KEY STAGE
1

YEARS
1–2

2014

National curriculum assessments

Assessment and reporting arrangements

Key stage 1

Standards & Testing Agency

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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.

Please discard and recycle previous printed versions of this guidance.

© Crown copyright 2013

2014 Key stage 1 Assessment and reporting arrangements
Print version product code: STA/14/7090/p ISBN: 978-1-78315-327-5
Electronic version product code: STA/14/7090/e ISBN: 978-1-78315-328-2

OGL You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v2.0. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/version/2 or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This document is available for download at www.education.gov.uk/ks1.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

Contents

1. Changes for the academic year 2013 to 2014 5
1.1 Assessment Arrangements (Amendment) Order 5
1.2 Threshold mark for the phonics screening check 5

2. Key dates 6

3. Introduction 7
3.1 What is the ARA? 7
3.2 Legal status of the ARA 7
3.3 How does the ARA apply to different types of schools? 7
3.4 Responsibilities 9
3.5 Concerns and complaints 12

4. The phonics screening check 13
4.1 Which children should take the phonics screening check? 13
4.1.1 What to do if there is disagreement about whether a child should participate in the phonics screening check 14
4.1.2 How to withdraw a child from the phonics screening check 14
4.2 When must the phonics screening check be administered? 14
4.3 How must the phonics screening check be administered? 14
4.3.1 Who should administer the phonics screening check? 15
4.3.2 Maladministration of the phonics screening check 15
4.3.3 Monitoring the phonics screening check 15
4.4 What materials are needed for the phonics screening check? 16
4.4.1 Obtaining additional materials 16
4.4.2 Braille versions of the phonics screening check 16
4.5 Reporting phonics screening check results 17
4.5.1 Reporting to local authorities 17
4.5.2 Reporting to parents 17
4.6 How the phonics screening check results will be used 17

5. End of key stage 1 assessment arrangements 18
5.1 What do teachers have to assess? 18
5.2 Which children are eligible for the end of key stage 1 assessments? 20
5.3 Moderating the end of key stage 1 assessments 21
5.4 Reporting results of the end of key stage 1 assessments 23

6. The key stage 1 tasks and tests 24
6.1 Which children should take the tasks and tests? 24
6.1.1 What to do if there is disagreement with the school's decision about whether a child should participate in the tasks and tests 25
6.2 When should the tasks and tests be administered? 25
6.3 How must the tasks and tests be administered? 25
6.4 What materials are needed for the tasks and tests? 26
6.4.1 Modified versions of the end of key stage 1 materials 27
6.4.2 Receiving and opening task and test materials 27
6.5 Access arrangements 27

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

6.6 Reporting task and test results 28

7. Reporting to parents 29

7.1 What must the report include? 29
7.1.1 Reporting on children with SEN 29
7.1.2 Reporting religious education 29
7.2 Reporting on a child who changes schools during the academic year or a child who is registered at more than one school 30

8. Keeping and maintaining records 31

8.1 Disclosure of educational records 31
8.2 Transferring records to a child's new school 32
8.2.1 How information should be transferred between schools 33

9. Contact details 34

About this publication 36

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

1. Changes for the academic year 2013 to 2014

1.1 Assessment Arrangements (Amendment) Order

The Assessment Arrangements (Amendment) Order 2013 has made the following changes to legislation at key stage 1:

- Which schools must administer the phonics screening check has been clarified. As well as maintained primary schools, the check must also be administered by maintained nursery schools with registered children who will reach the age of 6 before the end of the school year.
- Children who were not assessed at all at the end of year 1, as well as those who did not meet the standard at the end of year 1, are now included in the phonics screening check retakes policy.
- Provision has been made for the Department for Education (DfE) to determine a child's mark in cases of maladministration of the phonics screening check.
- It is specified that teacher assessment at the end of key stage 1 must determine overall levels as well as levels against each attainment target in science.[1]

1.2 Threshold mark for the phonics screening check

The threshold mark for the phonics screening check will not be included with the check materials. Instead, the threshold mark will be available on the DfE's website at www.education.gov.uk/ks1 on Monday 30 June.

1 Amended May 2014

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

2. Key dates

Throughout the year	Administration of the end of key stage 1 tasks and tests can take place at any time throughout the year.

2013

Autumn term	Local authorities submit their completed moderation plan to STA.
Monday 30 September	'Test orders' section of the NCA tools website 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 screening check materials.
Friday 29 November	Deadline for schools to order standard and modified versions of the key stage 1 tasks and tests.

2014

W/c 3 February	Schools receive their standard and modified versions of the key stage 1 tasks and tests.
February	Phonics screening check 'Check administrators' guide' published on the DfE's website.
March	'Check administrators' guide' sent to schools.
Final week of spring term	Schools notified of inclusion in local authority teacher assessment moderation visits.
Summer term	Local authority teacher assessment moderation visits take place.
2 June to 13 June	Schools receive phonics screening check materials.
W/c 16 June	Schools administer the phonics screening check.
Friday 27 June	Deadline for schools to submit the headteacher's declaration form for the phonics screening check on the NCA tools website.
Thursday 3 July	Deadline for schools to finalise key stage 1 teacher assessment levels.
By the end of the summer term (or final term)	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. Local authorities submit moderation evaluation form to STA.
End of July	Local authorities submit phonics screening check and end of key stage 1 results to the DfE.

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

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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 2014.

This document is produced by the Standards and Testing Agency (STA), an executive agency of the DfE. STA 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 DfE's website at 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 document 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 order can be viewed on the government's legislation archive at www.legislation.gov.uk/uksi/2010/290/introduction/made. The ARA also contains information that does not form part of the law.

3.3 How does the 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.

Maintained nursery schools

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

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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. This also applies to alternative provision (AP) academies.[2]

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 follow the national curriculum however they are required to teach a broad and balanced curriculum which must include English, mathematics and science (English and mathematics in the case of AP academies). Academies are held to account through statutory assessments on the same basis as maintained schools.

Pupil referral units, maintained hospital schools and children educated at home

Children still on the register at a maintained school or academy studying at a pupil referral unit (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 at which the child is registered.

Children not on the register of a maintained school or academy that attend a PRU or hospital school should also be subject to the requirements in this ARA.

Children who are educated at home are not allowed to take the check or end of key stage 1 tasks and tests unless they are on the register of a maintained school, academy or other independent school that is participating in the tests.

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 order key stage 1 test materials by the test order deadline. They can also download the check materials from the DfE's website 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 administer it informally, they can download the materials from the DfE's website after the check administration window in June.

---

2 Additional references: Alternative Provision: Statutory guidance for local authorities (2013); Ensuring a good education for children who cannot attend school because of health needs: Statutory guidance for local authorities (2013)

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

Independent schools in England

Independent schools in England, which are not academies, 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 and submit their results to the relevant local authority.

Independent schools cannot formally administer the phonics screening check. If independent schools would like to administer it informally they can download the materials from the DfE's website after the 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, including maintained special schools, have a duty to ensure that the requirements in this document are implemented in their school by:

- ensuring teachers and other staff comply with the assessment and reporting arrangements;
- ensuring provision is made to meet the needs of all children with special educational needs (SEN);
- providing teacher assessment levels and phonics screening check results to their school's governing body, to enable it to comply with national data submission requirements;
- providing 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
- ensuring 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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

In relation to the phonics screening check headteachers must:

- identify which children in year 1 should take the check, including children registered at maintained nursery schools who will reach the age of 6 before the end of the school year;
- identify any children in year 2 who did not meet the required standard in year 1 or did not take the check in year 1 that should take it;
- ensure that the specific content of all assessment materials is not used to prepare the children for the check;
- ensure children's responses to the check are scored accurately and consistently;
- complete and submit the headteacher's declaration form once the check has been administered; and
- submit check results to their school's governing body, to enable it to comply with national data submission requirements.

In relation to the end of key stage 1 tasks and tests, headteachers must:

- identify which children should take the end of key stage 1 assessments;
- ensure the appropriate assessments are administered;
- 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 or tests;
- ensure that the correct administrative procedures are followed; and
- ensure children's responses are marked accurately and consistently.

For teacher assessment headteachers must:

- ensure levels for reading, writing, speaking and listening, mathematics and science are recorded and judgements are monitored;
- comply with arrangements for the external moderation of teacher assessment, including visits by local authority or STA representatives;
- ensure their school has an appropriate system to record and submit data to their local authority by the end of the summer term; and
- ensure that the data reflects any changes made as a result of a local authority moderation visit. If submitted data differs from the moderated data the local authority will investigate this as possible maladministration and notify STA.

Headteachers 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.

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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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 for the key stage 1 tasks and tests is in section 6.5 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.

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

Local authorities 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, academies (where an academy trust has requested to be part of their assessment arrangements) and any other independent schools which have chosen to participate in the 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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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, before, during and after the check period;
- ensure moderation of end of key stage 1 assessments is carried out as specified in this ARA;
- inform STA of any irregularities in schools' assessment arrangements and discuss appropriate action; and
- collect results, quality assure and submit data to the DfE in the required format by the due dates. If the data a local authority receives is different from the moderated data the local authority must investigate this as possible maladministration and notify STA.

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.

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) at Spring Place, Coventry Business Park, Herald Avenue, Coventry, CV5 6UB, or by emailing info@ofqual.gov.uk.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

4. 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 children who need extra help to improve their decoding skills.

The check consists of one list of 40 words, comprising 20 real words and 20 pseudo-words.

Information about the check, including sample materials, is available on the DfE's website at www.education.gov.uk/ks1.

4.1 Which children should take the phonics screening check?

All children in year 1 in the school year 2013 to 2014 must take the phonics screening check. This includes children registered at maintained nursery schools who will reach the age of 6 before the end of the school year. Children in year 2 must also take the check if they did not meet the required standard in year 1 or have not taken it before. However, it is possible to withdraw children from the phonics screening check if the headteacher feels it is appropriate to do so (see section 4.1.2).

Schools will not be asked to register children for the check.

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 the list of practice words. However, a headteacher may decide that a child should not take part if they have not shown any understanding of grapheme-phoneme correspondences (see section 4.1.2).

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 in year 2 who was not assessed in 2013 and is now working at the level of the phonics screening check must take the check in 2014.

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

Children in year 1 and year 2 who have recently moved to the country and are unable to understand letters and sounds in English must not take the phonics screening check. However, any children who do not take the test in year 1 must be considered for it the following year.

Children who use British sign language

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 phonics screening check.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

Children who are mute or selectively mute

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

Details of arrangements for children with selective mutism will be included in the 'Check administrators' guide' which will be available to download from the DfE's website at www.education.gov.uk/ks1 in February.

4.1.1 What to do if there is disagreement about whether a child should participate in the phonics screening check

Some parents may ask a headteacher not to enter their child for the phonics screening check. 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.

4.1.2 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 check before making this decision and discuss this with the child's parents.

4.2 When must the phonics screening check be administered?

The phonics screening check can be taken at any time during the week commencing 16 June. If a child is absent during that week, they may take the check any time until Friday 27 June. If a child does not take the check during this period and returns to school after 27 June, they should be marked as absent. Children must only attempt the phonics screening check once during the check window.

4.3 How must the phonics screening check be administered?

The phonics screening check must be administered in accordance with the 'Check administrators' guide'. It is the headteacher's responsibility to ensure that the 'Check administrators' guide' is read and followed by anyone who is involved in the administration and scoring of the check. It contains important information about what to do before the check, including making adaptations to the check materials, during the check and afterwards. Schools will receive a hard copy of the 'Check administrators' guide' in April. It will also be available to download from the DfE's website at www.education.gov.uk/ks1 in February.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

4.3.1 Who should administer the phonics screening check?

The phonics screening check must be administered on a one-to-one basis by a teacher who is known to the child.

It should not be administered by a teaching assistant, including higher level teaching assistants (HTLAs) because the role requires a teacher's professional judgement about which responses are correct. The check administrator must not be a relative or parent of the child taking the phonics screening check.

Teachers should familiarise themselves with how the check will be administered and its contents by using the guidance and video training available on the DfE's website.

4.3.2 Maladministration of the phonics screening check

The term 'maladministration' refers to any act that affects the integrity, security or confidentiality of the phonics screening check, and could lead to results that do not reflect children's unaided work. Schools that do not comply with the guidance in the 'Check administrators' guide' or the 'Assessment and reporting arrangements' could be subject to investigations of maladministration.

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

Schools should report any issue with the administration of the check and/or any allegations of maladministration they receive to STA by calling the national curriculum assessments helpline on 0300 303 3013.

STA has a statutory duty to investigate any matter brought to its attention relating to the accuracy or correctness of any child's check results. STA's maladministration team will work closely with local authorities to investigate any allegations of maladministration.

The maladministration investigation procedures are available on the DfE's website at www.education.gov.uk/ks1.

4.3.3 Monitoring the phonics screening check

Local authorities have a statutory duty to make visits to schools to see if they are following the security arrangements and administering the phonics screening check in accordance with the published guidance. This involves visiting at least ten per cent of the schools they are monitoring. Local authorities must select the sample of schools that they monitor from all the maintained schools within their authority and any academies which have chosen to be monitored by them.

Guidance about monitoring visits and the monitoring visit form will be available to download from the DfE's website at www.education.gov.uk/ks1 in April.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

4.4 What materials are needed for the phonics screening check?

Schools will receive phonics screening check materials, including any Braille orders, between Monday 2 June and Friday 13 June.

The headteacher, or delegated member of staff, must check the delivery against the delivery note to ensure the correct number of packs has been received. The school must contact the national curriculum assessments helpline on 0300 303 3013 if:

- the delivery is incorrect;
- additional packs are required;
- any of the packs are unsealed or damaged on arrival. They may be asked to send a photograph of damaged packages to STA.

It is the headteacher's responsibility to ensure all packs remain secure and unopened before check week. Packs must not be opened before Monday 16 June and then not before the first day that the check is going to be administered.

After the check has been administered, the materials must be stored securely until Friday 27 June. The words included in the phonics screening check must not be shared anywhere, including on web-based chat forums, before this date.

4.4.1 Obtaining additional materials

Schools will be sent materials based on year 1 autumn school census data. They will receive one pack of materials per 30 children. Additional materials will also be sent automatically to include any children taking the check in year 2.

If the number of children in a school changes after the autumn census and the school requires additional mark sheets, they may photocopy those provided.

From Monday 16 June, schools can also download additional materials from the 'Phonics' section of the NCA tools website at www.education.gov.uk/ncatools. If schools require an additional pack of materials they can contact STA's distribution helpline on 0800 169 4195.

4.4.2 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. 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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

4.5 Reporting phonics screening check results

The threshold mark will be available on the DfE's website at www.education.gov.uk/ks1 on Monday 30 June, after the phonics screening check has been administered.

4.5.1 Reporting to local authorities

Maintained schools and academies must report pupil-level phonics screening check and retake results to their local authority. Local authorities will submit check results data to the DfE between Monday 16 June and Thursday 31 July[3]. Data received by the DfE after 31 July will not be included in the provisional statistics or initial release of RAISEonline data.

Guidance on how to submit results will be detailed in the 'Check administrators' guide' and provided to schools by local authorities. Schools should contact their local authority directly with any queries.

4.5.2 Reporting to parents

Headteachers must report each child's phonics screening check score to parents by the end of the summer term. Headteachers should also report whether or not a child has met the standard.

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

4.6 How the phonics screening check 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 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 teaching when considering a school's performance.

National results will be used to track standards over time.

National and local authority phonics results will be available with the key stage 1 statistics in autumn 2014 to allow schools to benchmark their children's performance.

3 Schools and local authorities do not need to wait until the threshold is published before submitting their data. Amended February and May 2014

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

5. End of key stage 1 assessment arrangements

Teacher assessment is the main focus for end of key stage 1 assessment and reporting. It is carried out as part of teaching and learning.

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 to help inform the final teacher assessment judgement reported for each child at the end of key stage 1. The tasks and tests are introduced in detail in section 6.

If teacher assessment and the 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.

5.1 What do teachers have to assess?

Teachers must summarise their judgements on children's attainment in relation to the national curriculum level descriptions for each eligible child. They should 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.

Teachers need to determine:[4]

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

Further information about the national curriculum level descriptions is available on the DfE's website at www.education.gov.uk/schools/teachingandlearning/curriculum/primary.

English

Levels for reading, writing, and speaking and listening should 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 (2C), securely at level 2 (2B) or at the top end of level 2 (2A).

4 Amended February and May 2014

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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. This means that 'Number' (including handling data) accounts for three fifths of the child's overall performance and 'Using and applying mathematics' and 'Shape, space and measures' each account for one fifth.

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 (2C), securely at level 2 (2B) or at the top end of level 2 (2A). The overall subject level for mathematics should 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 SEN who are working below level 1 of the national curriculum. In this context, SEN is defined by section 312 of the Education Act 1996 by reference to a child who has a 'learning difficulty'.

Schools will need to use P scales to record and report the achievements of children with SEN in English, mathematics and science. The P scales must not be used to assess children with English as an additional language (EAL) at any age, unless they have additional special educational needs.

Children working towards level 1 of the national curriculum who do not have a special educational need should be reported as 'W' (Working below the level). This includes children who are working below level 1 solely because they have English as an additional language. Schools should use the code 'NOTSEN' to explain why a child working towards level 1 does not have P scales reported. 'NOTSEN' replaces the code 'EAL' used in previous years.

Further information about P scales is published on the DfE's website at www.education.gov.uk/assessment.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

5.2 Which children are eligible for the end of key stage 1 assessments?

All children in their final year of key stage 1 in the school year 2013 to 2014 must be assessed. This includes children still on the register at a maintained school or academy who are attending a special school or PRU. Other children attending a special school or PRU should still be assessed.

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 7 by the end of the school year.

In 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 7, 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. Children remaining at key stage 1 should not be reported.

Children older or younger than 7 at the end of key stage 1

A child who has been assessed earlier than their 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.

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

There may be a very small number of children for whom schools will be unable to record and report a teacher assessment. In these cases, the following codes should be recorded.

Child's circumstance	Record as
Recently arrived in the school so it is not possible to establish the level that the child is working at	A (not enough information available to calculate a teacher assessment level)
Has been absent for long periods of time	A (absent)
Has been disapplied from all or part of the national curriculum (only use if this has been agreed with the local authority)	D (U for overall science) – for those parts of the statutory assessment arrangements that are included in the disapplication

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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.

5.3 Moderating the end of key stage 1 assessments

External moderation is statutory. It gives confidence that schools' teacher assessment judgements are accurate and consistent with national standards. All maintained schools and academies will receive a local authority moderation visit at least once every four years.

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

Detailed arrangements for schools and local authorities will be published on the DfE's website at www.education.gov.uk/ks1 in the autumn term.

Local authorities

Local authorities are responsible for moderating teacher assessment judgements in at least 25 per cent of maintained schools in their area. They must also moderate any academies that have chosen to be part of their arrangements. Local authorities must provide an appeals process.

STA is responsible for monitoring the local authority moderation process. STA expects all local authorities to ensure that key stage 1 moderation is carefully targeted, so that schools with inconsistencies in attainment and progress are moderated more often than once every four years. Local authorities should submit their moderation plan to STA by the end of the autumn term.

Local authorities must notify schools of the dates for their moderation visits during the final week of the spring term. Moderation visits must take place by the end of the summer term.

During the visits, local authority moderators check teachers' understanding of national standards and look at children's work and other evidence from across the year. Where judgements are not consistent with national standards, the local authority moderator will explain how they should be changed before the school submits its data.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

If the teacher assessment levels a school submits are different from those agreed during a moderation visit, the local authority must take appropriate action to ensure that accurate teacher assessment levels are submitted and consider notifying STA. Local authorities should also investigate and, if required, notify STA of any irregularities with any school's submitted teacher assessment data.

STA will ask local authorities to evaluate their experiences of moderating the end of key stage 1 assessments towards the end of the summer term.

Headteachers

Headteachers are responsible for ensuring the accuracy of the teacher assessment judgements in their school and submitting accurate teacher assessment data. Headteachers 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.
- To submit accurate teacher assessment data which reflects any changes made as a result of a local authority moderation visit.

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 must decide whether they wish to be included in their geographical local authority's monitoring and moderation visit arrangements or part of the moderation arrangements of another local authority. STA will contact academies with more information about this process in the autumn term.

Independent schools

Independent schools may submit their results to the DfE 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 to process and verify its teacher assessments annually within each four-yearly statutory moderation cycle.

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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

5.4 Reporting results of the end of key stage 1 assessments

Schools must report the following information to their local authority for all children:[5]

- 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 'W' (Working below the level). 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.

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	D (U – science subject only)
Working towards level 1 without SEN	W, NOTSEN
Working towards level 1 with SEN	W + P Scale

- If a child starts at a new school before the summer half-term holiday, the new school must report the child's results to the local authority.
- If a child starts at a new school after the summer half-term holiday, the previous school must report the child's results to the local authority. This includes children who transfer to a new school during the holiday.
- If a child moves school within year 2, the new school must report the end of key stage results to the child's parents.[5]

The outcomes of the key stage 1 teacher assessments are centrally loaded into RAISEonline during the 2014 autumn term, after assessments have been processed. Further information about RAISEonline can be found at www.raiseonline.org.

5. Amended February 2014. 5. Amended April 2014.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

6. The key stage 1 tasks and tests

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.

6.1 Which children should take the tasks and tests?

The tasks and tests are designed to be used with all children at the appropriate level. However 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. An introduction to access arrangements is given in section 6.5.

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

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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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.

6.1.1 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.

6.2 When should the tasks and tests be administered?

The tasks and tests can be administered 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 content of the tasks and tests to prepare children for the assessments. This could lead to inaccurate results that do not represent the children's unaided abilities.

6.3 How must the tasks and tests be administered?

The tasks and tests must be administered in accordance with the teacher's handbooks (for the tasks) and teacher's guides (for the tests). It is the headteacher's responsibility to ensure that this guidance is read and followed by anyone who is involved in administering and marking the tasks and tests. Schools can order copies of the teacher's handbooks and teacher's guides from the 'Test orders' section of the NCA tools website at www.education.gov.uk/ncatools. The deadline for placing orders is **Friday 29 November**. The handbooks and guides are also available to download from NCA tools.

The tasks and tests must be administered under appropriate conditions to ensure all schools are administering them to agreed national standards. As the tasks and tests can be administered to small groups of children throughout the school year, teachers should ensure that no other children are able to see the tests or overhear discussions so that task and test outcomes are valid for all children.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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, 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 the equipment specified in the teacher's handbooks and teacher's guides;
- introduce and administer the task or test according to the guidance given in the teacher's handbooks or teacher's guides;
- 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.

6.4 What materials are needed for the tasks and tests?

Schools must use the 2007 and/ or 2009 key stage 1 national curriculum tests. There is flexibility about which year's tests can be administered. Teachers may choose to administer the 2007 tests to some children in the class and 2009 tests to others. However, teachers must ensure that when administering 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.

Schools may re-use previous tests and task packs or, if they require new copies, they can order reusable tests and task packs from NCA tools.

The deadline for placing test orders is **Friday 29 November**. Schools will not be able to order hard copies of the materials after the deadline. PDF versions are available to download and print from NCA tools. The PDF versions will not be available to independent schools.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

6.4.1 Modified versions of the end of key stage 1 materials

Orders for modified tasks and tests should be placed by Friday 29 November. 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
A4 booklets printed in colour. Text size usually 16 point.	A4 black and white booklets. Large bold print. Some text modifications. Text size 24 point. Diagrams are modified or removed. Models may be supplied for some questions.	Grade 2 Braille on paper, Brailon, heat swell paper and plastic film as appropriate. Some text modifications. Diagrams are modified or removed. Models may be supplied for some questions. Braille capitals are used. The updated British Braille code (RNIB 2004) is used for key stage 1 test materials.

6.4.2 Receiving and opening task and test materials

Deliveries of test materials, including modified materials, will take place in the week commencing 3 February.

The headteacher, or a delegated senior member of staff, must check the delivery against the delivery note to ensure that the correct number and type of test packs have been received. If a delivery is incomplete, a member of staff should contact STA's distribution agency helpline on 0800 169 4195.

Teachers can open the task and test packs when they arrive in order to 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.

6.5 Access arrangements

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

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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. The teacher's handbooks and teacher's guides that accompany the tasks and tests describe access arrangements that can be made to support children with hearing impairments, visual impairments and children who use sign language.

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.

6.6 Reporting task and test results

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 8). Local authorities do not give task and test results to the DfE.

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

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

7. Reporting to parents

Headteachers must prepare annual reports for the parents of every child and make arrangements for parents to discuss the report with the child's teacher, if they wish to do so.

7.1 What must the report include?

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.

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; and
- results of any public examinations, by subject and grade.

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/2005/1437/made. Requirements for academies are set out in their funding agreements.

Further information is available as follows:

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

7.1.1 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.

7.1.2 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. There is no required format for reports.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

7.2 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 should 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[6] . In such cases, the headteacher at each school should write the child's annual report for parents and make arrangements for them to discuss it with the child's teacher (if the parent wishes).

6 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/her parent is engaged in a trade or business of such a nature as to require him/her 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/uksi/2006/1751/contents/made.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

8. 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.

8.1 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.

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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

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, www.ico.gov.uk/Home/for_organisations/data_protection_guide.aspx and 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.

8.2 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 DfE recommends that the school should still complete the common transfer file and load it on the 's2s' (School to School) secure file transfer service area on the DfE's website at 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 DfE's 'Handbooks for schools and for LAs'. This can be downloaded from the DfE's website at: www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datatransfers/s2s.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

8.2.1 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 DfE'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 is available:

- on the DfE's website at 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.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

9. Contact details

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

National curriculum assessments helpline For general enquiries about national curriculum tests	**Tel:** 0300 303 3013 **Email:** assessments@education.gov.uk **Website:** www.education.gov.uk/assessment
STA distribution helpline For enquiries about deliveries of standard and modified test materials	**Tel:** 0800 169 4195
STA modified test helpline For guidance on ordering modified test materials	**Tel:** 0300 303 3019 **Email:** schooltests@rnib.org.uk
STA orderline To access previous years' national curriculum test materials	**Tel:** 0300 303 3015 **Website:** http://orderline.education.gov.uk (available until Monday 30 June 2014)
Department for Education national enquiry line For enquiries about the statutory requirements for assessment, national results, performance tables and reporting to parents	**Tel:** 0370 000 2288 **Website:** www.education.gov.uk/contactus
Department for Education publications helpline To order single copies of DfE materials and circulars	**Tel:** 0845 602 2260 **Website:** www.education.gov.uk/publications
EduBase To keep your school's contact details up to date	**Website:** www.education.gov.uk/edubase
Information Commissioner's Office For enquiries about the Data Protection Act 1998	**Tel:** 0303 123 1113 **Website:** www.ico.gov.uk
Ofqual For regulatory concerns	**Tel:** 0300 303 3346 **Email:** info@ofqual.gov.uk **Website:** www.ofqual.gov.uk

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk

Standards & Testing Agency

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
- The phonics screening check
- End of key stage 1 tasks and tests, including moderation
- Reporting results to parents
- Keeping and maintaining records

Related information

Visit the Department for Education's website at www.education.gov.uk/ks1 for all related information.

For more copies

Additional printed copies of the ARA are not available. It can be downloaded from the DfE's website at www.education.gov.uk/ks1.

Sourced from SATs-Papers.co.uk https://www.SATs-Papers.co.uk