



Standards
& Testing
Agency

Key stage 1 assessment and reporting arrangements

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1 Summary

1.1 About this guidance

This guidance sets out the statutory requirements for key stage 1 (KS1) national curriculum assessment and reporting for the 2021/22 academic year. It is produced by the [Standards and Testing Agency](#)¹ (STA), an executive agency of the Department for Education (DfE), and is relevant until the end of the 2021/22 academic year.

The assessment and reporting arrangements (ARA) apply to:

- maintained schools (including maintained special schools)
- academies (including free schools)
- alternative provision (AP) (including pupil referral units (PRUs), AP academies and AP free schools)
- secure units
- maintained nursery schools (which have registered pupils who will reach the age of six before the end of the school year)
- Ministry of Defence (MoD) schools
- participating independent schools with KS1 pupils

1.2 Who is this guidance for?

This guidance is for:

- all staff responsible for end of KS1 assessments 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 (as amended) of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#)². The 2004 Order is made by the Secretary of State under powers as provided for by [section 87 of the Education Act 2002](#)³. This document gives full effect to the provisions

¹ www.gov.uk/sta

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

³ www.legislation.gov.uk/ukpga/2002/32/section/87

made in the 2004 Order concerning KS1 assessment and has effect as if made by the 2004 Order. The ARA also contains guidance that does not form part of the law. Section 13 contains further information on legal requirements and responsibilities.

2 Changes for 2021/22

All existing statutory KS1 assessments will return in 2021/22, following their usual timetable.

This includes:

- the end of KS1 assessments
- the phonics screening check (see section 8)
- statutory trialling

If any changes are needed due to unprecedented circumstances beyond STA's control, schools will be informed at the appropriate time, via the assessment update.

2.1 Phonics screening check for year 2 pupils

Cancellation of the phonics screening check in June 2021 means that year 2 pupils did not take the check when they were in year 1. In the 2021/22 academic year, schools must administer a past version of the phonics screening check (from 2017, 2018 or 2019) to year 2 pupils during the second half of the 2021 autumn term (excluding any pupils who meet the exceptions listed in section 8.2) and return results to their geographical LA by the end of the autumn term.

Year 2 pupils who achieve the expected standard in the autumn 2021 check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn 2021 check will be expected to take the statutory check in June 2022.

STA has published full guidance for schools on [administering the check to year 2 pupils](#)⁴.

2.2 The engagement model

The engagement model replaces P scales 1 - 4 and is a new statutory teacher assessment tool for pupils working below the standard of the national curriculum and not engaged in subject-specific study. It should be used to assess pupils' learning regularly throughout the year, enabling these pupils' achievements and progress to be measured over time.

Schools must report which pupils have been assessed using the engagement model when the pupil is at the end of KS1. This is so the DfE is aware of how many pupils are not engaged in subject-specific study and where they are being educated.

⁴ www.gov.uk/government/collections/phonics-screening-check-administration

STA has published further guidance on the [statutory requirements for using the engagement model](#)⁵ to assess pupils working below the standard of the national curriculum and not engaged in subject-specific study.

2.3 Teacher assessment moderation training

Online self-guided [teacher assessment \(TA\) moderation training](#)⁶ in English writing will be added to the Primary Assessment Gateway on Monday 1 November.

These training materials are produced for LA moderators and will replace the face-to-face training that was previously delivered by STA, to LAs each year.

The training materials will stay on the Primary Assessment Gateway, with further materials being added in the 2022/23 academic year. The 2018/19 and 2019/20 standardisation training materials will also be available on the Primary Assessment Gateway for use if required. We recommend that LAs select which, if any, of the materials they require to support training of LA moderators. The training can be downloaded and delivered by the LA or used as self-guided learning by LA moderators.

2.4 Monitoring of local authorities' moderation

STA will no longer visit a sample of LAs during the moderation period to monitor their moderation processes and procedures.

2.5 Removal of 'D code' for KS1 teacher assessment

The 'D' code, originally used to record where a pupil was 'disapplied' from the national curriculum assessments, has been withdrawn for KS1 TA.

Further information on reporting TA and the codes covering the specific reasons for non-participation in the assessments will be published in the KS1 TA guidance. This guidance is due to be updated on Monday 1 November.

Please note, the 'D code' will still be used in the phonics screening check.

⁵ www.gov.uk/government/publications/the-engagement-model

⁶ www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process

3 Important dates

These dates are subject to change. If any changes are needed due to unprecedented circumstances beyond STA's control, schools will be informed at the appropriate time, via the assessment update and on [GOV.UK](https://www.gov.uk)⁷.

3.1 Important dates for 2021

Date	Action
Monday 11 October	Access arrangements ⁸ guidance published.
Monday 25 October	Forms available on the Primary Assessment Gateway ⁹ for schools to: <ul style="list-style-type: none"> • submit holiday dates • place test orders (if required) • notify STA of the LA selected for monitoring and moderation, applicable to: <ul style="list-style-type: none"> • academies not using their geographical LA • participating independent schools
Monday 1 November	Online TA moderator training on English writing added to the Primary Assessment Gateway.
November to March	LA moderators complete TA moderation standardisation exercises in English writing.
Second half of the autumn term	Schools administer a past version of the phonics screening check to year 2 pupils.
Friday 19 November	Deadline for: <ul style="list-style-type: none"> • maintained schools and academies to order modified versions of the KS1 tests (see section 5.5) • participating independent schools to order standard and modified versions of the KS1 tests and issue privacy notices to parents • special schools, PRUs and secure units to place KS1 test orders, if any pupils are working at the standard of the tests and can access them • schools to submit their holiday dates for the 2021/22 academic year on the Primary Assessment Gateway • 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)

⁷ www.gov.uk/government/organisations/standards-and-testing-agency

⁸ www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements

⁹ www.primaryassessmentgateway.education.gov.uk

	<ul style="list-style-type: none"> academies not using their geographical LA (for monitoring the phonics screening check and external moderation of their KS1 TA) to have reported this information to STA on the Primary Assessment Gateway
Friday 10 December	Deadline for participating independent schools to report to STA, on the Primary Assessment Gateway, that they have a written agreement in place with the LA that will complete external moderation of their KS1 TA.
By the end of the autumn term	Schools must submit their phonics screening check results for year 2 pupils to their geographical LA.

3.2 Important dates for 2022

Date	Action
Friday 21 January	Deadline for LAs to submit phonics screening check data for year 2 pupils to DfE.
Monday 14 March	KS1 test administration guidance published.
Monday 21 March	Phonics screening check administration guidance published.
Monday 21 March to Friday 25 March	Schools receive KS1 test materials for English reading and mathematics, including any modified test orders.
Tuesday 26 April	Deadline to order braille versions of the phonics screening check from the national curriculum assessments helpline on 0300 303 3013.
May	KS1 test administration window.
Tuesday 3 May	KS1 test materials and mark schemes, including the optional English grammar, punctuation and spelling test, are available to download from the Primary Assessment Gateway.
Friday 13 May	LAs begin informing schools if they will receive an external moderation visit for TA.
Monday 16 May to Friday 20 May	Schools receive phonics screening check materials.
Wednesday 1 June	KS1 test materials and raw score to scaled score conversion tables available on GOV.UK and KS1 headteacher's declaration form (HDF) available on the Primary Assessment Gateway.
Monday 6 June	Phonics screening check materials (excluding braille) and HDF available on the Primary Assessment Gateway.

Monday 6 June to Friday 10 June	Schools administer the phonics screening check.
Monday 6 June to Tuesday 28 June	LAs undertake external moderation of KS1 TA.
Monday 13 June to Friday 17 June	Timetable variation week for pupils who were absent for the phonics screening check.
Monday 20 June	Phonics screening check materials and threshold mark published on GOV.UK.
Tuesday 28 June	Deadline for schools to submit KS1 TA data to their geographical LAs.
Thursday 30 June	Deadline for schools to submit KS1 HDF on the Primary Assessment Gateway.
Friday 1 July	Deadline for schools to submit phonics screening check HDF on the Primary Assessment Gateway.
Friday 22 July	Schools must submit their phonics screening check results to their geographical LA by the deadline specified by the LA. Deadline for LAs to submit phonics screening check and KS1 TA data to DfE using COLLECT.

4 Responsibilities

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 6.2)
- parents are issued with a [privacy notice](#)¹⁰ that explains how pupils' personal data is processed

If headteachers, teachers, test administrators and other staff do not comply with the provisions of this ARA, and other published guidance, this could result in the school being investigated for maladministration.

Key stage 1 tests

Headteachers of maintained schools, academies (including free schools) and participating independent schools must:

- identify which pupils will take the end of KS1 tests in May 2022
- consider whether any pupils will need modified versions of the tests and, if so, place a test order on the Primary Assessment Gateway by Friday 19 November (see section 5.5)
- keep all test materials secure and treat them as confidential until Wednesday 1 June
- be able to give an accurate account of everyone with access to test materials from the point materials arrive in school until Wednesday 1 June
- ensure specific content from test materials is not used to prepare pupils
- ensure test administrators are appropriately trained and administer the tests according to the published guidance

¹⁰ www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice

available from Wednesday 1 June and must be submitted by Thursday 30 June. Failure to complete the HDF by the deadline may result in a maladministration investigation.

If you cannot complete the HDF, or make any errors in your submission, you should notify the national curriculum assessments helpline on 0300 303 3013.

Phonics screening check

Headteachers of maintained schools and academies (including free schools) must:

- administer a past version of the phonics screening check (from 2017, 2018 or 2019) during the second half of the 2021 autumn term, to pupils who will reach the age of 7 before the end of the academic year (most pupils will be in year 2) and report their check scores to their geographical LA by the end of the autumn term
- identify any pupils who did not meet the expected standard in the autumn 2021 check and should take the check in June 2022
- identify which pupils will reach the age of 6 before the end of the academic year (most pupils will be in year 1) and should take the check in June 2022
- ensure any pupils in years 1 or 2 who do not meet the expected standard continue to receive support in phonics
- consider whether any pupils will need braille versions of the check in June 2022 and order them from the national curriculum assessments helpline on 0300 303 3013 by Tuesday 26 April
- consider whether any pupils will need modified versions of the check (excluding braille) and download them from the Primary Assessment Gateway during the check period in June 2022
- keep check materials secure and treat them as confidential until Monday 20 June
- ensure the check is administered once to each pupil within the check window starting on Monday 6 June
- ensure all check administrators are appropriately trained to administer and score the check according to the published 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 that affects the integrity, security or confidentiality of the check to STA
- comply with national data submission requirements by submitting check results to their geographical LA for all eligible pupils by the LA's deadline
- submit the phonics HDF on the Primary Assessment Gateway by Friday 1 July

Headteachers of academies must also have a written agreement in place with their chosen LA for monitoring the phonics screening check. If they have selected a non-geographical LA, they must report this information to STA on the Primary Assessment Gateway by Friday 19 November.

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](#)¹³.

The HDF confirms that both the autumn 2021 and June 2022 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 6 June and must be completed by Friday 1 July. Failure to complete the HDF by the deadline may result in a maladministration investigation.

If you cannot complete the HDF, or make any errors in your submission, you should notify the national curriculum assessments helpline on 0300 303 3013.

Teacher assessment and moderation

Headteachers of maintained schools, academies (including free schools) and participating independent schools must:

- as required, use funds available within the school's overall resources to give those carrying out TA sufficient opportunity to become familiar with:
 - the TA frameworks
 - the pre-key stage standards
 - the engagement model
- ensure the relevant framework or guidance is used to make pupils' TA judgements (see section 9.2)
- ensure 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
- ensure their school has an appropriate system to record and submit data to the LA
- submit TA data to their geographical LA, for all pupils at the end of KS1, by Tuesday 28 June

¹³ www.legislation.gov.uk/uksi/2004/2783/contents/made

- notify STA of any issues that may have affected the integrity of the TA
- submit the KS1 HDF on the Primary Assessment Gateway by Thursday 30 June

Headteachers of academies must also have a written agreement in place with their chosen LA for external moderation of their KS1 TA. If they have selected a non-geographical LA, they must report this information to STA on the Primary Assessment Gateway, by Friday 19 November.

Headteachers of participating independent schools that have placed a test order are expected to submit KS1 TA data. They must also have a written agreement in place with their chosen LA for external moderation of their KS1 TA. They must report this information to STA, on the Primary Assessment Gateway, by Friday 10 December.

4.2 Local authorities' responsibilities

LAs 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 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 assessment at KS1
- are aware of the need to store all assessment materials securely
- have an electronic system to submit their TA data
- are given instructions on how to submit their TA data to their geographical LA (even if they have an agreement with a different LA for moderation)
- are aware of their deadline to submit TA data
- meet the requirements for transferring records between schools, including the completion of the [common transfer file](#)¹⁴ (CTF) as noted in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)¹⁵

¹⁴ www.gov.uk/government/collections/common-transfer-file

¹⁵ www.legislation.gov.uk/uksi/2005/1437/made

Key stage 1 tests

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 key stage 2 (KS2) monitoring visit
- informing STA of any irregularities, which could result in the school being investigated for maladministration
- ensuring the results of KS1 tests are used to inform the school's TA judgements

Phonics screening check

Responsibilities include:

- ensuring training and advice is available to schools on all aspects of the check
- making unannounced monitoring visits to a sample of schools participating in the June 2022 check (see section 8.6)
- informing STA of any irregularities, which could result in the school being investigated for maladministration
- following the [phonics data collection and submission guidance](#)¹⁶ to collect results, quality assure and submit data to DfE for checks administered in autumn 2021 and June 2022

Teacher assessment and moderation

Responsibilities include:

- arranging a robust programme of moderation to ensure that all schools they are responsible for, are moderated at least once every 4 years (excluding 2020 and 2021), or more frequently, to validate TA judgements (see section 9.6)
- collecting, quality assuring and submitting TA to DfE for all schools in their geographical area using COLLECT by Friday 22 July
- informing STA of irregularities within any school's submitted TA data and discussing next steps to take
- moderating participating independent schools in the first year they opt in and then at least once every 4 years

¹⁶ www.gov.uk/guidance/phonics-screening-check-data-collection

4.3 Teachers' responsibilities

Teachers must comply with the provisions of this ARA when carrying out assessment and reporting functions. If teachers do not comply with the provisions of this ARA, this could result in the school being investigated for maladministration.

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 KS1 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 KS1 national curriculum assessments are administered in the school according to this ARA.

5 2022 national curriculum tests

5.1 Overview of tests

The KS1 tests are designed to assess pupils' knowledge and understanding of the [KS1 programmes of study](#)¹⁷. 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 judgement.

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 6.1) should be given the opportunity to attempt each test paper. KS1 tests are not strictly timed. Teachers can use their discretion to decide if pupils need a rest break during any of the tests or whether, if appropriate, to stop a test early.

An optional English grammar, punctuation and spelling test will be available to download from the Primary Assessment Gateway from Tuesday 3 May. Standard versions of the English grammar, punctuation and spelling test will not be sent to schools. Schools are not required to administer the optional English grammar, punctuation and spelling test or use the result to inform TA, although they can if they wish.

English reading test

There are 2 English reading papers. Both papers contain a selection of texts that are designed to increase in difficulty. They include a mixture of text types.

Paper 1 consists of a combined reading prompt and answer booklet. The test takes approximately 30 minutes. Paper 2 consists of an answer booklet and a separate reading booklet. It contains more challenging texts than Paper 1. The test takes approximately 40 minutes.

¹⁷ www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject

Mathematics test

The mathematics test comprises 2 components, presented to pupils as 2 test papers:

Paper 1: arithmetic consists of a single test paper and takes approximately 20 minutes.

Paper 2: reasoning consists of a single test paper and takes approximately 35 minutes. The paper includes a practice question and 5 aural questions. After the aural questions, the time allowed 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 English grammar, punctuation and spelling test and use the results to inform their English writing TA. There are 2 papers:

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 paper takes approximately 15 minutes.

Paper 2: questions is a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. The paper takes approximately 20 minutes.

5.2 Practice test materials

[Practice test materials](#)¹⁸ are available to help teachers prepare for the 2022 tests. These include past versions of KS1 national curriculum tests, mark schemes and test administration instructions.

5.3 Test frameworks

[Test frameworks](#)¹⁹ are available for each test. Although written for test developers, these may also be of interest to schools. Each framework sets out:

- what is 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

Teachers should not use the test frameworks to guide teaching and learning. They do not provide information on how schools should teach the national curriculum.

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

¹⁹ www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks

5.4 Test orders

Schools should submit their holiday dates for the 2021/22 academic year on the Primary Assessment Gateway by Friday 19 November. STA will use this information when planning deliveries of test materials.

Maintained schools and academies (including free schools)

Maintained schools and academies do not need to place a test order for standard versions of the KS1 tests. STA will calculate the quantities they require based on school census data. Modified tests should be ordered by Friday 19 November on the Primary Assessment Gateway, if required (see section 5.5). The optional English grammar, punctuation and spelling test will be available to download from the Primary Assessment Gateway from Tuesday 3 May. STA will not send standard versions of the English grammar, punctuation and spelling test to schools.

Independent schools

Independent schools choosing to participate in the KS1 assessments for one or more subjects must have issued a privacy notice to the parents of any pupils taking the tests, and received approval for their child's participation, before placing a test order on the Primary Assessment Gateway by Friday 19 November. Independent schools that have placed a test order are expected to submit KS1 TA data. For independent schools to receive KS1 test materials, they must have an agreement in place with their chosen LA for external moderation of their KS1 TA and have reported this information to STA, on the Primary Assessment Gateway, by Friday 10 December. Independent schools that do not report which LA they have an agreement with may not receive test materials.

Special schools, pupil referral units and secure units

Special schools, PRUs and secure units should place KS1 test orders on the Primary Assessment Gateway by Friday 19 November if any pupils are working at the standard of the tests and are able to access them (see section 5.5). Otherwise, STA will assume their pupils are not taking the tests and will not send test materials. If schools believe their pupils may reach the standard of the tests by May 2022, they should order test materials for them.

5.5 Modified test materials

Standard booklets are A4 (297mm x 210mm) with multi-tonal diagrams and illustrations. STA also 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. A pupil is not required to have an identified special educational need or disability to use modified tests.

The modified tests available are:

- modified large print versions, which are A4 but with more white space present than in the standard booklets – some diagrams are substituted for a high contrast design or require the use of physical models
- braille versions, available in uncontracted (Grade 1) Unified English Braille (UEB) only, which are A4 and suitable for pupils with extremely limited or no vision – diagrams are produced in tactile formats or as physical models, and a larger booklet (297mm x 275mm) is produced for the English reading prompt and answer booklet

All schools can order modified versions of the tests, including the optional English grammar, punctuation and spelling test, on the Primary Assessment Gateway, until Friday 19 November.

Schools can contact the national curriculum assessments helpline on 0300 303 3013 to:

- make late orders after Friday 19 November (for example where a pupil arrives in school after this date or if a pupil's needs change)
- ask for further advice about which modified materials may be suitable
- request hard copies of the modified large print and braille tests from previous years

Past versions of the modified tests (excluding braille) are also available in the practice test materials collection (see section 5.2).

5.6 Delivery of test materials

Schools will receive English reading and mathematics test materials, including any modified test orders, in the week beginning Monday 21 March. 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](https://www.get-information-schools.service.gov.uk)²⁰ (GIAS). Schools should ensure their details are up to date. Schools must log in to GIAS via [DfE Sign-in](https://services.signin.education.gov.uk)²¹ to make changes. Further information about updating records is provided in the help menu on the GIAS website.

²⁰ www.get-information-schools.service.gov.uk

²¹ <https://services.signin.education.gov.uk>

If schools have not received test materials by Friday 25 March, or they arrive unsealed or damaged, they should contact the national curriculum assessments helpline on 0300 303 3013.

Additional test materials

Schools can download additional KS1 test materials and mark schemes from the Primary Assessment Gateway from Tuesday 3 May. This includes modified large print versions but excludes braille. Schools requiring additional braille materials should contact the national curriculum assessments helpline on 0300 303 3013.

5.7 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 [keeping materials secure](#)²² and treat all test materials as confidential from when they are received until Wednesday 1 June.

All test materials, including English reading booklets, must be stored securely until Wednesday 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.

Any school behaviour that leads to test materials being shared before Wednesday 1 June could lead to a maladministration investigation (see section 10.2).

²² www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice

6 Test participation

6.1 Participating pupils

The tests are designed for 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 working above the pre-key stage standards, they should be entered for the tests.

Most pupils taking the KS1 tests will be in year 2 and will reach the age of 7 by the end of the academic year. Teachers should use their knowledge of each pupil when considering whether to administer the tests to them. They may also use practice materials (see section 5.2) to inform these decisions.

Pupils who should not take the tests

Pupils should not take the tests if any of the following apply:

- they have not completed the relevant KS1 programme of study
- they are working at the [pre-key stage 1 standards](#)²³ or being assessed using the [engagement model](#)²⁴
- they are working at the standard of the KS1 tests but are unable to participate, even when using suitable access arrangements

Decisions on participation in the tests

Headteachers make the final decision about whether it is appropriate for a pupil to take the tests. In instances where a headteacher has cause to consider whether a pupil should participate in the tests they should:

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

If a headteacher decides a pupil should not take one or more of the tests, they must report this decision to the pupil's parents.

²³ www.gov.uk/government/publications/pre-key-stage-1-standards

²⁴ www.gov.uk/government/publications/the-engagement-model

6.2 Access arrangements

KS1 tests are intended to assess pupils' abilities in a fair and comparable way. They are designed so that most pupils with special educational needs or disabilities (SEND) can participate using the standard versions. However, a small number of pupils may need additional arrangements. [Access arrangements](#)²⁵ are adjustments that schools can make to support specific pupils.

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEN Support system
- whose learning difficulty or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English

The support given during the tests must never advantage or disadvantage individual pupils. The school must have evidence that the support provided is based on normal classroom practice. Schools could be subject to a maladministration investigation if they fail to use access arrangements appropriately.

6.3 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. To make a TA judgement, these pupils should be assessed using the pre-key stage standards providing they are engaged in subject-specific study (see section 9.4).

Mathematics tests

To establish a pupil's abilities in mathematics, teachers and language support staff could 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. Further information on using written or oral translations is in the access arrangements guidance.

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

7 Test administration

7.1 Administering the tests

Schools must follow the [test administration guidance](#)²⁶, which will be published on Monday 14 March. STA will also provide test administration instructions with the KS1 tests. They will contain test-specific content so must only be accessed immediately before the administration of each test.

7.2 When to administer the tests

Schools must administer the KS1 tests in English reading and mathematics during May 2022. The tests do not have set days for their administration and 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.

7.3 Making modifications to tests

Before deciding to modify test materials, schools should consider whether modified tests provided by STA would meet the needs of the pupil (see section 5.5).

Modifications may include copying onto coloured paper or enlarging the test. Headteachers must ensure that the confidentiality of the tests is maintained while any modifications are being made.

7.4 Marking the tests

KS1 tests are marked by schools using mark schemes that will be available on the Primary Assessment Gateway from Tuesday 3 May. Tests should be marked by a member of staff familiar with the pupil. Marking requires professional judgement about which responses are correct. The integrity and security of the tests must be maintained until Wednesday 1 June.

If a school suspects that a pupil's response does not represent their own independent work, the headteacher should contact the LA to discuss what action to take.

²⁶ www.gov.uk/government/collections/key-stage-1-test-administration

7.5 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 9). There is no requirement for schools to use the result of the optional English grammar, punctuation and spelling test to inform TA, although they can if they wish.

Conversion tables for the 2022 tests will be published on GOV.UK on Wednesday 1 June. Teachers will need to use these to translate pupils' raw scores into [scaled scores](#)²⁷ 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 12.3). LAs do not submit test results to DfE.

Schools are not required to report individual test results to parents, but parents must be allowed access to their child's results on request.

²⁷ www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-1

8 Phonics screening check

8.1 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.

This section of the ARA relates to the phonics screening check in June 2022. Arrangements for schools [administering the check to year 2 pupils](#)²⁸ in the autumn 2021 term have been published separately.

8.2 Check participation

Participation in the check depends on the type of school (see section 13.1). Schools do not need to register pupils for the check.

Pupils who should take the check

Unless the exceptions below apply, all pupils who have reached the age of 6 by the end of the academic year (most pupils will be in year 1) must take the check in June 2022. This includes pupils registered at maintained nursery schools who will reach the age of 6 before the end of the academic year.

Pupils who will have reached the age of 7 by the end of the academic year (most pupils will be in year 2) must also take the check in June 2022, if they did not meet the expected standard in the autumn 2021 check.

Pupils who should not take the check

Pupils should not take the check if any of the following apply:

- they have shown no understanding of grapheme-phoneme correspondences
- they have not completed the first year of the KS1 English programme of study
- they have recently moved to the country and are unable to understand letters and sounds in English

²⁸ www.gov.uk/government/collections/phonics-screening-check-administration

- 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
- they have been absent during the check window – if a pupil does not take the check during this period and returns to school after Friday 17 June, they must be recorded as absent

Decisions on participation in the check

Headteachers make the final decision about whether it is appropriate for a pupil to take the check. In any instances when pupils are not entered for the check, 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.

Schools must submit data for all pupils including those who do not take the check. Pupils who do not take the check should be marked as 'D' (headteacher decided it was not appropriate for the pupil to take the check).

8.3 Check materials

Schools do not need to order standard materials for the check in June 2022. Materials are sent to schools (including special schools, PRUs and secure units) based on data from the school census. If they do not need phonics materials, schools can notify STA on the Primary Assessment Gateway.

Schools can order uncontracted (Grade 1) braille UEB versions of the phonics screening check. Braille materials should be ordered from the national curriculum assessments helpline on 0300 303 3013 by Tuesday 26 April.

Schools will receive check materials, including any braille orders, in the week beginning Monday 16 May. To ensure schools get their materials on time, they must provide their holiday dates on the Primary Assessment Gateway by Friday 19 November. If schools have not received their check materials by Friday 20 May, they should contact the national curriculum assessments helpline on 0300 303 3013.

Additional materials

Schools can download check materials from the Primary Assessment Gateway from Monday 6 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.

8.4 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 materials secure](#)²⁹ and treat check materials as confidential from when they are received, or downloaded from the Primary Assessment Gateway, until Monday 20 June.

Any school behaviour that leads to check materials being shared before Monday 20 June could lead to a maladministration investigation.

8.5 Administering the check

Schools should administer the check during the week beginning Monday 6 June. If a pupil is absent during the check week, you can administer the check to them until Friday 17 June.

Schools must follow the phonics screening [check administration guidance](#)³⁰, which will be published on Monday 21 March. Pupils must only attempt the check once during the check window.

Check administrators

A member of staff who is trained in phonics and has experience delivering phonics sessions to pupils must administer the check on a one-to-one basis. The role requires professional judgement about which responses are correct. The check administrator should be known to the pupils but must not be a relative, carer or guardian of the pupil taking the check. The check should not be administered by a teaching assistant or a higher-level teaching assistant, unless they are trained in phonics and have experience delivering phonics sessions to pupils.

Check administrators should familiarise themselves with the [phonics screening check training video](#)³¹ to understand how to score the check consistently.

8.6 Monitoring the check

LAs have a statutory duty to make monitoring visits to at least 10% of maintained schools that are administering the check. LAs are also expected to monitor at least 10% of

²⁹ www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice

³⁰ www.gov.uk/government/collections/phonics-screening-check-administration

³¹ www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video

academies that have selected the LA for monitoring. STA may identify schools for LAs to include in their samples.

Monitoring visitors, on behalf of the LA or STA, will make unannounced visits to schools participating in the check before, during and after the check period. Monitoring visitors will follow the latest Government COVID-19 guidance when carrying out their visit. They will look for evidence that 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 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 an 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 about the accuracy or correctness of pupils' results. Schools and LAs should refer to the [guidance on monitoring visits](#)³², which will be updated in March 2022, for further information.

Academies

Academies must choose which LA is responsible for monitoring their phonics screening check and must have a written agreement in place with their chosen LA. Academies will be presumed to be working with their geographical LA and should inform STA by Friday 19 November, on the Primary Assessment Gateway, if they choose an alternate LA.

If a school became an academy on, or after, 2 September 2021 they will be part of their geographical LA's arrangements for monitoring the check and will be unable to select an alternate LA until the 2022/23 academic year.

³² www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

8.7 Reporting check results

STA will publish the threshold mark on Monday 20 June on GOV.UK. Schools do not need to wait until the threshold mark is published before submitting their data to the LA.

Reporting to local authorities

Maintained schools and academies must report their pupils' check scores to their geographical LA by the deadline they specify.

LAs must submit check data to DfE by Friday 22 July. There is no facility to amend data once the collection has closed.

Further support for schools and LAs is available in:

- the [check administration guidance](#)³³
- DfE's [data collection and submission guidance](#)³⁴

Reporting to parents

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

- their child's phonics screening check score (including pupils who have since left the school)
- their child was absent, did not participate in the check, or whose results are affected by maladministration

For year 2 pupils who take the check in autumn 2021 and June 2022, schools must report both results to parents.

Full details about what should be reported to parents are in section 11.2.

Pupils who change schools

If a pupil changes school:

- before the check period – the receiving school should assess the pupil and submit data for them
- during the check period – the receiving school should find out whether the pupil has already taken the check (if not, they should assess the pupil and submit data for them)

³³ www.gov.uk/government/collections/phonics-screening-check-administration

³⁴ www.gov.uk/guidance/phonics-screening-check-data-collection

- after taking the check – their result should be submitted by the school where they took the check and provided to the new school in the CTF

If a pupil arrives from a non-participating school or were electively home educated (EHE), the receiving school should consider administering the check and must submit data for them. Pupils who arrive after the check administration period, and who did not take the check, do not need to be included in that year's data submission.

8.8 How results will be used

DfE does not publish school-level results for the phonics screening check.

Results will be available in [Analyse School Performance](#)³⁵ and schools will also have access to [national and LA results](#)³⁶ to allow them to benchmark their pupils' performance.

Pupils who have not met the expected standard at the end of year 1 must be considered for a retake in June 2023. Schools are expected to maintain a programme of support for these pupils.

³⁵ www.analyse-school-performance.service.gov.uk

³⁶ <https://explore-education-statistics.service.gov.uk/find-statistics>

9 Teacher assessment

9.1 Overview of teacher assessment

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. Teachers must consider the pupil's:

- written, practical and oral classwork
- results from 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 include these pupils when they submit their TA data, using one of the relevant codes which will be published in the TA guidance.

9.2 What teachers must assess

This table shows which framework to use when making TA judgements, depending on the subject and standard at which the pupil is working. [Exemplification materials](#)³⁷ are available to help teachers make their judgements if additional guidance is needed.

Key stage 1 standard	Guidance	English reading	Maths	English writing	Science
Pupils working at the standard of the national curriculum assessments	TA frameworks ³⁸	Yes	Yes	Yes	Yes
Pupils working below the standard of the national curriculum assessments and engaged in subject-specific study	Pre-key stage 1 standards ³⁹	Yes	Yes	Yes	N/A

For details of how to assess pupils working below the standard of national curriculum assessments and not yet engaged in subject-specific study, see section 9.5.

³⁷ www.gov.uk/government/collections/key-stage-1-teacher-assessment

³⁸ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

³⁹ www.gov.uk/government/publications/pre-key-stage-1-standards

9.3 Teacher assessment frameworks

The TA frameworks must be used to assess pupils who have completed the KS1 programmes of study in English reading, English writing, mathematics and science, and are working at the standard of the national curriculum assessments.

The frameworks contain 'pupil can' statements. Teachers should follow the specific guidance for each subject in the frameworks when making their judgements. Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for the preceding standards. Pupils' work that demonstrates meeting a standard is sufficient to show they are working above the preceding standards.

Frameworks for English reading, English writing and mathematics

The frameworks contain 3 standards:

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

Pupils who have not completed the programme of study or are not yet 'working towards the expected standard' should be assessed using the pre-key stage standards (see section 9.4).

Framework for science

The KS1 science 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'.

9.4 Pre-key stage standards

Pre-key stage standards must be used for statutory assessment of pupils at the end of KS1 who are working below the overall standard of national curriculum assessments and engaged in subject-specific study, as well as for pupils who are working below the standard of the national curriculum assessments because they:

- have not completed the KS1 programmes of study but are still moving onto KS2 with their current year group (and are engaged in subject-specific study)
- cannot communicate in English (and are engaged in subject-specific study)

The pre-key stage standards follow the same principles as the TA frameworks. They each contain '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 when making their judgements.

The pre-key stage 1 standards for English reading, English writing and mathematics are:

- Standard 4
- Standard 3
- Standard 2
- Standard 1

9.5 The Engagement model

In 2021/22, if a pupil is working below the standard of national curriculum assessments and not yet engaged in subject-specific study, they must be assessed using [the engagement model](#)⁴⁰ at the end of KS1.

The engagement model is a teacher assessment tool that replaces P scales 1 – 4 and is formed of 5 areas of engagement: exploration, realisation, anticipation, persistence and initiation. Each of the 5 areas are interrelated and should be used when assessing pupils who are not engaged in subject-specific study. From September 2021, schools are required to:

- use the engagement model to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1
- report to DfE which pupils have been assessed using the engagement model for KS1 – schools are not required to submit any other data to DfE about the progress of these pupils

Schools have autonomy over how they implement the engagement model but should ensure that the assessments are conducted regularly throughout the academic year. This is so schools are able to demonstrate whether the pupil is able to sustain the new skills, concepts and knowledge over time, rather than just reflecting a snapshot of one activity or observation.

Schools should follow the guidance published for the engagement model for best practice on how to use the engagement model to support teachers and staff involved in assessing these pupils.

⁴⁰ www.gov.uk/government/publications/the-engagement-model

9.6 External moderation of teacher assessment

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

LAs will inform schools on, or after, Friday 13 May if they are going to receive an external moderation visit. LAs will carry out moderation visits following the latest Government COVID-19 guidance from Monday 6 June to Tuesday 28 June.

[TA guidance](#)⁴¹ includes details of the moderation process and how visits are carried out. Headteachers and LAs must refer to the guidance to ensure that the essential requirements are met and that robust moderation processes are followed.

Local authorities

LAs are required to externally moderate at least 25% of maintained schools. They are also expected to externally moderate at least 25% of academies and participating independent schools that opt into the LA's external moderation provision. LAs must ensure all schools they are responsible for are moderated at least once every 4 years (excluding 2020 and 2021), or more frequently if required.

Academies (including free schools)

Academies must choose which LA is responsible for external moderation of their KS1 TA. They must have a written agreement in place with their chosen LA and should inform STA on the Primary Assessment Gateway if they intend to use a non-geographical LA, by Friday 19 November. STA assumes academies are being moderated by their geographical LA, unless informed otherwise.

If a school became an academy on, or after, 2 September 2021, they will be part of their geographical LA's arrangements for external moderation of their TA in 2022 and cannot select an alternate LA until the 2022/23 academic year.

Academies may be charged for this service and should ensure costs for all moderation activities, including potential re-moderation, are agreed with the LA in advance. They must give the LA the record and outcome of their most recent external moderation visit.

Funding for these activities is paid directly to the geographical LA in the first year following conversion to an academy. Subsequent payments are made directly to the academy every 4 years.

⁴¹ www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance

If an academy fails to make a written agreement with an LA to undertake external moderation of their KS1 TA, this information will be passed to Ofsted and may result in a maladministration investigation by STA.

Independent schools

If an independent school is participating in the English reading or mathematics tests, they should also submit TA outcomes in those subjects to DfE for inclusion in the national summary of results. Participating independent schools must have a written agreement in place with their chosen LA that will complete external moderation of their TA and must report this information to STA on the Primary Assessment Gateway by Friday 10 December.

An independent school can only claim that its results are comparable with national or local results if it has taken part in the LA external moderation process and has been moderated in the first year of participation. Participating independent schools 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

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

LAs should factor in the costs of re-moderation activities at the beginning of the year as part of the funding that they retain centrally for maintained schools. They should not place additional charges on schools for appeals or re-moderation of TA judgements. The TA guidance provides further details about re-moderation of TA judgements.

Further information on retaining funding can be found in the [Pre-16 schools funding: guidance for 2020 to 2021: Operational guide](#)⁴². Further information about the provision of services and facilities by LAs can be found in the [Schemes for financing schools](#)⁴³.

9.7 Submitting teacher assessment

Maintained schools, academies and participating independent schools must submit TA data for pupils at the end of KS1 to their geographical LA (even if they have an agreement with a different LA for moderation) by Tuesday 28 June. This must include pupils who are assessed using pre-key stage standards or the engagement model.

⁴²www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2020-to-2021

⁴³ www.gov.uk/government/publications/schemes-for-financing-schools

9.8 Pupils who change schools

If a pupil changes school:

- before Tuesday 3 May – the receiving school must administer the KS1 tests to the pupil and submit TA data for them
- during the KS1 test period – the receiving school must find out which tests have already been administered to the pupil and administer any remaining tests (in this circumstance, 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)
- after Tuesday 31 May – the school where the pupil was registered during the KS1 test period must submit TA data for them

If a pupil arrives from a non-participating school or having been EHE, the receiving school should assess the pupil and submit data for them. If the pupil arrives on, or after Wednesday 1 June 2022 data is not required.

9.9 Standardisation and approval to moderate for local authorities

Standardisation exercises are used to gain STA approval to moderate and are undertaken annually. Moderators must successfully complete a standardisation exercise to be added to the list of approved moderators for this year.

Training materials will be available on the Primary Assessment Gateway for self-guided learning from Monday 1 November. There will be no face-to-face training events as in previous years. Please refer to the [standardisation webpage](#)⁴⁴ for further details.

9.10 How teacher assessment will be used

DfE does not publish school-level results for KS1 TA. It is used as the baseline for [measuring progress between KS1 and KS2](#)⁴⁵.

Results will be available in [Analyse School Performance](#)⁴⁶ and schools will also have access to [national and LA results](#)⁴⁷ to allow them to benchmark their pupils' performance.

⁴⁴ www.gov.uk/guidance/teacher-assessment-moderation-standardisation-and-training-process

⁴⁵ www.gov.uk/government/publications/primary-school-accountability

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

⁴⁷ <https://explore-education-statistics.service.gov.uk/find-statistics>

10 Maladministration

The term 'maladministration' refers to any act that:

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

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of a pupil's test results. The [maladministration investigation procedures](#)⁴⁸ explain how STA processes allegations, as well as roles and responsibilities relating to school visits. This is supported by [guidance for local authorities](#)⁴⁹ carrying out visits on STA's behalf.

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

Anybody with concerns about the administration of the KS1 tests, phonics screening check, the accuracy of TA judgements, or any allegations of maladministration (which could include cheating) should report them by contacting the national curriculum assessments helpline on 0300 303 3013.

10.1 Maladministration of the phonics screening check

Check administrators must administer the check according to the published guidance. Maladministration can lead to changes to, or annulment of, results for a whole cohort, groups of pupils or individual pupils.

10.2 Maladministration of KS1 tests or teacher assessment

If there is doubt that a school has not followed the published guidance, this could be investigated as maladministration.

Examples of maladministration include:

- lack of independent work
- changes to TA judgements by school staff to influence school assessment outcomes

⁴⁸ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

⁴⁹ www.gov.uk/guidance/key-stage-1-and-2-school-visits-following-an-allegation-of-maladministration

STA is responsible for deciding whether the school's TA is accurate. STA will annul the school's TA judgements if it concludes that there is doubt about the accuracy of TA data.

11 Reporting to parents

11.1 Annual reports

Headteachers of maintained schools, including maintained special schools, must prepare annual reports for every pupil's parents. Headteachers must arrange for parents to discuss the report with their child's teacher.

The term 'parent' is defined in section 576 of the [Education Act 1996](#)⁵⁰ as:

- 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.

11.2 What reports must cover

The report must start from the day after the last report was given, or the date of the pupil's admission to the school, if later. 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 the end of KS1, it must also include:

- a brief commentary, outlining a brief account of what the teacher assessments show about the pupil's progress individually, and in relation to other pupils in the same year, which draws attention to any particular strengths and weaknesses of the pupil
- outcomes of statutory national curriculum TA in English reading, English writing, mathematics and science
- the pre-key stage standards achieved by the pupil, for pupils working below the standard of the national curriculum and engaged in subject-specific study

⁵⁰ www.legislation.gov.uk/ukpga/1996/56

- a qualitative narrative commentary of the pupils' achievements and progress in the areas of the engagement identified in the engagement model, for pupils working below the standard of the national curriculum and not engaged in subject-specific study
- a statement that TA outcomes are informed by the results of statutory English reading and mathematics tests
- if applicable, a statement explaining why any national curriculum tests or TA 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, from 2019

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 cover 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](#)⁵¹). These content requirements are based on Schedule 1 of the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁵².

Pupils not participating in the tests

If a headteacher decides that a pupil should not take the English reading or mathematics tests, they must explain this decision to the pupil's parents before the test period.

They should also write a report that:

- 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 indicates where the information is recorded
- identifies whether these circumstances are likely to be long or short term

The report should be sent to the chair of the governing body and a copy placed on the pupil's educational record.

⁵¹ www.legislation.gov.uk/ukpga/1998/31/contents

⁵² www.legislation.gov.uk/uksi/2005/1437/made

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.

Pupils who change schools

If a pupil changes schools before the end of the academic year, the headteacher of the receiving school should ensure an annual report is written for the pupil. The report should draw upon information transferred from the pupil's previous school (see section 12.3). This should 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' 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 arrange for parents to discuss the report with their child's teacher (if the parent wishes).

Regulation 9 of the [Education \(Pupil Registration\) \(England\) Regulations 2006](#)⁵³ allows the dual registration of families that travel for occupational purposes. Regulations 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 because their parent is engaged in a trade or business that requires them to travel from place to place
- is at the time registered as a pupil at 2 or more schools

⁵³ www.legislation.gov.uk/uksi/2006/1751/contents/made

12.2 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the GDPR, the DPA and the [Freedom of Information Act 2000](#)⁵⁹. Access to a pupil's educational record held by a maintained school or non-maintained special school is covered by a parent's right of access under the Education (Pupil Information) (England) Regulations 2005.

Under the 2005 Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, free of charge, 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](#)⁶⁰.

The 2005 Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil could not lawfully be given under the DPA. It also relates to information that they would not have a right of access to under the DPA, by virtue of paragraph 18 in Schedule 1 or paragraph 16 in Schedule 2 to the Act. This includes material that 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](#)⁶¹ can provide further advice.

12.3 Transferring records to a pupil's new school

Headteachers of 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 [CTF](#)⁶². This requirement is set out in the [Education \(Pupil Information\) \(England\) Regulations 2005](#)⁶³, as amended.

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 this requirement but are expected to adhere to the following protocols as a matter of good practice.

⁵⁹ www.legislation.gov.uk/ukpga/2000/36/contents

⁶⁰ www.ico.org.uk/for-the-public/schools/pupils-info

⁶¹ www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access

⁶² www.gov.uk/government/collections/common-transfer-file

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

Schools should arrange to exchange data by another secure method if transferring information to a school outside England, where [school to school](#)⁶⁴ (S2S) is not available. Information must be transferred within 15 school days of the pupil ceasing to be registered at their previous school.

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

- through the 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 is unable to 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 does not receive CTFs for a new pupil, they can ask their 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 \(Pupil Information\) \(England\) Regulations 2005](#)⁶⁵, as amended, explains more about the content of CTFs.

⁶⁴ www.gov.uk/school-to-school-service-how-to-transfer-information

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

13 Legal requirements and responsibilities

13.1 How the arrangements apply to different types of school

Maintained schools

Maintained schools, including maintained special schools, with pupils in KS1 must administer statutory assessments.

Maintained nursery schools

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

Academies (including free schools)

All references to academies include free schools as, in law, they are academies. The following information also applies to [alternative provision](#)⁶⁶ 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.

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 choose which LA is responsible for monitoring their phonics screening check and moderating their TA. They must have a written agreement in place with their chosen LA, and if this will not be their geographical LA, they should inform STA of their choice by Friday 19 November. Academy trusts must make sure their academies have complied with the external moderation, monitoring and data submission requirements in this publication.

⁶⁶ www.gov.uk/government/publications/alternative-provision

Independent schools

Independent schools in England may choose to take part in the assessments for one or more subjects at the end of KS1, although they are not required to do so. Participating independent schools must follow the guidance in this ARA.

Independent schools cannot formally administer the phonics screening check. They will be able to download the 2022 materials from GOV.UK from Monday 20 June, after the check administration window.

Pupil referral units

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

Pupils not on the register of a maintained school or academy, but who attend a PRU, 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.

Ministry of Defence schools

MoD schools take part in the national curriculum assessments in line with the administration in England. This includes administering the phonics screening check and KS1 tests and submitting TA.

Overseas schools

Overseas schools that are not MoD schools cannot formally participate in the phonics screening check or KS1 assessments. They will be able to download the 2022 KS1 materials from GOV.UK from Wednesday 1 June and the phonics screening check materials from Monday 20 June, after the administration windows.

Non-maintained special schools

Non-maintained special schools may take part in the KS1 assessments, 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 choose to participate in the tests must place a KS1 test order on the Primary Assessment Gateway by Friday 19 November. Non-maintained special schools cannot formally administer the phonics screening check. They will be able to download the 2022 materials from GOV.UK from Monday 20 June, after the check administration window.

Home-educated pupils

Pupils who are EHE cannot participate in the phonics screening check or KS1 assessments, unless they are on the register of a maintained school, academy or participating independent school.

13.2 Special educational provision

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 to their peers. See section 6.2 for information about the adjustments available for the KS1 tests.

13.3 Regulatory concerns

If you have any regulatory concerns that have not been fully addressed by STA in line with the published procedures, you can raise them with the Office of Qualifications and Examinations Regulation (Ofqual). Ofqual regulates qualifications, examinations and assessments in England.

14 Further information

14.1 Useful websites and links

- Primary Assessment Gateway
www.primaryassessmentgateway.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
- Access arrangements guidance
- Maladministration

Teacher assessment

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

- TA frameworks
- 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
- Guidance on administering the phonics screening check to year 2 pupils in the 2021 autumn term

National curriculum tests: practice materials

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

- Past papers and mark schemes
- 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

14.2 Additional resources

- Information for parents

www.gov.uk/government/collections/national-curriculum-assessments-information-for-parents

- STA's playlist on YouTube

www.youtube.com/user/educationgovuk

14.3 General enquiries

For general enquiries about the assessment and reporting arrangements at KS1, contact the national curriculum assessments helpline on 0300 303 3013 or email

assessments@education.gov.uk.

For general enquiries about submitting data to DfE, LAs can use the [data collections service request form](#)⁶⁷.

⁶⁷ <https://form.education.gov.uk/service/Data-collections-service-request-form>

14.4 Message us

Message us forms can be found in the 'Available activity' section of the [Primary Assessment Gateway](#)⁶⁸.

For enquiries relating to KS1 access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form.

For general enquiries about the assessment and reporting arrangements at KS1, schools and LAs can use the 'Message us – general enquiry' form.

14.5 Modified Tests

Schools can discuss the suitability of, and order, braille and MLP versions of the KS1 tests and the phonics screening check (braille versions only) by contacting the national curriculum assessments helpline on 0300 303 3013 or emailing modifiedtestshelpline@pia.co.uk.

⁶⁸ www.primaryassessmentgateway.education.gov.uk



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The 'Assessment and Reporting Arrangements' (ARA) contains provisions made pursuant to Article 9 of [The Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#), as amended. The 2004 Order is made under section 87(3)(c) of the [Education Act 2002](#).

Under section 87(12) of the Education Act 2002, the ARA gives full effect to or otherwise supplements the provisions made in the 2004 Order and as such has effect as if made by the 2004 Order. The ARA provides information and guidance on national curriculum assessments and their administration.

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