

Agenda / Content

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Who's who

Roles and responsibilities:

Strategic lead for assessment: Helen Masefield

KS2 Moderation manager: Julia Etheridge

LA data collection manager: Kevin Coughlan

Monitoring visits to be conducted by LA personnel

Assessment website:

<https://www.coventry.gov.uk/assessment-moderation-monitoring-data-collection/services-schools-assessment-moderation-monitoring-data-collection>



Summary of key assessment events

- Ensure RBA completed for every pupil within 6 weeks of them joining school
- Complete EYFSP and submit data to LA
- Administer KS1 tests and report to LA- Optional
- Administer phonics screen check
- Complete MTC
- Administer KS2 sats
- Submit teacher assessment for writing
- If selected, participate in LA moderation



Key events in assessment calendar for summer 2024

[Primary Key Stage Collection Timetable 2024 – Coventry City Council](#)

See full timetable details and data return routes on slides **51-52**



Phonics – key dates

- 3.2 Important dates for 2024
- Date Action
- Friday 12 January Deadline for the following activities:
 - – academies to have a written agreement in place with their chosen local authority for monitoring the phonics screening check
 - – academies not using their geographic local authority for monitoring the phonics screening check to have reported this information to STA, on the PAG
- March Phonics screening check administration guidance published
- Tuesday 23 April Deadline to order braille versions of the phonics screening check from the national curriculum assessments helpline on 0300 303 3013
- Monday 20 May to Friday 24 May Schools receive phonics screening check materials
- Monday 10 June Phonics screening check materials (excluding braille) and headteacher’s declaration form (HDF) available on the PAG
- Monday 10 June to Friday 14 June Schools administer the phonics screening check
- Monday 17 June to Friday 21 June Timetable variation week for pupils who were absent for the phonics screening check
- Monday 24 June Phonics screening check materials and threshold mark published on GOV.UK
- Monday 1 July Deadline for schools to submit phonics screening check HDF on the PAG
- Friday 19 July
authority Schools must submit their phonics screening check results to their geographic local authority by the deadline specified by the local authority

- Deadline for local authorities to submit phonics screening check to DfE using COLLECT



Phonics screen check

- All children in Year 1 in the school year 2023/24 must take the phonics screening check in the week beginning 10th June, unless they are working below the level of the check. Children in Year 2 must also take the check if they did not meet the required standard in the Summer 23 screening. The Data Team will be sending schools numbers of children in Year 1 and Year 2 who need to be screened or rechecked. This information will include newly arrived children and children new to Year 1 and 2 in your school.
- All data must be returned to the authority by **21st June**, subsequently the threshold mark will be available from **24th June**. Head teachers must report each child's phonics screening check score to parents by the end of the summer term at the latest. Head teachers must also report whether or not a child has met the standard, it is up to head teachers how they communicate this information to parents.



Administering the phonics screen check

- Check administrators
- A member of staff trained in phonics and known to the pupil must administer the check on a one-to-one basis. The role requires professional judgement about which responses are correct. A teaching assistant or a higher-level teaching assistant should not administer the check unless they are trained in phonics and have experience delivering phonics sessions to pupils.
- Adults administering the check must not be a relative, carer or guardian of the pupil taking the check.
- Check administrators should familiarise themselves with the guidance and with:
 - the printed instructions for administering the check
 - guidance on how to score pupils' responses
 - the check video and practice materials



Multiplication Tables check

- The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
- Schools must administer the MTC to all eligible year 4 pupils between **Monday 3 June and Friday 14 June 2024.**
- Schools can use the following week, **Monday 17 June to Friday 21 June**, to administer the check to any pupils who were absent during the first 2 weeks or in case of any delays to the administration of the check due to technical difficulties.
- Schools must provide a reason for any pupils who are not able to participate in the check within the MTC service.
- Schools can access the MTC service to prepare for the check via [DfE Sign-in](#) from **Monday 15 April 2024.**



KS2 key dates

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



4.1 Headteachers' responsibilities

- All references to headteachers include acting headteachers or anyone with delegated authority in the absence of the headteacher.
- Headteachers of 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 6.4)
- parents are issued with a privacy notice that explains how pupils' personal data is processed



4.2 Local authorities' responsibilities

- Local authorities must take reasonable steps to ensure that participating schools follow the guidance in this ARA. This also applies to academies and participating independent schools that have an agreement in place with the local authority.
- Local authorities 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 assessment at KS2
 - are aware of the need to store all assessment materials securely
 - are aware of their deadline to submit TA data on the PAG
- meet the requirements for transferring records between schools, including the completion of the [common transfer file \(CTF\)](#) as noted in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)



4.3 School responsibilities

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

4.4 Governing bodies' responsibilities

- Governing bodies of maintained schools and proprietors of participating independent schools must carry out their functions to ensure that the KS2 national curriculum assessments are administered in their school according to this ARA.

4.5 Academy trusts' responsibilities

- An academy's funding agreement will usually require the academy trust to ensure that the KS2 national curriculum assessments are administered in the school according to this ARA.



Monitoring visits

- These take place for phonics screening and KS2 tests
- They will be undertaken by LA personnel however STA sometimes also conduct visits

Changes for the academic year 2023 to 2024

- In previous years, monitoring visitors were asked to also observe the security of the key stage 1 (KS1) test materials, where applicable, when undertaking KS2 monitoring visits. Now that the KS1 tests are optional, monitoring visitors are no longer required to observe the security of the KS1 test materials.



Monitoring Visits

Year 1 Phonic screening

- Local authorities have a statutory responsibility to monitor the administration of the phonics screening check. The legal basis for this activity is set out in The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004 (as amended).
- Monitoring visits help ensure that schools maintain the security and confidentiality of check materials, and that they administer the check correctly and consistently.
- Monitoring visits are to be conducted to ensure the check is administered in accordance with the 2024 KS1 Assessment and Reporting Arrangement and the check Administrator's guide. Visits can take place before, during and after the check week, which commences **10th June**.
- Further information on how to administer the Phonic screening check and the responsibilities of the head teacher are included in the links to the DFE site. LA representatives are expected to, where possible; **observe a small number of children** taking the check together with monitoring the security of the check materials in a number of schools.



Monitoring Visits

KS2 Test monitoring

- Local authorities have a statutory responsibility to monitor the administration of KS2 national curriculum tests. The legal basis for this activity is set out in The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003 (as amended).
- Monitoring visits help ensure that schools maintain the security and confidentiality of test materials, and that they administer KS2 national curriculum tests correctly and consistently.
- Monitoring visits are not required for the multiplication tables check (MTC) in 2024.

Schools are required to let LA representatives:

- See *all* National Curriculum test materials and any relevant delivery notes
- Observe tests being administered
- Check that access arrangements, in particular the use of readers, scribes, prompters, transcripts and additional time are administered appropriately
- See evidence to show that access arrangements are used in accordance with normal classroom practice
- STA will carry out an investigation if a monitoring visitor reports:
 - administrative irregularities
 - potential maladministration



Head Teacher's declaration forms (to be submitted on [Primary Assessment Gateway](#))

Phonics screening check headteacher's declaration form

- Headteachers must submit the phonics screening check HDF on the Primary Assessment Gateway, as detailed in article 5A(1)(c) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#).
- The HDF confirms that the checks were administered and scored according to the published guidance, or that any issues were reported to STA. The form will be available from Monday 10th June and must be completed by Monday 1st July.
- Headteachers must complete and submit the HDF after your school has completed the check, as detailed in article 5A(1)(c) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#). You must still complete the HDF if all pupils are working below the standard of the check.

Multiplication tables check

- Headteachers or anyone with delegated authority in the absence of the headteacher should submit the HDF using the MTC service, once all pupils have completed the check or been recorded as not taking the check, and by no later than 5pm on Friday 21st June

Key stage 2 headteacher's declaration form

- After all test scripts have been collected for marking, headteachers must submit the KS2 HDF on the Primary Assessment Gateway, as detailed in article 5(4) of the [Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) \(England\) Order 2003](#). This requirement applies to all maintained schools, including specialist provision schools, even if all pupils are working below the standard of the KS2 tests or are unable to access them.
- The HDF confirms that the tests have been administered according to the published guidance or that any issues have been reported to STA. The form will be available from 5pm on Thursday 16th May and must be submitted by Monday 24th May.
- After all test scripts have been collected for marking, headteachers must complete and submit the KS2 HDF on the [PAG](#), as detailed in Section 5 (4) of the [Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) Order 2003](#).
- The form confirms you have either administered the tests according to the published guidance, or you have reported any issues to STA. If there were issues, you should only complete the form once you have made all the relevant notifications.

KS2 tests

2. Changes for 2023/24

• 2.1 Modified large print format

- Following research into the accessibility and adaptability of the key stage 2 modified large print (MLP) test papers, we are changing the format from B4 18-point to A4 24-point. This is in response to feedback that the font size was not large enough. It also means the papers are more adaptable – automatically increasing to 36-point when enlarged onto A3.
- Past MLP papers have been adapted to this format and are available in the collection of [practice materials](#) if you wish to familiarise pupils with the papers.
- Please note the past papers adapted to the new format have not been through the usual rigorous modification and checking process but have been made available to help to give pupils an indication of what to expect in May 2024.



Security of test materials 1

RBA

Schools must store the assessment materials securely and confidentially when they are not in use.

Phonics screen 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 materials secure and treat check materials as confidential from when they are received, or downloaded from the PAG, until **Monday 26 June**

KS2

- Headteachers must store test materials securely, from arrival in school until Friday 24 May, the school day after the last test can be administered using a timetable variation and all test scripts have been collected for marking.



8.1 Checking your test papers and stationery delivery

- We recommend the headteacher or delegated member of staff, and at least one other member of school staff, check your delivery on receipt. Schools should check their delivery to ensure:
- the school's details are correct and the delivery is for your school
- the boxes and test packs are sealed and undamaged
- You should contact the national curriculum assessments helpline on 0300 303 3013 if any boxes or test packs are unsealed or damaged on arrival. We may ask you to send a photograph of any damaged boxes or test packs.
- You should use the delivery note, which will be found at the top of one of the boxes, to confirm:
- the number and type of test packs received match the delivery note, but do not open them
- you have all the stationery items, including the attendance register pack, script return bags, labels, and [returning test scripts guidance](#)
- Open the attendance register pack, usually found at the bottom of the box, and check that the details on each attendance register are correct.
- When you have finished your checks, store all materials, including the attendance registers, in a locked cupboard. Keep your annotated copy of the delivery note somewhere accessible, in the event you receive a [monitoring visit](#).



8.2 Security of test materials

- Headteachers must ensure the integrity, security and confidentiality of the KS2 test materials are maintained from the point they arrive in school until Friday 24 May, after the timetable variation period has ended and all test scripts have been collected for marking.
- Headteachers should ensure teachers and all other staff who may handle the materials understand their sensitivity.
- The headteacher should allocate responsibility for overseeing the secure storage of test materials to a member of staff not directly involved with the administration of the tests. This member of staff should take responsibility for the secure storage of test materials. As part of that responsibility, they should keep a log of requests for access to the materials, so they are able to give an accurate account of everyone with access to the test materials from the point they arrive in school until Friday 24 May and all test scripts have been collected for marking.
- Teachers and test administrators must not discuss the content of the test papers with anyone and must ensure content from the tests materials is not used to prepare pupils taking the tests. Specific content that could compromise a test must not be discussed, including on social media or online.
- All test materials, including English reading booklets and the attendance register, must be stored securely in a locked cupboard. 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 - for example, an approved timetable variation.
- KS2 test materials include:
 - test papers
 - reading booklets
 - answer booklets
 - stationery items, including attendance registers, test administration instructions, script return bags and labels



Split-site schools

- If test materials need to be sent to a location away from the main school site prior to administration, the headteacher must ensure that appropriate arrangements are in place to maintain the integrity, security and confidentiality of test content.
- For transporting the test materials to and from a different site on a scheduled test day or with an approved timetable variation, schools can follow the guidance in the 'Administering a test at an alternative location' section.

Schools used as a polling station or to host public events

- If your school is used as a polling station or to host a public event, you should:
- ensure test materials are secure and kept away from the polling station area and visitors
- check the materials before the opening and after the closing of the polling station or public event



Practical advice for keeping materials secure

- **For all KS2 test materials:**

- put the unopened materials and attendance register back into the original delivery box
- store test materials in a room where no IT equipment is kept, as this equipment is often targeted during burglaries
- limit access to the location of the materials
- check the boxes regularly to ensure they have not been tampered with
- plan a reporting procedure in the event of a problem - for example, if keys are lost or stolen
- check individual test packs have not been opened before the test date, unless the school has an approved early opening application
- where an early opening application is approved to allow a school to make modifications to test materials, the original test pack must be resealed and all test materials kept securely
- where test materials have been modified using an approved early opening application, the modified test materials must be returned to the test pack and resealed, ensuring all test materials are kept securely
- If you suspect or experience a breach of security, you must report the incident immediately to the national curriculum assessments helpline on 0300 303 3013. If you do not follow the correct procedures, your school may be subject to a [maladministration investigation](#).

Phonics screening check:

- check the packs have not been opened before **Monday 10th June**
- keep check materials secure and treat them as confidential until **Monday 24th June** – this includes electronic versions downloaded from the Primary Assessment Gateway, and any materials subsequently printed in hard copy

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: – Paper 1: questions – Paper 2: spelling
Tuesday 14 May	English reading
Wednesday 15 May	Mathematics: – Paper 1: arithmetic – Paper 2: reasoning
Thursday 16 May	Mathematics Paper 3: reasoning



9.3 Preparing test rooms

- Schools should prepare the test rooms to ensure a quiet space is available to all pupils. If you support a pupil with an access arrangement that may disturb or aid other pupils, you should consider administering the tests to those pupils in a separate room.
- To prepare any rooms where tests will take place, you should:
 - remove or cover any displays or materials that could help pupils, including removing items that could help in the spelling test
 - ensure seating arrangements will allow all pupils to work quietly and independently
 - ensure pupils will not be able to view each other's test papers
 - ensure a clock is visible to pupils, to help them pace themselves
- Test administrators should write the full school name and DfE number on a board at the front of the class. Pupils should copy this on to their answer booklet or test paper and any additional paper used. This information will ensure accurate tracking of test scripts during the marking process. Test administrators should also write the start and finish times of the tests on the board.
- Test administrators are allowed to give reminders of the time remaining in a test – for example, saying “You are now halfway through the amount of time allowed in the test” or “You now have 5 minutes left in this test”.

Equipment lists for each test outlined in test administration guidance

Start of test opening instructions



10.3 Early opening of test packs

- Information about when you can open test materials is included on the front sheet of each test pack. You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the potential annulment of pupils' results.
- You can open test packs up to one hour before the start of a test, without approval, if:
 - a written translation is required for a mathematics test
 - a translator or signer is making preparations
 - a test paper needs to be adapted to meet the needs of individual pupils
 - preparing equipment
- If you need to open test packs more than one hour early to make modifications, you should have made applications for early opening on the PAG by Friday 8 March. You can only open test packs earlier than one hour before you are due to administer a test if you have an approved application for early opening



5. Demonstrating correct test administration

- STA recommends inviting a governor, a trusted member of the school community or a staff member from a nearby secondary school, who is not otherwise involved in administering the tests, to observe their administration.
- An independent observer can provide support and, at the same time, improve their understanding of test administration. Anyone observing the tests must be familiar with this guidance, the [modified test administration guidance](#) and the [2024 KS2 ARA](#). We recommend observers attend any training your school or local authority is running for staff.
- Observers should expect to see the complete administration of the test or tests they are observing. They should check:
 - all test administrators are familiar with the procedures, including what is and is not permitted during the administration of all tests
 - test packs are stored securely in a locked cupboard and have remained unopened until, at most, one hour before the test taking place on the published test date, unless STA has approved an early opening application
 - pupils are suitably seated and supervised, and classroom displays have been removed or covered, as appropriate
 - the school is administering the tests in the order published in the test timetable, and access arrangements are being used correctly
 - test scripts are collected from the test room immediately after the test and packaged securely in a locked cupboard until they are dispatched for marking
 - any unused test papers are accounted for and stored securely until Friday 24 May
- Invited observers do not replace monitoring visits. A sample of at least 10% of schools will receive a monitoring visit from the local authority. Schools should refer to the [monitoring visits guidance](#), which gives information about what local authorities will look for during their visits.

7. Preparing test administrators

- Headteachers will need to consider the staff resource required to administer the tests. We recommend having at least 2 test administrators in each test room, so the headteacher can have confidence in the integrity of test administration.
- Internal arrangements should also be in place in case a pupil needs to leave the test room – for example, if they are disruptive or begin to feel unwell.
- Test administrators will usually be headteachers, teachers or teaching assistants. Test administrators should be trained in how the tests will be administered. This will help to avoid misunderstandings about test administration and misinterpretation of valid access arrangements or assistance.
- If a test administrator is a relative, carer or guardian of a pupil they are supervising, there should be at least one other test administrator who is not related to the pupil present at all times.
- We encourage schools to hold training sessions for those involved in administering KS2 tests. If schools have arranged independent observation of the tests, observers should also attend this training. Before administering the tests, test administrators should familiarise themselves with this guidance and with:
 - section 7 of the [2024 KS2 ARA](#)
 - past test papers available in the [practice test materials](#) collection page, as detailed in the test timetable
 - [KS2 access arrangements guidance](#) and those pupils needing arrangements
 - test administration instructions provided with test materials, including:
 - what equipment is required for a particular test
 - the length of the test
 - what assistance is allowed for each test
 - [Notes for readers in the English grammar, punctuation and spelling test](#), which gives guidance on how particular question types should be read



Timetable variations

Schools must submit an application for a timetable variation on the Primary Assessment Gateway.

If a pupil is absent, schools must have an approved timetable variation application to move a test up to 5 school days after the scheduled test date.

www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable

www.primaryassessmentgateway.education.gov.uk



Administering a test in multiple sittings on the scheduled day

- Schools can administer a test in multiple sittings between 7am and 7pm on the scheduled date without seeking approval from the Standards and Testing Agency (STA). Schools should be prepared to explain the arrangements if they receive a monitoring visit from the local authority.
- Schools may vary the start time of a test on the scheduled day if:
 - the school needs to stagger the administration to accommodate the availability of staff or facilities
 - the school has a large cohort and needs to administer the test in 2 or more sittings
 - there are pupils who need scribes, readers, prompters, signers or translators and there are not enough staff to support them to take the test at the same time
 - a pupil is not going to be in school at the time the rest of the cohort is taking the test
 - a pupil is unwell when the rest of the cohort takes the test, but is in a fit state later in the day
 - a pupil arrives late in school
- arrangements need to be made to support a pupil who arrives in school with an injury that affects their ability to take the test with the rest of the cohort
- In all these circumstances, the headteacher must ensure that pupils taking tests later in the school day do not have any opportunity to access test materials or discuss test content with other pupils or staff who have been involved with earlier sittings of tests.



Administering a test after the scheduled day

- Schools must submit an application for a timetable variation on the [Primary Assessment Gateway \(PAG\)](#) to seek permission to move a test up to 5 school days after the date specified in the statutory timetable.
- Schools are encouraged to submit applications for known, authorised absences as early as possible.
- We will consider an application if a pupil:
 - has an important appointment that cannot be rearranged, for example a hospital appointment, a court appearance, national or international sports participation or a funeral
 - is observing a religious or cultural festival
- We will also consider applications if the school:
 - is being used as a polling station for local or general elections and it is not possible to continue with test administration in another part of the school
 - must deal with an unforeseeable problem, for example flooding or fire
 - has been issued with a notice to close because of health and safety concerns
 - has a short working day, for example is a pupil referral unit or alternative provision
- We will not allow timetable variations for:
 - unauthorised pupil absences
 - staff absences
 - family holidays
 - school activities, for example staff training events or field trips
 - temporary exclusions during the test period
 - a pupil who started but did not complete a test, and has left test conditions
- If the headteacher has not authorised the absence, the application will not be approved.
- In exceptional circumstances where a test is being rescheduled for the whole cohort, the headteacher must ask parents to help protect the confidentiality of the tests by ensuring that pupils do not have contact with pupils from other schools who have already taken the test or have access to test content via the internet or social media.



Pupil absence on scheduled test days

- If a pupil is absent on the day of the test, headteachers must take steps to ensure the pupil does not have contact with others, for example by speaking to the pupil's parents about how they can help prevent contact with other pupils who have already taken the test, or about arrangements for entering the premises on the day the pupil returns to school.
- If a pupil is absent on the day of a test because of illness, the school should wait until they have returned to school before making an application. This is to ensure the pupil is in a fit, physical and mental state to take the test on the day and time stated in the application.
- If a pupil returns to school during test week or the timetable variation period following an absence, the school must ensure the pupil is supervised so there is no opportunity for the pupil to discuss test content.
- If an individual pupil is absent on the rescheduled test date, the school can reschedule the test for that pupil again, if it is still within the timetable variation period for the affected test. The school should administer the rescheduled test as soon as is practical after the pupil returns to school.
- In the case of pupils who live in the same household, if one pupil is absent on the day of a test but other pupils from the same household are in school (and the school intends to administer the test to those pupils), the school should consider delaying the test for all the pupils in the household. This is to ensure the integrity, security and confidentiality of the test is maintained. The school must ensure the pupils do not have any opportunity to discuss test content with pupils who have already taken the test.
- If one sibling, or pupils from the same household have taken the test, and the others have not, the school may need to work with parents to ensure that the pupils do not have any opportunity to discuss the test content if a timetable variation application is planned.
- If a pupil attends an alternative provision (including pupil referral units) for some days of the week, the maintained school or academy where they are registered may have to apply for a timetable variation to enable the pupil to sit the test as soon as is practical when the pupil is back in school. Appropriate measures should be taken to ensure the integrity, security and confidentiality of the test is maintained.
- In all the above circumstances, if the headteacher can guarantee that no test content has been discussed and the pupil has been supervised at all times, a timetable variation application can be submitted, selecting 'No' in answer to question 1 in the application.



Making an application (Monday 12 February to Thursday 23 May 2024)

- Headteachers who apply to vary the test timetable will be asked to confirm that they believe:
- the content of the tests has remained confidential
- the pupil has not had any opportunity to discuss test content with pupils who have already taken the tests
- the pupil has not had access to the test materials, for example via the internet or social media
- the pupil is in a fit physical and mental state to take the tests, particularly in cases where the pupil is returning to school after an illness or injury
- The final date that schools can administer a test with an approved timetable variation application is as follows:
- English grammar, punctuation and spelling papers 1 and 2 would be Monday 20 May
- English reading paper would be Tuesday 21 May
- mathematics papers 1 and 2 would be Wednesday 22 May
- mathematics paper 3 would be Thursday 23 May
- If the headteacher is aware of any reason why these conditions cannot be confirmed, the application will not be approved, and the pupil must not take the test.
- Headteachers must ensure that when making an application for a timetable variation, the pupil who has not taken the tests has not discussed test content with pupils who have already taken the tests.
- The rescheduled test must not be administered until an application has been approved.
- During test week and the timetable variation period, schools must be prepared to allow up to one hour for an application to be processed within school hours and any missed or rescheduled tests must not be administered to pupils until a school receives STA's approval.
- If a timetable variation application is rejected, the pupil must not take the test.
- An email will be sent to the school when the application has been reviewed. Schools should log in to the [PAG](#) to check the status of the application as they may be asked to provide more information.



Maladministration

- In relation to the KS2 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 do not reflect pupils' unaided work
- Your school could be subject to a [maladministration investigation](#) if it does not comply with:
- this test administration guidance
- the [2024 KS2 ARA](#)
- [KS2 modified test administration guidance](#)
- [KS2 access arrangements guidance](#)
- [timetable variation guidance](#)
- [KS2 special consideration guidance](#)
- guidance on [returning KS2 test scripts](#)
- test administration instructions provided with the test materials
- You should consider taking steps to protect staff involved in administering the tests. Misinterpretations about correct test administration can lead to allegations of maladministration. To avoid this, ensure all staff, participating pupils and parents understand:
- how the tests will be administered
- the date each test should be administered
- what assistance is and is not allowed in the tests
- how any access arrangements will be used
- how timetable variations can be used
- For any allegations of maladministration, which could include a pupil cheating, please email STA.maladministration@education.gov.uk or call the national curriculum assessments helpline on 0300 303 3013.

Maladministration- phonics

- Maladministration refers to any act that:
- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that do not reflect pupils' unaided work
- Your school could be subject to a [maladministration investigation](#) if it does not comply with:
- this check administration guidance
- the [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- check administration instructions provided with the check materials
- You should consider taking steps to protect staff involved in administering the check. Misunderstandings about correct check administration can lead to allegations of maladministration. To avoid this, ensure all staff, participating pupils and their parents understand:
- how the check will be administered
- what assistance is and is not allowed in the check
- Anybody with concerns about the administration of the phonics screening check, or any allegations of maladministration (which could include cheating), should report them by either:
- contacting the maladministration team at STA.maladministration@education.gov.uk
- contacting the national curriculum assessments helpline on 0300 303 3013 or at assessments@education.gov.uk



Maladministration- MTC

- The term 'maladministration' refers to any act that:
- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that do not reflect pupils' unaided work

Your school could be subject to a maladministration investigation if it does not comply with:

- this check administration guidance
- the 2024 KS2 ARA

If following an investigation, the Standards and Testing Agency (STA) decides maladministration has occurred, the results for a whole cohort, groups of pupils or individual pupils may be annulled. You should consider taking steps to protect staff involved in administering the check. Misunderstandings about correct check administration can lead to allegations of maladministration. To avoid this, ensure all staff, participating pupils and their parents understand:

- how the check will be administered •

what assistance is and is not allowed in the check

- how any access arrangements will be used.

Anybody with concerns about the administration of the MTC, or any allegations of maladministration, which could include cheating, should report them by contacting STA.maladministration@education.gov.uk or the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.



Publication: revised engagement model and pre-key stage 1 standards

- On Monday 15 April, STA published revised versions of the engagement model and pre-KS1 standards.

The changes reflect that the KS1 national curriculum tests and teacher assessments became non-statutory from this academic year onward.

Schools should continue to use this guidance to help them set attainment targets for KS1 pupils where applicable. However, the assessment of pupils working below the standard of the national curriculum at the end of KS1 is now optional. Schools are no longer required to report KS1 teacher assessment data to local authorities or the DfE



Pre-key stage standards

- Teachers can use pre-key stage standards for those pupils working below the standard of key stage 1 (KS1) but who are engaged in subject-specific study. The use of this guidance can further support teacher assessment judgements.
- End of KS1 assessments are now optional and schools are no longer required to report assessment data or provide end of KS1 teacher assessment judgements to local authorities or the Department for Education.
- Where pupils are not engaged in subject-specific study, the [engagement model](#) should be used.



The engagement model

- The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 2.
- Assessment at the end of key stage 1 (KS1) is no longer statutory, but it remains statutory for schools to use the engagement model to set attainment targets for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study in KS1



Examples of pupils who do not take the tests or there are issues afterwards



Pupils working at the standard of the tests but who are unable to access them (code 'U')

- Schools should consider using access arrangements (see section 6.4) to enable all pupils who are working at the overall standard of the tests to take them. If a pupil is working at the standard of the tests but is unable to access them, even with appropriate access arrangements, they must be registered on the PAG but should not take the test. They should then be marked as 'U' (unable to access) on the test attendance register.
Some examples of pupils who may fit this category are:
 - pupils who have a disability
 - pupils with specific medical needs or who have spent time in hospital towards the end of the key stage
 - pupils who have been absent from school for an extended period, perhaps due to being educated at home or excluded from school, and need time to adjust to regular school life
 - pupils who are experiencing or have recently experienced severe emotional problems



Pupils working below the overall standard of the tests (code 'B')

- Pupils who are assessed as working below the overall standard of the KS2 tests should be registered as below the standard during pupil registration. This includes pupils who are not expected to reach this standard by May 2024. Should you change your assessment of the pupil then please update their pupil registration record, even if this is on the day of the test. Pupils who do not take a test because they are working below the standard of the test must also be marked as 'B' on the Attendance Register.
- In English grammar, punctuation and spelling and mathematics, where there is more than one test paper, pupils must take all components to be awarded an overall test outcome. Pupils cannot take one component of the test and then be registered as below the standard for another. For example, a pupil cannot take Paper 1 of the English grammar, punctuation and spelling test and be marked as 'B' on the attendance register for Paper 2. In this scenario, STA would correct the pupil's status to 'A' (absent for Paper 2).
- If a school decides not to enter a pupil for the reading and mathematics test because they are working below the overall standard, they should use one of the following to provide a TA outcome for the pupil in that subject (see section 8):
 - pre-key stage standard (for pupils engaged in subject-specific study)
 - engagement model (for pupils not engaged in subject-specific study)



Pupils whose performance cannot be established because they have just arrived in school (code 'J')

- Schools may not have enough time before the tests to determine a pupil's abilities and whether they are working at the overall standard of the tests. Where this is the case, the pupil must be registered on the PAG but should not take the test. They should be marked as 'J' (just arrived) on the test attendance register.
- Examples of pupils who may fit this category include:
 - pupils who have arrived in school during the weeks immediately before the tests
 - pupils who have recently come from a different education system
- Where a school has been able to determine a pupil's abilities prior to the tests and has determined that they are not working at the standard of the tests in a subject, that pupil should be assessed using the pre-key stage standards or the engagement model, as appropriate.
- If a test is administered to a pupil who has just arrived in school, the pupil should be marked as '√' (attended) and their test script must be returned for marking.



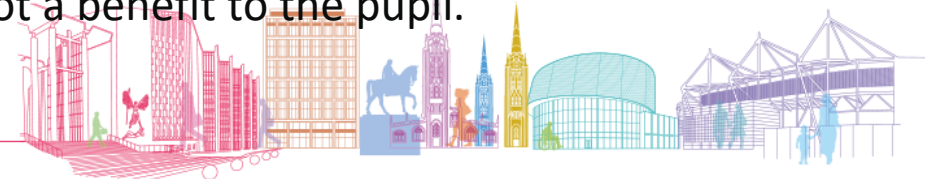
Special consideration- separate guidance

Overview

Special consideration allows schools to highlight where pupils' key stage 2 (KS2) test results may have been affected by extremely distressing circumstances at the time of the tests. It is intended to cover a narrow range of circumstances and is for exceptional cases only.

Headteachers have a responsibility to ensure that pupils only take the KS2 tests if they:

- are in a fit physical and mental state
- are working at the standard of the tests
- have completed the full KS2 programme of study
- If a pupil takes the tests and the school determines that the pupil has been affected by extremely distressing circumstances in test week, or the weeks immediately before, the school can apply for special consideration in relation to the pupil.
- Schools should read this guidance in full before making a special consideration application.
- To reduce the risk of the Standards and Testing Agency (STA) rejecting an application, schools should only make applications for pupils who match an application reason and where the headteacher determines they were fit to take the tests.
- Where STA approves an application for special consideration, the Department for Education (DfE) will make an adjustment to the school's performance measures. The pupil's test result is not amended on their individual records. As such, applications for special consideration are not a benefit to the pupil.



KS2 Teacher assessment

- Teacher assessment data will be used to calculate KS2 school performance measures for academic year 2023/24. The DfE intends to publish the normal suite of KS2 accountability measures at school level in performance tables, as far as this is possible. As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no relevant KS1 data which is required to calculate primary progress measures for 2023/24 and 2024/25. Given the lack of a statistically robust alternative baseline to calculate primary progress measures, we will not be producing or publishing primary progress measures for 2023/24 and 2024/25, and instead will only publish the usual attainment measures for these years. Further information can be found in the [primary school accountability guidance](#).
- KS2 school performance data for 2023/24 will be shared securely with primary schools, academy trusts and local authorities for school improvement purposes, and with Ofsted to inform inspection.
- **15. Teacher assessment codes**
- Schools must assess all pupils in English writing and science, providing a valid code for them. Schools must also assess pupils in English reading and mathematics where they are below the standard of the national curriculum assessments and provide a valid code for them.



Assessment codes

Code	Description
GDS	Working at greater depth
EXS	Working at the expected standard
WTS	Working towards the expected standard
HNM	Has not met the expected standard
PK6	Pre-key stage standard 6
PK5	Pre-key stage standard 5
PK4	Pre-key stage standard 4
PK3	Pre-key stage standard 3
PK2	Pre-key stage standard 2
PK 1	Pre-key stage standard 1
EM	Working below the level of the national curriculum and not yet engaged in subject-specific study.
A	Absent for long periods, recently arrived, or not enough information to provide a TA judgement
L	Pupil has left the school
F	Pupil will reach the end of the programme of study and complete the key stage in a future year
P	Pupil completed the key stage in a previous year and a TA judgement has already been submitted.



KS2 Moderation

- Schools will be notified on or after 17th May if they are to be moderated
- Meet the moderator sessions for invited schools only- 22nd May
-Friargate Further information on the moderation process will be made available at the meet the moderator sessions and we strongly encourage head teachers to attend along with their teaching staff in the relevant year groups.
- KS2 moderation will be central moderation at Friargate



Links to some key documentation

Reception baseline

<https://www.gov.uk/government/collections/reception-baseline>

Early Years Foundation Stage Profile:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Phonics:

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

KS1 (optional):

<https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests>

Multiplication tables check

<https://www.gov.uk/government/collections/multiplication-tables-check>

KS2 collection:

<https://www.gov.uk/government/collections/national-curriculum-assessments-key-stage-2-tests>

Future dates:

<https://www.gov.uk/guidance/primary-assessments-future-dates>



Links to some key documentation cont....

Special consideration

- [Key stage 2 tests: special consideration guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/key-stage-2-tests-special-consideration-guidance)
- Coventry City Council Assessment, Moderation, Monitoring and Data Collection:
 - <https://www.coventry.gov.uk/assessment-moderation-monitoring-data-collection/services-schools-assessment-moderation-monitoring-data-collection>
- Education Data Team
 - [Who's who, what we do and our services](#)
 - [Education Data Team Bulletin April 2024 \(govdelivery.com\)](#)



Timetable for Primary Key Stage Data Collection 2024 (page 1 of 2)

ID	Subject	Date	Action	Via
1	Key Stage Assessment Briefing (1:30-2:30)	18 April	LA Assessment Team	On Teams
2	Primary Data request to schools (see items 13,15,16,17 & 18 below)	1 May	Data Team	Email
3	KS2 SATS week	13-16 May	Schools	In school
4	Schools subject to KS2 moderation will to be notified	On or after 17 May	LA Assessment Team	Email to headteacher
5	Primary headcount day in SATS week (to be validated against the May census)	16 May	Primary Schools	Automatic daily data exchange from SIMS to LA pupil database.
6	Meet the KS2 moderators (invited schools only)	22 May	LA Assessment Team	One Friargate
7	KS2 Headteacher declaration form	24 May (5pm)	Headteacher	Primary Assessment Gateway
8	End of Key Stage Processing hosted by Data Team and ICT for Admin Staff	TBA	ICT and Data Team	One Friargate and Teams
9	KS2 Moderation	17-21 June	LA Assessment Team	One Friargate
10	Administer Phonics screening check	10-14 June (17-21 June absentees)	Primary Schools	In school
11	MTC tables check	3-14 June (17-21 June absentees)	Primary Schools	School Admin via Dfe Sign-in Direct Assessment via MTC service
12	MTC tables Headteacher declaration form	21 June (5pm)	Headteacher	Primary Assessment Gateway

Timetable for Primary Key Stage Data Collection 2024 (page 2 of 2)

13	Year 1 Phonics Assessment Data Return	21 June	Primary Schools	DataLocker
14	Year 1 Phonics Threshold mark published	24 June	DFE	on GOV.UK
15	KS2 TA Data Return for schools being moderated in 2024 Data Team to submit on schools behalf to DFE by 28 June	24 June	Primary Schools being moderated in 2024	DataLocker
16	KS2 Moderation and Data review	26 June	LA Assessment Team and moderators	One Friargate
17	KS2 TA Data Return for schools NOT being moderated in 2024 Data Team to submit on schools behalf to DFE by 28 June	26 June	Primary Schools NOT being moderated in 2024	DataLocker
18	KS1 TA Data Return (optional)	28 June	Primary Schools	DataLocker
19	EYFS Foundation Stage Data Return	28 June	Primary Schools	DataLocker
20	Phonics Headteacher declaration form	1 July (5pm)	Headteacher	Primary Assessment Gateway
21	EYFS Data issued to schools for checking	3 July	Data Team	Email and DataLocker
22	KS2 Test Data - Import "ctf" file into MIS System	9 July	Primary Schools to download data	Primary Assessment Gateway
23	Confirmation request for overseas pupils adjustments	10 July	Primary Schools	Email and DataLocker
24	Provisional City Reports EYFS, Phonics and KS2 (plus KS1 for schools who submit)	from 3 July	Data Team	<ul style="list-style-type: none"> • Email and DataLocker and • NCER Perspective Lite • DataWatch24 App
25	EYFS Amendments to Data Team	10 July	Primary Schools	Email and DataLocker
26	KS1 Amendments to Data Team	10 July	Primary Schools	Email and DataLocker