anyone or use question-specific information to prepare pupils for the test. In particular, content that could compromise a test must not be discussed on social media or published online. Any school behaviour that leads to materials being shared before Friday 1 June may lead to an investigation of maladministration (see section 6.4).

All test materials, including English reading booklets, must be stored securely until Friday 1 June. If any test papers from an opened pack are unused, they must be stored securely and may be used for any subsequent administration of the test.

6.3 Administering tests

Schools must administer the tests in accordance with STA's [test administration guidance](#)²⁸, which will be published in March 2018. Headteachers must make sure the guidance is read, understood and followed by all school staff, including test

²⁷ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests

²⁸ www.gov.uk/government/collections/key-stage-1-test-administration

administrators. STA will provide test administration instructions with the KS1 tests. They will contain test-specific content so they must only be accessed immediately before the administration of each test.

If a school suspects that a pupil's response to a test doesn't represent their own independent work, the headteacher must contact their LA for guidance on what action should be taken.

Schools and LAs should contact the national curriculum assessments helpline on 0300 303 3013 if clarification of the guidance is needed.

6.4 Maladministration of the tests

The term 'maladministration' refers to any act that:

- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that don't reflect pupils' unaided work

Schools could be subject to investigations of maladministration if they don't comply with:

- the 2018 assessment and reporting arrangements (ARA)
- STA's [test administration guidance](#)²⁹, including instructions provided with the test materials

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any pupil's test results. The [maladministration investigation procedures](#)³⁰ explain how STA processes allegations, as well as roles and responsibilities for school visits. This is supported by [guidance for LAs](#)³¹ carrying out visits on STA's behalf.

Allegations of maladministration can come from misunderstandings about correct test administration. To help avoid this, all staff, pupils and parents should understand how and when the tests will be administered.

Anybody with concerns about the administration of the tests and/or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013.

²⁹ www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag

³⁰ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

³¹ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

6.5 Marking tests

KS1 tests are marked internally by schools using mark schemes that will be available on NCA tools from Tuesday 1 May. Tests should be marked by a member of staff familiar with the pupil. Marking requires professional judgement about which responses are correct.

6.6 Using test results

Teachers must use the results of the KS1 tests in English reading and mathematics to support their TA judgement of how a pupil has performed throughout the key stage (see section 8). There is no requirement for schools to use the result of the optional English grammar, punctuation and spelling test to inform TA.

Conversion tables for the 2018 tests will be published on GOV.UK and NCA tools on Friday 1 June. Teachers will need to use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the 'expected standard' in the tests.

Schools are not required to report test results to their LA or the next school when a pupil moves. However, where the school has recorded this data it can choose whether to include these results in any data provided to the LA or next school (see section 10.3). LAs do not give test results to DfE.

Schools are not obliged to report individual test results to parents (see section 9.2). However, parents must be allowed access to their child's results on request.

6.7 Headteachers' responsibilities for the tests

Headteachers at maintained schools and academies must:

- identify which pupils will take the end of KS1 tests in May 2018
- consider whether any pupils will need modified versions of the tests and place a test order on NCA tools by Friday 24 November
- keep the test materials secure and treat them as confidential until Friday 1 June
- ensure test administrators are appropriately trained and administer the tests according to the published guidance
- ensure specific content from test materials is not used to prepare pupils
- ensure pupils have the correct test materials and equipment
- ensure the English reading and mathematics tests are administered within the May 2018 test window
- ensure access arrangements are administered according to the access arrangements guidance

- ensure tests are marked accurately and consistently according to the mark schemes and marking guidance
- notify STA of any incident that may affect the integrity, security or confidentiality of the tests
- ensure the English reading and mathematics test results are used to inform TA
- complete and submit the KS1 HDF on NCA tools by Thursday 28 June

Headteachers at participating independent schools must also:

- issue a privacy notice to the parents of any pupil participating in one or more of the tests and receive approval before placing a test order by Friday 24 November
- place orders for standard and modified tests on NCA tools by Friday 24 November

Headteacher's declaration form

Headteachers must complete and submit the KS1 HDF on NCA tools, as detailed in Section 5(7) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) Order 2004](#)³². The HDF confirms that the English reading and mathematics tests have been administered and marked according to the published guidance and the results have been used to inform TA, or that any issues have been reported to STA. The form will be available from Monday 4 June and must be completed by Thursday 28 June. Failure to complete the HDF by the deadline may result in a maladministration investigation.

Schools may contact the national curriculum assessments helpline on 0300 303 3013 for help with completing the HDF.

6.8 Local authorities' responsibilities for the tests

LAs must take reasonable steps to ensure that maintained schools follow the guidance in this ARA. This also applies to academies that have an agreement in place with the LA.

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the KS1 tests
- checking the storage of KS1 test materials if the school is selected for a KS2 monitoring visit
- informing STA of any irregularities in schools' administration of the KS1 tests and discussing next steps to take
- ensuring the results of KS1 tests are used to inform the school's TA judgements

³² www.legislation.gov.uk/ukxi/2004/2783/contents/made

Section 7: Phonics screening check

7.1 Overview of the check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator.

7.2 Important dates

Friday 24 November	<ul style="list-style-type: none">Schools should submit their holiday dates for the 2017 to 2018 academic year in the 'Test orders' section of NCA tools³³ to ensure they receive check materials on time.
Friday 11 May	<ul style="list-style-type: none">Deadline for ordering braille versions of the phonics screening check from the modified test agency on 0300 303 3019.
Monday 4 June to Friday 8 June	<ul style="list-style-type: none">Schools will receive their check materials, including any braille orders, unless STA has agreed an alternative date.
Monday 11 June to Friday 15 June	<ul style="list-style-type: none">Schools administer the phonics screening check.
Monday 11 June	<ul style="list-style-type: none">Phonics screening check materials (excluding braille) available to download from NCA tools.HDF available to schools on NCA tools.
Monday 18 June to Friday 22 June	<ul style="list-style-type: none">Timetable variation week for pupils who were absent for the phonics screening check week. If a pupil doesn't take the check during this period and returns to school after Friday 22 June they must be recorded as absent.
Monday 25 June	<ul style="list-style-type: none">Phonics screening check materials and threshold mark published on GOV.UK³⁴.
Thursday 28 June	<ul style="list-style-type: none">Deadline for schools to submit the HDF on NCA tools.

³³ <https://ncatools.education.gov.uk>

³⁴ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

By the end of the summer term	<ul style="list-style-type: none"> Schools must submit their phonics screening check results to their LA by the deadline specified by the LA.
Friday 27 July	<ul style="list-style-type: none"> LAs submit phonics screening check and KS1 TA data to DfE using COLLECT³⁵.

7.3 Check participation

Participation in the check depends on the type of school. See section 11.1 for further information. Schools don't need to register pupils for the check.

Pupils who should take the check

With some exceptions (see below), all pupils who have reached the end of year 1 must take the check. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the school year, the equivalent age to those pupils in year 1 at primary and infant schools.

Unless the exceptions apply to them, pupils in year 2 must also take the check if they:

- didn't meet the required standard in year 1
- haven't taken it before

Pupils who shouldn't take the check

Pupils shouldn't take the check if any of the following apply:

- they haven't shown any understanding of grapheme-phoneme correspondences
- they have recently moved to the country and are unable to understand letters and sounds in English
- they use British Sign Language or other sign-supported communication, such as communication boards, to spell out individual letters
- they are mute or selectively mute

Decisions on participation in the check

Headteachers make the final decision about whether it is appropriate for a pupil to take the check. Some parents may ask a headteacher not to enter their child for the check. Parents may also ask a headteacher to enter their child for the check when the school

³⁵ <https://sa.education.gov.uk>

has decided this is not appropriate. In all instances, the headteacher's decision regarding participation is final.

Schools should explain their decision to the pupil's parents. If appropriate, they should provide the parents with documentary evidence to support their decision. Where the decision has been made not to administer the check to a pupil, schools should also explain how they are helping the pupil to learn to decode using phonics.

7.4 Check materials

Schools don't need to order standard materials for the check. Materials are sent to schools based on data from the year 1 autumn school census.

Braille materials must be ordered from the modified test agency on 0300 303 3019 by Friday 11 May.

Schools will receive their check materials, including any braille orders, in the week beginning Monday 4 June unless STA has agreed an alternative date. To ensure schools get their materials on time, they must provide their holiday dates in the 'Test orders' section of NCA tools by Friday 24 November. If schools haven't received their check materials by Friday 8 June, they should contact the national curriculum assessments helpline on 0300 303 3013.

Materials are delivered to school addresses taken from [Get information about schools](#)³⁶. Schools must login via [Secure Access](#)³⁷ and make sure their details are up to date. Further information about updating records is provided on the website.

Additional materials

Schools can download check materials from NCA tools from Monday 11 June. This includes the mark sheet and modified versions (excluding braille), including Word versions with colour images, Word versions with black and white images, and Word versions without images. Schools requiring additional braille materials should contact the modified test agency on 0300 303 3019.

³⁶ www.get-information-schools.service.gov.uk

³⁷ <https://sa.education.gov.uk>

7.5 Security of check materials

Headteachers must ensure the integrity of the check is maintained so that no pupil has an unfair advantage.

Schools must follow the guidance on [keeping check materials secure](#)³⁸ and treat them as confidential when schools receive them, or download them from NCA tools, until Monday 25 June.

Check packs must not be opened before Monday 11 June. They must only be opened when the check is going to be administered for the first time. After the check has been administered, schools must make sure the materials are stored securely until Monday 25 June.

School staff, including check administrators, must not discuss the content of the check with anyone or use question-specific information to prepare pupils for the check. In particular, content that could compromise the check must not be discussed on social media or published online. Any school behaviour which leads to check materials being shared before Monday 25 June may lead to an investigation into maladministration.

7.6 Administering the check

Pupils must only attempt the check once during the check window. Check administrators can use the [practice test materials](#)³⁹ to familiarise themselves with the check.

The check must be administered in accordance with STA's phonics screening [check administration guidance](#)⁴⁰, which will be published in April 2018. Headteachers must make sure the guidance is read, followed and understood by everyone involved in administering and scoring the check in order to avoid allegations of maladministration (see section 7.7). Check administrators must view the [training video](#)⁴¹ before administering the check.

Schools and LAs should contact the national curriculum assessments helpline on 0300 303 3013 if clarification of the guidance is needed.

Check administrators

The check must be administered on a one-to-one basis by a member of staff who is trained in phonics and known to the pupil. The role requires professional judgement

³⁸ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests

³⁹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁴⁰ www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance

⁴¹ www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video

about which responses are correct. The check should not be administered by a teaching assistant or higher level teaching assistant unless they are trained in phonics and have experience delivering phonics sessions to pupils. The check administrator must not be a relative or carer of the pupil taking the check.

7.7 Maladministration of the check

Check administrators must administer the check according to the published guidance in order to avoid allegations of maladministration.

A school could be subject to investigations of maladministration if it doesn't comply with:

- the 2018 assessment and reporting arrangements (ARA)
- STA's check administration guidance, including instructions provided with the check materials

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

Anybody with concerns about the administration of the check and/or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013.

7.8 Monitoring the check

LAs have a statutory duty to make monitoring visits to at least 10% of their schools. This includes:

- participating PRUs or special schools
- academies that have chosen to be monitored by the LA
- a sample of schools which STA will identify

These visits may take place before, during and after the check period.

Monitoring visitors, on behalf of the LA or STA, will make unannounced visits to schools that are participating in the check. They will check if the school is following the published guidance on:

- keeping check materials secure
- administering and scoring the check

If schools receive a monitoring visit they must allow visitors to:

- see all materials and any relevant delivery notes
- observe any checks being administered
- see copies of correspondence and other documents sent to, and received from, the LA or STA about the administration of the check

STA will carry out a full investigation if a monitoring visitor reports:

- administrative irregularities
- potential maladministration (which could include check administrators encouraging pupils to make another attempt at a word or reminding pupils to blend a word during the check)

These investigations are used to make decisions on the accuracy or correctness of pupils' results. Schools and LAs should refer to the [guidance on monitoring visits](#)⁴², which will be updated in March 2018, for further information.

Academies

Academies must have a written agreement in place with their chosen LA for monitoring the phonics screening check. They should inform STA of their choice by Friday 15 December. This can be their closest geographical LA or another of their choosing.

If a school became an academy after 1 September 2017, they will be part of their geographical LA's arrangements for monitoring the 2018 phonics screening check.

7.9 Reporting check results

STA will publish the threshold mark on Monday 25 June on [GOV.UK](#)⁴³ and NCA tools. Schools do not need to wait until the threshold mark is published before submitting their data to the LA.

Reporting to local authorities

Schools must report their pupils' check scores to their LA. The deadline for submission will be provided to schools by their LA.

⁴² www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

⁴³ www.gov.uk/sta

LAs must submit check data to DfE using [COLLECT](#)⁴⁴ by Friday 27 July. COLLECT is DfE's centralised data collection and management system accessed via Secure Access.

Any data DfE receives after Friday 27 July will not be included in the provisional statistics.

Further support for schools and LAs is available in:

- STA's check administration guidance
- DfE's [data collection and submission guidance](#)⁴⁵

Reporting to parents

By the end of the summer term, headteachers must report the following information to parents:

- each pupil's phonics screening check score
- an outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration

For more details about what should be reported to parents, see section 9.2.

7.10 How results will be used

DfE does not publish school-level results for the phonics screening check in performance tables. It will use national results to track standards over time.

Results for 2018 will be published in [Analyse School Performance](#)⁴⁶ (ASP). Schools will also have access to [national and LA check results](#)⁴⁷ to allow them to benchmark their pupils' performance.

⁴⁴ <https://sa.education.gov.uk>

⁴⁵ www.gov.uk/guidance/phonics-screening-check-data-collection

⁴⁶ www.analyse-school-performance.service.gov.uk

⁴⁷ www.gov.uk/government/collections/statistics-key-stage-1

7.11 Headteachers' responsibilities for the check

Headteachers at maintained schools and academies must:

- identify which year 1 pupils should take the check, including any registered at maintained nursery schools who will reach the age of 6 before the end of the school year
- identify any pupils who should take the check in year 2 because they didn't meet the required standard in year 1 or did not take it in year 1
- ensure that any pupils who did not meet the standard of the check in year 2 continue to receive support in phonics
- consider whether any pupils will need braille versions of the check and order them from the modified test agency on 0300 303 3019 by Friday 11 May
- consider whether any pupils will need modified versions of the check (not including braille) and download them from NCA tools during the check period
- keep check materials secure and treat them as confidential until Monday 25 June
- ensure the check is administered once to each pupil within the check window starting on Monday 11 June
- ensure all check administrators are appropriately trained to administer and score the check according to the statutory guidance, and have viewed the training video
- ensure the check is administered by a check administrator known to the pupils
- ensure pupils' responses are scored accurately and consistently
- report any incident which affects the integrity, security or confidentiality of the check to STA
- comply with national data submission requirements by submitting their check results to the LA by the deadline communicated to them by the LA
- complete and submit the phonics HDF on NCA tools by Thursday 28 June

Headteacher's declaration form

Headteachers must complete and submit the phonics screening check HDF on NCA tools, as detailed in Section 5 (7) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) Order 2004](#)⁴⁸. The HDF confirms the check has been administered and scored according to the published guidance, or that any issues have been reported to STA. The form will be available from Monday 11 June and must be completed by Thursday 28 June. Failure to complete the HDF by the deadline may result

⁴⁸ www.legislation.gov.uk/ukxi/2003/1037/pdfs/ukxi_20031037_en.pdf

in a maladministration investigation. Schools should contact the national curriculum assessments helpline on 0300 303 3013 for help completing the headteacher's declaration form.

7.12 Local authorities' responsibilities for the check

LAs must take reasonable steps to ensure that maintained schools follow the guidance in this ARA. This also applies to academies that have an agreement in place with the LA.

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the check
- making unannounced monitoring visits to a sample of at least 10% of schools participating in the check
- informing STA of any irregularities in schools' administration of the phonics screening check and discussing next steps to take
- following the phonics data collection and submission guidance to collect results, quality assure and submit data to DfE, in the required format, using COLLECT

Section 8: Teacher assessment

8.1 Overview of teacher assessment

TA judgements in English reading, English writing, mathematics and science are reported at the end of KS1. 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.

TA is the only data used in school performance accountability at the end of KS1.

8.2 Important dates

November to December	<ul style="list-style-type: none">• STA moderation training in English writing for LAs.
Friday 15 December	<ul style="list-style-type: none">• Deadline for academies, and participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, to confirm to STA which LA they have selected to provide external moderation services.
Spring term	<ul style="list-style-type: none">• 2019 teacher assessment frameworks and pre-key stage standards are published for information only.• LA moderator standardisation exercises for English writing.
Monday 26 February	<ul style="list-style-type: none">• LAs informed by STA on, or shortly after, this date if they are going to receive an external moderation visit.
Friday 18 May	<ul style="list-style-type: none">• Schools informed by the LA on, or after, this date if they are going to receive an external moderation visit.
Monday 4 June to Thursday 28 June	<ul style="list-style-type: none">• LAs undertake external moderation of KS1 TA.
Thursday 28 June	<ul style="list-style-type: none">• Deadline for schools to submit KS1 TA data to LAs.
Friday 27 July	<ul style="list-style-type: none">• Deadline for LAs to submit their schools' KS1 TA data to DfE using COLLECT⁴⁹, DfE's centralised data collection and management system.

⁴⁹ <https://sa.education.gov.uk>

8.3 What teachers must assess

In 2018, teachers must make judgements for each eligible pupil against the standards set out in the [teacher assessment frameworks](#)⁵⁰ or the [interim pre-key stage standards](#)⁵¹. [Exemplification material](#)⁵² is also available to help teachers make their judgements where they want additional guidance.

Teachers must use their knowledge of a pupil's work over time, taking into account their:

- written, practical and oral classwork
- results of the statutory KS1 tests in English reading and mathematics

Teachers may not be able to provide a full TA judgement for some pupils, for example if they have recently arrived from overseas or because of long periods of absence. Schools will still need to report a TA code for these pupils when they submit their TA data, and should refer to section 8.8 for guidance.

8.4 Teacher assessment frameworks

The TA frameworks set out the standards a pupil must be assessed against at the end of the key stage for English reading, English writing, mathematics and science. Teachers must use them to fulfil their statutory duty to report at the end of KS1. The frameworks contain a number of 'pupil can' statements. Teachers should follow the specific guidance for each subject in the frameworks when making their judgements.

Frameworks for English reading, English writing and mathematics

For KS1 English reading, English writing and mathematics, TA is the outcome used for accountability measures. A revised framework for English writing is being used for the first time in the 2017 to 2018 academic year. Headteachers and teachers should make themselves familiar with the changes.

For pupils who have completed the KS1 programmes of study, teachers must use the TA frameworks when making their judgements. The frameworks contain 3 standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

⁵⁰ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

⁵¹ www.gov.uk/government/publications/interim-pre-key-stage-1-standards

⁵² www.gov.uk/government/collections/key-stage-1-teacher-assessment

For KS1 English reading, English writing and mathematics, pupils who are not yet 'working towards the expected standard' should be assessed using the interim pre-key stage standards (see section 8.5).

Framework for science

For KS1 science, where results are not used for formal accountability, the framework contains one standard:

- working at the expected standard

A pupil who has completed the programme of study will be judged as either 'working at the expected standard' or 'has not met the expected standard'.

8.5 Interim pre-key stage standards

The interim pre-key stage standards are for pupils who are working below the lowest standard in the relevant TA framework. The interim pre-key stage standards should be used only to make a statutory TA judgement for pupils who have reached the end of year 2, when an outcome must be reported for school accountability, but who have not completed the relevant KS1 programme of study.

The interim pre-key stage 1 standard for English reading, English writing and mathematics is called:

- foundations for the expected standard

The interim pre-key stage standards follow the same principles as the TA frameworks. They each contain a number of 'pupil can' statements for teachers to assess against, providing evidence to show that pupils have met the standard they have been awarded. Teachers should follow the specific guidance for each subject in the pre-key stage standards when making their judgements.

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

If a pupil has SEN and is working below the interim pre-key stage standards, their statutory outcome should be reported using P scales.

8.6 P scales

[P scales](#)⁵³ are statutory for pupils with SEN who are working below the interim pre-key stage standards defined for KS1 (see section 8.5). Schools must submit P scale data with their TA data.

STA will remove the requirement to assess pupils engaged in subject-specific learning using P scales from the 2018 to 2019 academic year onward. For more information, see the [government response to the Rochford Review](#)⁵⁴. P scales will continue to be used for the 2017 to 2018 academic year.

8.7 External moderation of teacher assessment

External moderation is statutory. It gives confidence that schools' TA judgements for KS1 are accurate and consistent with national standards, as specified in the TA frameworks and the exemplification material.

LAs will inform schools on, or after, Friday 18 May if they are going to receive an external moderation visit. LAs will carry out moderation visits from Monday 4 June to Thursday 28 June.

STA will monitor and provide quality assurance to LA external moderation processes.

Local authorities

LAs are required to externally moderate a sample of at least 25% of maintained schools, plus 25% of academies and participating independent schools that opt into the LA's external moderation provision, to validate TA judgements in English reading, English writing and mathematics. LAs must ensure all schools they are responsible for are moderated once every 4 years, or more frequently if required.

Academies and participating independent schools are responsible for confirming their choice of LA external moderation provider to STA by Friday 15 December. Academies and participating independent schools are treated in the same way as maintained schools in the external moderation process.

STA's [teacher assessment guidance](#)⁵⁵ includes details of the external moderation process and the procedures LAs should follow. They must refer to the guidance to ensure the requirements are met and that robust moderation processes are followed.

⁵³ www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

⁵⁴ www.gov.uk/government/consultations/primary-school-pupil-assessment-rochford-review-recommendations

⁵⁵ www.gov.uk/government/collections/key-stage-1-teacher-assessment

Maintained schools

Schools are accountable for submitting accurate and valid TA judgements. STA's TA guidance includes details of the moderation process and how visits are carried out. Headteachers must refer to the guidance to ensure that the essential requirements are met and that robust moderation processes are followed.

Academies and free schools in England

All references to academies include free schools as, in law, they are academies. Academies must comply with the requirements for maintained schools within this ARA.

Academies must choose which LA is responsible for external moderation of their KS1 TA. They should inform STA of their choice by Friday 15 December. This can be their closest geographical LA or another of their choosing. Academies may be charged for this service. They must give the LA a copy of their external moderation visit record and the outcomes. If an academy fails to choose a LA to undertake external moderation of their KS1 TA, this may result in a maladministration investigation.

If a school became an academy after 1 September 2017, they will be part of their geographical LA's arrangements for external moderation of their TA.

Independent schools in England

Independent schools must administer the tests in accordance with the guidance if they choose to order English reading and/or mathematics tests on [NCA tools](https://ncatools.education.gov.uk)⁵⁶. If an independent school chooses to use the TA frameworks, it can only claim that outcomes are comparable with national or local results if it has taken part in the LA moderation process and has been moderated in the first year of participation. They must also follow the same STA guidance, quality assurance and maladministration processes as maintained schools and academies if they wish to make these comparisons.

Funding for external moderation

Prior to the 2017 to 2018 academic year, LAs received funding which could be used for external moderation through the education services grant. In 2017 to 2018, LAs can, in agreement with the maintained schools representatives of their schools forums, use funding retained from maintained school budgets for this purpose.

Academies should continue to fund external moderation through their general annual grant funding allocation, as in previous years.

⁵⁶ <https://ncatools.education.gov.uk>

LAs should factor in the costs of re-moderation activities at the beginning of the year as part of the expenditure that they retain centrally from maintained schools. They should not place additional charges on schools for re-moderation of TA judgements. STA's TA guidance provides further details about re-moderation of TA judgements. Further information on retaining funding can be found in the [Schools Revenue Funding 2017-18: Operational Guide](#)⁵⁷. Further information about the provision of services and facilities by LAs can be found in section 8 of the [Schemes for financing schools](#)⁵⁸.

How STA monitors local authorities' moderation

STA will visit a sample of LAs during the moderation period, to monitor their moderation processes and procedures.

Triggers for inclusion in STA's external moderation sample may include:

- date and/or outcome of last external moderation visit
- change of moderation manager
- unusual patterns of attainment
- the outcome of STA's standardisation exercise for LA moderators
- concerns relating to the 2016 to 2017 assessment cycle

8.8 Submitting teacher assessment

Maintained schools and academies must report end of KS1 TA data to their LA by Thursday 28 June. For all pupils, schools must submit TA judgements in English reading, English writing, mathematics and science. Schools must use the codes detailed in the [reporting teacher assessment](#)⁵⁹ guidance.

8.9 Pupils who move schools

Change of school before KS1 test period

If a pupil changes school before Tuesday 1 May, the receiving school must administer the KS1 tests to the pupil and submit TA data for them.

⁵⁷ www.gov.uk/government/publications/schools-funding-arrangements-2017-to-2018

⁵⁸ www.gov.uk/government/publications/schemes-for-financing-schools

⁵⁹ www.gov.uk/government/publications/key-stage-1-reporting-teacher-assessment-data

Change of school during KS1 test period

If a pupil changes school during the KS1 test period in May 2018, the receiving school must find out which tests have already been administered to the pupil and administer any remaining tests. The school where the pupil was registered for the greater number of school days in May should submit TA data for that pupil to the LA.

Change of school after the KS1 test period

If a pupil changes school after Thursday 31 May, the school where the pupil was registered during the KS1 test period must submit TA data.

8.10 Maladministration of teacher assessment

If there is evidence that a school has not followed the correct TA processes, this may be investigated as maladministration.

Examples of maladministration include:

- a concern regarding the TA evidence and processes within the school
- lack of independent work
- changes to TA judgements by school staff to influence school assessment outcomes
- a concern about the pattern of attainment

Anybody with concerns about the accuracy of TA judgements and/or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013.

Once an investigation has finished, STA is responsible for deciding whether the school's TA is accurate. STA may annul the school's TA judgements if it concludes that there is doubt about the accuracy of pupils' assessments.

8.11 Headteachers' responsibilities for teacher assessment and moderation

Headteachers at maintained schools and academies must:

- give those carrying out TA sufficient opportunity to become familiar with the TA frameworks and the interim pre-key stage standards, using funds available within the school's overall resources
- ensure the TA frameworks are used to make pupils' TA judgements

- ensure the results of the KS1 tests in English reading and mathematics are used to inform pupils' TA judgements
- ensure TA judgements are an accurate assessment of pupils' attainment
- comply with STA's TA guidance
- notify STA of any issues which may have affected the integrity of the TA
- ensure their school has an appropriate system to record and submit data to the LA
- submit accurate TA data for English reading, English writing, mathematics and science to the LA, for all pupils at the end of KS1, by Thursday 28 June
- complete and submit the statutory KS1 HDF on NCA tools by Thursday 28 June

Headteachers at academies, and participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, must also:

- have a written agreement in place with their chosen LA for external moderation of their KS1 TA, and have reported this information to STA by Friday 15 December

8.12 Local authorities' responsibilities for teacher assessment and moderation

LAs must take reasonable steps to ensure that maintained schools follow the guidance in this ARA. This also applies to academies and participating independent schools that have an agreement in place with the LA.

Responsibilities include:

- making arrangements for a robust programme of moderation to ensure that all schools they are responsible for are moderated once every 4 years, or more frequently if required, to validate TA judgements
- following the [guide to submitting data](#)⁶⁰ to collect TA, quality assure and submit to DfE using COLLECT by Friday 27 July
- informing STA of irregularities within any school's submitted TA data and discussing next steps to take

⁶⁰ www.gov.uk/guidance/key-stage-1-assessments

Section 9: Reporting to parents

9.1 Annual reports

Headteachers at maintained schools, including maintained special schools, must prepare annual reports for every pupil's parents. Headteachers must make arrangements for parents to discuss the report with their child's teacher, if the parents request it.

The term 'parent' is used here as defined in section 576 of the [Education Act 1996](#)⁶¹:

- a parent of a pupil
- any person who is not a parent of a pupil but who has parental responsibility for the pupil
- any person who has care of a pupil

Academies' requirements are set out in their funding agreements.

9.2 What reports must cover

The report must start from the day after the last report was given. It must be available to parents before the end of the summer term.

The report must cover the pupil's:

- achievements
- general progress
- attendance record

At KS1, it must also include:

- outcomes of statutory national curriculum TA in English reading, English writing, mathematics and science
- a statement that TA outcomes take into account the results of statutory national curriculum tests in English reading and mathematics
- 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

⁶¹ www.legislation.gov.uk/ukpga/1996/56

If a parent requests access to their child's national curriculum test results, this must be made available to them.

For maintained schools, it is a requirement that reports include pupils' general progress in statutory subjects. This includes subjects within the KS1 national curriculum as well as religious education, unless a child has been withdrawn from this subject by their parents (under section 71 of the [School Standards and Framework Act 1998](#)⁶²). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) Regulations 2005](#)⁶³.

Pupils not participating in the tests

If a headteacher decides that a pupil shouldn't take the English reading and/or mathematics tests they must explain this decision to the pupil's parents. They should also write a report which:

- explains why the pupil did not take some, or all, of the tests
- refers to any action the school has already taken or special support the pupil has been offered
- identifies any procedures used by the school to analyse and monitor the pupil's needs and indicate where the information is recorded
- identifies whether these circumstances are likely to be long or short term

A summary of the report must be sent to the:

- pupil's parents
- chair of the governing body

Details of the parents' right to appeal the decision should be included with the report. If a headteacher believes that a parent may have difficulty understanding the report, they should offer appropriate assistance.

A copy of the report should be placed on the pupil's educational record.

Pupils who change schools

If a pupil changes school before the end of the academic year, the headteacher of the receiving school should write an annual report for the pupil. The report should draw upon information transferred from the pupil's previous school (see section 10.3). This should

⁶² www.legislation.gov.uk/ukpga/1998/31/contents

⁶³ www.legislation.gov.uk/uksi/2005/1437/made

be issued to the pupil's parents. The parents should have the opportunity to discuss the report with their child's teacher.

Pupils registered at more than one school

Pupils may be registered at more than one school. This helps to ensure continuity of learning for pupils whose families travel for 'occupational purposes' (see below) or who may not have a fixed address.

If a pupil is registered at more than one school, each headteacher should write an annual report for parents. Each headteacher should also make arrangements for parents to discuss the report with their child's teacher (if the parent wishes).

Regulation 9 of the [Education \(Pupil Registration\) Regulations 2006](#)⁶⁴ allows the dual registration of 'families that travel for occupational purposes'. Regulation 9(3) and 9(4) define which school would be the base school (school of ordinary attendance).

Regulation 9(1) applies to a pupil who:

- has no fixed abode for the reason that his/her parent is engaged in a trade or business of such a nature as to require him/her to travel from place to place
- is at the time registered as a pupil at 2 or more schools

⁶⁴ www.legislation.gov.uk/uksi/2006/1751/contents/made

Section 10: Keeping and maintaining records

10.1 Pupils' educational records

Schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the [Education \(Pupil Information\) Regulations 2005](#)⁶⁵.

Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher
- originating from, or supplied by, LA employees
- originating from, or supplied by, teachers or other employees of the school

Records processed by a teacher solely for the teacher's own use will be excluded from pupils' educational records.

Schools must also keep curricular records on every pupil. Curricular records form a 'subset' of a pupil's educational record. They are a formal record of a pupil's academic achievements, skills, abilities and the progress they make at a school. They must update them at least once a year.

Under the [Data Protection Act 1998](#)⁶⁶ (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the Act. This includes:

- personal information appearing in a pupil's educational record
- any other information they hold which identifies individuals, including pupils, staff and parents

Schools must consider the implications of the DPA, under which they are required to register as a data controller with the [Information Commissioner's Office](#)⁶⁷ (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the Act and advice on developing their data policies. DfE provides suggested text for [school privacy notices](#)⁶⁸.

⁶⁵ www.legislation.gov.uk/uksi/2005/1437/made

⁶⁶ www.legislation.gov.uk/ukpga/1998/29/contents

⁶⁷ www.ico.org.uk

⁶⁸ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

10.2 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the DPA and the [Freedom of Information Act 2000](#)⁶⁹. Access to a pupil's educational information held by a maintained school is covered by a parent's right of access under the Education (Pupil Information) Regulations 2005.

Under these Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, for free, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record, this must also be provided within 15 school days of receipt of the request. Governing bodies can charge a fee for these copies but this must not be more than the cost of supply. The ICO provides further information on [charges](#)⁷⁰.

The Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil couldn't lawfully be given under the DPA. It also relates to information which they wouldn't have right of access to under that Act, or by virtue of any order made under section 30(2) or section 38(1) of the Act. This includes material which may cause serious harm to the physical or mental health or condition of the pupil or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility. This affects the parent's entitlement to receive such information.

The ICO can provide further advice.

10.3 Transferring records to a pupil's new school

Headteachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the [common transfer file](#)⁷¹ (CTF). This requirement is set out in the Education (Pupil Information) Regulations 2005 and the amendments in 2008 and 2016.

If a pupil moves to another school in England, Wales, Scotland or Northern Ireland, the pupil's CTF and educational records must be passed to the new school. Academies are not subject to these regulations, but are expected to adhere to the following protocols as a matter of good practice.

⁶⁹ www.legislation.gov.uk/ukpga/2000/36/contents

⁷⁰ www.ico.org.uk/for-the-public/schools/pupils-info

⁷¹ www.gov.uk/government/collections/common-transfer-file

The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England. Information must be transferred within 15 school days of the pupil ceasing to be registered at the old school.

The pupil's CTF should be sent to the new school either:

- through the [school to school](#)⁷² (S2S) secure file transfer system
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

If either school can't send or receive information in this way, LAs may provide the file. However, there must be agreed and secure local arrangements in place.

If the new school is unknown, DfE recommends that the school should still complete the CTF and load it onto S2S. If a school doesn't receive CTFs for a new pupil, they can ask the LA to search for the files on S2S.

Schools can refer to the S2S guides for details on:

- what information CTFs should contain
- handling records for pupils where their destination is not known
- sending CTFs between schools

Schedule 2 of the Education (Pupil Information) Regulations 2005, as amended in 2016, explains more about the content of CTFs.

⁷² www.gov.uk/guidance/school-to-school-service-how-to-transfer-information

Section 11: Legal requirements and responsibilities

11.1 Application of ARA to different types of school

Maintained schools

The ARA applies to maintained schools, including maintained special schools, with pupils in KS1. There are different arrangements for maintained hospital schools (see below).

Maintained schools must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. See section 5.2 for information about the adjustments available for the KS1 tests.

Maintained nursery schools

Maintained nursery schools with pupils who will reach the age of 6 before the end of the school year must administer the phonics screening check.

Academies and free schools in England

All references to academies include free schools as, in law, they are academies. The following information also applies to [alternative provision](#)⁷³ (AP) academies.

An academy's funding agreement may say that they will follow guidance issued by the Secretary of State for Education in relation to assessments of pupils' performance. If so, they must comply with the ARA and take part in statutory assessments on the same basis as maintained schools. The KS1 ARA is only applicable if the academy provides education to pupils at this stage of learning.

Academies are not required to follow the national curriculum. They need to teach a broad and balanced curriculum which, as a term of their funding agreement, includes English, mathematics and science. For AP academies, this only includes English and mathematics.

Academies must use their best endeavours to ensure that special educational provision is made for those pupils who need it. Academies must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are

⁷³ www.gov.uk/government/publications/alternative-provision

not at a substantial disadvantage compared with their peers. See section 5.2 for information about the adjustments available for the KS1 tests.

Academies must have arrangements for monitoring the phonics screening check, and external moderation of TA, with their chosen LA and have informed STA by Friday 15 December. Academy trusts must make sure their academies have complied with the external moderation, monitoring and data submission requirements in this publication.

Independent schools in England

Independent schools may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of KS1, although they are not required to do so. If an independent school chooses to participate, they must follow the arrangements in this ARA.

If an independent school chooses to participate, they must place a KS1 test order for English reading and/or mathematics on [NCA tools](#)⁷⁴ by Friday 24 November. Participating independent schools must confirm their intent to issue a privacy notice to the parents of pupils who are going to participate in any tests. They should gain approval from the parents of each participating pupil before the school places a test order.

Participating independent schools that wish to publish and compare their national curriculum assessment results with local/national data, must have a written agreement in place with the LA that will complete external moderation of their TA, and report this information to STA by Friday 15 December.

The 2018 KS1 test materials will be available on [GOV.UK](#)⁷⁵ after the test administration window has closed. Independent schools not intending to fully participate in the tests should download test materials, instead of placing a test order.

Independent schools can't formally administer the phonics screening check. They will be able to download the 2018 materials from GOV.UK from Monday 25 June, after the administration window has closed.

Pupil referral units and maintained hospital schools

Pupils studying at a PRU or hospital school, but who are on the register of a maintained school or academy, are required to take the phonics screening check and end of KS1 assessments. Their results should be reported by the school where the pupil is registered.

⁷⁴ <https://ncatools.education.gov.uk>

⁷⁵ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Pupils not on the register of a maintained school or academy that attend a PRU or hospital school are not required to take the check or participate in the end of KS1 assessments. However, they are expected to receive a comparable education to a pupil in a mainstream school. Therefore, it is recommended that KS1 tests form part of their educational provision where appropriate.

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests (see section 5.1).

Service Children's Education schools

SCE schools take part in the national curriculum assessment and reporting arrangements in line with the arrangements for administration in England. This includes administering the phonics screening check and KS1 tests.

Overseas schools

Overseas schools that are not SCE schools cannot formally participate in the phonics screening check or end of KS1 assessments. They will be able to download the 2018 KS1 materials from GOV.UK from Friday 1 June and the phonics screening check materials from Monday 25 June, after the administration windows have closed.

Non-maintained special schools

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of KS1, although they are not required to do so. If they choose to participate, they should follow the arrangements in this ARA.

Non-maintained special schools that want to participate in the tests must place a KS1 test order on NCA tools by Friday 24 November.

Non-maintained special schools can't formally administer the phonics screening check although they will be able to download the 2018 materials from GOV.UK from Monday 25 June, after the check administration window has closed.

Home-educated pupils

Pupils who are educated at home cannot participate in the phonics screening check or end of KS1 tests unless they are on the register of a maintained school, academy or other independent school that is participating.

11.2 Headteachers' responsibilities

All references to headteachers include acting headteachers or anyone with delegated authority in the absence of the headteacher.

Headteachers at participating schools have a duty to ensure that:

- the requirements in the ARA are implemented in their school
- teachers and other staff comply with the ARA
- the deadlines in the ARA are met
- the needs of all pupils are considered and suitable access arrangements are put in place to enable them to take part in the tests where possible (see section 5.2)

The relevant sections of the ARA provide further detail:

- section 6.7: Headteachers' responsibilities for the tests
- section 7.11: Headteachers' responsibilities for the phonics screening check
- section 8.11: Headteachers' responsibilities for teacher assessment and moderation

Where headteachers do not comply with the provisions of this ARA and other published guidance this could result in the school being investigated for maladministration.

Reporting to parents

Requirements of what headteachers at maintained schools, including maintained special schools, must report to parents are detailed in section 9.2.

Keeping and maintaining records

The statutory requirements of headteachers at maintained schools, including maintained special schools, for the transfer of records between schools are detailed in section 10.3.

11.3 Teachers' responsibilities

Teachers must comply with the provisions of this ARA when carrying out assessment and reporting functions.

Where teachers do not comply with the provisions of this ARA and other published guidance this could result in the school being investigated for maladministration of the assessments.

11.4 Governing bodies' responsibilities

Governing bodies of maintained schools must carry out their functions to ensure that the phonics screening check and KS1 tests are administered in their school according to this ARA and all other published guidance.

11.5 Academy trusts' responsibilities

An academy's funding agreement will usually require the academy trust to ensure that the phonics screening check and KS1 tests are administered in the school according to this ARA and all other published guidance.

11.6 Local authorities' responsibilities

LAs must take reasonable steps to ensure that maintained schools follow the guidance in this ARA. This also applies to academies and participating independent schools that have an agreement in place with the LA.

LAs should ensure that participating schools:

- understand and follow the statutory requirements set out in this ARA, as well as any funding agreement requirements
- are offered support on all aspects of administering the phonics screening check, administering KS1 tests and reporting TA
- are aware of the need to store all assessment materials securely
- have an electronic system to submit their data
- are given instructions on how to submit their data
- meet the requirements for transferring records between schools, including the completion of the CTF as noted in the [Education \(Pupil Information\) Regulations 2005](#)⁷⁶

The relevant sections of the ARA provide further detail:

- section 6.8: Local authorities' responsibilities for the tests
- section 7.12: Local authorities' responsibilities for the phonics screening check
- section 8.12: Local authorities' responsibilities for teacher assessment and moderation

⁷⁶ www.legislation.gov.uk/ukxi/2005/1437/made

11.7 Regulatory concerns

If schools have any regulatory concerns that have not been fully addressed by STA in line with the published procedures, they can raise them with the Office of Qualifications and Examinations Regulation (Ofqual). [Ofqual](https://www.ofqual.gov.uk)⁷⁷ regulates qualifications, examinations and assessments in England.

⁷⁷ www.ofqual.gov.uk/contact

Section 12: Further information

12.1 Useful websites and links

- NCA tools
<https://ncatools.education.gov.uk>
- Get information about schools
www.get-information-schools.service.gov.uk

Key stage 1 tests

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests, including:

- Test administration guidance
- How to use access arrangements
- Keeping materials secure
- Maladministration

Teacher assessment

Collection available at www.gov.uk/government/collections/key-stage-1-teacher-assessment, including:

- TA frameworks
- Interim pre-key stage standards
- Instructions for reporting TA including codes
- Exemplification material
- TA guidance

Phonics screening check

Collection available at www.gov.uk/government/collections/phonics-screening-check-administration, including:

- Check administration guidance
- Sample materials and training video
- Keeping materials secure

National curriculum tests: practice materials

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-practice-materials, including:

- Past papers and sample materials
- Scaled score conversion tables

Guidance for local authorities

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-guidance-for-local-authorities, including:

- Data collection
- Monitoring visits and maladministration
- TA guidance

12.2 Additional resources

- STA assessment updates
www.gov.uk/government/collections/sta-assessment-updates
- Information for parents
www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents
- STA media and training site including webinars, videos and downloads
<https://registration.livegroup.co.uk/sta>
- YouTube playlist
www.youtube.com/user/educationgovuk

12.3 Help and support

For general enquiries about the assessment and reporting arrangements at key stage 1

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk



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The 'Assessment and Reporting Arrangements' (ARA) contains provisions made pursuant to Article 10 of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2003](#), as amended. This Order is made under section 87(3) of the [Education Act 2002](#).

The ARA gives full effect to or otherwise supplements the provisions made in the Order and as such has effect as if made by the Order. The ARA provides information and guidance on national curriculum assessments and their administration.

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