



St John's Gosport C of E Primary School

Administration and Testing Policy & Procedure

KS2 Assessment and Reporting Arrangements for the Phonics Screening Check, KS2 test, Multiplication Tables Check (Y4)

Publication Date:	2019	Headteacher: Chair of Governors:	Mrs Carolyn Wilkinson Mrs Jean Watson
Reviewed:	May 2025	School reviewed	Mrs Carolyn Wilkinson

School Vision:

St John's Gosport C of E Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.

John 10:10 – I came so that they may have life – life in all its fullness

Mission Statement:

At St John's Gosport C of E Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.

Safeguarding at St John's Gosport C of E Primary School is carried out in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department for Education.

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Testing policy

This policy is written in line with the principles and procedures outlined in the March 2023 Accessing and Reporting Arrangements from the DfE. It also includes guidance from the Test Administration Guidance documents KSI and KS2 and Phonics Screening Check administration guidance.

Roles and responsibilities

Key Holders to the secure cupboard:

Hannah Bonwick (School Business Manager), Donna Muston (Senior Admin Assistant)

Access Arrangements : Carolyn Wilkinson HT, Gemma Havey (KS2 Lead), Mel Stock (KSI phonics lead)

Room allocation : KS2 SATs: Lucy James/ Charley Hall Phonics: Mel Stock MTC: Andrew Norris

Test room preparation: Lucy James, Charley Hall, Mel Stock, Andrew Norris

SATs teaching: Lucy James, Charley Hall, Carolyn Wilkinson, Gemma Havey.

Taking papers from the cupboard to the test rooms: HT, DHT, Donna Muston, Hannah Bonwick

Monitoring of the tests: Governors (Jean Watson, Ali Renn, Jan Aps, Hilary Bremner)

Spot check of administration processes and paperwork: Mrs Jean Watson (Chair of Gvs),

Carrying test papers from test rooms to HT's office: Lucy James, Charley Hall, Carolyn Wilkinson, Gemma Havey, Donna Muston (admin), Mel Stock.

Checking papers are in alphabetical order and packing and locking away in the office: HT, DHT, Lucy James, Charley Hall, Mel Stock

Multiplication Tables Check: Carolyn Wilkinson, Andrew Norris, Rebecca Hibberd.

Responsibilities of the Headteacher

The requirements in the ARA are implemented for:

I. Phonics Screening Check

- *Headteacher will identify which Year 1 pupils should take the check*
- *Headteacher to identify any pupils who should take the check in Year 2 because they didn't take it in Year 1 or didn't meet the required standard in Year 1.*

- Ensure that pupils who did not meet the standard of the check in Year 2 continue to receive support in phonics.
- Ensure that the security of the check materials is maintained and that the integrity of the check is not compromised.
- Ensure that teachers score pupils' responses in the PSC accurately and consistently
- Complete and submit the headteacher's declaration form on the NCA tools website once the check has been administered.
- Submit check results to the governing body.
- Notify STA of any issues which may have affected the security, integrity or confidentiality of the check.

2. KS2 tests

If the head teacher is temporarily or permanently absent, the governing body must ensure that a nominated representative, such as the deputy headteacher/ senior leader, carries out the headteacher's duties. The headteacher will ensure that there are regular updates between the SLT and governors before, during and after the tests.

All head teachers must:

- Keep the test materials secure and treat them as confidential before, during and after the test period
- Be able to give an accurate account of everyone with access to test materials before and during the test administration week up until Friday 6th May 2025 (test log, test files, timetables with named staff for each room)
- Ensure that their test administrators are appropriately trained, and that they administer the tests according to the published procedures
- Carry out all tests according to the published timetable, unless STA has approved a timetable variation
- Complete and submit the head teacher's declaration form (HDF) on the NCA tools website (<https://ncatools.education.gov.uk>) after all test scripts have been collected for marking
- Co-operate with any monitoring visit requests, including visits by STA or local authority (LA) representatives
- Consider whether any pupils will need modified versions of the tests and place a test order by Friday 15th November 2024.
- Ensure all pupils are registered for the tests on the 'Pupil registration' section of NCA tools (<https://ncatools.education.gov.uk>) by Friday 7th March 2025
- Submit teacher assessment to STA in English reading, English writing, mathematics and science for all pupils at the end of KS2 by Friday 27th June 2025
- Ensure the school has an appropriate system to record and submit data to STA by the deadline date
- Written reports must be written at least once every school year showing the child's progress.
- Ensure parents have received results before the end of the summer term 2025.

Year 6 teachers and other staff comply with the assessment and reporting arrangements

- Year 6 teachers receive a copy of the relevant ARA for their year group. (March 2025)
- SLT provide training to the teachers to carry out the tests accurately (April 2025)
- Year 6 teachers to attend locality training
- Headteacher to check deadlines are met.
- Testing team check that testing environment is suitable before tests are carried out (Appendix 8)
- Members of SLT overseeing the test procedures on the day (Headteacher and Deputy Headteacher/Senior Leader)
- At least 1 member of the governing body to monitor the administration of the KS2 tests on each day of test week. (Appendix 7)
- Support staff to receive clear training on the dos and don'ts during the tests (Date: Tuesday 6th May 2025)
- Governor observers to receive observer training Tuesday 6th May 2025

<https://www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara/2025-key-stage-2-assessment-and-reporting-arrangements#important-dates>

3. The deadlines in the ARA are met (See Appendix 1 and 2)

4. Pupils who have reached the end of KS2 are identified

- Headteacher to ensure that all pupils (regardless of whether they will actually sit them) are registered for the tests on the pupil registration section of NCA tools. 'Pupil registration' section of the NCA tools website (<https://ncatools.education.gov.uk/>). This opens on Friday 7th March 2025.
- Class teachers to identify and tell headteacher if any children need modified versions of the test
- Register pupils for the tests if they arrive in school after Friday March 7th 2025
- Headteacher will refer to the guidance in the ARA when deciding whether it's appropriate for the following pupils to take the tests and communicate this with their parents:
 - Pupils younger or older than 11 at the end of KS2
 - Pupils working below the standard of the tests
 - Pupils working at the standard of the tests but who are unable to access them
 - Pupils whose performance on the national curriculum cannot be established.

Overview of 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 in the week commencing Monday 9 June 2025. It must not be

administered by a teaching assistant, including higher level teaching assistants, because the role requires a qualified teacher's professional judgement about which responses are correct. The teacher must not be a relative or carer of the child taking the check.
<https://www.gov.uk/government/publications/phonics-screening-check-assessment-and-reporting-arrangements-ara/2025-phonics-screening-check-assessment-and-reporting-arrangements>

Refer Appendix I for key dates.

Staff training

The school will hold a training session to ensure those involved in administering the check are fully prepared. The following materials will be used:

5. https://assets.publishing.service.gov.uk/media/5a82b304e5274a2e8ab58e2c/Y1_Phonics_assessment_framework_PDFA_V3.pdf
6. <https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video> 'Phonics screening check: sample materials'. This document explains how the check is constructed and what the materials will look like. 'Year 1 phonics screening check training video'. This includes examples of children attempting the check and provides guidance on how to score responses. Teachers should watch the video before administering the check so that they fully understand the scoring rules.
7. The international phonetic alphabet.

Who should take the phonics screening check?

Children in year 1

All children in Year 1 in the school year 2024 to 2025 must take the phonics screening check, unless they have no understanding of grapheme-phoneme correspondences, have recently moved to the country and are unable to understand letters and sounds in English, use British sign language to spell out individual letters, are mute or selectively mute.

Eligible children in year 2

The following children in Year 2 should also take the phonics screening check:

- Those who did not take the check in Year 1 because they were absent, were working below the level of the check or had recently arrived in the country and could not speak confidently in English.
- Those who did not reach the expected standard in Year 1.
- Those who entered the schooling system in Year 2.

If children in Year 2 still have no understanding of grapheme-phoneme correspondences or are unable to access the materials, **schools do not have to administer the check to these children.**

If a child joins a school in Year 2, the common transfer file should include information about whether the child reached the expected standard in the phonics screening check in year 1. If this information is not provided, the school should either contact its LA or

use the Key to Success website at www.keytosuccess.education.gov.uk/schools to search for the child by their Unique Pupil Number.

Children who do not need to take the check again will be indicated by a phonics outcome of 'Wa' (child took the phonics screening check and met the expected standard).

If schools are unable to establish whether the child took the check in Year 1, the child should take the check in Year 2.

The check must be administered to Year 2 children during the week commencing Monday 9 June 2025 and in the same way as to Year 1 children.

If a pupil didn't take the check in Year 1 or 2, or if they still did not meet the standard of the check in Year 2, they don't need to be considered for the check in future years. However, these pupils must continue to receive support in phonics.

Children who move schools

If a child arrives at a school just before or during phonics screening check week they **should still attempt the check**, unless they have no understanding of grapheme-phoneme correspondences.

Children working below the level of the phonics screening check

If a child has shown no understanding of grapheme-phoneme correspondences, the headteacher may decide that the child should not participate in the phonics screening check.

Children for whom English is an additional language

Children who have limited fluency in English, or 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 check in year 1 must be reconsidered the following year.

Children who use British sign language (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 phonics screening check.

Children who are selectively mute

Children who are selectively mute will be unable to participate in the phonics screening check if they do not give verbal responses in school. They may be able to identify the words in the check but will not be able to demonstrate that knowledge by speaking the answers out loud. (See ARA for more details)

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 teachers believe a child will find it difficult to concentrate or may experience fatigue during the check, they may use rest breaks to make it more manageable. Children should be isolated from the rest of the cohort during a rest break and the check must be completed on the same day. Rest breaks may be taken when needed and teachers 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 or at the end of a page, it is recommended that materials are modified so there are fewer words on each page.

Use of coloured overlays

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

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.

Use of ‘sound buttons’

If a child uses ‘sound buttons’ to help them decode words as part of normal classroom practice they may use them during the administration of the check. The child must be provided with a clean copy of the check so that they can mark the sound buttons against the graphemes themselves. You must not mark the graphemes for the child.

Use of readers

The use of readers is not allowed.

Preparing the room

The phonics screening check should be administered in a room which is quiet and provides a comfortable, well lit space for the child. Rooms must be prepared before children are admitted. Displays or materials that could help children in the check must be removed or covered for the duration of the check. More than one room will be needed if the check will be administered to more than one child at the same time. The rooms to be used in 2025 are the SENDCO Room, the Hut and the ELSA space n Inclusion. The Meeting Room can be used where available.

Delivery and storage of the papers

When the school receives the materials the outer packaging will be opened by two people on the Senior Leadership Team and they will check the number of packs against the delivery note. The signed and annotated delivery note will be kept in the testing file in the secure cupboard as it will be requested if we receive a monitoring visit. The inner packs must be left unopened and stored securely until Monday 9 June. If the delivery is found to be incomplete, or if any of the packs are unsealed or damaged on arrival this will be reported immediately to the national curriculum assessments helpline.

It is the headteacher's duty to ensure that the phonics screening check materials, in particular the 'Phonics screening check: children's materials' and '2025 Phonics screening check: scoring guidance', are kept secure at all times. They will be locked away in a secure cupboard in the school office. Check packs mustn't be opened before Monday 9th June. They must only be opened when the check is going to be administered. It is important that the security of the check materials is maintained until the end of the check period on Friday 20th June (the last date a child may take the check). This ensures the confidentiality and integrity of the check is maintained so that no child has an unfair advantage over another. Those with access to the check materials must not share the check words with anyone not directly involved with the administration of the check. This includes other staff at the school or other schools, any on-line forums and family members.

Administering the check

The phonics screening check can be administered on any day during the week commencing Monday 9 June. It must be administered by a qualified teacher on a one-to-one basis.

If a child is absent during the check week, the school can administer the check up to Friday 20 June. Any child who is absent from school for this entire period should be recorded as absent when submitting the results data for the check. Children must only attempt the phonics screening check once during the check window.

On the morning of the check the teacher carrying out the check that day will be escorted to the locked cupboard by a member of the SLT and a class pack of answer sheets and check materials will be handed out. The class teacher must not leave these papers unattended at any point of the day or show or discuss the content of the check with any other teachers. At the end of the session the completed answer sheets will be locked back in the same cupboard.

Teachers should introduce the phonics screening check as consistently as possible, bearing in mind some children may require more explanation in order to understand the task. The check materials include a double-sided 'practice sheet' with four pseudo-words and four real words on each side. This can be used to familiarise children with the task. If a child is struggling to decode the words on the 'practice sheet' you should stop the check and discuss with the headteacher whether the child should participate in the check.

During the practice, you can give further guidance to ensure children understand the task. For example, you may remind the child that the word must be blended, which would not be allowed during the check itself.

The following text provides an example of how you could introduce the check.

- In this activity, I am going to ask you to read some words aloud.
- You may have seen some of the words before and others will be new to you.
- You should try to read each word but don't worry if you can't. If it helps you, you may sound out the letters before trying to say the word.

- This ‘practice sheet’ shows you what the words will look like.
- Have a go at reading out loud these four words which you should have come across before [at, in, beg and sum].
- The words on this side [turn over ‘practice sheet’] are not real words. They are names for types of imaginary creatures. You can see a picture of the creature next to each word. • Can you read out the words on this page for me [ot, vap, osk and ect]?
- Ok, now we are going to start reading out the words in this booklet and I’m going to write down what you say on my sheet.
- In this booklet there are four words on each page. I will tell you at the start of each page whether they are real words that you may have seen before or names for types of imaginary creatures.
- The first page has names for types of imaginary creatures and you can see their pictures.
- Can you start reading the words to me? It is important to tell the child whether they are real words or types of imaginary creatures on each page. You can point to whole words to indicate which word comes next but you must be careful not to point to the words in a way that indicates how to decode them, for example, pointing from left to right or hovering over letters.

Dealing with issues during the check

You must ensure that nothing you say or do during the phonics screening check could be interpreted as giving children an advantage. For further help and guidance, contact the national curriculum assessments helpline. Most children should be able to attempt all words in the check. However, it is important that children should not become distressed or have a negative experience during the check. If a child is struggling with the check, you should give careful consideration to stopping it before the end. Similarly, if a child is showing signs of fatigue, you should consider using a rest break. If a child requires frequent lengthy rest breaks, think about stopping the check completely. If the check is stopped before the end, the pupils’ score should be reported for what they have attempted.

Reporting results to the LA

The school must report pupil-level phonics screening check results to their LA. Results must be submitted for all children in year 1 and year 2 that are eligible to take the check. The LA will provide details of how schools should provide data to them and the deadline date.

Completing the headteacher’s declaration form

The Headteacher must ensure that their school complies with all aspects of the Key Stage 1 ARA. The Headteacher must complete and submit the headteacher’s declaration form (HDF) to confirm that their school has administered the check according to the published guidance. It must be completed by the headteacher, or another authorised senior member of staff, after the last check has been administered. Submission of the form confirms the check has been administered in accordance with the statutory requirements set out in the key stage 1 ARA and that the security and confidentiality of the check has been maintained. The headteacher’s declaration form will be available from the ‘Phonics screening check’ section of the NCA tools website at www.education.gov.uk/ncatools from Monday 9 June. It must be submitted by **Monday 30 June 2025**. It is important that the headteacher is fully

briefed about any incidents that arise during the check. Any incident that may affect the integrity, security or confidentiality of the check must be reported to STA.

Reporting to parents

The 2025 'Phonics screening check: scoring guidance' will be included with the check materials, and will be available to download from the 'Phonics screening check' section of the NCA tools website at www.education.gov.uk/ncatools from March 2025. Teachers should check each child's score against the threshold mark available on the DfE's website GOV.UK on Monday 23rd June 2025 to establish whether they have achieved the expected standard. Teachers must report to parents whether or not their child has met the expected standard to ensure they are aware of their child's progress in developing phonics skills. This must be done by the end of the summer term at the latest. School can choose how to communicate results to parents. The template for reporting results to parents from the DfE's website will be used.

KS2 tests

KS2 national curriculum test outcomes will be reported using Scaled scores. There will only be 1 set of tests for each subject. The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.

The KS2 tests consist of:

Monday 12 May

English grammar, punctuation and spelling:

- Paper 1: grammar and punctuation questions
- Paper 2: spelling

Tuesday 13 May

English reading

Wednesday 14 May

Mathematics:

- Paper 1: arithmetic
- Paper 2: reasoning

Thursday 15 May

Mathematics

- Paper 3: reasoning

Test administration window

The KS2 tests will be administered in the week commencing 12th May 2025.

If it isn't possible to take a test at the same time as everyone else, the school can make an application for a timetable variation via NCA tools for an individual pupil or whole or part of the cohort to take the test(s) on a different day. Or, notify STA of timetable variation via NCA tools to allow an individual pupil or part of the cohort to sit the test on the same day but at a different time.

Monitoring the tests

Monitoring visitors may include: STA representatives
LA representatives

Monitoring visitors will include: Governors (Appendix 7)

They will check that we are following the procedures set out here:

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

- Keeping test materials secure
- Administering the tests
- See all KS2 test materials and any relevant delivery notes
- Observe any tests being administered
- See evidence to show that pupils using access arrangements, e.g. prompters or scribes, are doing so in accordance with normal classroom practice and this has been registered
- See copies of correspondence and other documents sent to and received from the LA or STA about the administration of the tests.
- See monitoring visits guidance: <https://www.gov.uk/government/publications/key-stage-2-tests-local-authority-monitoring-visits>

Training

All adults involved in the access arrangements are expected to attend and complete the training for the SATs tests including Access Arrangements 2024. KS2 adults will receive training on Tuesday 6th May. This will allow for time to read paperwork and come back with any questions. All staff are required to successfully complete training prior to the SATs week May 2024. **All staff will sign a copy of guidance notes.**

Training will cover:

- Section 6 and 7 of the 2025 KS2 Administration Guidance
- Instructions provided with the sample test materials
- Test timetable
- Access arrangement list
- 'Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling test:questions'
- 'Notes for teachers on how to prepare for onscreen marking'

Access Arrangements

Access arrangements are adjustments which the school will consider before the tests are taken. They should be based primarily on normal classroom practice for pupils with particular needs. Access arrangements must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupil's own. If access arrangements are used inappropriately the pupil's results may be annulled. Documentation in the Access arrangements file must show that the pupil is eligible for access arrangements. This must be documented in 2 ILPs and a provision map evidencing that resources are routinely committed to providing this support in the classroom.

Additional Time

From Monday 10th February 2025 applications will be made with STA online for those children requiring additional time. Pupils with an Education Health and Care Plan as described in the SEN Code of Practice or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA) are automatically entitled to 25% extra time and do not need to make an online application.

Applications are determined by the teacher's responses to the application questions

The application process draws on teacher's knowledge of children and their ability to assess an individual child's needs. There must be evidence to justify your decisions regarding the use of additional time in case you receive a monitoring visit

Children who automatically qualify for additional time

If a child has a statement of special educational needs or uses the braille or MLP versions of the tests they are automatically entitled to additional time.

Children with special educational needs are allowed up to 25% additional time, except for the mental mathematics test and the spelling test

Children who use the braille or MLP versions of the test can have up to 100% additional time.

Additional time to complete the tests may be appropriate for other pupils who:

- Use additional time as part of normal classroom practice
- Are working at the standard of the KS2 tests
- Use the standard versions of the tests

Children who should not be given additional time

Some children should not be given additional time as they should not be taking the tests. These children will be:

- Working below the level of the tests
- Working at the level of the tests but unable to participate even using access arrangements

Transcription

You do not need to request permission from STA or the local authority to create a transcript. However, an online notification form needs to be completed on the 'Access arrangements' section of NCA tools: <https://ncatools.education.gov.uk/Home.aspx>
Do not send copies of the notifications with the test scripts.

Guidance on creating a transcript

You can transcribe all or part of a child's test script if it will be very difficult for a marker to read the child's writing. If the marker can read the child's writing they will mark the original work.

When transcribing a child's work you must remember that:

- A transcript can only be made at the end of the test
- A different coloured pen, **not red** must be used to transcribe onto the child's script
- Extensive/full transcripts should be transcribed onto a new test paper

- The test administrator should transcribe the work with the child present before the child leaves the test room
- The child should be kept separate from the rest of the cohort until the transcript is complete
- Care must be taken to ensure that no original answers are changed
- They must not correct the pupil's spelling in the spelling test
- Punctuation and phrasing must be the child's own
- The child's original test script must be sent to the marker

Children who cannot read their own writing should use a word processor or scribe, if this is *normal classroom practice*.

Braille test scripts should not be transcribed as appropriate marking arrangements will be made

Scribe

A scribe is a writing assistant who writes out answers dictated by the pupil. The use of a word processor should be considered prior to using a scribe. A scribe should only be used if other options are not appropriate and if it is ***normal classroom practice***. You must have *evidence to demonstrate that this is normal classroom practice* (except in the case of injuries)

A scribe can be used when a child is physically:

- Unable to write their own answers or use a word processor
- Able to write but has a motor impairment that causes physical discomfort when writing
- Able to write but writes very slowly
- Able to write but finds writing incredibly difficult
- Unable to write following an injury

You should arrange for a scribe in advance when you are aware of a child who may need one partway through the test. A scribe might be needed for:

- A child who is known to experience fatigue
- A child with a visual/motor impairment and writes over their own handwriting which needs to be made clear

In these circumstances the child may start the test as normal and begin using a scribe when needed.

If a pupil needs a scribe because of an injury that occurred in the week before the tests school may allow 25% additional time as well as the use of the scribe. This is only for circumstances where the pupil is unfamiliar with working with a scribe. Schools do not need to apply for additional time in this instance.

At the end of each test, test administrators should make a note of which pupils used a scribe and give the information to their Headteacher. The Headteacher must use this information to complete an online notification form via the 'Access arrangements' section of NCA tools. The form should be filled out once all tests have been completed. It must be submitted before the headteacher's declaration form and by Friday 23rd May.

Reader

The use of a reader *must be normal classroom practice*. You must have evidence to show that resources are routinely committed to providing this support. A reader must only be used on a 1:1 basis. In most cases, this will apply to children whose reading age is considerably lower than their actual age.

You don't need to obtain permission from STA or the local authority in these circumstances.

Readers are usually teachers or support assistants and they:

- Don't need to be specialists in the subject being tested
- Should be able to read accurately and at a reasonable speed
- Must not be another child at the school or a relative/carer or guardian of the child

Before the test period the school needs to make sure that readers understand:

- The test format and style
- Their role and what may or may not be read to a child in particular tests
- Any subject- specific issues that might occur

You should consider testing children in a separate room if they need more than single words or sentences read to them. For example a child's individual learning plan (ILP) may show that they need the whole question paper read to them so that they can access the test.

If a child requests it, the reader may also read back any part of a child's response.

Readers must not be used with children who are capable of reading the test on their own. Schools will be monitored and the inappropriate use of a reader may lead to annulment of the results

English reading tests

The reader can only read the general instructions. This includes information on the front cover and any directions that are not part of the actual questions. For example the reader may say "These questions are about the story of Quiet Heroine" The reader **MUST NOT** read the texts, questions or any part of a child's response to the child.

English grammar, punctuation and spelling test

Readers are allowed if it is part of **normal classroom practice**. There are published examples of how particular types of question should be read aloud to the child. This is included in the "Notes for readers in the English grammar, punctuation and spelling test"

https://assets.publishing.service.gov.uk/media/65e84fe7ce8540001112c48a/Notes_for_readers_in_the_English_grammar_punctuation_and_spelling_tests.pdf

Mathematics tests

A reader may:

- Clarify instructions so long as no additional information is given
- Read but not clarify subject-specific vocabulary
- Refer a child back to the previous part of the question in multi- part questions

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

Injury or Illness

Injuries

You must not open the tests early because of injuries.

A week before the tests

Schools can use access arrangements when a child's injury affects their ability to take the tests, for example if they break their writing arm or hand. Appropriate access arrangements are:

- 25% additional time and/ or scribe
- A word processor
- A transcript

You do not need to request permission to use access arrangements in these circumstances, but you do need to complete an online notification form on the 'Access arrangements' section of NCA tools: <https://www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara>

More than a week before the tests

A child should be given the chance to practice with a scribe, a word processor or make a transcript of their test paper under test conditions. They therefore won't be eligible for additional time.

Illness

Children who are ill on the day of a test are not expected to sit them. You should consider using a timetable variation if it is a minor illness and a child is not able to take the test later that day.

Timetable variations <https://www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable>

may allow a child to take a test up to a week (5 school days) after the published test date as long as they have not had contact with any other child who has sat the test.

If a child does not take a test because of illness, the child should be entered as absent on the attendance register.

Written or oral translations

Written translations should be made during the hour before the test is due to start.

Oral translations may be given by a translator at the time of the tests. This must be on a one-to-one basis. The pupil may then write their responses in English or in their first language. If the pupil's answers are not in English a transcript should be made by the pupil's usual translator.

Prompters

A child with severe attention problems may be supported by a prompter. The use of a prompter must be normal classroom practice. Verbal prompting may be used where this is in line with the support the child normally receives in class.

You don't need to request permission from STA or the local authority to use a prompter.

However, in the event of a monitoring visit you must:

- Have evidence to show that each child using a prompter has severe attention problems
- Be able to show that resources are routinely committed to providing this support.

Prompters should:

- Agree the best way to prompt before the test begins.
- Be the child's own learning support assistant

Prompters must:

- Only be used on a one-to-one basis
- Only to be used to draw a child's attention back to the task
- Not advise the child on which questions to do or when to move on to the next question
- Not help the child on the order in which to attempt questions
- Be careful that they do not do anything that could be interpreted as over-aiding children as this can lead to allegations of maladministration
- Not be a relative a carer or guardian of the child

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

Rest breaks

You do not need to get permission from STA or the local authority before using rest breaks with a child taking key stage 2 tests but it must reflect normal classroom practice.

Guidance on using rest breaks

Rest breaks can be appropriate for a child who finds it difficult to concentrate or may experience fatigue. Rest breaks can be provided by splitting the test into parts or stopping the clock.

The contents of the test must not be discussed during the breaks.

If you decide to split a test be careful to:

- Divide the test into sections during the hour before it is due to start
- Administer all sections of the test on the timetabled day
- Make sure the child has the same overall time to complete the test as those who take the test in one sitting
- Keep the questions in the same order
- Give the child an opportunity to attempt all parts of a paper, so that the test properly reflects their attainment

If you stop the clock make sure you do not give unauthorised additional time

English reading test

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

Photocopying onto coloured paper or using coloured overlays

You may photocopy the test papers onto coloured paper. Children may also use coloured overlays and coloured filter lenses.

Word Processors or other technical or electrical aids

You do not need to request permission from STA or the local authority to use a word processor. However, school must notify via the online notification form on the 'Access arrangements' section of NCA tools: <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Mathematics and English grammar, punctuation and spelling tests – word processors may be used providing:

- It is normal classroom practice
- The equipment doesn't read mathematical symbols or punctuation
- Equipment used on a 1:1 basis

English reading test – word processors may be used providing:

- They don't provide reading support

Materials for the test and security of test materials

Test materials will be delivered to school week commencing 28th April 2025. They will be checked against the delivery note and signed by the Headteacher and deputy. The packs of test papers must not be opened.

- Check that the school details are correct and that the delivery is for the correct school
- Check the boxes for damage
- Check the number and type of test paper packs received against the accompanying delivery note (included in the first box of each consignment) and annotate it accordingly
- Reseal the boxes and secure them in a locked cupboard

The packages will be stored inside a locked cupboard in the office, exclusively for test papers. A log will be created (Appendix 6) and stored inside the test paper cupboard to record access to the test materials. In the event that one staff member is ill, the key will be signed over to the School Business Manager. Spare copies of keys will not be given to anyone else.

Test boxes will be opened in the hall in front of the children and counted into named trays for different test rooms. If pupils need access to test materials presented on different coloured paper, one pack will be opened for photocopying (see test day arrangement page)

Prior to week of tests

Should early opening of papers be required, an application to the “Access Arrangement” section of NCA tools will be submitted by Monday 10th February 2025.

During practice tests children will be required to practice correctly filling in the front sheet of the test papers with their legal name, date of birth and DfE number.

Week beginning 12th May, staff will be informed that resources room photocopier will be out of action every morning from 0830 to 1200 for the duration of the SATs week (staff to use copier near Headteacher’s office).

From Thursday 8th May, all displays that may support children in their written work or number work to be covered, in classrooms used for testing. Rooms will be checked for all required equipment for the administration of the tests, e.g. wall clocks and flip charts.

During the week of the KS2 tests Year R will be requested to use the field or the main playground during the mornings. Break-time for both key stages will not commence until the test has been completed. This will be signalled by a double ring on the bell.

Day of the tests

Test material are to be kept in a secure place and treated as confidential.

Before early opening of the papers for photocopying, ensure the photocopying corridor is secure with access restricted to HT and nominated staff. This will be a restricted area until all completed papers have been assembled in alphabetical order and placed in a secure cupboard.

Papers requiring adaptations, example enlarging or reducing or photocopying onto coloured paper will be opened an hour before the test is due to take place. One paper will be removed from secure packaging for the purpose of adapting, while the remaining papers will be returned to the secure cupboard. The original paper and the adapted papers will be returned to the secure cupboard until the start of the test.

Prior to the morning of each test, Year 6 staff will prepare individual SATs pencil cases containing ruler, pencil, rubber and maths equipment. These will be kept in a tray labelled with the class base the child will sit their papers in and the children's names for each room. These trays will remain in the Headteacher's office until the children gather in their allocated rooms for the test.

Children are meeting in the hall each morning at 8:15am and they will have breakfast snacks. The registers will be taken in the hall. Office staff will immediately follow up absences with a phone call to the parents. Children in the second sitting will remain in the hall/library. The first sitting children will go straight to their allocated rooms.

Head and senior admin officer will bring the sealed papers and adapted papers from the secured cupboard to the hall at 0830. The sealed papers will be opened at the front of the hall and divided into the pre-prepared trays. The pre-prepared trays will be given to the lead teacher of each test room who will then proceed immediately to their test room with their group of children.

Once in their test room children will sit at their allocated seats. The lead teacher will then open the packs and distribute the papers which will be placed, face down, in front of each child. Upon instruction from the lead teacher, children will turn their papers over and complete the front section, writing their legal name, date of birth and school's DfE number (which will be displayed on the board at the front of the room.)

The lead teacher will read pre-prepared instructions supplied by the STA and the instructions within the test booklets. Children will be given the opportunity to seek clarification of said instructions. When all children are ready, the lead teacher will give the instruction for the test to begin, noting the start and finish time. These timings will be clearly displayed in the test room alongside a wall clock.

Schools selected for science sampling will need to be available to administer the tests within the given two week period.

Multiplication tables check

Overview of the multiplication tables check

The multiplication tables check <https://www.gov.uk/government/collections/multiplication-tables-check> is an online assessment, designed to determine whether pupils can fluently

recall their multiplication tables up to 12, through a set of 25 timed questions. will identify pupils who have not yet mastered this mathematical skill so schools can give them additional support.

Schools can access the MTC service via <https://services.signin.education.gov.uk/> from Monday 28 April, alongside publication of the multiplication tables check guidance <https://www.gov.uk/government/publications/multiplication-tables-check-administration-guidance> . This will allow schools to review their pupil register and use the try it out area with their pupils.

The check window opens on Monday 2 June for a 3-week period. All participating pupils must complete the check in this 3-week period. Schools are strongly encouraged to administer the check within the first 2 weeks, leaving the final week for pupils who were absent during the first 2 weeks or in case of any delays due to technical difficulties.

MTC IT guidance <https://www.gov.uk/government/publications/multiplication-tables-check-administration-guidance> will be available on Monday 4 November to help IT support staff who manage the school's ICT network prepare for the check administration. 10.2

Check participation

Participation in the check depends on the type of school (see section 14.1).

Schools should administer the check to all pupils in year 4, unless the headteacher decides it would not be appropriate for a pupil to take the check.

Pupils should not take the check if they:

- are absent during the entire 3-week check period
- are unable to access the check, even when using access arrangements
- are working below expectation for year 2 in multiplication tables

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study> and are considered unable to answer the easiest questions

- have just arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working
- have been incorrectly registered for the check

Access arrangements

A range of access arrangements will be available to support pupils. Further information will be published in the MTC guidance. Schools do not need to request permission from STA to use access arrangements for the MTC. However, the support given must not advantage or disadvantage individual pupils. Pupils should use the try it out area with the devices they will use, with any access arrangements enabled, to ensure they are familiar with the check.

Decisions on participation in the check

The headteacher's decision regarding participation is final. When a pupil is not entered for the check, schools must explain the decision to the pupil's parents. If appropriate, they should provide parents with documentary evidence to support the decision. Where the decision has been made not to administer the check to a pupil, schools should also explain how they are helping the pupil to learn their multiplication tables.

Administering the check

Headteachers should decide their own schedule for administering the check within the check window. The check may be administered to individuals, small groups or a whole class. Schools can administer the check to their pupils on the same day or over multiple days. A school password and pupil PINs will need to be generated for each day that pupils are taking the check.

Headteacher's declaration form

Headteachers should submit the HDF using the MTC service, once all pupils have completed the check or been recorded as not taking the check, and by no later than 5pm on Friday 21 June.

Results

Schools can access results on the MTC service, from Monday 23 June, providing all pupils have completed the check and the HDF has been submitted. By the end of the summer term, headteachers must report to parents either:

- their child's MTC score
- the reason their child did not take the check

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

- ensure that suitable IT equipment is available to administer the check (as detailed in the MTC IT guidance I 4)
 - ensure that all eligible pupils are registered for the check, using the MTC service
 - consider whether any pupils will need access arrangements, and where appropriate, allow them to practise in the try it out area
 - administer the check to all eligible pupils within the check window starting Monday 2 June to Friday 20 June
 - submit the MTC HDF after all eligible pupils have taken the check, using the MTC service
- Schools can access the MTC service via DfE Sign-in I 5 (independent schools cannot participate in the MTC) from Monday 28 April.

Multiplication tables check

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

including:

- Multiplication tables check administration guidance
- Multiplication tables check IT guidance
- Assessment framework

Important dates for PSC 2024/2025

Date	Action
Monday 14 October	Form available on the Primary Assessment Gateway (PAG) for schools with no pupils working at the standard of the phonics screening check to decline phonics screening check materials
Monday 14 October	Form available on the PAG for schools to submit their holiday dates
Monday 14 October	Form available on the PAG for academies not using their geographical local authority for monitoring the phonics screening check to notify STA
Monday 14 October	Schools can order braille versions of the phonics screening check from the national curriculum assessments helpline on 0300 303 3013
Friday 15 November	Deadline for schools with no pupils working at the standard of the phonics screening check to decline phonics screening check materials on the PAG
Friday 15 November	Deadline for schools to submit their holiday dates on the PAG
Friday 10 January	Deadline for academies to have a written agreement in place with their chosen local authority for monitoring the phonics screening check
Friday 10 January	Deadline for academies not using their geographic local authority for monitoring the phonics screening check to have reported this information to STA, on the PAG
March	Phonics screening check administration guidance published

Date	Action
Tuesday 22 April	Deadline to order braille versions of the phonics screening check from the national curriculum assessments helpline on 0300 303 3013
Monday 19 May to Friday 23 May	Schools receive phonics screening check materials
Monday 2 June to Friday 20 June	Local authorities carry out monitoring visits to a sample of schools (see section 5.9)
Monday 9 June	Phonics screening check materials (excluding braille) and headteacher's declaration form (HDF) available on the PAG
Monday 9 June to Friday 13 June	Schools administer the phonics screening check
Monday 16 June to Friday 20 June	Timetable variation week for pupils who were absent for the phonics screening check
Monday 23 June	Phonics screening check materials and threshold mark published on GOV.UK
Monday 30 June	Deadline for schools to submit phonics screening check HDF on the PAG
Friday 18 July	Schools must submit their phonics screening check results to their geographic local authority by the deadline specified by the local authority
Friday 18 July	Deadline for local authorities to submit phonics screening check data to DfE using COLLECT

Important dates for KS2 SATS 2024/ 2025

Date	Action
January	Key stage 2: registering pupils for the tests guidance published
Friday 10 January	Deadline for academies to have a written agreement in place with their chosen local authority for monitoring the end of KS2 tests and external moderation of their KS2 English writing TA
Friday 10 January	Deadline for academies not using their geographic local authority for monitoring the end of KS2 tests and external moderation of their KS2 English writing TA to have reported this information to STA, on the PAG
Monday 10 February	Pupil registration form available on the PAG for all schools (including special schools) to complete for the end of KS2 tests (see section 5.2)
Monday 10 February	Forms available on the PAG for schools to make applications for early opening, compensatory marks for spelling, additional time and timetable variations
March	Test administration guidance and Special consideration guidance published
Friday 7 March	Deadline for all schools (including special schools) to complete pupil registration for the end of KS2 tests and if applicable submit applications for early opening
Thursday 17 April	Deadline for schools to submit applications for additional time and compensatory marks for spelling for the end of KS2 tests

Monday 28 April	Schools can access the MTC service via DfE Sign-in and MTC administration guidance published
Monday 28 April to Friday 2 May	Schools receive their initial consignment of KS2 test materials and stationery items
Tuesday 6 May to Friday 23 May	Local authorities carry out monitoring visits to a sample of schools (see section 6.3)
Monday 12 May to Thursday 15 May	Schools administer the KS2 tests (see section 2.3)
Monday 12 May	Form available on the PAG for schools to submit aid notification forms (from 7am)
Thursday 15 May	Forms available on the PAG for schools to submit pupil cheating forms, end of KS2 headteacher's declaration form (HDF) and special consideration applications
Friday 16 May	Local authorities begin informing schools if they will receive an external moderation visit for English writing TA
Monday 19 May	'Submit TA data' form available on the PAG
Thursday 22 May	Deadline for schools to submit applications for a timetable variation and applications for whole cohort special consideration
Friday 23 May	Deadline for schools to submit notifications if pupils used a scribe, transcript, word processor or electronic or technical aid in an end of KS2 test
Friday 23 May	Deadline for schools to submit applications for individual pupil special consideration

Friday 23 May	Test materials and mark schemes available to download from GOV.UK
Friday 30 May	Deadline for schools to notify STA, on the PAG, of a pupil cheating in an end of KS2 test
Friday 30 May	Deadline for schools to submit the KS2 HDF on the PAG
Monday 2 June to Friday 13 June	MTC administration period
Monday 2 June to Friday 20 June	MTC HDF available to schools on the MTC service
Monday 2 June to Friday 27 June	Local authorities undertake external moderation of KS2 English writing TA
Monday 16 June to Friday 20 June	Schools administer the MTC to any absent pupils or where administration has been delayed due to technical difficulties
Friday 20 June	Deadline for schools to ensure pupils have completed the MTC or have been recorded as not taking the check and submit their MTC HDF on the MTC service by 5pm
Monday 23 June	MTC results available on the MTC service for schools that have submitted their HDF
Friday 27 June	Deadline for headteachers to submit KS2 TA data on the PAG

Tuesday 8 July	KS2 test results and marked script images available for KS2 schools and local authorities on the PAG
Tuesday 8 July	Raw score to scaled score conversion tables available on GOV.UK
Wednesday 9 July	KS2 test results available on the PAG for key stage 3 schools with a year 7 intake
Friday 18 July	Deadline for schools to submit marking review applications on the PAG, by 11:59pm
Wednesday 10 September	Review outcomes returned to schools on the PAG

Appendix 3

KS2 test timetable

Monday 12th	Tuesday 13th	Wednesday 14th	Thursday 15th
English grammar punctuation and spelling Paper 1 (questions)	English: Reading	Mathematics Paper 1: Arithmetic	Mathematics Paper 3: Reasoning
English grammar punctuation and spelling Paper 2 (spellings)		Mathematics Paper 2: Reasoning	

Appendix 4

Preparing for and administration of the tests

Preparing test rooms

The children need access to a quiet, familiar space. Rooms need to be prepared before the tests are administered:

- Remove or cover up any displays or materials that could help pupils
- Ensure seating arrangements will allow all pupils to work quietly and independently
- Make sure the pupils will not be able to view other pupils' test papers
- Ensure a clock is provided in the room to help the pupils pace themselves.

Before the test commences and illness or disruption during the test

It is advised that children are given an opportunity to visit the bathroom before the test begins. Children should not be allowed to leave the test room unless there is a legitimate medical reason for them to do so (it may be considered that such children do not take the test with the majority.) Children should not be allowed to routinely visit the toilet.

Should an incident occur during the test (for example, a child become ill during the test or a child becomes disruptive) the teacher may stop the test either for that child or for all children. The stop time and the re-start time must be noted on the front of the test booklet.

Day to day Administration of tests

The head/deputy headteacher will go to the secure cupboard to collect the packs of test papers on the relevant test day. The administrative officer will witness the removal of the appropriate log and sign the log with the HT/DHT. The packs of test papers will be taken to Year 2 or the hall and will be opened in the classroom in front of the children.

KS2 tests

The tables in all classrooms will be pulled apart and chairs placed at each end of the table (2 to a table). Places will be allocated by the use of named pencil cases/ name cards. Teachers will ensure all necessary equipment is on the table before the test begins. (Year 6 have clear plastic pencil cases which contain: pen, pencil, rubber, ruler, protractor, tracing paper.)

Papers will be placed, face down, in front of each of them. Upon instruction from the lead teacher, children will turn their papers over and complete the front section, writing their legal name. The lead administrator will ensure that names are written correctly. The lead administrator will read pre-prepared instructions supplied by the STA and the instructions within the test booklets. Children will be given the opportunity to seek clarification of said instructions. When all children are ready the lead teacher will give the instruction for the test to begin, noting the start time. The teacher will read out questions in the English grammar, punctuation and spelling test and the mathematics test to all pupils in the room.

The lead administrator oversees the running of the test and ensures that all adults fulfil their allocated role appropriately. They will also ensure that timings are kept to, access arrangements including rest breaks happen and test papers are completed adhering to the rules and test instructions.

At the end of Sitting One, lead administrators will take the test papers to the secure cupboard (outside Headteacher's office) and will be locked away. At the end of Sitting Two lead administrators will take the test papers to the Meeting Room. The senior admin office/ headteacher will then collect the papers from Sitting One from the secure cupboard. The

headteacher and senior members of staff will mark the register for the subject, pack and label the papers according to the STA instructions. Once this has been done, the sealed papers will be returned to the secure cupboard until collection.

Phonics Check Papers

These papers will be returned to the secure cupboard immediately after they have been completed. The senior admin officer and the lead teacher will sign the log with date and time.

Governor Monitoring KS2 SATs 2025

Date	Governor
Monday 12th May 2025	Jean Watson
Tuesday 13th May 2025	Ali Renn
Wednesday 14th May 2025	Hilary Bremner
Thursday 15th May 2025	Jan Aps

