

St. Joseph's Catholic Primary School

The conduct and administration of Statutory Tests Policy 2017-2018

Statutory Tests are undertaken in the following year groups:

- Year 1 - Phonics Screening
- Year 2 - Re take Phonics Screening
- Year 2 - Key Stage 1 Tests (no set dates but must be administered in May)
- Year 6 - Key Stage 2 Tests (certain pupils in year 5 may be allowed to sit Key Stage 2 tests if appropriate)

The tests must be taken on the scheduled day, unless an application for a timetable variation has been approved by STA

Date	Exam	Time	Marks
Monday 14 May	English grammar, punctuation and spelling Paper 1: questions	Paper 1: 45 minutes	50 marks
	English grammar, punctuation and spelling Paper 2: spelling	Paper 2: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The test is expected to take approximately 15 minutes , but is not strictly timed.	20 marks
Tuesday 15 May	English reading	Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions	50 marks
Wednesday 16 May	Mathematics Paper 1: arithmetic	Paper 1: arithmetic assesses mathematical calculations. The questions cover calculations involving all 4 operations, including calculations with fractions, decimals and percentages. They also cover long divisions and long multiplications. 30 minutes	40 marks
	Mathematics Paper 2: reasoning	Paper 2 assesses mathematical fluency, problems and reasoning. 40 minutes	35 marks
Thursday 17 May	Mathematics Paper 3: reasoning	Paper 3 assesses mathematical fluency, problems and reasoning. 40 minutes	35 marks

Tests Reporting Arrangements:

KS1 test administration window in May

Pupils must take the KS1 tests if they: have completed the programme of study for

KS1 or are considered to be working at the standard of the test

Teachers shouldn't use the tests with pupils who are working below the standard of the tests or are unable to participate in the tests using suitable access arrangements. If a head teacher decides a pupil shouldn't take one or more of the tests they should explain this decision to the parents. They should also write a report which:

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

A copy of the report must be sent to the: pupil's parents and chair of the governing body

The KS1 tests do not have set days for their administration, and they may be administered to groups of children on different days,

Phonics

Pupils shouldn't take the check if they:

- haven't shown any understanding of grapheme-phoneme correspondences
- have recently moved to the country and are unable to understand letters and sounds in English

Phonics check administrators

The check must be administered on a one-to-one basis and should be administered by a teacher who's known to the pupil. The role of check administrator requires a teacher's professional judgement about which responses are correct.

Reporting to parents

By the end of the summer term head teachers should report: each pupil's phonics screening check score

Key Stage 2

For 2016, a new set of KS2 national curriculum tests was introduced consisting of:

- English reading : reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

The tests were designed to be used with all pupils who are working at the standard of the national curriculum. There will be some pupils who will be working below the 'expected standard' of the test, who will not achieve a scaled score of 100, but who should still take the tests.

Pupils who shouldn't take the tests

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

- they have not completed the relevant KS2 programme of study
- they are working below the overall standard of the KS2 tests (and are considered to be unable to answer the easiest questions)
- they are unable to participate even when using suitable access arrangements.

The interim pre-key stage standards²⁰ should be used to provide a statutory assessment outcome for pupils that have not completed the relevant programme of study or who are working below the standard of the tests. Administering a KS2 test to a pupil who is known to be working below the standard of the test at the time may result in a maladministration investigation.

It is the Head Teacher's responsibility (with the support of the deputy head in the absence of the head teacher) to ensure that this guidance is read and followed by all teachers, teaching assistants and others involved in administering the tests.

Head Teachers' responsibilities for the tests

- Head Teachers must:
 - consider whether any pupils will need modified versions of the tests and place a test order on NCA tools by Friday 24 November
- ensure all pupils are registered for the tests in the 'Pupil registration' section of NCA tools by Friday 16 March and that each pupil's details are accurate, including any pupils who are registered at their school, but are attending a PRU or hospital school
- register new pupils for the tests if they arrive in school after Friday 16 March
- keep the test materials secure and treat them as confidential before, during and after the test period
- be able to give an accurate account of everyone with access to test materials from the point they arrive in school until Friday 25 May
- 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

- ensure pupils have the correct test materials and equipment
administer all tests according to the published timetable, unless STA has been notified of a start-time variation or approved a timetable variation
- ensure access arrangements are administered according to STA's access arrangements guidance
- notify STA of any incident that may have affected the integrity, security or confidentiality of the tests
- submit aid notifications, notifications of administering a test at an alternative location and notifications of pupil cheating on NCA tools, if required, before submitting the HDF
- complete and submit the HDF on NCA tools after all test scripts have been collected for marking co-operate with any monitoring visit requests, including visits by STA or LA representatives

General:

- At least two adults will be present at each stage of the process, including checking materials, opening packs, administering the test, putting completed scripts into order.
- The School Business Manager / Administrator will observe elements of the checking, unpacking scripts etc. to verify correct procedures are followed together with the Head Teacher or senior member of staff.
- Upon checking the test papers the tests will immediately be put in a locked cupboard:
 - **Phonics** - In a locked cupboard in the main office.
 - **Year 2 SATs** - In a locked cupboard in the main office. (Whilst being marked they will be kept in a secure cupboard in Y2. The person responsible will be the Y2 teacher-head of KS1)
 - **Year 6 SATs** - In a locked cupboard in the main office.

The keys for all the above will always be kept in a separate drawer - a member of the office staff, the Head Teacher and the Deputy will know where the keys are kept.

- Children's completed test scripts must not, under any circumstance be left with an individual member of staff at any point before they are packed and sealed in the script return bags to be sent for marking.
- The Head Teacher/member of the SLT will ensure they are always present for the checking of materials, opening of test packs and collation of completed scripts, along with at least one other senior member of staff.
- 1:1 Readers will be monitored either by a senior member of staff, or will be in an accessible room / space

- All documentation showing that a child is eligible for access arrangements, including readers, prompters and scribes, will be available for inspection in the event of a monitoring visit. This will include evidence that resources are routinely committed to providing this support in the classroom.
- All tests in Year 6 will be taken on the days specified. Under no circumstances may a test be taken before the day specified in the statutory timetable.
- In exceptional circumstances if the School needs to move the tests for individual children within the scheduled day they will notify STA of this change using NCA tools.

Before test administration - At least 2 adults present at each stage

- The test materials will be checked - the main box opened, the sealed packs counted, the delivery note annotated and retained in a safe place with the School Business Manager
- The test packs will be stored in subjects i.e. all mathematics papers in one box and labelled on the outside of the box. (This will prevent the need to open all boxes to retrieve one set of test scripts)
- If the box has been opened it will be re-sealed by using packing tape or similar
- The tape will be signed to indicate who has opened the box and for what purpose
- The materials must be kept securely and ensure that access to the locked cupboard is limited. Only one member of the office staff, the Head Teacher or Deputy will have access to the locked cupboard.
- A member of the office staff (who is not involved in the actual administration of the tests) will be responsible for the key to the secure storage where the test / check materials and the children's completed test scripts are going to be stored.
- For those children who may use a different name to that on the register - some schools have prepared a small card with names as they appear on the register, date of birth, school name and DfE number printed on it for children to copy from and for adults to check correct details have been entered before the test begins
- A timetable will be produced for the Phonics Screening Test
- A timetable will be produced for the Key Stage 1 Tests
- The published timetable will be adhered to in Year 6

- A copy of the current Assessment and Reporting Arrangements book will be in all the test rooms in case of unforeseen circumstances, as well as the Test Administrator's Guide.
- The contact number of the Standards and Testing Agency and Learning and Assessment Service will be available in case of children arriving in school with broken arms /illness during the tests etc.
- The Standards and Testing Agency or Learning and Assessment Service will be contacted if the invigilator has any questions or concerns
- The test room must be prepared - accommodation - ensure appropriate quiet space is available to pupils, whether administering to a whole class, small groups or individuals - remove or cover any displays or materials that could help pupils /ensure seating arrangements will allow all pupils to work quietly and independently

During test - At least 2 adults must be present at each stage (one must be a member of the senior leadership team)

- Under no circumstances should the papers be opened before the tests begin.
- Test papers should always be opened in front of the children however, in the unlikely event that some children are undertaking their tests in a different room two members of staff must take the papers to the allocated room (test papers usually come in packs of 10)
- Evidence of 'normal classroom practice' will be available for any access arrangements in case of monitoring visits.
- Children must have enough space to sit, and must not be able to see other children's work
- Start and finish times must be clearly visible in each test room/area
- Children will be reminded during the test of the time remaining
- All adults present (administering the test or reading) will be appropriately trained to complete their role
- The Test Administrator's guide for the relevant year group will be adhered to at all times

After the test / check is completed - at least 2 adults present at each stage to ensure there is no opportunity for anyone to review the completed scripts.

- The phonics screening check materials will be stored securely between sessions (before, during and after). At St Joseph's Catholic Primary School the phonics

papers will be stored in the main office, locked at all times. SATS for Year 2 will be stored in the Head Teacher's office cupboard, locked at all times. SATs for Year 6 will be stored in a store cupboard within another locked cupboard locked at all times. The keys will be held in a separate drawer.

- The children's completed scripts will be collected in alphabetical order (by the child's surname) - the alphabet will be called out and children will be asked to hold up their closed scripts for collection
- The packing will be undertaken by two members of staff at all times including a member of the senior leadership team
- All test papers must be collected, ensuring every pupil is accounted for
- Head Teachers or members of the Senior Leadership team are personally involved in packing the school's scripts
- SATs for Year 6 will be collected by a senior member of staff, preferably the Head Teacher and or Deputy Head teacher together with another member of staff
- All papers will be packed and sealed as soon as possible after the tests
- Scripts are to be put into whole school / register order as soon as is possible after the end of each test by a senior leader and another adult.
- For scripts where the dispatch bag cannot be sealed immediately as other tests have to be completed (for example - mathematics/ SPAG) the school will have sealed the first set of scripts in a large envelope /plastic bag, until the remaining tests are completed.
- All completed SATs papers sealed in the dispatch bag will be kept in the locked cupboard until the approved courier arrives at school to collect them. They will only then be removed by two members of staff (one being a member from the senior leadership team) and handed over to the courier obtaining an appropriate receipt.
- The test papers, **including unused test papers**, must be kept secure until collected by the courier.

ASSISTANCE

Readers 2018

The use of a reader should be normal classroom practice.

Readers are usually teachers or support assistants.

They should not be another pupil or a relative, carer or guardian of the pupil. If a pupil requests it, the reader may also read back any part of a pupil's written response to a question.

Readers must not be used with pupils who are capable of reading the test materials themselves. LAs will monitor schools during the test period to make sure readers are used correctly. The inappropriate use of a reader may lead to the annulment of the pupil's results.

Using a reader

Schools don't need to notify or receive approval from STA, but the use of a reader must reflect normal classroom practice. Schools must have evidence to show that readers are routinely used to provide this support. A reader must only be used on a one-to-one basis in the tests. In most cases, this will apply to pupils whose reading age is considerably lower than their actual age.

Readers:

- should be able to read accurately and at a reasonable speed
- must not be another pupil or a relative, carer or guardian of the pupil
- do not need to be specialists in the subject being tested
- may also act as a scribe if the pupil is not writing for themselves (see section 6)

Before the test period, readers must understand:

- the test format and style
- their role and what may or may not be read to a pupil in particular tests
- any subject-specific issues that might occur

Schools should consider testing pupils in a separate room if they need more than single words or sentences read to them. For example, a pupil's individual education plan may show that they need the whole question paper read to them so that they can access the test.

If a pupil uses a reader when they have been awarded additional time due to their reading difficulties, then the additional time application will no longer apply.

English grammar, punctuation and spelling

Readers are allowed for the English grammar, punctuation and spelling test if it is part of normal classroom practice. Readers should make sure they understand the guidance so that they read each question type correctly, in particular questions with multiple choice answers. This is so they do not give pupils an unfair advantage by reading questions in a particular way.

Examples:

Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

Notes for the reader For this type of question, you should read out all the text. You may emphasise words that are underlined or in bold, but you must not explain subject specific terminology. In this example, the words 'capital letter' must not be explained.

Write s or es to make each word a plural.

fox

card

match

Notes for the reader This type of question should be read as follows: 1. Write s or es to make each word a plural. 2. Read out the words indicating the blank space by saying 'blank', e.g. fox BLANK. Do not read the letters individually, but encourage the pupil to follow them as you read so that they can see the spelling differences.

3. Tick the correct word to complete the sentence below. I hope we will play musical chairs at the party.

Tick One

when

if

that

because

Notes for the reader This type of question should be read as follows:

1. Tick the correct word to complete the sentence below.

2. Read out the sentence indicating the blank space by saying 'blank': I hope BLANK we will play musical chairs at the party.

3. Read out the four options.

Do not repeat the sentences with any of the options inserted.

4. Rewrite the underlined verbs in the simple present. One has been done for you.

My mum's alarm clock **woke** me at 6am.

wakes

Suddenly, I **heard** a crash from my brother's bedroom.

"Great. So much for my lie in!" I **thought**.

Notes for the reader

This type of question should be read as follows:

1. Rewrite the underlined verbs in the simple present. One has been done for you.
2. Then read out the example that has been completed: My mum's alarm clock woke me at 6am. My mum's alarm clock wakes me at 6am.
3. Read the remainder of the question: Suddenly, I heard a crash from my brother's bedroom. Suddenly, I BLANK a crash from my brother's bedroom. "Great. So much for my lie in!" I thought. "Great. So much for my lie in!" I BLANK.
4. You may rephrase the question, e.g. Write 'heard' in the simple present. Change 'thought' into the simple present.

Please see further examples provided

English reading

As the English reading test is designed to allow pupils to demonstrate reading skills as well as comprehension, readers may only help pupils to read the general instructions. This includes information on the front cover of the test paper and any directions that are not part of the actual questions. For example, the reader may say 'Questions 1-12 are about The Humble Potato (pages 4-5)', but the reader must not read the texts, questions or any part of a pupil's response back to the pupil.

Mathematics

A reader may help a pupil to read the mathematics tests.

They may:

- clarify instructions, as long as no additional information is given which could invalidate the test
- read, but not clarify, subject-specific vocabulary
- refer a pupil back to the previous part of the question in multi-part questions

If a mathematics question is read to a pupil the reader may read words and numbers, but not mathematical symbols. This is so that the function of a mathematical symbol is not inadvertently explained by reading its name.

Prompters

A pupil with severe attention problems may be supported by a prompter.

Schools don't need to notify or receive approval from STA if they are using prompters, but the arrangement must reflect normal classroom practice.

In the event of a monitoring visit, schools must:

- have evidence to show that each pupil using a prompter has severe attention problems

- be able to show that resources are routinely committed to providing this support

Prompters should:

- agree the best way to prompt the pupil before the test begins
- be the pupil's own learning support assistant
- be used on a one-to-one basis

Prompters must:

- only be used to draw the pupil's attention back to the task
 - not do anything that could be interpreted as over-aiding the pupil, as this could lead to allegations of maladministration
- not advise the pupil on which questions to answer or when to move on to the next question

not advise or guide the pupil on the order in which they should attempt the questions

- not be another pupil or a relative, carer or guardian of the pupil

If a pupil finds it difficult to concentrate on individual questions, the school may choose to use adhesive notes or stickers to cover other questions on the page. In these circumstances, the whole question the pupil is currently working on should remain uncovered. This should only be done when it is in line with the support the pupil normally receives in class.

Rest breaks:

The majority of pupils should be able to complete the tests without a break. However, rest breaks can be appropriate for a pupil who finds it difficult to concentrate or who may experience fatigue. Schools don't need to notify or receive approval from STA if they are using rest breaks, but the arrangement must reflect normal classroom practice. Rest breaks can be provided by splitting the tests into sections or stopping the clock. The content of the test must not be discussed during rest breaks.

The test must be completed on the same day that it was started. Any partially-completed tests must be sent for marking. Using rest breaks

There is no specific guidance for using rest breaks in the mathematics or the English grammar, punctuation and spelling tests.

If a school decides to split a test, they should:

- divide the test into sections during the hour before it is due to start
- keep the questions in the same order
- give the pupil an opportunity to attempt all parts of a paper, so that the test properly reflects their abilities
- make sure the pupil has the same overall time to complete the test as those who take

the test in one sitting

- administer all sections of the test on the timetabled day If the clock is stopped for a pupil to take a rest break, the school must make sure that they do not give any unauthorised additional time.

Rest breaks can be used at any point during the English reading test. However, schools might consider stopping the test once the pupil has either read a particular text or answered the questions for that text, before moving onto the next text in the test.

For further information contact the Standards and Testing Agency's distribution agency helpline on **0800 169 4195**

Concerns and complaints should be raised with STA by writing to the Stakeholder relations team at STA, 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH, or by emailing assessments@education.gov.uk.

Agreed at the _____ Governing Body Meeting on: _____

Minute Reference: _____. It will be reviewed again _____

Signed _____ Chair of Governors Date: _____

Important Information

Pupil registration requirements

All schools must complete pupil registration for the KS2 tests. This means logging into [NCA tools](#) to:

- confirm that all pupils are registered and that each pupil's details are complete and accurate
- indicate which pupils are working below the standard of, or are unable to access, one or more tests
- provide details of any pupils who are taking all the tests in the future, have taken them in the past or have left the school

Pupils working below the standard of the tests

You should register all pupils who will complete the KS2 programmes of study in the 2017 to 2018 academic year, even if they are working below the standard of the tests. You should register these pupils as 'B'. For example, if a pupil is unable to communicate in English, they will be working below the standard of the English tests and so should be registered as 'B'.

Pupils using access arrangements

You should register pupils who use [access arrangements](#) for the tests in the same way as pupils who aren't using access arrangements.

Registering pupils with English as an additional language

All pupils with English as an additional language (EAL) should be registered for the KS2 tests, regardless of whether they go on to take them.

For the mathematics tests, you may be able to make a translation to enable the pupil to take part. See section 9 of the [KS2 access arrangements guidance](#).

Discounting pupils from performance tables calculations Schools can apply for pupils who have recently arrived from overseas to be discounted from performance tables calculations.

To be discounted on the basis of recent arrival from overseas, a pupil must **meet all 4** of the following criteria:

1. they were admitted to an English school for the first time during the 2016 to 2017 or 2017 to 2018 school year
2. they arrived from overseas before their admission
3. English is not an official language of the country from which they came
4. English is not their first language

Standards and Testing Agency

For general enquiries about national curriculum tests.

Email assessments@education.gov.uk

Call the national curriculum assessments helpline 0300 303 3013

Results

Return of results to schools Scaled scores⁵⁴ are used to report national curriculum test outcomes. As detailed in section 4.3, a scaled score of 100 will always represent the expected standard on the KS2 tests. Test results will be available in the 'Pupil results' section of NCA tools⁵⁵ from **7.30am on Tuesday 10 July**.

Each pupil registered for the tests will receive:

- a raw score (the number of marks awarded)
- a scaled score
- confirmation of whether or not they met the expected standard Conversion tables for the 2018 tests will also be published on GOV.UK and NCA tools on Tuesday 10 July so schools can understand how pupils' scaled scores are derived from their raw scores.

Report

What reports must cover:

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

The report must cover the pupil's:

- Achievements
- general progress
- attendance record At KS2 it must also include:
 - the results of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
 - the outcomes of statutory national curriculum TA in English reading, English writing, mathematics and science

Pupils not participating in the tests

If a head teacher decides that a pupil shouldn't take one or more of the tests they must explain this decision to the pupil's parents.

They should also write a report which:

- explains why the pupil did not take some, or all, of the tests

- refers to any action the school has already taken or special support the pupil has been offered
- identifies any procedures used by the school to analyse and monitor the pupil's needs and indicate where the information is recorded
- identifies whether these circumstances are likely to be long or short term A summary of the report must be sent to the:
 - pupil's parents • chair of the governing body Details of the parents' right to appeal the decision should be included with the report.
 - If a head teacher believes that a parent may have difficulty understanding the report, they should offer appropriate assistance.