

KEY STAGE  
1

YEARS  
1-2

National Curriculum assessments

# Assessment and reporting arrangements

Key Stage 1, including the  
phonics screening check

2013



Standards  
& Testing  
Agency

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. This Order is made under section 87(3) of the Education Act 2002.

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

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# 1. Changes for 2013

## 1.1 Content of this document

This year's Key Stage 1 *Assessment and reporting arrangements* (ARA) includes information about the end of Key Stage 1 assessments and the phonics screening check. A separate ARA was produced for the phonics screening check in 2012.

## 1.2 Children who must take the phonics screening check

The phonics screening check must be administered to children in Year 1 and children in Year 2 if they did not meet the required standard in Year 1. Headteachers may still decide that a child in Year 2 should not take the check. For more information, see pages 28–29.

## 1.3 Deadline for placing test orders

The deadline for placing test orders for Key Stage 1 tests is Friday 30 November. Schools must place all test orders before the deadline. Schools will not receive a phone call reminding them to place an order. If schools miss the deadline, Key Stage 1 materials will only be available in PDF format on the NCA tools website for all schools except independent schools to download and print. Schools will not be able to order hard copies of the materials after the deadline.

## 1.4 Reporting teacher assessment for children working below level 1 of the National Curriculum

The code used to report teacher assessment for a child working below level 1 of the National Curriculum who does not have a special educational need changes this year. 'NOTSEN' replaces the code 'EAL' that was used in previous years. See page 14 for more information.

## 2. Key dates

<b>Throughout the year</b>	Administration of the end of Key Stage 1 tasks and/or tests can take place at any time throughout the year.
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### 2012

<b>Monday 1 October</b>	Test orders section of NCA tools opens for schools to order standard and modified versions of the Key Stage 1 English and mathematics tasks and tests. Schools do not need to order phonics materials.
<b>Friday 30 November</b>	Deadline for schools to order standard and modified versions of the Key Stage 1 tests and tasks.

### 2013

<b>W/c 4 February</b>	Schools receive their standard and modified tasks and tests. Schools can download electronic versions of the tasks and tests from NCA tools.
<b>March</b>	Phonics screening check <i>Check administrators' guide</i> published on the Department's website.
<b>W/c 3 June</b>	Schools receive phonics screening check materials.
<b>Before the phonics screening check</b>	Schools selected to take part in the statutory item-level data collection exercise for the phonics screening check will be informed (see page 38 for more information).
<b>W/c 17 June</b>	Schools administer the phonics screening check.
<b>Friday 28 June</b>	Deadline for schools to submit the headteacher's declaration form (HDF) for the phonics screening check.
<b>Thursday 4 July</b>	Deadline for schools to finalise Key Stage 1 teacher assessment levels.
<b>Friday 5 July</b>	Deadline for schools selected to provide item-level data for the phonics screening check to submit their data. Further details will be provided to these schools.
<b>By the end of the summer term (or sixth term)</b>	Schools and academies submit their phonics screening check and end of Key Stage 1 results to their local authority. Some local authorities may ask for the results earlier than the end of term. Schools report children's end of Key Stage 1 and phonics screening check achievements to parents.
<b>End of July</b>	Local authority submits phonics screening check and end of Key Stage 1 results to the Department.

These dates are correct at the time of printing and may be subject to change.

## 3. Introduction

### 3.1 What is the ARA?

The *Assessment and reporting arrangements* (ARA) explains the statutory requirements for National Curriculum assessment and reporting arrangements at Key Stage 1, including the phonics screening check, in 2013.

This document is produced by the Standards and Testing Agency (STA), an executive agency of the Department for Education. It is responsible for developing and delivering all statutory assessments from early years to the end of Key Stage 3.

STA's framework document, which gives more detail on its operation, is available from the Department's website at [www.education.gov.uk/sta](http://www.education.gov.uk/sta).

The term 'parent' is used in this document as defined in section 576 of the Education Act 1996 as:

- parents of a child;
- any person who is not a parent of a child but who has parental responsibility for the child; and
- any person who has care of the child.

All references to academies include Free Schools, as in law they are academies.

All information, including dates, is correct at the time of printing and subject to change. Any changes will be communicated to headteachers and local authorities.

### 3.2 Legal status of the ARA

This document contains provisions made pursuant to Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004, as amended. This Order is made under section 87(3) of the Education Act 2002. This ARA gives full effect to, or otherwise supplements, the provisions made in the Order and as such has effect as if made by the Order. It also contains information that does not form part of the law.

### 3.3 How does this ARA apply to different types of schools?

#### **Maintained schools**

This ARA applies to all maintained schools (including maintained special schools) with children in Key Stage 1.

#### **Academies in England**

Where the funding agreement for an academy provides that it shall comply with guidance issued by the Secretary of State in relation to assessments and teacher assessments of children's performance, this ARA is that guidance, and the academy must comply with it.

It is an academy trust's responsibility to ensure that, where required, the academy has fully complied with the moderation, monitoring and data submission requirements as set out in this ARA. Key Stage 1 arrangements are only applicable to those academies that provide education to children at this stage of learning. Academies are not required to teach the National Curriculum programmes of study in English, mathematics and science but are held to account through statutory assessments on the same basis as maintained schools.

### **Pupil referral units, hospital schools and children educated at home**

Children attending a pupil referral unit (PRU) or hospital school are not subject to the assessment requirements in this ARA. However, children still on the register at a maintained school but studying at a PRU or hospital school are required to take the phonics screening check and end of Key Stage 1 assessments. Their results should be reported by the home school.

These assessment and reporting arrangements do not apply to children who are being educated at home, unless they are on the register of a maintained school.

### **Overseas schools**

Service Children's Education (SCE) schools are required to participate in the National Curriculum assessment and reporting arrangements in line with the arrangements for administration in England. This includes administering the phonics screening check.

All other overseas schools cannot formally participate, but may buy the Key Stage 1 tasks and tests from the Department's website at <http://orderline.education.gov.uk/international> from Monday 1 October until Friday 30 November. These will be dispatched by the end of February.

Electronic versions of the phonics screening check materials will be available to download from <http://orderline.education.gov.uk> after the formal check administration window in June.

### **Non-maintained special schools**

Non-maintained special schools may take part in the assessment and reporting arrangements at the end of Key Stage 1, although they are not required to do so. Those that choose to participate should follow the arrangements described in this document.

Non-maintained special schools cannot formally administer the phonics screening check. If they would like to informally administer it, electronic versions of the check materials will be available to download from <http://orderline.education.gov.uk> after the formal check administration window in June.

### **Independent schools**

Independent schools (which are not academies) in England may take part in the assessment and reporting arrangements for one or more subjects at the end of Key Stage 1, although they are not required to do so.

Participating independent schools must confirm their intent to issue a privacy notice to the parents of children who are going to participate in any tasks and/or tests. Approval from the parents of each participating child must be received before placing a test order.

If an independent school wishes to claim in a prospectus or any other publicity materials



that their results are comparable with those published nationally or locally, they must take part in the Key Stage 1 moderation process at least once in a four-year cycle.

Independent schools (which are not academies) cannot formally administer the phonics screening check.

If independent schools would like to informally administer the phonics screening check, electronic versions of the materials will be available to download from <http://orderline.education.gov.uk> after the formal check administration window in June.

### 3.4 Responsibilities

All those responsible for assessing and reporting Key Stage 1, including the phonics screening check, need to refer to this document and ensure they are aware of any changes from previous years.

#### Headteachers

Headteachers of maintained schools and special schools must carry out their functions so that the requirements in this document are implemented in their school. Headteachers must therefore:

- ensure teachers and other staff comply with the assessment and reporting arrangements;
- identify which children should take the end of Key Stage 1 assessments;
- consider whether any children in Year 1 should not take the phonics screening check;
- consider whether any children in Year 2 who did not take the phonics screening check in Year 1 should take it;
- ensure provision is made to meet the needs of all children with special educational needs (SEN);
- keep all assessment materials secure and treat them as confidential;
- ensure that the specific content of all assessment materials is not used to prepare the children for the tasks, tests or check;
- ensure the appropriate assessments are administered;
- ensure that the correct administrative procedures are followed;
- complete and submit the headteacher's declaration form once the phonics screening check has been administered;
- ensure children's responses to the phonics screening check and the tasks and tests are scored accurately and consistently;
- ensure teacher assessment levels for reading, writing, speaking and listening, mathematics and science are recorded;
- ensure teacher judgements are monitored;
- provide teacher assessment levels and phonics results to their school's governing body, to enable it to comply with national data submission requirements;

- provide parents with written reports on, and the opportunity to discuss, their child's progress at least once in each school year, as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437; and
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file as noted in the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

Headteachers should also ensure their school's details are up to date on the Edubase and NCA tools websites. This will ensure that their school receives communications and materials sent by STA.

### **Teachers of children in Key Stage 1**

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

### **Special educational needs coordinators or those responsible for access arrangements for the National Curriculum assessments**

Maintained schools have a statutory duty to ensure that provision is made to meet the special educational needs of their children. Academies must also make such provision, according to the requirements set out in their funding agreement. More information on access arrangements can be found on page 19 of this document.

### **Governing bodies**

Governing bodies of maintained schools must carry out their functions so that the requirements in this document are implemented in their school.

If the headteacher is temporarily or permanently absent, the governing body must ensure a nominated representative carries out the headteacher's duties as specified in this document.

Governing bodies must:

- ensure teacher assessment levels for reading, writing, speaking and listening, mathematics and science are submitted to the local authority for all children at the end of Key Stage 1;
- provide data on each child's phonics screening check to the local authority; and
- provide item-level data on the phonics screening check to the person appointed by the Secretary of State for the purpose of collecting National Curriculum assessment results, if their school is selected to be part of the sample.

### **Academy trusts**

An academy's funding agreement will usually require that the academy trust (the body that runs the academy) complies with any guidance to ensure that children take part in assessments and in teacher assessments of children's performance as they apply to maintained schools. This ARA is such guidance.

### Local authorities and other recognised bodies

Local authorities and other recognised bodies must do all they can to ensure that assessment arrangements are implemented and, in particular, must make provision for moderating assessment arrangements and monitoring the administration of the phonics screening check.

Local authorities must ensure that their maintained schools and academies (where an academy trust has requested to be part of their assessment arrangements) administer the statutory assessment and reporting arrangements appropriately. Local authorities should ensure that these schools:

- understand and follow their statutory and funding agreement requirements;
- understand and follow the requirements set out in this ARA;
- are offered support on all aspects of the phonics screening check;
- are provided with instructions on how to submit their data;
- have an electronic system to submit their data; and
- are aware of the need to store all assessment materials securely.

To do this they will:

- offer training and advice on all aspects of assessment at Key Stage 1, including to any academy trusts that have requested to be part of these assessment arrangements;
- carry out monitoring visits for the phonics screening check to at least ten per cent of schools in their area, including academies that have chosen to be monitored by them;
- observe a small number of phonics screening checks and confirm that the teachers' scoring is accurate;
- ensure moderation of end of Key Stage 1 assessments is carried out as specified in this ARA;
- inform STA of any irregularities in schools' (and where appropriate academies') assessment arrangements and discuss steps to take; and
- collect results, quality assure and submit data to the Department in the required format by the due dates.

## 3.5 Concerns and complaints

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](mailto:assessments@education.gov.uk).

If schools feel that their concerns have not been fully addressed by STA in line with the published procedures, regulatory concerns can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). Enquiries and concerns can be sent to Ofqual at Spring Place, Coventry Business Park, Herald Avenue, Coventry, CV5 6UB, or by emailing [info@ofqual.gov.uk](mailto:info@ofqual.gov.uk).

## 4. The end of Key Stage 1 assessment arrangements

Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting and is carried out as part of teaching and learning.

### 4.1 Use of tasks and tests

The statutory National Curriculum tasks and tests must be administered to all eligible children who are working at level 1 or above in reading, writing and mathematics. Tasks and tests are designed to help inform the final teacher assessment judgement reported for each child at the end of Key Stage 1.

If teacher assessment and task and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class.

Schools are not obliged to report task or test results separately. However, parents must be allowed access to their child's results on request.

### 4.2 What do teachers have to assess?

Teachers have to summarise their judgements on children's attainment in relation to the National Curriculum level descriptions for each eligible child.

The aim is to reach a rounded judgement that:

- is based on knowledge of how a child has performed over time and across a range of contexts; and
- takes into account strengths and weaknesses of a child's performance through the key stage.

They need to determine:

- levels for reading, writing, and speaking and listening;
- an overall subject level for mathematics; and
- a level for each attainment target in science.

#### **English**

Levels for reading, writing, and speaking and listening must be entered into the school's management information system (MIS). If a teacher reaches a level 2 judgement for reading and writing, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A.

## Mathematics

Once teachers have information about each attainment target, they must reach an overall subject level. It must give greatest emphasis to a child's performance in 'Number' (including handling data) as this accounts for more than half of the overall performance in mathematics. 'Using and applying mathematics' and 'Shape, space and measures' are equally important, each accounting for one fifth of the child's overall performance. When combined these account for less than half of the child's performance.

If a teacher decides that a child is at level 2 based on judgements for each attainment target, they should then consider whether the performance is just into level 2, securely at level 2, or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. The overall subject level for mathematics must be entered into the school's MIS.

## Science

A subject level for science will be calculated automatically when the levels for the individual attainment targets are entered into the school's MIS. Where it is not possible to calculate an overall level because of absence or disapplication from more than one attainment target, the software will generate the code 'U'. Weightings remain unchanged from previous years.

- Scientific enquiry (Sc1) 3
- Life processes and living things (Sc2) 1
- Materials and their properties (Sc3) 1
- Physical processes (Sc4) 1

## P scales

The use of P scales is statutory for children with special educational needs (SEN) who are working below level 1 of the National Curriculum. Schools will need to use P scales to record and report the achievements of those children in the core subjects of English, mathematics and science. P scales are not to be used to assess children with English as an additional language (EAL) at any age unless they have additional special educational needs.

P scales are appropriate across Key Stage 1 and should be applied to children working towards National Curriculum level 1 (i.e. level W – working towards level 1 of the task or test) who have been identified as having special educational needs.

If a child is at P1i–P3ii level in English, then reading, writing, speaking or listening levels would not normally be appropriate. If a child is at an English level higher than P3ii, then the relevant separate levels P4–P8 in reading, writing, speaking or listening are appropriate and an English level is not expected. The position is similar in respect of mathematics. For science, a single level from P1i–P8 is appropriate.

There may be exceptional circumstances where a child is judged to be at P1i–P3ii in English and/or mathematics but at P4–P8 in a particular element of the subject. The school MIS will allow these levels to be recorded and will transfer all levels as entered for Key Stage 1 children.

If a child is working below level 1 of the National Curriculum and they do not have a special educational need, then 'NOTSEN' should be reported. This includes children who are working below level 1 solely because they have English as an additional language (and they do not have a special educational need). They should only have a P scale recorded if they are working below level 1 and have a special educational need. 'NOTSEN' is not a P scale, but a code to explain why a child working towards level 1 does not have P scales reported. 'NOTSEN' replaces the code 'EAL' that was used in previous years.

P scale subject	Reportable levels for children working below level 1
<b>English</b>	P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN
Reading Writing Speaking Listening	P4, P5, P6, P7, P8, NOTSEN
<b>Mathematics</b>	P1i, P1ii, P2i, P2ii, P3i, P3ii, NOTSEN
Number Using and applying mathematics Shape, space and measures	P4, P5, P6, P7, P8, NOTSEN
<b>Science</b>	P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8, NOTSEN

### 4.3 Which children are eligible for teacher assessment at the end of Key Stage 1?

All children in their final year of Key Stage 1 in the school year 2012/13 must be assessed.

This includes children in special schools and those attending PRUs if they are still on the register at a maintained school.

All children moving on to the Key Stage 2 programmes of study in the next school year are regarded as being in the final year of Key Stage 1. Most of these children will be in Year 2 and will reach the age of seven by the end of the school year.

In small schools, where children are not in specific year group classes, a child should be assessed in the school year in which he or she reaches the age of seven, provided the child will be moving on to the Key Stage 2 programme of study in the next school year.

Some children with SEN may move on to aspects of the Key Stage 2 programmes of study without having completed all the Key Stage 1 programmes of study. Only children who will still be operating entirely within Key Stage 1 in the next school year should have their National Curriculum assessment delayed.

### 4.3.1 Children older or younger than seven at the end of Key Stage 1

A child who has been assessed earlier than his or her peers must not be statutorily assessed the following year.

For children with SEN who will not progress beyond Key Stage 1, and whose performance is being reported with the P scales, teachers should report their P scale performance when they reach the end of Key Stage 1 chronologically, with their initial peer group.

If schools have any queries about which children should be statutorily assessed, they should contact their local authority.

### 4.3.2 Children for whom the school is unable to make a teacher assessment

If a child arrives in school during Key Stage 1, every effort should be made to make a teacher assessment, bearing in mind that teacher assessment does not need to be finalised until Wednesday 4 July.

For a very small number of children, schools will be unable to record and report a teacher assessment.

Child's circumstance	Record as
Long periods of absence, e.g. due to a prolonged illness	A
Arrives too late in the summer term for teacher assessment to be carried out	A
Child has been disapplied from all or part of the National Curriculum	D ('U' for overall science) – for those parts of the statutory assessment arrangements that are included in the disapplication
Child is not physically able to write and can only dictate their writing to a scribe	D ('U' for overall science) – do not carry out a teacher assessment for English writing

If a teacher assessment cannot be made, the school should write a short report, setting out the reasons why.

A copy of the report should be placed on the child's educational record and sent to:

- the chair of the governing body;
- the local authority; and
- the child's parents, who should be invited to discuss the report.

Where a headteacher believes that parents may have difficulty in understanding the report, they should offer appropriate assistance.

Children should only be reported as 'A', 'D' or 'U' in a subject when moving on to the Key Stage 2 programme of study in the following school year. Children remaining at Key Stage 1 should not be reported.

### 4.3.3 Children who are working at level 1 or above but who are unable to access the tasks and tests

There are a small number of children working at the levels covered by the tasks and tests who are unable to access some or all of them. If children are unable to participate in tasks and tests through the provision of suitable access arrangements, teachers should follow the guidelines set out in this section.

The tasks and tests make up one piece of evidence for the overall teacher assessment. Children unable to access the tasks or tests should not therefore be reported as 'D' (for disapplied) but should be assessed solely on the work completed in class throughout the year, and an appropriate level should be reported.

Schools are responsible for making arrangements to agree and acknowledge that a child will not be able to participate in some or all of the tasks and tests. The headteacher is responsible for making the final decisions on the arrangements. Headteachers do not need permission from the local authority but should discuss any proposed arrangements with the local authority before making the decision.

As part of decision-making, headteachers should:

- discuss the child's circumstances and needs with their parents and teachers;
- if appropriate consult with educational psychologists, medical officers or other specialist staff;
- consult the local authority; and
- write a report indicating why the child cannot be entered for some or all of the tasks or tests, referring to any action already taken or special support already offered. The report should identify any procedures the school has used to analyse and monitor the child's needs or, if this information is documented elsewhere, indicate where it can be found. The report should also identify whether these circumstances are likely to be long-term or short-term.

A copy of the report must be sent to:

- the chair of the governing body;
- the local authority; and
- the child's parents.

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

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



#### **4.3.4 What to do if there is disagreement with the school's decision about whether a child should participate in the tasks and tests**

Headteachers have a statutory duty to administer National Curriculum assessments to all children who have completed the programme of study for Key Stage 1 and are considered to be working at level 1 or above. Schools do not have to agree to parents' requests not to enter a child for tasks or tests. Similarly, they do not have to agree to requests to enter a child for National Curriculum assessments where the school has decided this is not appropriate.

In these situations headteachers should explain their decision to the parents. The headteacher's decision regarding participation is final.

## 5. Getting ready for the end of Key Stage 1 tasks and tests

### 5.1 Choosing which tasks and tests to use

Schools must use the 2007 and 2009 Key Stage 1 National Curriculum tests. Schools may use tests and task packs they already have or, if they require new copies, they can order reusable tests and task packs from the NCA tools website at [www.education.gov.uk/nca\\_tools](http://www.education.gov.uk/nca_tools). The deadline for placing test orders is Friday 30 November. Schools will not be able to order hard copies of the materials after the deadline. PDF versions will be available to download and print from the NCA tools website from Monday 4 February. The PDF versions will not be available to independent schools.

There is flexibility about which year's tests can be administered, as teachers may choose to administer the 2007 tests to some children in the class and 2009 tests to others. However, teachers must ensure that for the writing tasks, the longer and shorter tasks and spelling test are from the same year. Teachers should select tasks and tests appropriate to the level at which each child is judged to be working.

### 5.2 How many tasks or tests should be used?

The Key Stage 1 tasks and tests are designed to test children's knowledge and understanding of the Key Stage 1 programmes of study in English and mathematics. They provide a snapshot of children's attainment.

Teachers must administer National Curriculum tasks and tests to help them arrive at a secure judgement for their final teacher assessment at the end of Key Stage 1. As a minimum, teachers must administer a task or test in reading, writing and mathematics for each child, except those judged to be working below level 1. The teacher should decide which level of tasks or tests should be used for each child, taking into account their knowledge of the level at which the child is working.

Teachers can use the tasks and tests to inform their assessment judgements at any time during the year, but children are not to be tested more than once during the year in each subject or attainment target.

Teachers must not use the tests and tasks contents to prepare children for the assessments. This could lead to inaccurate results that do not represent the children's unaided abilities, which would not be useful when informing teacher assessment judgements.

### 5.3 Equipment for the mathematics tests

For the level 2 mathematics tests, children are allowed access to hundred squares and number lines up to 30, as well as tens and units apparatus.

No equipment should be provided for the level 3 tests.

## 5.4 Supply cover

The headteacher must ensure teachers are given sufficient non-contact time to administer and mark the tasks and tests, or to undertake activities in order to make their teacher assessment judgements. Funding for supply cover is available within the school's overall resources.

## 5.5 Access arrangements

### Children who may need access arrangements

The assessments are intended to assess children's ability in a fair and comparable way, with as many children as possible having access to them. The tests are designed so that many children with SEN or disabilities can undertake them in their standard format. However, teachers may need to adapt the administrative arrangements for the tasks and tests for some children so that they can demonstrate their achievement.

Access arrangements are adjustments based primarily on normal classroom practice for particular needs. They should neither advantage nor disadvantage individual children.

Teachers should decide whether any access arrangements are appropriate by carefully considering the assessment needs of individual children.

Access arrangements may be appropriate for children:

- with a statement of SEN as described in the SEN Code of Practice (DCSF reference 581/2001) available from DfE publications on 0845 602 2260;
- who have a local agreement such as an individual pupil resourcing agreement (IPRA);
- for whom provision is being made in school using the School Action or School Action Plus of the SEN code of practice and whose learning difficulty or disability significantly affects access to the tests;
- with a disability that does not give rise to a special educational need but requires alternative access arrangements;
- who are unable to sit and work at a task or test for a sustained period because of a disability or behavioural, emotional or social difficulty; or
- for whom English is an additional language and who have limited fluency in English.

### Adaptations to the end of Key Stage 1 tasks and tests

Due to the wide range of children's needs and circumstances, it is not possible to provide specific rules governing the use of adaptations. Teachers should use their knowledge of individual children in deciding which adaptations to make, bearing in mind the nature and level of support that these children receive as part of normal classroom practice. The teacher's handbooks and guides give specific advice for particular needs, for example visual or hearing impairment needs.

## Scribes

Scribes may be used for any task or test except for the writing task.

A scribe should only be used to support a child who meets one of the following criteria:

- the child is a brailist;
- the child is physically unable to write down their answers and is unable to use a word processor; or
- the child has a motor impairment or experiences discomfort when writing.

Scribes are not allowed for the writing task at Key Stage 1 because seven-year-old children are generally unable to distinguish between dictating writing to a scribe and oral storytelling or recounting. Word processors, concept keyboards or other similar aids may be used in the writing task.

## Readers

In the mathematics tests and tasks, readers may be used in accordance with the assistance for the written questions guidance which is included in the Teacher pack.

In the English tests and tasks, readers can only be used for particular children to explain the procedures of the reading tests when necessary. The planning sheets for the writing tasks may be read to children. No other help with reading should be given.

## The language of the tests and tasks and children's response language

The English tasks and tests are designed to test children's ability to read and write in English. The assessment must be conducted in English and children must respond in English, although when necessary the procedures of the tests and tasks may be given in the child's preferred language.

In mathematics, the tasks and tests are designed to test children's mathematical knowledge, skills and understanding. Teachers and/or language support staff may translate the assessment materials or children's responses. However, teachers should bear in mind that children with EAL or who use British Sign Language (BSL) or other sign-supported communication may not be familiar with some subject vocabulary and technical terms in their preferred language.

Schools can translate whole mathematics test papers or tasks for children with EAL and those that regularly have their work translated. If translations are provided orally, the assistance for the written questions guidance which is included in the Teacher pack must be followed. The use of free web-based translation services is not recommended.

## 5.6 Modified versions of the end of Key Stage 1 materials

Orders for modified materials should be placed by Friday 30 November. However, if schools require additional materials after this deadline they should contact STA's modified test helpline on 0300 303 3019.

The table below summarises the modified versions that are available. For further information on ordering modified materials, contact STA's modified test helpline.

Standard	Modified large print	Braille
<p>A4 booklets printed in colour.</p> <p>Text size usually 16 point.</p>	<p>A4 black and white booklets.</p> <p>Large bold print.</p> <p>Some text modifications.</p> <p>Text size 24 point.</p> <p>Diagrams are modified or removed.</p> <p>Models may be supplied for some questions.</p>	<p>Grade 2 Braille on paper, Brailon, heat swell paper and plastic film as appropriate.</p> <p>Some text modifications.</p> <p>Diagrams are modified or removed.</p> <p>Models may be supplied for some questions.</p> <p>Braille capitals are used.</p> <p>The updated British Braille code (RNIB 2004) is used for Key Stage 1 test materials.</p>

## 6. Administering the end of Key Stage 1 tasks and tests

### 6.1 Receiving and opening task and test materials

When the task and test materials, including modified materials, are received in the week commencing Monday 4 February, the headteacher, or a delegated senior member of staff, must check the delivery against the delivery note to ensure that the correct number of test packs has been received. If a delivery is incomplete, a member of staff should contact STA's distribution agency helpline on 0800 169 4195 to arrange for the correct number of test packs to be sent to the school.

Schools can open the task and test packs when they arrive so that teachers can decide which tasks or tests to use with each eligible child. Teachers should familiarise themselves with the procedures and content of the tasks and tests. However, they should not use their knowledge of the content of the tasks and tests to prepare children for the assessments.

To preserve the validity of the tests for individual children, teachers should use their discretion when administering tasks and tests to different groups of children throughout the school year.

### 6.2 Conditions for administering tasks and tests

The tasks and tests must be administered under appropriate conditions to ensure all schools are administering them to agreed national standards. In particular, schools must:

- ensure children can work undisturbed and individually;
- ensure children do not have access to materials that could give them an unfair advantage, for example wall displays or similar classroom resources; and
- ensure children are reminded that the work they produce in the tasks and tests must be their own and that they should not discuss questions or copy answers.

If any child's response to a task or test paper does not represent their own independent work, for example if the child copies from someone else, the headteacher should be informed. The headteacher may then contact their local authority for guidance on the actions that should be taken.

When administering the tasks and tests, teachers must:

- ensure children have the correct task or test materials and all necessary resources;
- introduce and administer the task or test according to the guidance given in the Teacher's handbook (for the tasks) or the Teacher's guide (for the tests);
- ensure no additional support, information or help is given to children with the content of the tests; and
- make sure children are aware of what they are required to do and the time they will be given to complete the task or test.

# 7. End of Key Stage 1 moderation

## 7.1 Moderation arrangements

External moderation gives confidence that teacher assessment judgements are accurate and consistent with national standards. It also helps to ensure the teacher assessment results are fair for children and useful for schools and others who evaluate performance and progress. This is particularly important where teacher assessments contribute to school accountability as the baseline for progress measures.

Schools will receive an external moderation visit at least once every four years. Moderators will check understanding of standards by talking to teachers and looking at evidence during moderation visits. Moderators may also observe children or talk to them about their work.

External moderation visits are only one part of the teacher assessment process. It is important for teachers to build a shared understanding of educational standards and to discuss their assessment of children's work with colleagues including those from neighbouring schools.

Guidance for schools and local authorities will be published on the Department's website at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1) later in the autumn term.

Key Stage 1 teacher assessment must be robust and credible and provide a good baseline for progress measures at Key Stage 2, which form part of schools' published accountability data. STA will expect all local authorities to ensure Key Stage 1 moderation is carefully targeted so that schools where attainment and progress at Key Stage 1 and 2 are inconsistent are prioritised and moderated more frequently. Although many local authorities already follow this approach, it should be the case consistently.

## 7.2 Statutory responsibility for moderation

### Local authorities

Local authorities are responsible for moderating teacher assessment judgements in maintained schools. STA is responsible for monitoring the local authority moderation process. Under these arrangements, local authorities must:

- identify at least 25 per cent of their schools to receive external moderation visits each year and to set up arrangements that are appropriate for their area;
- ensure that all schools receive an external moderation visit at least once in a four-year cycle, and that schools where assessment is felt to be at particular risk of inaccuracy, or where there are other relevant circumstances (for example a teacher new to Year 2), are included more frequently;
- appoint moderators with recent experience of the National Curriculum in primary schools and appropriate authority to moderate teacher assessments so that judgements are consistent in relation to national standards;

- moderate a sample of the teacher assessments of children in each Year 2 class in schools that are being moderated; and
- notify the headteacher of each school whether the standards applied in making teacher assessments are appropriate and consistent in relation to national standards.

If the moderator judges that the standards applied are not consistent with national standards, the local authority should request that the headteacher arranges for relevant assessments to be reconsidered by the teachers concerned and moderate this process. If the moderator's judgements continue to differ from the school's after the steps outlined above have been completed, the local authority must substitute their assessment for that of the school's.

In addition, local authorities should:

- Provide STA with an outline of their plans for the moderation process. External moderation of local authorities will support this additional check.
- Provide STA with details of how teacher assessment outcomes have changed as a result of moderation visits, once all visits are concluded. The process for this will be communicated separately.

### **Headteachers and governing bodies**

Headteachers and governing bodies are responsible for ensuring the accuracy of the teacher assessment judgements in their school. Headteachers and governing bodies have the following specific duties:

- To permit the moderator to enter the premises of the school at all reasonable times.
- To meet requests from the moderator for samples of children's classwork (including tasks and tests administered and results) or any other information reasonably required.
- To make time for the moderator to discuss the assessments with Year 2 teachers.

Teachers engaged in carrying out teacher assessments and marking tasks and tests should have adequate opportunities to become familiar with national assessment standards using funds available within the school's overall resources.

### **Academies**

Academies will have the option to be included in their geographical local authority's monitoring and moderation visit arrangements, or be part of the moderation arrangements of another local authority or STA accredited agency. If an academy does not notify the Department of an alternative chosen provider, they will be part of their geographical local authority's arrangement by default. Academies will be contacted with more information about this process.



**Independent schools**

Independent schools may submit their results to the Department for inclusion in the national summary of results. If an independent school wishes to do so it must be moderated in the first year it participates, and then at least once in every four-year cycle. The independent school must employ a local authority or STA accredited agency to process and verify its teacher assessments annually within each four-yearly statutory moderation cycle. A list of accredited agencies and local authorities is available from STA.

An independent school can only claim that its results are comparable with those published nationally or locally if it has taken part in the moderation process at least once in a four-year cycle.

Local authorities and agencies may advise STA that a particular independent school should be moderated more frequently. STA will inform these schools by the end of March in any year that they must obtain moderation if they wish to submit their results for inclusion in the national data.

## 8. Reporting results of the end of Key Stage 1 assessments to local authorities

Schools must report the following for all children:

- a teacher assessment level in reading, writing, and speaking and listening;
- a separate teacher assessment level for each science attainment target; and
- an overall teacher assessment level in mathematics and science.

For children with SEN who are working towards level 1, a P scale must be reported.

Children working towards level 1 of the National Curriculum who do not have a special educational need should be reported as 'NOTSEN'. This includes children who are working towards level 1 solely because they have English as an additional language. The overall level for science will be generated by the school's MIS. Schools are not required to report an overall teacher assessment level for English.

Schools are not required to report task and test results to their local authority or the next school when a child moves. However, where the school has recorded this data it can choose whether to include these results in any data provided to the local authority or next school (see section 17). Local authorities do not give task and test results to the Department.

The following teacher assessment codes should be used:

Description	Teacher assessment code
For assessing reading, writing and mathematics. If the school believes the child is working above level 4, the school should submit level 4.	1, 2C, 2B, 2A, 3, 4
For assessing speaking and listening, and each science attainment target. If the school believes the child is working above level 4, the school should submit level 4.	1, 2, 3, 4
A secure level cannot be recorded because of long periods of absence or insufficient information (due to late arrival).	A
Disapplied – used where a child has been disapplied from the National Curriculum, including statutory assessment requirements or, in the case of writing, where an assessment cannot be made because the child is not physically able to write.	D (U – science subject level only)
Working towards level 1.	W

Schools must submit the teacher assessment levels to their local authority electronically and in the specified format, according to their local authority's instructions. Local authorities will submit the results to the Department in accordance with the guidance provided.

## 8.1 School self-evaluation

The outcomes of the Key Stage 1 teacher assessments are centrally loaded into RAISEonline during the autumn term, after assessments have been processed.

Further information about RAISEonline can be found at [www.raiseonline.org](http://www.raiseonline.org).

## 9. The phonics screening check

The phonics screening check is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help to improve their decoding skills.

The phonics screening check comprises a list of 40 words that a child reads aloud to their teacher on a one-to-one basis. The list includes real and pseudo-words. Pseudo-words allow the assessment to focus purely on decoding using phonics. As pseudo-words are new to all children, they do not favour those with a good vocabulary knowledge or large visual memory of words. The pseudo-words are displayed alongside pictures of imaginary creatures. This allows teachers to explain to the child that the pseudo-word is the name of a type of creature they have not seen before. This helps children to understand why they should not try to match the pseudo-word to their vocabulary.

The phonics screening check is divided into two sections:

### Section 1

- Grapheme-phoneme correspondences (GPCs) usually introduced first to children learning to decode using phonics.
- Simple word structures.

### Section 2

- GPCs usually introduced to children later and graphemes that correspond to more than one phoneme.
- More complex word structures, including two syllable words.

More information about the phonics screening check is available at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1).

## 9.1 Who is the phonics screening check for?

All children in Year 1 in the school year 2012/13 must take the phonics screening check. Children in Year 2 must also take the check if they did not meet the required standard in Year 1. However, it is possible to withdraw children from the check if the headteacher feels it is appropriate to do so.

This is the first year in which children in Year 2 who previously did not meet the standard will need to retake the check. The phonics screening check was launched nationally in 2012.

### 9.1.1 Children working below the level of the phonics screening check

Most children are expected to be able to access the phonics screening check, in particular section 1. However, a headteacher may decide that a child should not take part if they have not shown any understanding of grapheme-phoneme correspondences.

Before a final decision is made, parents must be told why their child is not being assessed and how the school is helping the child learn to decode using phonics. If appropriate, the school should also provide the parents with documentary evidence to support their decision.

Any child currently in Year 2 who was not assessed in 2012 should be considered for the phonics screening check in 2013.

### 9.1.2 Children who are new to the country and cannot yet speak confidently in English

If children have only recently moved to the country and are not able to understand letters and sounds in English they should not take the phonics screening check. They should, however, be considered for it the following year.

### 9.1.3 What to do if there is disagreement with the school's decision about whether a child should participate in the check

Some parents may ask a headteacher not to enter their child for the check. Schools should not agree to this simply because parents are opposed to assessment or feel that their child would find the check stressful.

Parents may also ask a headteacher to enter their child for the check when the school has decided this is not appropriate. Headteachers should explain the school's decision to parents. The headteacher's decision regarding participation is final.

## 9.2 Arrangements for children who cannot take the phonics screening check in the scheduled week

The phonics screening check can be taken at any time during the week commencing 17 June. If a child is absent during that week, they may take the phonics screening check any time until Friday 28 June. Any child who is absent for the entire period should be recorded as absent when submitting data for the phonics screening check.

## 9.3 How to withdraw a child from the phonics screening check

There is no formal process to follow in order to withdraw a child and headteachers do not need to inform STA before the phonics screening check. However, they must carefully consider whether or not the child should take the phonics screening check before making this decision. When returning results data schools will need to indicate which children have been withdrawn by using the code 'D'.

# 10. Preparing for the phonics screening check

## 10.1 Phonics screening check materials

There is no need to register children for the phonics screening check. All schools that must administer it will be sent the materials automatically based on school census data. They will receive one pack per 30 children. Additional materials will also be sent automatically to cover children who will be taking the check in Year 2. The number of additional packs schools receive will be based upon the national rate of children who did not achieve the expected standard in 2012.

All packs must remain secure and unopened before the check week. Each pack will contain:

- a top sheet;
- a practice sheet, to help familiarise children with the layout of the check, including real words and pseudo-words;
- a check booklet, to be used during the check;
- *Scoring guidance*, featuring the threshold mark and advice on different pronunciations; and
- 30 mark sheets, for recording each child's responses and teachers' comments. Schools should keep these on file after the check has taken place.

Schools selected to provide item level data will receive separate instructions on how they should record and submit children's responses.

## 10.2 Preparing for administration

Sample phonics screening check materials and a video showing teachers how to score the check are available from the Department's website at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1). A *Check administrators' guide* will also be available to download from this website in March.

Guidance on how to submit results will be provided by local authorities. Schools should contact them directly with any queries.

## 10.3 Receiving the phonics screening check materials

Schools will receive the phonics screening check materials, including any Braille orders, between Monday 3 June and Friday 14 June. Deliveries will be planned to ensure they occur when schools have returned from their half term.

Electronic versions of the materials will be made available on the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) at the start of the check week, to allow for modification.

When the phonics screening check materials are received, the headteacher, or a delegated senior member of staff, must check the delivery against the delivery note. This is to ensure that the correct number of packs has been received. If the delivery is incorrect or additional packs are required, the school must report this immediately to STA's distribution helpline on 0800 169 4195 to arrange for the correct number of packs to be sent.

If any of the packs are unsealed or damaged on arrival, the school must report this immediately to the National Curriculum assessments helpline on 0300 303 3013. They may be asked to send a photograph of damaged packages to STA.

Administrators must not open the packs until Monday 17 June and they must be stored securely. After the check has begun to be administered in a school, the materials must be stored securely until the end of the check administration window – Friday 28 June. The words included in the check should not be shared anywhere, including on web-based chat forums, before this date.

Teachers should familiarise themselves with how the check will be administered and the contents of the check by using the guidance and video training available at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1).

# 11. During the phonics screening check week

## 11.1 Who should administer the phonics screening check?

The phonics screening check must be administered by a teacher who is known to the child. It should not be administered by a teaching assistant because the role requires a teacher's professional judgement about which responses are correct. The administrator must not be a relative or parent of the child taking the phonics screening check.

## 11.2 Obtaining additional materials

If the number of children in a school changes after the autumn census, meaning that the school needs more mark sheets, they can photocopy the mark sheets provided.

From the start of the check schools can also download and print additional copies of all of the materials from the secure Phonics section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools). If schools require an additional pack of materials they can contact STA's distribution helpline on 0800 169 4195.

## 11.3 Practice materials

It may be helpful to use the practice sheet with children before administering the phonics screening check. This will enable teachers to identify where it may be appropriate to adapt the materials, for example changing the font or size of letters.

## 11.4 Adapting the phonics screening check

Teachers may need to adapt the phonics screening check for some children. They may make adjustments based primarily on normal classroom practice for children with specific needs. These adaptations should neither advantage nor disadvantage individual children.

Those who may need adjustments include children:

- with a statement of SEN as described in the SEN Code of Practice (DCSF reference 581/2001) available from DfE publications on 0845 602 2260;
- with a local agreement such as an individual pupil resourcing agreement (IPRA);
- for whom provision is being made in school under School Action or School Action Plus of the SEN code of practice and whose learning difficulty or disability significantly affects access to the check;
- with a disability that does not give rise to a special educational need but requires alternative access arrangements;



- who are unable to sit and work for a sustained period because of a disability or behavioural, emotional or social difficulty;
- for whom English is an additional language and who have limited fluency in English. Those who have only recently moved to the country and are not able to understand letters and sounds in English should not take the phonics screening check.

It is not possible to list all of the circumstances in which children may need adaptations. Schools should contact the National Curriculum assessments helpline on 0300 303 3013 for information on specific situations not covered by this document.

### 11.4.1 Examples of adaptations to the phonics screening check

#### **Rest breaks**

The phonics screening check usually takes between four and nine minutes for each child, however there is no time limit and children should be given enough time to respond to each word. If the administrator believes a child will find it difficult to concentrate or may experience fatigue during the phonics screening check, they may use rest breaks to make it more manageable. Rest breaks may be taken when needed and schools should consider when would be most appropriate to take them. If rest breaks are likely to be required more frequently than between the two sections, as outlined on page 28, or at the end of a page, it is recommended that materials are modified so there are fewer words on each page.

#### **School-based modifications**

An electronic version of the phonics screening check will be made available to download from the Phonics section of NCA tools at the start of the check administration window in June. The types of modification that can be made by schools include:

- changing the font;
- changing the font size;
- reducing the number of words on each page; and
- printing on different coloured paper.

#### **Use of scribes and readers**

The use of scribes and readers is not appropriate.

#### **Braille versions of the phonics screening check**

Braille versions of the phonics screening check are available on request. They will be provided in grade 1 Braille without pictures of imaginary creatures. Schools may order a Braille version by contacting STA's modified test helpline on 0300 303 3019. To comply with the Data Protection Act 1998, schools must not send these requests by email.

#### **Use of coloured overlays**

Schools may use a coloured overlay if this is normal classroom practice for a child.

### **Use of cued speech**

If the child is familiar with cued speech it can be used by a professional skilled in cued speech and by the deaf child to make their responses clear for all words. If the deaf child would prefer to speak the words then cued speech should be used to help clarify what sounds they were aiming for.

### **Use of visual phonics**

These techniques can be used to help children make their responses clear, if this is normal classroom practice.

### **Rephrasing instructions**

The phonics screening check has a standard introduction. However, if a child is likely to be confused by this, schools may choose to develop their own. The instructions may refer to the practice words but must not refer to the words within the actual phonics screening check.

### **Use of BSL**

Some children who use BSL or other sign-supported communication to spell out individual letters are not using phonics in the sense of linking letters and sounds. Headteachers should consider if it is appropriate for these children to take the check.

### **Children who are mute or selectively mute**

Children who are mute or selectively mute will be unable to complete the phonics screening check because they cannot give verbal responses in the school. They may be able to identify the words in the phonics screening check but will not be able to demonstrate that knowledge by speaking the answers out loud.

Children with selective mutism should be provided with an alternative experience to the phonics screening check to ensure they have a similar experience to their peers. Further details of this will be included in the *Check administrator's guide*, which will be available to download from the Department for Education website at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1) in March. For data protection purposes, the child should be recorded as being a child who did not take the check.

## 12. Administering the phonics screening check

### 12.1 Conditions for administering the phonics screening check

The phonics screening check must be administered in a room that is free from excessive noise and provides a comfortable, well-lit space for the child. Any displays or materials that could help children in the phonics screening check must be removed or covered. The room must be prepared before children are admitted. The child and teacher must be able to hear each other clearly.

If the phonics screening check is under way and it becomes evident that a child is struggling, the teacher should consider stopping the check to prevent the child from having a negative experience. This child's result must still be recorded.

More information will be provided in the *Check administrators' guide* which will be published on the Department's website at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1) in March and sent to schools in April.

Children should only attempt the phonics screening check once during the check window.

## 13. Monitoring visits for the phonics screening check

Local authorities have a statutory duty to monitor the administration of the phonics screening check. This involves visiting at least ten per cent of the schools they are monitoring. The schools each local authority must monitor include all maintained schools within their authority and any academies which have chosen to be monitored by them.

Guidance about monitoring visits for schools and local authorities will be available to download from the Department's website at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1), along with a copy of the monitoring visits form, in April. This will be published alongside maladministration investigation procedures.

## 14. What standard are children expected to achieve?

Children who have achieved the expected standard at the end of Year 1 will have experience of decoding all of the types of words that appear in the phonics screening check. They will know the grapheme-phoneme correspondences and be able to blend phonemes in words with the orthographical structures that have been included in the check. However, children at the minimum expected standard will **not necessarily** score full marks.

In particular this means that a child working at the minimum expected standard should be able to decode:

- **all items** with simple structures containing single letters and consonant digraphs
- **most items** containing frequent and consistent vowel digraphs
  - *'frequent' means that the vowel digraph appears often in words read by children in Year 1*
  - *'consistent' means the digraph has a single or predominant phoneme correspondence*
- **all items** containing a single 2-consonant string with other single letters (i.e. CCVC or CVCC)
- **most items** containing two 2-consonant strings and a vowel (i.e. CCVCC)
- **some items** containing less frequent and less consistent vowel digraphs, including split digraphs
- **some items** containing a single 3-consonant string
- **some items** containing 2 syllables

It should be noted that where items contain a number of the different features listed above, decoding will become more difficult. It will become less likely that a child working at the minimum expected standard will be able to decode such items appropriately. For example, a child will be less likely to decode an item containing both a consonant string and a less frequent vowel digraph, than an item with a consonant string but a frequent, consistent vowel digraph.

# 15. Reporting and using results for the phonics screening check

## 15.1 Reporting results to parents

Headteachers must report each child's phonics screening check score to parents by the end of the summer term at the latest. Headteachers should also report whether or not a child has met the standard. The threshold mark will be available in the Scoring guidance, which schools will receive with the check materials.

Headteachers can use their judgement about the best method of communication with parents and may wish to include additional information such as how parents can support their child to progress with their phonics and reading at home.

## 15.2 How results will be used

- School-level results will not be published in performance tables.
- Schools will have access to their school-level results via the RAISEonline website at [www.raiseonline.org](http://www.raiseonline.org) so that they can analyse their own performance.
- Ofsted will also have access to school-level results via RAISEonline for use in inspections. Ofsted will use the phonics screening check results in context alongside other information about a school's reading teaching when considering a school's performance.
- National results will be used to track standards over time.

National and local authority results will be available with the Key Stage 1 statistics in autumn 2013 to allow schools to benchmark their children's performance.

A sample of schools will be required to provide item level data to STA or its nominated representative. This is statutory for selected schools.

Sample schools will be contacted to notify them that they have been selected and to provide them with more information. These schools will be required to provide information about whether each child attempted to read each word and whether it was read correctly or incorrectly. They will also be expected to provide the names, dates of birth, gender and unique pupil number (UPN) of each child, enabling STA to create a nationally representative sample.

STA will use the data to conduct a technical analysis of the phonics screening check.

## 15.3 Reporting results to local authorities

Maintained schools and academies must report child-level phonics screening check and retake results to their local authority.

**Assessment codes for the phonics screening check**

Teachers should use the assessment codes in the table below to report on every child.

In addition to the basic child identifiers, schools will be asked to provide an 'outcome code' for every Year 1 child and a 'phonics mark' for every child who has taken the check.

The 'phonics mark' will be the mark from 0–40 for those children who have taken the phonics screening check.

Schools must also ensure they report on **every** child in Year 2 who:

- did not meet the expected standard in Year 1;
- did not take the check in Year 1;
- did not take the check in Year 1 or Year 2; or
- entered state-funded education in England for the first time following the end of Year 1.

Description	Phonics outcome code
Child took the phonics screening check and met the required standard	Wa
Child took the phonics screening check and did not meet the required standard	Wt
Absent	A
Child did not take the phonics screening check	D
Child has left the school	L

## 16. Reporting to parents

Headteachers of maintained schools must prepare annual reports for the parents of every child as required by the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). The headteacher also needs to make arrangements for parents to discuss the report with the child's teacher, if they so wish.

The Education Independent School Standards) (England) Regulations 2010 (paragraph 24(1)(f) of Schedule 1) also require academies to send an annual written report of each registered pupil's progress and attainment in the main subject areas taught.

### 16.1 What information must the report include?

The report must cover:

- the child's achievements;
- general progress; and
- attendance record.

It must also include the following results, where appropriate:

- results of any National Curriculum tests, by level;
- results of any public examinations, by subject and grade; and
- details of vocational qualifications.

Detailed content requirements, including specific information for Key Stage 1, is set out in Schedule 1, Regulation 6 (4) of the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437) that can be viewed on the government's legislation archive at [www.legislation.gov.uk/uksi/2008/1747/made](http://www.legislation.gov.uk/uksi/2008/1747/made).

Further information is available as follows:

- Pupil support section of the Department's website: [www.education.gov.uk/schools/pupilsupport/parents/keepinginformed](http://www.education.gov.uk/schools/pupilsupport/parents/keepinginformed).
- The Education (Pupil Information) (England) Regulations 2005: [www.legislation.gov.uk/uksi/2005/1437/contents/made](http://www.legislation.gov.uk/uksi/2005/1437/contents/made).

#### 16.1.1 Reporting on children with SEN

Requirements for reporting on children with SEN are set out in paragraph 2 of Schedule 1 to the Education (Pupil Information) (England) Regulations 2005. This includes specific headings which schools should use when reporting on English, mathematics and science.



### 16.1.2 Reporting religious education

Religious education is a statutory subject for all children registered at a maintained school, except for those in nursery classes and those withdrawn by their parents under section 71 of the School Standards and Framework Act 1998. It is a general requirement that schools report children's progress in religious education to parents but there is no required format for reporting.

Requirements for academies are set out in their funding agreements.

## 16.2 What period must the report cover?

The report must start from the day after the last report was given. It must be made available to parents before the end of the summer term. If a National Curriculum test result is not received by a headteacher before the end of the summer term it must be provided to parents within 15 school days of the headteacher receiving it.

## 16.3 Reporting on a child who changes schools during the academic year, or a child who is registered at more than one school

If a child changes school before the end of the academic year, the headteacher is still required to write an annual report, issue it to the child's parent and make arrangements for it to be discussed with the child's teacher, if the parent wishes.

To help ensure the continuity of learning for children whose families travel for occupational purposes or who may not have a fixed address, registration at more than one school is allowed for some children<sup>1</sup>. In such cases, the headteacher at each school is still required to write the child's annual report for parents and make arrangements for them to discuss it with the child's teacher (if so wished by the parent).

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1 The regulation which allows the dual registration of 'families that travel for occupational purposes' is regulation 9 of the Education (Pupil Registration) (England) Regulations 2006. Regulation 9(3) and (4) define which school would be the base school (school of ordinary attendance). Regulation 9 (1) applies to a pupil who:

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

The Education (Pupil Registration) (England) Regulations 2006 can be found at

[www.legislation.gov.uk/ukxi/2006/1751/contents/made](http://www.legislation.gov.uk/ukxi/2006/1751/contents/made).

Sourced from SATs-Papers.co.uk

<https://www.SATs-Papers.co.uk>

# 17. Keeping and maintaining records

Schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher;
- originating from or supplied by local authority employees (for certain schools); or
- originating from or supplied by teachers or other employees of the school.

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

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

Under the Data Protection Act 1998 (DPA), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the DPA. This includes personal information appearing in children's educational records and any other information they hold which identifies individuals, including children, staff and parents.

Schools must consider the implications of the DPA, under which they are required to register as a data controller with the Information Commissioner's Office (ICO). Many schools consult their legal advisors for guidance on their responsibilities under the DPA and advice on developing their data policies.

## 17.1 Disclosure of educational records

There are several pieces of legislation under which information may be accessed from public organisations, including schools, for example the DPA and the Freedom of Information Act 2000. Access to a child's educational information is covered by the right of access under the Pupil Information Regulations.

There are several pieces of legislation under which information may be accessed from public organisations, including schools, for example the DPA and the Freedom of Information Act 2000. Parent's access to their child's educational information is most appropriately covered by the right of access under the Pupil Information Regulations.

All information incorporated within a child's educational record constitutes personal data under the DPA. It is therefore also subject to disclosure following a written 'subject access' request by the child, or a parent on their behalf.

Under these Regulations a school's governing body must ensure that a child's educational record is made available for parents to see 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, and within 15 school days. Governing bodies can charge a fee for the copy but if they do, it must not be more than the cost of supply.

The Regulations describe some material that is exempt from disclosure to parents. This relates to information that the child could not lawfully be given under the Data Protection Act 1998, or to which s/he would have no right of access under that Act, or by virtue of any order made under section 30(2) or section 38(1) of the Act. For example, information which may cause serious harm to the physical or mental health or condition of the child 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 which affects their entitlement to receive such information.

For further advice:

- contact the ICO on 0303 123 1113;
- visit the ICO's website at [www.ico.gov.uk/what\\_we\\_cover/promoting\\_data\\_privacy/keeping\\_the\\_register.aspx](http://www.ico.gov.uk/what_we_cover/promoting_data_privacy/keeping_the_register.aspx), [www.ico.gov.uk/Home/for\\_organisations/data\\_protection\\_guide.aspx](http://www.ico.gov.uk/Home/for_organisations/data_protection_guide.aspx) and [www.ico.gov.uk/for\\_organisations/sector\\_guides/education.aspx](http://www.ico.gov.uk/for_organisations/sector_guides/education.aspx); or
- order the ICO's guidance, free of charge from [www.ico.gov.uk/tools\\_and\\_resources/request\\_publications.aspx](http://www.ico.gov.uk/tools_and_resources/request_publications.aspx).

## 17.2 Transferring records to a child's new school

If a child moves to another school in England, Wales, Scotland or Northern Ireland then the child's common transfer file and educational record must be passed to the new school as set out in the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437). The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England.

The information must be transferred within 15 school days of any request from the child's new school.

If the new school is unknown, the Department recommends that the school should still complete the common transfer file and load it on the s2s secure file transfer service area on the Department's website at

[www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s](http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s).

Schools that do not receive common transfer files for new children can ask their local authority to search this database for the files.

While academies are not subject to the Education (Pupil Information) (England) Regulations 2005 (SI 2005/1437) they are expected to follow the protocols above, as a matter of good practice.

Further information on handling records for children where their destination is not known is available in the Department's *Handbooks for schools and for LAs*. This can be downloaded from the Department's website at:

[www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s](http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s).

### 17.2.1 How information should be transferred between schools

The child's common transfer file must be sent to the new school either:

- through the s2s secure file transfer service on the Department's website; or
- over a secure network that can only be accessed by the local authority, the governing body or a teacher at any school within that local authority.

If either school does not have the facilities to send or receive information in this format, local authorities may provide the file where there are agreed and secure local arrangements to that effect.

Further guidance on the content and sending of common transfer files can be found:

- on the Department's website at [www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf](http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/ctf); and
- in Schedule 2 to the Regulations at [www.legislation.gov.uk/uksi/2005/1437/schedules/made](http://www.legislation.gov.uk/uksi/2005/1437/schedules/made).

## 18. Contact details

Please make sure you have your seven-digit Department for Education number before you call, for example 123/4567.

<b>National Curriculum assessments helpline</b> For general enquiries about National Curriculum assessments	<b>Tel:</b> 0300 303 3013 <b>Email:</b> <a href="mailto:assessments@education.gov.uk">assessments@education.gov.uk</a> <b>Websites:</b> <a href="http://www.education.gov.uk/assessment">www.education.gov.uk/assessment</a>	53–55 Butts Road Earlsdon Park Coventry CV1 3BH
<b>STA distribution helpline</b> For enquiries about deliveries of test materials	<b>Tel:</b> 0800 169 4195	53–55 Butts Road Earlsdon Park Coventry CV1 3BH
<b>STA modified test helpline</b> For guidance on ordering modified test materials	<b>Tel:</b> 0300 303 3019 <b>Email:</b> <a href="mailto:schooltests@rnib.org.uk">schooltests@rnib.org.uk</a>	
<b>STA Orderline</b> To access previous years' National Curriculum test materials	<b>Tel:</b> 0300 303 3015 <b>Website:</b> <a href="http://orderline.education.gov.uk">http://orderline.education.gov.uk</a>	STA Orderline PO Box 29 Norwich NR3 1GN
<b>Department for Education national enquiry line</b> For enquiries about the statutory requirements for assessment, national results, performance tables and reporting to parents	<b>Tel:</b> 0370 000 2288 <b>Website:</b> <a href="http://www.education.gov.uk/contactus">www.education.gov.uk/contactus</a>	Castle View House East Lane Runcorn Cheshire WA7 2GJ
<b>Department for Education publications helpline</b> To order single copies of the Department's materials and circulars	<b>Tel:</b> 0845 602 2260 <b>Website:</b> <a href="http://www.education.gov.uk/publications">www.education.gov.uk/publications</a>	PO Box 5050 Annesley Nottingham NG15 0DJ
<b>EduBase</b> To keep your school's contact details up to date	<b>Website:</b> <a href="http://www.education.gov.uk/edubase">www.education.gov.uk/edubase</a>	
<b>Information Commissioner's Office</b> For enquiries about the Data Protection Act 1998	<b>Tel:</b> 0303 123 1113 <b>Website:</b> <a href="http://www.ico.gov.uk">www.ico.gov.uk</a>	Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF
<b>Ofqual</b> For regulatory concerns	<b>Tel:</b> 0300 303 3346 <b>Email:</b> <a href="mailto:info@ofqual.gov.uk">info@ofqual.gov.uk</a> <b>Website:</b> <a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>	Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB







# About this publication

## Who is it for?

Headteachers, governing bodies and those responsible for Key Stage 1 assessment in local authorities.

## What does it cover?

- Statutory assessment and reporting requirements for Key Stage 1, including the phonics screening check.
- How to prepare for and administer the Key Stage 1 National Curriculum assessments.
- Information about moderation of Key Stage 1 assessments.

## Related information

Visit the Department for Education's website at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1) to access all related information.

## For more copies

Additional printed copies of this ARA are not available. It can be downloaded from the Department's website at [www.education.gov.uk/ks1](http://www.education.gov.uk/ks1).