



# Holy Rood Catholic Primary School

## Assessment Policy

### Mission Statement

*Live, Love, Learn*

*Holy Rood is proud to be a Catholic school, where Christ is at the heart of our community.*

*Working in close partnership with the home and parish, we share and celebrate our faith, while respecting and accepting those from other traditions and cultures.*

*We acknowledge each person's uniqueness and aim to provide a happy Christian environment where everyone can thrive.*

*We are committed to delivering a broad and balanced education, where each child can become the best they can be. We seek to nurture self-esteem in everyone and develop a sense of responsibility for ourselves and others.*

*We strive for excellence in all we do.*

### **Statement of intent**

At Holy Rood, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

### **Legal framework**

This policy has due regard to all relevant legislation including, but not limited to the following:

- Equality Act 2010
- Education Act 2002

- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2024) 'Primary school accountability in 2024: technical guide'
- DfE (2024) 'What academies and further education colleges must or should publish online'
- DfE (2024) 'What maintained schools must publish online'
- STA (2024) 'Key stage 2 assessment and reporting arrangements'
- STA (2024) 'How to report maladministration of primary school assessments'
- STA (2024) 'Key stage 2: test administration guidance'
- STA (2024) 'Multiplication tables check: administration guidance'
- STA (2024) 'Phonics screening check: administration guidance'
- STA (2024) 'Optional key stage 1 test administration guidance'
- STA (2024) 'Optional key stage 1 tests: modified test administration guidance (MTAG)'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Records Management Policy
- Data Protection Policy

### **Roles and responsibilities**

#### **The governing body is responsible for:**

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.

#### **The Headteacher is responsible for:**

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.
- Ensuring that the requirements of the assessment and reporting arrangements (ARA) are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which pupils will take the phonics screening check and statutory KS2 tests.
- Identifying which pupils will take optional KS1 assessments.
- Considering whether any pupils will need Braille versions of the phonics screening check.
- Considering whether any pupils will need modified versions of the phonics screening check and downloading them.
- Ensuring that the phonics screening check is administered once per pupil.
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support.
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible pupils, by the LA's deadline.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Ensuring pupils have the correct test materials and equipment.
- Ensuring access arrangements are used correctly.

- Ensuring the English reading and maths tests are administered during May.
- Ensuring that the specific content of test materials is not used to prepare pupils taking the tests in later sittings.
- Ensuring pupils' responses are marked accurately and consistently.
- Notifying the STA of any issues that may have affected the security, confidentiality or integrity of the tests.
- Ensuring that the results for English reading and mathematics are used to inform teacher assessment judgements and submitting data to the LA.
- Completing and submitting the phonics screening check and KS2 headteacher's declaration form (HDF) by the specified deadlines.
- Ensuring all staff are fully informed of the KS2 test timetable.
- Explaining to all staff, participating pupils and their parents how the tests will be administered.
- Ensuring sufficient staff are available to administer the tests.
- Understanding what to expect from a monitoring visit.
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.
- Submitting aid notifications and notification of pupils identified as having cheated on the [Primary Assessment Gateway \(PAG\)](#), if required, before submitting the HDF.

**The Link Governor is responsible for:**

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.

**Test administrators are responsible for:**

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance including, but not limited to, those identified in the legal framework of this policy
- Reporting any attempts of cheating to the Headteacher.
- Reporting any maladministration incidents to the Headteacher.
- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

**Pupils are responsible for:**

- Completing the phonics screening check and KS2 tests to the best of their ability.
- Completing any optional KS1 assessments to the best of their ability.
- Submitting their own work and not cheating on the tests.
- Engaging fully in the assessment process and following assessment rules.
- Bringing the required equipment for each test.

**The purpose of assessment**

We assess so that:

- Teachers can assess what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age-related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

## **Approach to Assessment**

At Holy Rood, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve.

The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Revision of learning (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board or in books shown to the teacher
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Book scrutiny to assess progress over a given period
- Regular meetings for parents of SEN children to review progress against targets
- Termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

**Summative assessment** may take place at the end of a particular unit of work, or at the end of a term or school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform planning and next steps, passed to the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement.

Examples of summative assessment are:

- End of term tests, usually in Reading, Grammar and Maths
- Independent pieces of writing
- Annual reviews for children with an EHCP or Statement of SEND
- Question level analysis against objectives covered within Reading, Writing and Maths assessments

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- Multiplication Check
- KS2 assessments

## **Wider curriculum assessment**

For non-core subjects, an approach of met/not yet is used when assessing children. Each subject leader has carefully broken down the units of work into granular steps for the children to achieve. Children have a topic sheet for each unit of work that the teacher used to assess whether the child has met the objective or has not met it yet. These topic sheets are used throughout the unit of work and at the end when children complete an end of unit task. Teachers and subject leaders then use this information to assess what areas the child and the class need to work on further and what gaps there are in learning.

## **Management and evaluation of assessment**

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil Progress meetings take place termly to review how well children are progressing, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform teaching for the next term; underachieving children are discussed and effectiveness of any interventions reviewed. Where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENDCO. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.

Data is entered at the end of each term. The SLT analyse data summaries to check progress of each class and year group and to check how vulnerable groups are performing. This information is discussed with teachers at the termly Pupil Progress meetings

The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of assessment results

As a school, children's work, marking and assessments are moderated within year groups, within key stages and across the school. Where available, the school takes part in Local Authority moderation and works with other local schools to moderate in more depth.

Holy Rood uses the NTS Rising Stars assessment papers (with previous SATs papers being used for Y2 and Y6). Insight Pupil Tracking is used to allow us to compare and track pupils' attainment and progress. Insight incorporates data input for termly assessments and allows us to 'track the learner' on their journey through school.

### **Feedback to pupils**

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see the Marking and Feedback Policy.

### **Accountability Measures**

The headline attainment and progress measures that the school is held to account for, and that are included in the national performance tables, are as follows:

- The percentage of pupils achieving the expected standard in English reading, English writing and mathematics at the end of KS2
- Pupils' average scaled score in English reading at the end of KS2 and mathematics at the end of KS2
- The percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
- Pupils' average progress in English reading, English writing and mathematics

The school will also consider the additional measures published by the DfE:

- The percentage of pupils reaching the expected standard in grammar, punctuation and spelling
- The percentage of pupils achieving a higher standard in grammar, punctuation and spelling

Breakdowns of headline measures will also be presented for:

- Disadvantaged pupils.
- Pupils with EAL.
- Gender.
- Non mobile pupils.

The school will not share individual pupil progress scores with pupils or parents.

The school will not use 'flight paths', where pupils are told the levels they will achieve based on the performance data of pupils with similar starting points in previous years, as a valid progress prediction.

The school will not predict pupil or school-level progress scores in advance of official provisional data being made available each September.

When comparing with other schools or public groups, the school will account for the progress score and confidence interval for the school.

In limited circumstances, the school may request that a pupil be omitted from performance measures, e.g. if a pupil has recently moved from overseas.

There are a number of circumstances where a pupil's results will not be included in the progress measures but will be included in the attainment measure as 'not meeting' the expected standard. These circumstances include the following:

- Pupils who are working at the standard of the tests, but who have no test data in English reading or mathematics, e.g. due to absence
- For pupils who have moved school between KS1 and KS2, the DfE will retrieve and include data in the progress calculation
- Pupils who have no KS1 data

### **Test participation**

The Headteacher's decision regarding test participation is final.

### **Early Years Foundation Stage**

The Reception Baseline Assessment is to be carried out within 6 weeks of the child starting school. This is usually completed in the first half term of the school year. However, if the child starts school later, this will be completed within 6 weeks. The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term. The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors. Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment). Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. The early learning goals (ELGs) are what is assessed at the end of the reception year and should not be used as a curriculum. The EYFS profile is not intended to be used for ongoing assessment or for entry-level assessment for early years settings or reception classes.

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS.

The DfE uses EYFS profile data to monitor changes in levels of children's learning and development both nationally and regionally, and to compare the development outcomes of different groups of children according to characteristics such as gender and eligibility for free school meals. The EYFS profile is not an accountability measure for schools and the DfE does not publish school level results for the EYFS profile.

### **Phonics screening check**

With some exceptions, pupils who reach the age of six before the end of the academic year will be required to take the phonics screening check in June.

Pupils who will have reached age seven by the end of the academic year who have not taken the check before, or did not meet the expected standard in the previous year, will also be required to take the check.

Pupils' common transfer files (CTF) will include information about whether a pupil joining the school in Year 2 met the expected standard in Year 1. If this information is not included, the headteacher will contact the LA or log in to Get information about pupils via [DfE Sign-in](#) to search for the pupil using their unique pupil number.

Where there is any uncertainty about whether a pupil has completed the check in Year 1, they will take the check in Year 2.

If a pupil is absent during the check week, the school will administer the test upon their return, as long as this is before 21 June. Pupils that are absent during the full check window and return to school after 21 June will be recorded as absent in the results data.

Pupils who will reach the age of six before the end of the school year and who have completed the Year 1 programme of study will be required to take the check.

Where the Headteacher decides that a pupil should not take the phonics screening check, they will explain their reasoning to the pupil's parents, providing documentary evidence where appropriate.

Where pupils are unable to access the check, teachers will be aware of their progress in phonics so that they can plan the next steps in teaching.

If a pupil shows no understanding of grapheme-phoneme correspondences, they will not be required to complete the check.

If a pupil has limited fluency in English, the Headteacher will decide if they should take the check. Pupils who have recently moved to the UK and do not understand letters and sounds in English will not take the check.

The Headteacher will consider whether it is appropriate for pupils who use British Sign Language, or another sign-supported communication to spell out individual letters but are not using phonics in the sense of linking letters and sounds, to take the check.

Pupils who are selectively mute will be unable to participate in the check if they do not give verbal responses in school – the pupil will be recorded as 'D'.

Selectively mute pupils may be able to demonstrate their knowledge informally at home with a family member who can discuss the outcome with a teacher; however, to avoid a potential security risk, this arrangement will only take place after the check period ends.

The school will submit data for all pupils including those who do not take the check. Only those pupils who do not take the check will be marked as 'D'.

## **Key Stage One**

### **Entry into optional KS1 assessments**

Pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests will complete the school's KS1 assessments.

Pupils considered able to answer the easiest questions will also be entered for the school's assessments at KS1.

The headteacher will not enter pupils in the assessments if:

- They have not completed the relevant KS1 programme of study.
- They are working at the pre-KS1 or being assessed using the engagement model.
- They are working at the standard of the school's KS1 assessments but are unable to participate, even with suitable access arrangements.

The [pre-key stage standards](#) will be used to provide an assessment for pupils engaged in subject-specific study and who are working below the standard of the assessments.

Where the headteacher decides that a pupil should not take the assessments, they will:

- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

Pupils who cannot communicate in English will not take the English assessments. These pupils will be assessed using the pre-key stage standards providing they are engaged in subject-specific study.

Teachers and language support staff will work to translate the national curriculum for maths into the pupil's preferred language and will consider which access arrangements can be used to enable the pupil to take the tests.

## **Key Stage Two**

Pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests will be required to complete the KS2 tests.

Pupils considered able to answer the easiest questions will be entered for the tests at KS2.

The Headteacher will not enter pupils in the tests if:

- They have not completed the relevant KS2 programme of study.
- They are working at the pre-KS2 standards.
- They are working at the standard of the KS2 tests but are unable to participate, even with suitable access arrangements.

The [pre-key stage 2 standards](#) will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.

Where the Headteacher decides that a pupil should not take the tests, they will:

- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

### **Multiplication tables check (MTC)**

The Headteacher will:

- Register eligible pupils to take the check.
- Allow pupils to access the 'try it out' area to familiarise themselves with the check format.
- Ensure that access arrangements are provided for any pupils who require them.
- Generate a school password and pupil identification numbers (PINs) on the days the check is administered.
- Ensure the check is administered to all eligible pupils.
- Complete the HDF to confirm the check was administered in line with relevant guidance.
- Record reasons if any pupil will not be taking the check.

Rooms will be prepared for the check, including:

- Removing or covering any displays or teaching materials that could assist pupils.
- Ensuring seating arrangements will allow all pupils to work quietly and independently.
- Ensuring pupils will not be distracted by other pupils or their digital devices.
- Ensuring pupils' digital devices are switched on, charged and in good working order before pupils are admitted to the room.
- Ensuring pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, paper, calculators, mobile phones or smart watches.
- Ensuring sufficient space is provided to accommodate access arrangements.

The appointed test administrators will ensure that pupils have all the materials needed to complete the check.

The Headteacher will ensure that the test administrators are:

- Familiar with the MTC guidance.
- Familiar with the digital devices being used.
- Known to pupils.
- Able to provide feedback on the process.

Pupils in Year 4 will be entered into the check, unless the Headteacher decides it would not be appropriate for the pupil to participate.

Pupils will not be required to participate in the MTC if:

- They are absent during the entire check period.

- They are unable to access the check, even with suitable access arrangements.
- They are considered unable to answer the easiest questions or are working below the national curriculum expectations for Year 2 multiplication tables.
- They have arrived in school during the check window, with EAL, and there is not enough time to establish the standard at which they are working.
- They have been incorrectly registered for the check.
- They have left the school before the check period.

The school will not request permission from the STA to use any access arrangements for the MTC; however, the support given will never advantage or disadvantage individual pupils and will be based on usual classroom practice.

Pupils will not be given additional time to complete the MTC.

The following font and background combinations will be available:

- Yellow on black
- Black on blue
- Black on peach
- Blue on cream

The font size will be increased and decreased to suit a pupil's needs.

A 'Next' button between questions will be enabled if the standard three-second pause is insufficient.

The on-screen number pad will be removed to suit individual pupils' needs.

An input assistant will be used when a pupil is:

- Unable to enter their own answers.
- Able to input their answers, but is uncomfortable when doing so.
- Very slow at inputting their answers.
- Finding it difficult to input their answers.
- Input assistants will enter answers as dictated by the pupil.
- Input assistants will not be another pupil, a parent, guardian or relative.

Third-party screen readers will not be used; however, a question reader function will be enabled to suit pupils' needs.

An audible time alert will be enabled for pupils with visual impairments.

Pupils will be unable to pause or stop the check once it has started; however, pupils will be permitted to restart the check if they were interrupted.

If test administrators experience any IT issues during the check, they will speak to their IT support team initially. If additional advice is needed, the national curriculum helpline will be contacted on 0300 303 3013 or [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

### **Preparing test administrators**

The Headteacher will consider what staff resources are required to administer tests in school.

The Headteacher will ensure that there are always at least two test administrators present, to reduce the risk of allegations of maladministration.

Test administrators will be suitably trained members of staff, e.g. the Headteacher, teachers or TAs.

Test administrators' training will comprise of how tests should be administered, what assistance is allowed for different tests and how any access arrangements will be used.

If a test administrator is related to a pupil sitting the test, there will be at least one other test administrator present who is not related to the pupil.

Test administrators will be provided with:

- Section seven of the most up-to-date copy of the ARA for KS2.
- The most up-to-date copy of any guidance for KS1 assessments.
- Sample tests and past papers.
- Information about the tests that are being administered each day, as detailed in the test timetables.
- Access arrangements guidance and which pupils require them.
- Test administration instructions and test materials, including what equipment is required, the length of the test and what assistance is allowed.
- Notes for readers in the English grammar, punctuation and spelling test.
- [KS2] Guidance to prepare pupils for the on-screen marking of test scripts.

When deciding on the number of test administrators needed to maintain adequate supervision during a test, the Headteacher will consider the possibility that at least one test administrator might need to leave the room with a pupil, e.g. if they are unwell.

### **Demonstrating correct test administration**

The Headteacher will invite a governor, trusted member of the school community or a staff member from a nearby secondary school, who is not otherwise involved in administering the tests, to observe the school's administration.

The Headteacher will consider whether the administration observer requires training.

Administration observers will be expected to check that:

- All test administrators are familiar with the procedures, including what is and is not permitted during the administration of all tests.
- Test packs are stored securely in a locked cupboard and have not been opened, either before the published test date or more than one hour before the test takes place, unless the STA has approved an application for early opening.
- Pupils are suitably seated and supervised, and classroom displays have been removed or covered.
- The school is administering the tests in the order published in any statutory test timetable and access arrangements are being used correctly.
- Test scripts are collected from the test room immediately after the test and packaged securely in a locked cupboard until they are dispatched for marking.
- Any unused test papers are accounted for and stored securely.

## **Maladministration**

Maladministration refers to any act that affects the security, confidentiality or integrity of the tests or could lead to results that do not reflect pupils' unaided work.

The school will ensure that test administrators, participating pupils and their parents are protected from maladministration by ensuring that they:

- Understand test administration processes.
- Know the date that each test should be administered.
- Understand what assistance is allowed in tests.
- Know how any access arrangements will be used.
- Understand how timetable variations can be used.

The school will take steps to ensure that no act:

- Impacts the integrity, security or confidentiality of the national curriculum assessments.
- Could lead to results that do not reflect pupils' unaided work.
- Could lead to access arrangements, additional time or special consideration being incorrectly applied (KS2 only).

Reports of maladministration will be sent to the national curriculum assessments helpline by calling 0300 303 3013 or emailing [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

## **Receiving and storing test materials**

The Headteacher will be responsible for ensuring that test materials are received and stored securely.

The Office Manager will ensure that the address listed on 'Get information about schools' is accurate, as the STA will send materials to that address.

The Headteacher will be responsible for knowing when the school should expect to receive the materials for the tests that will be conducted.

The Headteacher and one other member of staff, e.g. the Office Manager, will check the school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the Headteacher is not available, they will delegate this duty to the Assistant Headteachers.

If a delivery has not arrived, is incomplete, or if test packs are unsealed or damaged on arrival, the Headteacher will contact the national curriculum assessments helpline.

## **Checking test deliveries**

When a delivery arrives, the Headteacher and Office Manager will check:

- That the school's details are correct, and that the delivery is for the school.
- The boxes for any damage.
- The number and type of test packs received against the delivery notes and annotate it accordingly.

After checks have been carried out, all boxes will be resealed and locked in a cupboard.

The Headteacher will retain their annotated copy of the delivery note in case the school receives a monitoring visit.

## **Security**

All test materials, including downloaded electronic versions, will be kept secure and confidential until the end of the test and check administration periods, including timetable variation periods.

The Headteacher will delegate responsibility for overseeing the storage of test materials to the test administrator.

The test administrator will take responsibility for the cupboard key and logging requests for access to the materials.

Teachers and test administrators will not discuss the content of the test papers with anyone, including on social media or elsewhere online.

The Headteacher will ensure that all members of staff understand the sensitivity of the test and check materials.

The test administrator will check the materials weekly to ensure that they have not been tampered with.

The test administrator will keep a chart on the door of the cupboard to record instances of access to the materials and to record the weekly security checks.

A reporting procedure will be developed in the event of a problem, e.g. a lost or stolen key.

The security of the test and check materials will be considered when the school is open to the public, e.g. a polling station or letting arrangement.

## **Preparing to administer tests**

The Headteacher will register and confirm all pupils who are at the end of KS2 on the PAG. The headteacher will ensure that its data is updated to reflect any pupils who have left or joined the school after the pupil registration deadline.

Test administrators will be provided with a list of pupils who require access arrangements and will follow the STA's access arrangements guidance.

Test administrators will not be a relative, carer or guardian of the pupil and the school will explain to parents and pupils what support is allowed in the tests to avoid any misinterpretation of valid access arrangements.

Access arrangements will not advantage or disadvantage individual pupils.

The Headteacher will explain to pupils and parents what support is permitted in the tests.

The school will modify test papers, where necessary, to:

- Provide pupils with test materials on coloured paper.
- Make enlarged copies of the tests; however, the school will be mindful of enlarging any maths papers that require pupils to measure a length or width.
- Prepare translations (maths only).

Test materials will not be opened to make modifications before the first administration of a test.

The school will be responsible for ensuring that any modifications made to tests are done correctly.

Test administrators and the Headteacher will consider where they will administer the tests to ensure they are quiet and appropriate.

If access arrangements are being used, test administrators and the Headteacher will consider whether a different or separate room should be used for the participating pupils who require them.

To prepare the test rooms, test administrators will:

- Remove or cover any displays or materials that could aid pupils.
- Ensure seating arrangements allow all pupils to work quietly and independently.
- Make sure pupils will not be able to view each other's test papers.
- Ensure a clock is provided in the room to help pupils pace themselves and in some cases, individual timers used for children who struggle to manage their time.

If it is normal classroom practice, pupils will be permitted to use word processors or other technical or electronic aids in the tests, provided that the functionality does not give them an unfair advantage – word processors will be used in accordance with the E-Safety Policy.

Pupils will not be permitted to use a dictionary during any tests.

Test administrators will discourage the use of additional squared paper in maths tests as pupils may lose marks if they make an error or omission when they transfer their working to the test paper – unless this provision is used as part of an access arrangement.

Test administrators will write the school's full name and DfE number on the board at the front of the test room. Pupils will be asked to copy this on to their answer booklet or test paper and any additional paper. The test administrators will also write the start and finish times of the tests on the board.

Pupils will not use glitter or coloured pens during the exam as they do not show up when they are scanned for on-screen marking; however, pupils will be permitted to use highlighters as appropriate, in accordance with normal classroom practice.

If it would be difficult to read a pupil's writing, test administrators will arrange for the pupil's papers to be transcribed.

### **Administering the tests**

Two members of staff, as appointed by the headteacher, will retrieve the test packs from the secure storage location. If more than one test is scheduled to be administered on the same day, only the test packs that are ready to be administered will be collected.

The test administrators will open the test packs in front of the pupils in the test room immediately before the test – at least two members of staff will be present. If tests are being administered in multiple rooms, the packs will be opened in one room and then pupils and the test papers will be taken to the test rooms. Test administrators will ensure that the correct test packs are opened.

If the wrong test packs are opened, test administrators will reseal the pack and inform the Headteacher, who will phone the national curriculum assessments helpline.

Where a test pack has been opened prematurely, teachers must not:

- Discuss the content of the test papers with anyone.

- Publish or discuss specific content that could compromise the test on social media or online.
- Use question-specific information to prepare pupils for the tests.

If additional test materials are required on the day of the test, the Headteacher will contact the national curriculum assessments helpline for advice – the school will not photocopy test papers without permission from the STA.

The school will open test materials in accordance with the published date on the front sheet of each test pack.

Test packs can be opened up to one hour before the start of the test, without approval, if:

- A written translation is required for a maths test.
- A test paper needs to be adapted to meet the needs of individual pupils.

If test packs need to be opened more than one hour early, e.g. to make modifications, the Headteacher will make an application for early opening on the PAG.

[KS1] The Headteacher and test administrators will agree their own timetable for the KS1 tests, taking into account any pupils requiring specific access arrangements.

[KS1] The Headteacher will decide whether pupils require a break during the test.

[KS1] Test papers can be administered to the whole class, groups of pupils or individual pupils – the Headteacher will decide.

[KS1] Each subject has two papers that will be administered in order; however, they might not be administered on the same day.

[KS1] Pupils will only be permitted to take each test once.

Pupils may use word processors or other technical or electronic aids as the school can ensure the pupils is not given any advantage.

## **After the tests**

### **KS1**

Test administrators will ensure that test scripts are stored securely and are accessible for marking.

Downloaded and printed copies of mark schemes will be kept secure along with all other materials until the end of the test period.

The school will not print any copies of mark schemes until after pupils have taken the tests.

The Headteacher will check with the LA whether test materials can be recycled.

The Headteacher will ensure that:

- Test materials were kept secure and treated as confidential during the test window.
- Tests were administered within the test window.
- Test papers were marked accurately according to the school's marking schemes.

## **KS2**

Test administrators will complete attendance registers and pack test scripts for marking.

Test administrators will return test scripts to the Headteacher immediately after each test.

The Headteacher will emphasise that test administrators will not review pupils' test scripts, unless they are marking a transcript.

Completed test scripts will be dispatched for marking as soon as possible and unused materials will be kept secure until after the published end to the test period.

After all test scripts have been collected for marking, the Headteacher will complete and submit the KS2 HDF on the PAG.

If the Headteacher cannot complete the HDF, they will contact the national curriculum assessments helpline. Where appropriate, the Headteacher will apply to the STA for special consideration for a pupil on the PAG, e.g. for a pupil who has been affected by extremely distressing circumstances at the time of the tests.

The Headteacher will check with the LA whether test materials can be recycled.

## **KS1 Marking**

KS1 tests will be marked by a staff member who is familiar with the pupil – the marker will not, however, be a relative of the pupil.

Test administrators will ensure that no changes are made to pupils' answers following the test.

Markers will be permitted to mark papers away from the school; however, appropriate security arrangements will be in place.

Markers will familiarise themselves with the mark schemes to ensure they are applied accurately and consistently.

If a pupil's response does not match the mark scheme, markers will use their professional judgement. Markers will award marks for each question in the box provided on test papers.

The total mark for each paper will be calculated and carefully recorded on the front of the tests paper in the box provided.

The total score for each subject will be calculated by adding together the raw scores for each paper. This raw score will be converted into a scaled score using the published conversion tables. Internal moderation will be utilised to ensure marking is accurate and consistent.

## **External moderation**

External moderation will be carried out to ascertain that the school's teacher assessment judgements for English writing are accurate and consistent with national standards.

The school will submit accurate and valid teacher assessment judgements via the PAG or the LA.

## **Results and reporting**

### **Phonic screening check results**

Pupils' check scores will be reported to the school's LA by the specified deadlines.

By the end of the Summer term, the Headteacher will report the following information to parents:

- Each pupil's phonics screening check score
- An outcome for pupils who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration. Parents will be informed that their child will re-sit the test the following year.

### **Submitting TA data at KS2**

The school will use the codes detailed in the STA's ['Key stage 2: submitting teacher assessment data'](#).

Teacher assessment judgments in English writing and science will be submitted to the STA via the PAG by the published deadline.

The school will submit its data via the PAG or the LA. The submission will include every pupil at the school registered to take the KS2 national curriculum tests (even if they did not) and those registered as working below the overall standards of the tests.

If a pupil changes school before the test week, the receiving school will submit their teacher assessment data.

If a pupil changes school during or after test week, the school where the pupil was registered will submit their teacher assessment data.

### **KS2 test results**

Test results will be available on the PAG on the published date.

Each pupil who is registered for the tests will receive a raw score, a scaled score and confirmation of whether they met the expected standard.

The Headteacher will be responsible for submitting reviews of marked papers if they believe a mark scheme was not followed or there has been a clerical error.

### **Reporting to parents**

The Headteacher will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.

The reports will be available to parents before the end of the Summer term.

The report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments alongside information about how their child has progressed in areas of the wider curriculum.

For pupils who did not take one or more of the tests, the Headteacher will write a report that explains why they did not take the tests, any action that has been taken to support the pupil, procedures used by the school to monitor the pupil's needs, and whether these circumstances are likely to be long or short term. Reports will detail the results of any national curriculum tests taken, including the pupil's scaled score, and whether they have met the expected standard.

If a pupil changes school before the end of the academic year, the Headteacher at the receiving school will write their annual report.

If a pupil is registered at more than one school, both Headteacher's will write an annual report.

### **Keeping and maintaining records**

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.

Educational records will be maintained and disclosed to parents at their request; these records include information about current and former pupils.

When transferring records to a pupil's new school, the Headteacher will ensure the statutory requirements for the transfer are fulfilled.

The school's Records Management Policy and Data Protection Policy will be followed at all times.

### **Publishing assessment results**

[KS2] The school will publish the following information on our website each year:

- The average progress scores in reading, writing and maths
- The average scaled scores in reading, spelling, punctuation and grammar and maths
- The percentage of pupils who achieved the expected standards or above in reading, writing, spelling punctuation and grammar and maths
- The percentage of pupils who achieved a high level of attainment in reading, writing, spelling, punctuation and grammar and maths

### **Monitoring and review**

This policy will be reviewed annually by the Headteacher. Any changes to this policy will be communicated to all members of staff.

Approved by Chair of Governors



Approved Date: April 2025

Review Date: April 2026