

National curriculum assessments

KEY STAGE  
2

YEARS  
3–6

# Test administrators' guide

Levels 3–5 and level 6  
key stage 2 tests

2014



Standards  
& Testing  
Agency

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2014 'Test administrators' guide'

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# 1. Introduction

The 'Test administrators' guide' provides guidance for schools participating in the 2014 key stage 2 national curriculum tests. It includes instructions for administering levels 3–5 and level 6 key stage 2 tests and returning test scripts (answer booklets or test papers containing children's answers) for marking. The information in this guide builds on section 4 of the 2014 key stage 2 'Assessment and reporting arrangements' (ARA).

Headteachers are responsible for ensuring all test administrators (anyone responsible for, or involved with, test administration) are familiar with the arrangements in this document. Headteachers and test administrators should comply with the 'Test administrators' guide'. Schools that do not comply could be subject to a maladministration investigation.

This guide contains important information for test administrators and should be taken into any room where the tests are taking place.

Test administrators' guides for administering the modified versions of the tests to children with a visual or hearing impairment are available on the Department for Education's (DfE's) website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

If you have any queries, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

## 1.1 Changes for the academic year 2013 to 2014

### 1.1.1 Test model and timings for the levels 3–5 English reading test

The texts in the levels 3–5 English reading booklet will not be linked by a theme. The 2014 booklet will contain three texts. The least demanding text will come first with the following texts increasing in level of difficulty.

Children will no longer have 15 minutes reading time and 45 minutes to answer the questions. Instead they will have a total of one hour to read the texts and complete the questions at their own pace. They can approach the test as they choose, for example working through one text and answering the questions before moving onto the next.

There are no changes to the level 6 English reading test.

### 1.1.2 Calculators in the mathematics tests

Calculators are not allowed in any of the levels 3–5 mathematics papers.

Calculators continue to be allowed in the level 6 Paper 2.

### 1.1.3 Additional time

The process for schools to apply for additional time for children sitting the tests has changed. To apply, use the 'Access arrangements' section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) to respond to a short series of questions about the child. The questions will draw on teachers' knowledge of children and their ability to assess the child's specific access needs. Applications can be made from Monday 3 February and must be submitted by **Monday 14 April**.

Local authorities will no longer approve applications for additional time although they will still be able to view applications. Schools will be notified immediately of the outcome of their application via the NCA tools website.

#### 1.1.4 Mental mathematics notification form

Schools that wish to read the mental mathematics test to children with a hearing impairment or motor disability, rather than using the CD, must complete a mental mathematics notification form. This is available on the 'Access arrangements' section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) and must be submitted by **Monday 14 April**.

#### 1.1.5 Packing test scripts for marking

The stationery pack for the levels 3–5 tests will not include red attendance register envelopes. Attendance registers should be placed on top of the test scripts.

The stationery pack will include transparent inner bags to securely store the levels 3–5 mental mathematics test and Paper 1 overnight after their administration on Wednesday 14 May.

The inner bags for all level 6 test scripts are transparent. They are not test specific this year.

See section 6 for further details.

#### 1.1.6 Scheduled test script collections

Scheduled collections will begin on Tuesday 13 May.

## 1.2 Arrangements for Service Children's Education schools

Service Children's Education (SCE) schools should refer to the instructions in this document, noting that:

- SCE schools will receive deliveries of test materials and stationery items, including marker labels, from Tuesday 15 April. Schools that have ordered modified test materials will receive these as part of their test materials delivery.
- Please contact SCE HQ directly to confirm receipt of your materials. If you have not received your delivery by **Friday 2 May** please contact SCE HQ immediately.
- Specific guidance on dispatching test scripts for marking will be provided in the 'Instructions for the dispatch of test scripts for Service Children's Education (SCE) schools to markers in the United Kingdom'. This document will be included with the test materials and stationery items.

SCE schools administering the key stage 2 tests can contact the national curriculum assessments helpline on +44 161 288 8482.

## 2. Planning for the tests

Before the tests take place, headteachers should think about where the test materials will be stored, who will administer the tests, what access arrangements may be needed, what equipment is required and where the tests will be administered.

They should also consider taking steps to protect staff involved in the administration of the tests against allegations of maladministration.

### 2.1 Headteachers' responsibilities

Headteachers have specific responsibilities in relation to the key stage 2 tests. In particular they need to ensure the following:

- Test papers and children's completed scripts are securely stored.
- All staff are aware of the test timetable. This will help to avoid the accidental early opening of test papers and early administration of tests.
- That there is sufficient resource available to administer the tests according to the guidance in this document.
- All test administrators are well briefed and know the time allowed for each test.
- All staff, children and parents understand how the tests will be administered, including the test timetable, what assistance is allowed in the tests and how any access arrangements will be used. This will help avoid any general misunderstandings about test administration and any misinterpretation of valid access arrangements or appropriate assistance given during the tests.
- Test papers are opened in front of the children immediately before the administration of the tests in the room(s) where they are being administered. Test administrators should not view the content of the tests before they are administered unless the test paper needs to be modified or a translation needs to be made. If tests are being administered in a number of different rooms, schools may consider opening the packs in one room and then taking particular children and their test papers to the other room(s).
- Children have the correct equipment for the tests. Test administrators should remember that calculators are no longer allowed in the levels 3–5 mathematics tests.
- Transcripts are completed correctly with the child at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and children's answers are not corrected or amended.
- Children's completed test scripts are collected and collated by more than one person. Test scripts should not be left with an individual at any point before they are packaged and sealed ready for dispatch for marking.
- Children's answers in their completed test scripts are not reviewed after the tests.
- Children's answers are their own and that they are not amended after the tests.
- Children's test scripts are collated, packed and sealed correctly, as soon as possible on the day of the test.

Headteachers should also consider inviting a governor or another trusted member of the school community who is not otherwise involved in administering the tests to observe. If you choose to do this, your observer must be familiar with the contents of this document and other guidance on administering the tests.

## 2.2 Storing test materials securely

It is the headteacher's duty to ensure test materials are kept secure until the end of the test period on Thursday 22 May (the last date a child may take a test using a timetable variation).

Test materials include test papers, answer booklets and the stationery items used to administer the tests, such as attendance registers, script return bags and labels. Keeping the test materials secure ensures that the confidentiality and integrity of the tests is maintained so that no child has an unfair advantage over another.

The following advice will help to ensure the test materials are kept securely:

- Once the delivery has been checked, the materials should be resealed in the original boxes.
- Store the boxes in a secure, locked cupboard. Allocate responsibility for this (including keeping the key to the cupboard and logging requests for access to the test materials) to a member of staff who is not involved with the actual administration of the tests.
- Keep your annotated copy of the delivery note in an accessible place in case you receive a monitoring visit.
- Conduct regular checks of the boxes to ensure they have not been tampered with.
- Check individual test packs have not been opened before the test date.
- Ensure all people who handle the test materials understand their sensitivity.

Further guidance is available on the 'Keeping key stage 2 test materials secure' page of the DfE's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

## 2.3 Preparing test administrators

STA encourages schools to hold training sessions for those involved in administering the key stage 2 tests.

As well as the 'Test administrators' guide', test administrators should familiarise themselves with section 4 of the 2014 key stage 2 ARA and the key stage 2 section of the DfE's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

Headteachers should consider the number of staff needed to administer the tests. Test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures.

If a test administrator is a relative of a child they are supervising, there must be at least one other test administrator (not related to the child) present at all times.

Arrangements should also be in place in case a child needs to be removed, for example if they are disruptive or become ill.

STA recommends that there are at least two test administrators in each test room. If schools have difficulties with resources to administer the tests they should consider using a timetable variation.

## 2.4 Access arrangements

Test administrators should be briefed on how to administer any access arrangements. The 2014 key stage 2 ARA provides an overview of the access arrangements that are available. Detailed guidance on how to use each type of access arrangement is available on the DfE's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2). This includes information about the new notification form that you must use to tell STA that you will administer the mental mathematics test to a child using the test transcript, rather than the CD.

Relatives, carers or guardians of children who need access arrangements must not be involved in administering the tests to those children.

If you use access arrangements, you should consider whether it will be necessary to administer the tests to children in a separate room to the main group.

In the case of a monitoring visit, you will be asked to show evidence that each child using access arrangements, for example a prompter, has an associated special educational need and that resources are routinely committed to providing this support.

You should also consider explaining to all parents and children what support can be given in the test. This should help to avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

## 2.5 Which children can take the level 6 tests

You cannot enter children for the level 6 tests after the deadline for completing pupil registration (**Friday 21 March**). If a child has taken a levels 3–5 test in a previous academic year they cannot take the corresponding level 6 test in 2014. Additional children must not be added to the attendance register or sit the test in place of any children withdrawn from the tests.

If you choose to withdraw children from the level 6 tests this withdrawal will not be reflected in your school's achievement and attainment tables. Children who were registered but then do not take the test will be awarded a level based on their attainment in the levels 3–5 tests.

## 2.6 Equipment

It is important to make sure that all equipment is ready and working in advance of the tests. This section lists everything you will need for the tests; section 4 specifies the equipment required for each test.

Children will require the following for one or more of the tests:

- pens, pencils, pencil sharpeners and erasers (black pens or 2B pencils are recommended for the levels 3–5 English grammar, punctuation and spelling test and all level 6 tests)
- spare paper
- rulers (showing centimetres and millimetres)
- angle measurers or protractors
- tracing paper
- mirrors
- calculators that are normally used in class (level 6 mathematics Paper 2 only)

Children must not use glitter pens or coloured pens, in particular red. These are illegible when scanned for on-screen marking. (The levels 3–5 English grammar, punctuation and spelling test and all level 6 tests will be marked on screen.)

Children may use highlighter pens, for example to highlight sections of the reading booklet, if this is normal classroom practice.

The test papers and answer booklets have been designed so that most children will have enough room to record their answers. If necessary children may be given spare lined paper for the English reading tests and the level 6 English grammar, punctuation and spelling test Paper 1: extended task. They should write their name, school name and DfE number on any additional paper they use. Spare paper must not be provided in any other test.

Every room where the tests will take place should have a clock visible to help children pace themselves.

Test administrators will need the following equipment in each room where the levels 3–5 mental mathematics test is being administered:

- a CD player
- a stopwatch, watch or clock with a second hand

### **Dictionaries and other reference material**

Dictionaries, bilingual word lists and electronic spell checkers can only be used as shown in the tables in sections 4.3–4.6, providing this is normal classroom practice.

Children must not use a thesaurus during any of the tests.

## **2.7 Preparing the room**

Any rooms where tests will take place should be prepared before children are admitted. You should:

- remove or cover any displays or materials that could help children;
- ensure seating arrangements will allow all children to work quietly and independently;
- make sure children will not be able to view other children's test papers;
- ensure a clock is provided in the room to help children pace themselves; and
- ensure there is a board at the front of the room for writing key information on.

Test administrators should write the full school name and DfE number on a board at the front of the class. Children should copy this on to their answer booklet or test paper and any additional paper used. This information will make it easier to track test scripts during the marking process, especially if schools or children have similar names.

## 3. Receiving test materials

### 3.1 Security of test materials

If you suspect a breach of security regarding the test materials, the incident must be reported immediately to the national curriculum assessments helpline on 0300 303 3013. STA will then investigate the incident and take action where appropriate.

### 3.2 Checking deliveries of test materials

Test materials will be delivered to schools during the week commencing 28 April. The stationery for the levels 3–5 tests and for the level 6 tests, where appropriate, will be sent in a separate consignment to the test paper packs. The quantities of materials are based on your school's pupil registration information.

If you have ordered modified test materials, these will be delivered in the same consignment as standard test materials and will include:

- modified large print, Braille and enlarged print versions of test materials;
- stimulus material for the levels 3–5 mental mathematics test for children with a hearing impairment and children who use sign language; and
- additional stationery items for dispatching Braille test scripts.

You should check your delivery as soon as it is received. If you have not received all of your test materials by **Tuesday 6 May** or if your order is incorrect, please contact the national curriculum assessments helpline on 0300 303 3013 as soon as possible.

#### **How to check test paper packs**

Two members of school staff should undertake this check together. The packs of test papers must not be opened.

Check the number and type of test paper packs received against the accompanying delivery note and annotate it accordingly. The delivery note will be included in the first box of each consignment. You must keep your copy of the delivery note as you will be asked to produce it if you have a monitoring visit.

Any packs of test papers that are unsealed or damaged on arrival must be reported immediately to the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of the damaged packages to STA.

#### **How to check stationery packs**

You will receive one stationery consignment. If you have registered any children for the level 6 tests by **Friday 21 March**, this will include stationery for these tests as well as the levels 3–5 tests. The contents of the stationery packs are listed on the pack cover sheet. You may open the stationery packs to confirm that the correct materials are enclosed.

#### **Mark scheme packs**

Deliveries will not include mark scheme packs for the standard versions of the tests or mark scheme amendments for the modified tests. These will be published on the 'Test orders' section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) on Tuesday 27 May.

## 3.3 Checking attendance registers

Attendance registers should be used to confirm whether or not a child has taken the test and to ensure each child's test script is sent for marking.

When you receive your stationery packs, you should check that all of your attendance registers have been included and that the details on them are correct. They will be pre-printed with your school name, DfE number and each child's details provided by your school during the pupil registration process. If there are 10 or more errors on an attendance register please contact the national curriculum assessments helpline on 0300 303 3013 to request a reprint.

You will receive three attendance registers for the levels 3–5 tests as follows:

- English reading test
- English grammar, punctuation and spelling test
- mathematics test

If your school has registered children for the level 6 tests by the pupil registration deadline you will receive the appropriate attendance registers.

## 3.4 Amending attendance registers

Any additional children taking the levels 3–5 tests, as well as additional children working below the level of the test, unable to access the test, or absent on the day of the test should be added to the space available on the bottom of the attendance register. These children should also be entered on the 'Pupil registration' section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools) by **Friday 16 May**.

The attendance register guidance that accompanies the attendance registers provides instructions on how to make amendments and add children.

### 3.4.1 Compensatory marks

Any child whose application for compensatory marks has been approved should be entered on the attendance register as 'A' for the relevant test component. The child must take the remaining components of the test. If the child sits the component of the test for which compensatory marks have been applied for, they will receive the mark they achieved on the test and not the compensatory mark.

## 4. Administering the tests

### 4.1 The test timetable

The levels 3–5 tests must be taken before the corresponding level 6 tests on the scheduled day. All children who are entered for a level 6 test must also complete the corresponding levels 3–5 test.

Date	Test	Timings
<b>Monday</b> <b>12 May</b>	Levels 3–5 English reading test	60 minutes
	Level 6 English reading test	10 minutes reading time 50 minutes to complete the test
<b>Tuesday</b> <b>13 May</b>	Levels 3–5 English grammar, punctuation and spelling test	Paper 1: short answer questions – 45 minutes Paper 2: spelling task – 15 minutes (not strictly timed)
	Level 6 English grammar, punctuation and spelling test	Paper 1: extended task – 30 minutes Paper 2: short answer questions – 20 minutes Paper 3: spelling task – 10 minutes (not strictly timed)
<b>Wednesday</b> <b>14 May</b>	Levels 3–5 mental mathematics test	Allow approximately 20 minutes
	Levels 3–5 mathematics Paper 1	45 minutes
	No level 6 tests are timetabled for this day	
<b>Thursday</b> <b>15 May</b>	Levels 3–5 mathematics Paper 2	45 minutes
	Level 6 mathematics Paper 1	30 minutes
	Level 6 mathematics Paper 2	30 minutes

#### 4.1.1 Timetable variations for children who cannot take the test at the scheduled time

Some children may need to take a test at a different time from the rest of the cohort, subject to the strict criteria given on the DfE's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2). There are two types of timetable variation available. To use a timetable variation, schools must complete the appropriate form on the 'Access arrangements' section of the NCA tools website at [www.education.gov.uk/nca\\_tools](http://www.education.gov.uk/nca_tools). Please note the following:

- Online application forms for a timetable variation must be submitted to STA and the response received before the test is administered to the child.
- An online notification of a timetable variation must be submitted to STA before the test is administered to the child.

If a child arrives late or is absent on the day of a test and has either had contact with children who have taken the test or access to the internet, the child must not be allowed to take the test and must be marked as absent on the attendance register.

This table summarises what action you need to take if a child is late or absent on the day of a test.

Circumstance	Action required	Timetable variation required or notification of a timetable variation required?
A child arrives late but before the rest of the children have completed the test.	The child should be given the full time to complete the test.	No
A child arrives after the test has been completed, but before the rest of the cohort has left the test room.	The child should be kept isolated from the rest of the cohort until the child's rescheduled test has been administered.	No
A child arrives after the test has been completed and the children have left the test room.	The child should be kept isolated from the rest of the cohort until the child's rescheduled test has been administered.	Notification of a timetable variation
The school is unable to administer a test to the whole cohort in one sitting.	The school may administer the test in two or more sittings on the scheduled day of the test.  No child should have the opportunity to communicate with any child who has already taken the test.	Notification of a timetable variation
A child is absent on the day of a test and returns to school within five school days of the published test date.	The school must first confirm that the child has not had any contact with any other child who has already sat the test or had access to the internet.	Application for a timetable variation

You must complete the appropriate form on the 'Access arrangements' section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools). Guidance on making an application or completing a notification of a timetable variation is available on the DfE's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

## 4.2 Opening the test packs

Information about when test materials can be opened is printed on the front sheet of each test pack. Standard test packs should only be opened when the test is due to start. Modified test packs may be opened earlier – please check the information on the front of each pack.

Test packs can only be opened up to one hour before the start of a particular test if:

- a written translation is required for a mathematics test; or
- a test paper needs to be adapted to meet individual children's needs.

You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the annulment of children's results.

Schools that need to open test packs more than one hour early should use the 'Access arrangements' section of the NCA tools website to apply for permission from STA by **Monday 3 March**. Schools will be informed of the outcome by Monday 14 April.

Test packs should be opened in front of the children immediately before the administration of the tests in the room(s) where they are being administered. If tests are being administered in a number of different rooms, schools may consider opening the packs in one room and then taking particular children and their test papers to the other rooms to administer them.

You should take care to ensure that the correct test packs are opened. If an incorrect test pack is opened you must call the national curriculum assessments helpline on 0300 303 3013 for advice on securing the test materials.

Once the test pack has been opened, teachers and test administrators must not:

- discuss the content of the test papers with anyone; or
- use question-specific information to prepare children for the test.

### 4.2.1 Insufficient test papers

If you require additional levels 3–5 test papers on the day of the test, your headteacher must contact the national curriculum assessments helpline on 0300 303 3013 for advice and to request permission to photocopy them.

Only children registered by **Friday 21 March** are eligible for the level 6 tests. Level 6 test papers must not be photocopied to provide materials for children that were not entered for the tests during the pupil registration process.

## 4.3 Administering tests on Monday 12 May

The tests scheduled to be administered on Monday 12 May are:

- levels 3–5 English reading test
- level 6 English reading test

If a school is administering both the levels 3–5 and level 6 English reading tests, the levels 3–5 test must be administered first.

### 4.3.1 Levels 3–5 English reading test

<b>Format</b>	<p>This test consists of an answer booklet and reading booklet. Children will have a total of one hour to read the three texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example working through one text and answering the questions before moving onto the next.</p> <p>The texts will not be linked by a theme. The least demanding text will come first with the following texts increasing in level of difficulty.</p>
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>• pens or pencils, pencil sharpeners and erasers</li> </ul> <p>Children may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p>
<b>Assistance</b>	<p>The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the answer booklet to ensure that all children understand them.</p> <p>If a child asks a question about test content, you must not explain subject-specific terms or expressions. Examples of how to answer children's questions are in section 4.7.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Make a note of any individual needs, for example, children who are allowed additional time.</li> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of the English reading test is provided with the test packs. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p> <ul style="list-style-type: none"> <li>• Check that children do not have mobile phones or other disruptive items.</li> <li>• Check that children do not have any materials or equipment that may give them extra help.</li> <li>• Check that spacing is appropriate and that no child can see another child's answer booklet.</li> </ul>

<p><b>At the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>● Tell the children the duration of the test.</li> <li>● Write the start and finish times on a board so that all the children can see them.</li> <li>● Ensure each child has one copy of the reading booklet and one copy of the answer booklet.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the answer booklet. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Read aloud the instructions on page 3 of the answer booklet.</li> <li>● Tell the children to pay particular attention to instructions within test questions.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● The test scripts must be packaged and sealed in the grey script return bag provided as soon as possible on the day of the English reading test.</li> <li>● The grey script return bag should only be left unsealed if a timetable variation is going to be administered. (For packing instructions, see section 6.)</li> <li>● The script return bag must be kept in a secure place (such as a locked cupboard) until it is collected.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Levels 3–5 English reading test scripts must not be combined and packed in script return bags with level 6 English reading test scripts.</p>

Instructions for completing the attendance register and sending test scripts for marking are in sections 5–7.

## 4.3.2 Level 6 English reading test

<b>Format</b>	<p>This test consists of an answer booklet and reading booklet. Children will have:</p> <ul style="list-style-type: none"> <li>• 10 minutes reading time during which they can make notes on the reading booklet but must not open the answer booklet.</li> <li>• 50 minutes to complete the test, answering the questions in the answer booklet.</li> </ul>
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>• black pens or pencils, pencil sharpeners and erasers</li> </ul> <p>Children may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p>
<b>Assistance</b>	<p>The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may rephrase the explanations provided in the test instructions on page 3 of the answer booklet to ensure that all children understand them.</p> <p>If a child asks a question about test content, you must not explain subject-specific terms or expressions. Examples of how to answer children's questions are in section 4.7.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Make a note of any individual needs, for example, children who are allowed additional time.</li> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of the English reading test is provided with the test materials. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p> <ul style="list-style-type: none"> <li>• Check that children do not have mobile phones or other disruptive items.</li> <li>• Check that children do not have any materials or equipment that may give them extra help.</li> <li>• Check that spacing is appropriate and that no child can see another child's answer booklet.</li> <li>• Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>• Tell the children the duration of the test.</li> <li>• Write the start and finish times on a board so that all the children can see them.</li> <li>• Ensure each child has one copy of the reading booklet and one copy of the answer booklet.</li> <li>• Read aloud the instructions on page 3 of the answer booklet.</li> </ul>

<p><b>At the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Once the children have had their 10 minutes reading time you should tell them to clearly write their name, school and DfE number on the answer booklet cover. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Tell the children to pay particular attention to instructions within test questions.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● The test scripts must be packaged and sealed in the transparent inner bag provided as soon as possible after the administration of the English reading test on Monday 12 May.</li> <li>● The transparent inner bag should only be left unsealed if a timetable variation is going to be administered. (For packing instructions, see section 6.)</li> <li>● The transparent inner bag must be kept in a secure place (such as a locked cupboard) until all the level 6 tests have been administered and they are ready for collection.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Level 6 English reading test scripts must not be combined and packed in script return bags with levels 3–5 English reading test scripts.</p>

Instructions for completing the attendance register and sending test scripts for marking are in sections 5–7.

## 4.4 Administering tests on Tuesday 13 May

The tests scheduled to be administered on Tuesday 13 May are:

- levels 3–5 English grammar, punctuation and spelling test
- level 6 English grammar, punctuation and spelling test

If a school is administering both the levels 3–5 and level 6 English grammar, punctuation and spelling test, the levels 3–5 test must be administered first.

### 4.4.1 Levels 3–5 English grammar, punctuation and spelling test

The levels 3–5 English grammar, punctuation and spelling test consists of two written papers (Paper 1: short answer questions and Paper 2: spelling task). They must be administered in this order.

#### Paper 1: short answer questions

<b>Format</b>	Children will have 45 minutes to complete the test, answering the questions in the test paper.
<b>Equipment</b>	Required: <ul style="list-style-type: none"> <li>• black pens or pencils, pencil sharpeners and erasers</li> </ul> Not allowed: <ul style="list-style-type: none"> <li>• dictionaries, electronic spell checkers, bilingual word lists</li> </ul>
<b>Assistance</b>	You may explain or rephrase a question provided you do not give away subject specific information. For example if a question asks "Insert a pair of commas", 'insert' may be explained but not 'commas'. You must not give alternative explanations, for example explain inverted commas as speech marks or name punctuation. Examples of how to answer children's questions are in section 4.7.
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Make a note of any individual needs, for example, children who are allowed additional time.</li> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 1: short answer questions is provided with the test papers. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a> . <ul style="list-style-type: none"> <li>• Check that children do not have mobile phones or other disruptive items.</li> <li>• Check that children do not have any materials or equipment that may give them extra help.</li> <li>• Check that spacing is appropriate and that no child can see another child's test paper.</li> </ul>

<p><b>At the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>● Tell the children the duration of the test.</li> <li>● Write the start and finish times on a board so that all the children can see them.</li> <li>● Ensure each child has one copy of the Paper 1: short answer questions test paper.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the test paper. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Read aloud the instructions on page 3 of the test paper.</li> <li>● Tell the children to pay particular attention to instructions within test questions.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the test paper containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts. The test scripts must be securely stored until the Paper 2: spelling task has been administered.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● The test scripts must be packaged with the test scripts from Paper 2: spelling task and sealed in the grey script return bag provided as soon as possible on the day of the English grammar, punctuation and spelling test.</li> <li>● The grey script return bag should only be left unsealed if a timetable variation is being administered. (For packing instructions, see section 6.)</li> <li>● The script return bag must be kept in a secure place (such as a locked cupboard) until it is collected.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Levels 3–5 English grammar, punctuation and spelling test scripts must not be combined and packed in script return bags with level 6 English grammar, punctuation and spelling test scripts.</p>

**Paper 2: spelling task**

<b>Format</b>	Children will have approximately 15 minutes to complete the task (not strictly timed), writing the missing 20 words on the answer sheet.
<b>Equipment</b>	Required: <ul style="list-style-type: none"> <li>• black pens or pencils, pencil sharpeners and erasers</li> </ul> No additional equipment is allowed.
<b>Assistance</b>	Children should not require any assistance during the administration of Paper 2: spelling task.  You should take care not to overemphasise spelling when reading out the words that children need to spell.
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	<p>It is important to brief children fully at the start of each test. An example of how to introduce this task is included in 'Paper 2: spelling task administrator instructions'. This will be provided with the test papers. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p> <ul style="list-style-type: none"> <li>• Check that children do not have mobile phones or other disruptive items.</li> <li>• Check that children do not have any materials or equipment that may give them extra help.</li> <li>• Check that spacing is appropriate and that no child can see another child's answer sheet.</li> <li>• Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>• Tell the children approximately how long the task will take.</li> <li>• Ensure each child has a copy of the Paper 2: spelling task answer sheet.</li> <li>• Read aloud the instructions on the cover of the answer sheet.</li> <li>• Tell the children to clearly write their name, school and DfE number on the cover of the answer sheet. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>• Check whether the children have any questions.</li> </ul>
<b>After the test</b>	<ul style="list-style-type: none"> <li>• Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>• The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>• Collate the test scripts in the same order as the children's names appear on the attendance register.</li> </ul>

<b>After the test</b> (continued)	<ul style="list-style-type: none"> <li>• The test scripts must be packaged with the test scripts from Paper 1: short answer questions and sealed in the grey script return bag provided as soon as possible on the day of the English grammar, punctuation and spelling test.</li> <li>• The grey script return bag should only be left unsealed if a timetable variation is being administered. (For packing instructions, see section 6.)</li> <li>• The script return bag must be kept in a secure place (such as a locked cupboard) until it is collected.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>• Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>• Keep or photocopy test scripts for any reason.</li> </ul> <p>Levels 3–5 English grammar, punctuation and spelling test scripts must not be combined with level 6 English grammar, punctuation and spelling test scripts.</p>
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Instructions for completing the attendance register and sending test scripts for marking are in sections 5–7.

#### 4.4.2 Level 6 English grammar, punctuation and spelling test

The level 6 English grammar, punctuation and spelling test consists of three written test papers (Paper 1: extended task, Paper 2: short answer questions and Paper 3: spelling task). The papers must be administered in this order.

##### Paper 1: extended task

<b>Format</b>	Children will have 30 minutes to write an extended piece of writing in the answer booklet.
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>• black pens or pencils, pencil sharpeners and erasers</li> </ul> <p>Not allowed:</p> <ul style="list-style-type: none"> <li>• dictionaries, electronic spell checkers, bilingual word lists</li> </ul>
<b>Assistance</b>	Examples of how to answer children's questions are in section 4.7.
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Make a note of any individual needs, for example, children who are allowed additional time or a reader.</li> <li>• Clearly write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 1: extended task is provided with the test materials. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a> .

<p><b>At the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Check that children do not have mobile phones or other disruptive items.</li> <li>● Check that children do not have any materials or equipment that may give them extra help.</li> <li>● Check that spacing is appropriate and that no child can see another child's answer booklet.</li> <li>● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>● Tell the children the duration of the test.</li> <li>● Write the start and finish times on a board so that all the children can see them.</li> <li>● Ensure each child has one copy of the Paper 1: extended task answer booklet.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the answer booklet. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Read aloud the instructions on page 3 of the answer booklet.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts. The test scripts must be securely stored until all the level 6 English grammar, punctuation and spelling tests have been administered.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● The test scripts for all of the level 6 English grammar, punctuation and spelling tests must be packaged and sealed in the transparent inner bag provided as soon as possible on Tuesday 13 May.</li> <li>● The transparent inner bag should only be left unsealed if a timetable variation is going to be administered. (For packing instructions, see section 6.)</li> <li>● The transparent inner bag must be kept in a secure place (such as a locked cupboard) until all the level 6 tests have been administered and they are ready for collection.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Level 6 English grammar, punctuation and spelling test scripts must not be combined and packed in script return bags with levels 3–5 English grammar, punctuation and spelling test scripts.</p>

**Paper 2: short answer questions**

<b>Format</b>	Children will have 20 minutes to complete the test, answering the questions in the test paper.
<b>Equipment</b>	Required: <ul style="list-style-type: none"> <li>• black pens or pencils, pencil sharpeners and erasers</li> </ul> Not allowed: <ul style="list-style-type: none"> <li>• dictionaries, electronic spell checkers, bilingual word lists</li> </ul>
<b>Assistance</b>	You may explain or rephrase a question provided you do not give away subject specific information. For example if a question asks "Insert a pair of commas", 'insert' may be explained but not 'commas'. You must not give alternative explanations, for example explain inverted commas as speech marks, or name punctuation. Examples of how to answer children's questions are in section 4.7.
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Make a note of any individual needs, for example, children who are allowed additional time or a reader.</li> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 2: short answer questions is provided with the test materials. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p> <ul style="list-style-type: none"> <li>• Check that children do not have mobile phones or other disruptive items.</li> <li>• Check that children do not have any materials or equipment that may give them extra help.</li> <li>• Check that spacing is appropriate and that no child can see another child's test paper.</li> <li>• Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>• Tell the children the duration of the test.</li> <li>• Write the start and finish times on a board so that all the children can see them.</li> <li>• Ensure each child has one copy of the Paper 2: short answer questions test paper.</li> <li>• Tell the children to clearly write their name, school and DfE number on the cover of the test paper. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>• Read aloud the instructions on page 3 of the test paper.</li> <li>• Tell the children to pay particular attention to instructions within test questions.</li> <li>• Check whether the children have any questions.</li> </ul>

<b>After the test</b>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts. The test scripts must be securely stored with the Paper 1 test scripts until Paper 3 has been administered.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● The test scripts for all of the level 6 English grammar, punctuation and spelling tests must be packaged and sealed in the transparent inner bag provided as soon as possible on Tuesday 13 May.</li> <li>● The transparent inner bag should only be left unsealed if a timetable variation is going to be administered. (For packing instructions, see section 6.)</li> <li>● The transparent inner bag must be kept in a secure place (such as a locked cupboard) until all the level 6 tests have been administered and they are ready for collection.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Level 6 English grammar, punctuation and spelling test scripts must not be combined and packed in script return bags with levels 3–5 English grammar, punctuation and spelling test scripts.</p>
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### Paper 3: spelling task

<b>Format</b>	Children will have approximately 10 minutes to complete the task (not strictly timed), writing the missing 15 words on the answer sheet.
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>● black pens or pencils, pencil sharpeners and erasers</li> </ul> <p>No additional equipment is allowed.</p>
<b>Assistance</b>	<p>Children should not require any assistance during the administration of Paper 3: spelling task.</p> <p>You should take care not to overemphasise spelling when reading out the words that children need to spell.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>● Clearly write the school's name and DfE number on a board that is visible to all children.</li> </ul>

<p><b>At the start of the test</b></p>	<p>It is important to brief children fully at the start of each test. An example of how to introduce this task is included in 'Paper 3: spelling task administrator instructions'. This will be provided with the test papers. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p> <ul style="list-style-type: none"> <li>● Check that children do not have mobile phones or other disruptive items.</li> <li>● Check that children do not have any materials or equipment that may give them extra help.</li> <li>● Check that spacing is appropriate and that no child can see another child's answer sheet.</li> <li>● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>● Tell the children approximately how long the task will take.</li> <li>● Ensure each child has a copy of the Paper 3: spelling task paper.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the answer sheet. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● The test scripts for all of the level 6 English grammar, punctuation and spelling test papers must be packaged and sealed in the transparent inner bag provided as soon as possible on Tuesday 13 May.</li> <li>● The transparent inner bag should only be left unsealed if a timetable variation is going to be administered. (For packing instructions, see section 6.)</li> <li>● The inner bag must be kept in a secure place (such as a locked cupboard) until all the level 6 tests have been administered and they are ready for collection.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Level 6 English grammar, punctuation and spelling scripts must not be combined and packed in script return bags with levels 3–5 English grammar, punctuation and spelling scripts.</p>

Instructions for completing the attendance register and sending test scripts for marking are in sections 5–7.

## 4.5 Administering tests on Wednesday 14 May

The tests scheduled to be administered on Wednesday 14 May are:

### Levels 3–5 mathematics

- mental mathematics test
- Paper 1 - calculators not allowed

Schools can choose which order these tests are administered in.

No level 6 tests are timetabled for this day.

#### 4.5.1 Levels 3–5 mental mathematics test

<b>Format</b>	The CD provided contains 20 questions to be played to the children. Children record their answers on their answer sheet.
<b>Equipment</b>	Required: <ul style="list-style-type: none"> <li>• CD player to play the test CD</li> <li>• pens or pencils - STA recommends that children do not use erasers and instead cross out any answers that they do not want the marker to consider</li> <li>• a stopwatch or clock with a second hand in case it is necessary to use the transcript</li> </ul> No additional equipment is allowed.
<b>Assistance</b>	Children should not require any assistance during the administration of the mental mathematics test.
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> <li>• The mental mathematics test must be administered using the CD provided. This includes the instructions for the children and the questions.</li> <li>• There are two occasions to pause the mental mathematics CD recording, which are indicated by a beep. The first occasion is near the beginning of the recording once the instructions have been given. The second is after the practice question.</li> <li>• You should only read to the whole cohort from the transcript in the event of a power cut or a fault with the CD or CD player. If the transcript is used then the timings of the test must be adhered to using a stopwatch, watch or clock that measures in seconds.</li> <li>• If you wish to read the transcript to children with hearing impairments or motor disability, you should submit the mental mathematics notification form via the 'Access arrangements' section of NCA tools by <b>Monday 14 April</b>.</li> </ul>
<b>At the start of the test</b>	It is important to brief children fully at the start of each test. Instructions are provided with the test materials. An example of how to introduce the test is included in the 'Mental mathematics test transcript' which is provided with the test papers. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a> .

<p><b>At the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Check that children do not have mobile phones or other disruptive items.</li> <li>● Check that children do not have any materials or equipment that may give them extra help.</li> <li>● Check that spacing is appropriate and that no child can see another child's answer sheet.</li> <li>● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>● Tell the children the duration of the test.</li> <li>● Ensure each child has a copy of the answer sheet for the mental mathematics test.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the answer sheet. If a child's name differs to the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, ensure that access arrangements notification forms are collated with the relevant child's test script (the answer sheet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>● It is important that the test scripts for this test and the levels 3–5 mathematics Paper 1 are stored securely overnight until Paper 2 has been administered on Thursday 15 May. Pack the mental mathematics test scripts with the test scripts from mathematics Paper 1 and seal them in the transparent inner bag provided as soon as possible after the administration of the tests on Wednesday 14 May.</li> <li>● Keep the sealed inner bag in a secure place (such as a locked cupboard) until the test scripts for Paper 2 are ready to be packed for dispatch.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Keep the inner bag open for any mental mathematics or mathematics Paper 1 test scripts from timetable variations on a different day.</li> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Levels 3–5 mathematics test scripts must not be combined and packed in script return bags with level 6 mathematics test scripts.</p>

## 4.5.2 Levels 3–5 mathematics Paper 1

<b>Format</b>	Children will have 45 minutes to complete the test.
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>• pens or pencils, pencil sharpeners and erasers</li> <li>• rulers (showing centimetres and millimetres)</li> <li>• angle measurers or protractors</li> <li>• tracing paper</li> <li>• mirrors</li> </ul> <p>Children may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"> <li>• bilingual dictionaries or electronic translators</li> <li>• bilingual word lists</li> <li>• monolingual English electronic spell checkers</li> </ul> <p>Not allowed:</p> <ul style="list-style-type: none"> <li>• calculators</li> </ul>
<b>Assistance</b>	<ul style="list-style-type: none"> <li>• If a child requests it, a question may be read to the child on a one-to-one basis. Examples of how to answer children's questions are in section 4.7.</li> <li>• At a child's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the child by interpreting it.</li> </ul>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Make a note of any individual needs, for example, children who are allowed additional time or a reader.</li> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 1 is provided with the test papers. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p> <ul style="list-style-type: none"> <li>• Check that children do not have mobile phones or other disruptive items.</li> <li>• Check that children do not have any materials or equipment that may give them extra help.</li> <li>• Check that spacing is appropriate and that no child can see another child's test paper.</li> <li>• Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>• Tell the children the duration of the test.</li> <li>• Write the start and finish times on a board so that all the children can see them.</li> </ul>

<p><b>At the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Ensure each child has a copy of the test paper for mathematics Paper 1.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the test paper. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Read aloud the instructions on page 3 of the test paper.</li> <li>● Tell the children to pay particular attention to instructions within test questions.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● Pack the Paper 1 test scripts with the mental mathematics test scripts and seal them in the transparent inner bag provided as soon as possible after the administration of the tests on Wednesday 14 May.</li> <li>● Do not keep this bag open for any mathematics Paper 1 or mental mathematics test scripts where the tests are being administered using timetable variations on a different day.</li> <li>● It is important that the test scripts for this test and the levels 3–5 mental mathematics test are stored securely overnight until Paper 2 has been administered on Thursday 15 May.</li> <li>● Keep the sealed transparent inner bag in a secure place (such as a locked cupboard) until the test scripts for Paper 2 are ready to be packed for dispatch.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Levels 3–5 mathematics test scripts must not be combined and packed in script return bags with level 6 mathematics test scripts.</p>

Instructions for completing the attendance register and sending test scripts for marking are in sections 5–7.

## 4.6 Administering tests on Thursday 15 May

The tests scheduled to be administered on Thursday 15 May are:

### Levels 3–5 mathematics

- Paper 2 – calculators not allowed

### Level 6 mathematics

- Paper 1 – calculators not allowed
- Paper 2 – calculators allowed

If a school is administering both the levels 3–5 and level 6 mathematics tests, the levels 3–5 test must be administered first.

#### 4.6.1 Levels 3–5 mathematics Paper 2

<b>Format</b>	Children will have 45 minutes to complete the test.
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>• pens or pencils, pencil sharpeners and erasers</li> <li>• rulers (showing centimetres and millimetres)</li> <li>• angle measurers or protractors</li> <li>• tracing paper</li> <li>• mirrors</li> </ul> <p>Children may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"> <li>• bilingual dictionaries or electronic translators</li> <li>• bilingual word lists</li> <li>• monolingual English electronic spell checkers</li> </ul> <p>Not allowed:</p> <ul style="list-style-type: none"> <li>• calculators</li> </ul>
<b>Assistance</b>	<ul style="list-style-type: none"> <li>• If a child requests it, a question may be read to the child on a one-to-one basis. Examples of how to answer children's questions are in section 4.7.</li> <li>• At a child's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the child by interpreting it.</li> </ul>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Make a note of any individual needs, for example, children who are allowed additional time or a reader.</li> <li>• Write the school's name and DfE number on a board that is visible to all children.</li> </ul>

<p><b>At the start of the test</b></p>	<p>It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 2 is provided with the test papers. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a>.</p> <ul style="list-style-type: none"> <li>● Check that children do not have mobile phones or other disruptive items.</li> <li>● Check that children do not have any materials or equipment that may give them extra help.</li> <li>● Check that spacing is appropriate and that no child can see another child's test paper.</li> <li>● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>● Tell the children the duration of the test.</li> <li>● Write the start and finish times on a board so that all the children can see them.</li> <li>● Ensure each child has a copy of the test paper for mathematics Paper 2.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the test paper. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Read aloud the instructions on page 3 of the test paper.</li> <li>● Tell the children to pay particular attention to instructions within test questions.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● The test scripts for Paper 2 must be packed in the grey script return bag with the sealed transparent inner bag containing the test scripts for the mental mathematics test and Paper 1 from Wednesday 14 May.</li> <li>● Pack and seal the test scripts in the grey script return bag as soon as possible after Paper 2 has been administered on Thursday 15 May.</li> <li>● The grey script return bag should only be left unsealed if timetable variations for any of the levels 3–5 mathematics tests are going to be administered. (For packing instructions, see section 6.)</li> <li>● Store the grey script return bag in a secure place (such as a locked cupboard) until it is collected.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul>

<b>After the test</b> (continued)	Levels 3–5 mathematics test scripts must not be combined and packed in script return bags with level 6 mathematics test scripts.
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Instructions for completing the attendance register and sending test scripts for marking are in sections 5–7.

#### 4.6.2 Level 6 mathematics Paper 1 and Paper 2

You should administer Paper 1 and Paper 2 in one session with a short break in between the test papers. You should give each child a copy of Paper 2 and a calculator during the break.

<b>Format</b>	Children will have 30 minutes to complete each test paper.
<b>Equipment</b>	<p>Required:</p> <ul style="list-style-type: none"> <li>● black pens or pencils, pencil sharpeners and erasers</li> <li>● rulers (showing centimetres and millimetres)</li> <li>● angle measurers or protractors</li> <li>● tracing paper</li> <li>● mirrors</li> <li>● calculators - for Paper 2 only</li> </ul> <p>Children may use the following equipment, if this is normal classroom practice, provided they only give word for word translations:</p> <ul style="list-style-type: none"> <li>● bilingual dictionaries or electronic translators</li> <li>● bilingual word lists</li> <li>● monolingual English electronic spell checkers</li> </ul> <p>Not allowed:</p> <ul style="list-style-type: none"> <li>● calculators – for Paper 1 only</li> </ul>
<b>Assistance</b>	<ul style="list-style-type: none"> <li>● If a child requests it, a question may be read to the child on a one-to-one basis.</li> <li>● At a child's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the child by interpreting it.</li> <li>● Examples of how to answer children's questions are in section 4.7.</li> </ul>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>● Make a note of any individual needs, for example, children who are allowed additional time or a reader.</li> <li>● Write the school's name and DfE number on a board that is visible to all children.</li> </ul>
<b>At the start of the test</b>	It is important to brief children fully at the start of each test. An example of what to say at the beginning of Paper 1 and Paper 2 is provided with the test papers. Examples are also available on the DfE's website at <a href="http://www.education.gov.uk/ks2">www.education.gov.uk/ks2</a> .

<p><b>At the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Check that children do not have mobile phones or other disruptive items.</li> <li>● Check that children do not have any materials or equipment that may give them extra help.</li> <li>● Check that spacing is appropriate and that no child can see another child's test paper.</li> <li>● Explain that if children need any help they should raise their hand and wait for a test administrator to come to them. All children must remain silent while in the test room.</li> <li>● Tell the children the duration of the test.</li> <li>● Write the start and finish times on a board so that all the children can see them.</li> <li>● Ensure each child has a copy of the correct mathematics test paper.</li> <li>● Tell the children to clearly write their name, school and DfE number on the cover of the test paper. If a child's name differs from the name provided during pupil registration, instruct the child to write both names on the paper.</li> <li>● Read aloud the instructions on page 3 of the test paper.</li> <li>● Tell the children to pay particular attention to instructions within test questions.</li> <li>● Check whether the children have any questions.</li> </ul>
<p><b>After the test</b></p>	<ul style="list-style-type: none"> <li>● Where applicable, you should ensure that access arrangements notification forms are inserted inside the relevant child's test script (the answer booklet containing the child's answers).</li> <li>● The test scripts must be returned immediately to the senior members of staff who are responsible for the collation of the test scripts.</li> <li>● Collate the test scripts in the same order as the children's names appear on the attendance register.</li> <li>● After both level 6 mathematics test papers have been administered the test scripts must be packaged and sealed in the transparent inner bag provided as soon as possible on Thursday 15 May.</li> <li>● The transparent inner bag should only be left unsealed if a timetable variation is going to be administered. (For packing instructions, see section 6.)</li> <li>● The transparent inner bag must be kept in a secure place (such as a locked cupboard) until all the level 6 tests have been administered and they are ready for collection.</li> </ul> <p>Do not:</p> <ul style="list-style-type: none"> <li>● Look at, annotate or review children's answers in any way (unless it is necessary to make a transcript). If you amend or tamper with children's answers in test scripts, it will be considered maladministration and results could be annulled.</li> <li>● Keep or photocopy test scripts for any reason.</li> </ul> <p>Level 6 mathematics test scripts must not be combined and packed in script return bags with levels 3–5 mathematics test scripts.</p>

Instructions for completing the attendance register and sending test scripts for marking are in sections 5–7.

## 4.7 Answering children's questions during the tests

You must ensure that nothing you say or do during a test could be interpreted as giving children an advantage. The examples given here illustrate how to deal with some common situations.

### **Q. What does 'give a reason' mean?**

A. It means you have to say why you think it works out like that.

### **Q. How do I spell 'quickly'?**

A. I can't tell you how to spell it, but have a go at sounding it out and write that down.

### **Q. I don't understand the question on the English reading paper.**

A. Read the question again and underline key words that tell you what to do.

### **Q. What does 'comma'/'quadrilateral' mean?**

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

### **Q. What does '>' or '<' mean?**

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

### **Q. What is ' or '??**

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

### **Q. What is '0.6'?**

A. That's nought point six.

If any everyday context or words related to a question are unfamiliar to a child, you may show them related objects or pictures or describe the related context.

## 4.8 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, child safety must always be your first consideration. This section provides guidance on what to do in some common situations. If any of these situations occur during the course of a test you should brief your headteacher on how the incident was dealt with once the test is over.

### **If a fire alarm goes off**

Stop the test and note the time. Evacuate the room following school procedures and tell the children to remain calm and silent. The children should be supervised at all times to ensure they do not talk about the test. The test papers should be left in the test room.

Once it is safe to do so, children may continue with the test using the correct amount of remaining time. If the children do talk to each other about the test, you must call the national curriculum assessments helpline on 0300 303 3013 for advice before you continue.

### **If a child is unwell**

Stop the test for the individual child and note the time. After a rest break, if the child is well enough, he or she should be given the correct amount of remaining time to continue with

the test. The test must be completed on the same day. If the child is too ill to continue the test, send the partially completed test script for marking.

If the test script is spoiled, give the child a new test paper. A member of staff should make a transcript by copying the answers from the spoiled test script on to the new test paper (see section 4.9). You should do this once the child has completed the test and under test conditions. If the test script is unreadable, ask the child for their answers at the end of the test and record them in a different colour (preferably black) on the new test paper. You must complete a use of a transcript form; this can be downloaded from the DfE's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2). The form must be inserted inside the new test script when it is sent for marking. Do not send the spoiled test script for marking.

If other children have been disturbed, you may stop the test for all the children in the room. Make sure you make a note of the time so that the children receive the correct amount of remaining time. If necessary, move the children to another room, ensuring they remain silent.

### **If a child needs to leave the test room during the tests**

All children taking the tests must be supervised at all times. If a child needs to leave the test room, a test administrator should accompany the child.

When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility of at least one test administrator needing to leave the room with a child.

### **If a mobile phone rings or a child is found to be using one**

Children must not have any items that may cause disturbances during the tests. You may consider collecting mobile phones from children before the tests.

If a mobile phone makes any sound, it should be removed from the child. After the test, follow the school's own behaviour and disciplinary procedures.

If the child has gained an advantage as a result of using the mobile phone, follow the guidance below. If the child has gained no advantage, there is no need to contact STA.

### **If a child is caught cheating**

Record details of the incident, including the child's name, the name of the test and any specific questions in which the child was advantaged by cheating. If appropriate, move the child to another location for the remainder of the test.

If you believe the child has gained an advantage as a result of cheating, notify STA of the incident using the notification of a child cheating form. This is available on the 'Access arrangements' section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools).

By completing the form, the headteacher agrees to either:

- the removal of marks by STA for the specific questions where the child has gained an advantage; or
- the annulment of the child's result in that test by STA.

The child's test scripts must be collated with the other children's test scripts. Do not enclose any information regarding the incident.

You do not need to notify STA if the child has disrupted the test but not cheated, or if the child has attempted to cheat but gained no advantage from their actions. You should follow your school's behaviour policy in dealing with such incidents.

**If a child is being disruptive**

If a child's behaviour is disturbing other children, stop the test, note the time and remove the child. You can decide whether the disruptive child should continue the test in a separate room. If the test is not completed, the partially completed test script should be sent for marking.

Give the other children a few moments to refocus and then continue the test. Give the children the correct amount of remaining time.

**If test papers are incorrectly collated or the print is illegible**

Stop the test for the affected children, making a note of the time, and tell them that you will organise replacement papers. Once the replacements are provided, give the children the remaining time to complete the test. Children must not be allowed to start the test again.

All schools receive additional copies of each test paper. If there are insufficient additional copies, you should contact the national curriculum assessments helpline on 0300 303 3013 for approval to make a photocopy. At the end of the test, insert the replacement test paper inside the original and inform the headteacher of the action you took.

**If a child asks for additional paper**

The test papers and answer booklets have been designed so that most children will have enough room to record their answers. You may give a child lined paper if they need extra space to answer the English reading tests or the level 6 English grammar, punctuation and spelling test Paper 1: extended task. The child should write their name, school name and DfE number on any additional paper they use.

You must not give a child spare paper for planning or working out answers to any other test.

**If something goes wrong with the CD player or if there is a power cut during the levels 3–5 mental mathematics test**

Stop the test, making a note of the time. Tell the children to stay silent and remain seated. Try to find a replacement CD player or find out when power should be restored. As a last resort, use the transcript included with the test papers to administer the rest of the test. Restart the test at the appropriate place, following the timings for each question. You should use a stopwatch, watch or a clock with a second hand.

**If an incorrect test has been administered**

Keep the children under test conditions and contact the national curriculum assessments helpline on 0300 303 3013 for advice.

## 4.9 Transcribing test scripts

If it will be very difficult for a marker to read a child's writing, you can transcribe all or part of the child's test script. Unless it has been spoiled, the child's original test script must be sent for marking, along with a completed copy of the use of a transcript form which can be downloaded from the DfE's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2). If the marker can read the child's writing, they will mark the original work. Braille test scripts should not be transcribed.

When transcribing a child's answers, test administrators must adhere to the following for both the levels 3–5 and level 6 tests:

- A transcript can only be made at the end of the test.
- Wherever possible the transcript must be made with the child present, before the child leaves the test room.
- The child must be kept separate from the rest of the cohort until the transcript is complete. If the child needs to leave, for example because of illness, the test administrator must transcribe what they can and send this for marking.
- The transcript should be made with a black pen where possible. It must be made in a different colour to the one used by the child. Red pen must not be used.
- Care must be taken to ensure that no child's answers are changed.
- All punctuation and phrasing must be the child's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers.
- No assistance with spelling may be given in any of the tests.
- Extensive or full transcripts should be transcribed on to a new test paper.

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

## 5. Completing the attendance registers

Attendance registers should be used to confirm whether or not a child has taken a test and to ensure each child's test script is sent for marking.

Test administrators should follow the guidance that accompanies the attendance registers to ensure they are completed and returned correctly, and that all test scripts are accounted for. It includes instructions on how to make amendments to the attendance register and add children.

The attendance register must be completed and returned even if all children are below the level of the test or absent, or (in the case of the level 6 tests) withdrawn.

As the English reading test and the English grammar, punctuation and spelling test assess different aspects of the national curriculum for English, a child can be recorded as working below the level for one test but working at the level for the other.

The English grammar, punctuation and spelling test and mathematics test consist of several components. Children are either working at the level, working below the level, able to access the tests or unable to access the tests. When completing the attendance register you cannot, for example, enter a child for the English grammar, punctuation and spelling Paper 1 but register them as below the level for Paper 2, or enter a child for the levels 3–5 mathematics Paper 1 and register them as working below the level for Paper 2.

After all the attendance registers have been completed, your headteacher should use the information to record the number of children who sat each test (including Braille versions) on the headteacher's declaration form on the 'Pupil registration' section of the NCA tools website. Further information on completing the headteacher's declaration form is provided in section 8.

If you have any questions about completing attendance registers please contact the national curriculum assessments helpline on 0300 303 3013.

## 6. Packing and storing test scripts for collection

### 6.1 General instructions

Sections 6.3 and 6.4 give specific advice on packaging the levels 3–5 and the level 6 tests.

Remember the following points to ensure your school's test scripts and attendance registers are sent correctly for marking.

- Use the attendance registers to make a record of the total number of children who sat the tests, including any children who sat Braille versions, before you start packing test scripts. This data is needed for the headteacher's declaration form. (See section 8.)
- If any children have used access arrangements, ensure that a copy of the signed notification form is inserted into the child's test script.
- Staples or paperclips must not be used to attach forms to test scripts. Do not include any other correspondence with the test scripts.
- Do not pack levels 3–5 test scripts and / or attendance registers with level 6 test scripts and / or attendance registers.
- Do not pack English reading test scripts and / or attendance registers with English grammar, punctuation and spelling test scripts and / or attendance registers.
- If your school is using a timetable variation, extra care should be taken to ensure the security of the test scripts is maintained until all children have taken the test. Failure to do this could lead to allegations of maladministration. Make sure the test scripts are securely stored in a locked cupboard until all children have taken the test. After that, the full set of test scripts should be sent for marking. You do not need to inform markers that a child has used a timetable variation.
- Test scripts awaiting collection must be locked in a secure cupboard until they are collected.

### 6.2 Braille test scripts

Schools with Braille test scripts will receive specific dispatch instructions with their test material deliveries. These will provide information on:

- how to use the additional stationery items;
- how to annotate the standard attendance registers for children taking Braille versions of the tests;
- how to prepare and complete the Braille test attendance registers for each subject;
- dispatching the Braille test scripts to Braille markers; and
- specialist markers assigned to mark Braille test scripts.

## 6.3 Levels 3–5 tests

You will need the following to pack the test scripts for dispatch:

- all test scripts
- the completed attendance registers
- any access arrangements notification forms inserted inside the relevant child's test script
- the levels 3–5 stationery pack (which contains the grey script return bags, the transparent inner bag(s) for the mental mathematics test and Paper 1, and labels)

If your marker labels are damaged, contact the national curriculum assessments helpline on 0300 303 3013. Additional script return bags and Parcelforce Worldwide labels can be ordered using the stationery request website at [www.nct-materials.com](http://www.nct-materials.com).

The following process is illustrated for all levels 3–5 tests in appendix 1.

**Step 1: Collate the test scripts.** Collate the test scripts in the same order as the children's names on the attendance register. **Note:** Test scripts for the English grammar, punctuation and spelling test should be collated in the order that the papers were taken so that all Paper 1: short answer questions test scripts are placed on top of the Paper 2: spelling task test scripts.

Test scripts for the mental mathematics test and Paper 1 must be stored securely in the sealed transparent inner bag(s) overnight on Wednesday 14 May until Paper 2 has been administered the next day. Collate the mental mathematics test scripts with the test scripts from Paper 1 and seal them in the transparent inner bag(s) as soon as possible on the day of the test. The inner bag has a self-adhesive seal, but you may reinforce the seal with clear tape. Do not keep this bag open for any timetable variation test scripts.

**Step 2: Pack the grey script return bag(s).** Put the attendance register on top of the test scripts. Put the test scripts and attendance register into the script return bag. You may use more than one script return bag per test. If you do, make sure the attendance register is placed in the first numbered bag.

**Step 3: Seal the script return bag(s).** Once all children have taken the test, including any taking a timetable variation, seal the script return bag(s). You may reinforce the seal with clear tape. Do not use string as it obscures the barcodes on the labels. Do not use staples to seal the script return bags or attach two script return bags together, as they can easily become separated.

**Step 4: Label the script return bag(s).** If you have used more than one script return bag, label each one (for example '1 of 3', '2 of 3' and '3 of 3'). Label each bag as follows:

- The large label shows the name and address. Stick one large label to each script return bag.
- The two smaller consignment number labels show the Parcelforce Worldwide consignment number used to 'track and trace' the parcel. Peel off one label and stick it on the Parcelforce Worldwide proof of posting receipt.

You should keep the proof of posting receipt in an accessible place as you may be asked to produce it in the case of a monitoring visit.



## 6.4 Level 6 tests

You will need the following to pack the test scripts for dispatch:

- all test scripts
- the completed attendance register(s)
- any access arrangements notification forms inserted into the relevant child's test script
- the level 6 stationery pack (which contains the bags, packing boxes and labels)

Additional bags, boxes and labels for the level 6 tests can be ordered using the stationery request website at [www.nct-materials.com](http://www.nct-materials.com).

The following process is illustrated in appendix 2.

**Step 1: Collate the test scripts.** Collate the test scripts in the same order as the children's names on the attendance register.

**Note:** Test scripts for the English grammar, punctuation and spelling test should be collated in the order that the papers were taken so that the Paper 1: extended task test scripts are placed on top of the Paper 2: short answer questions test scripts, on top of the Paper 3: spelling task test scripts.

Test scripts for the mathematics test should also be collated in the order the papers were taken.

**Step 2: Pack and seal the transparent inner bag(s).** Put the attendance register on top of the test scripts. Pack and seal the test scripts and attendance register in the transparent inner bag as soon as possible on the day of the test. The inner bags have self-adhesive seals, but you may reinforce the seal with clear tape. The bags should only be left unsealed if a timetable variation is being administered.

**Step 3: Pack the box.** Once the inner bag(s) have been sealed, put them into the packing box. Do not tape the packing box shut or stick labels to it.

**Step 4: Pack the green script return bag(s).** Put the packing box inside the green script return bag and seal it. You may reinforce the seal with clear tape. Do not use string as it obscures the barcodes on the labels. Do not use staples to seal the script return bags or attach two script return bags together, as they can easily become separated.

**Step 5: Label the green script return bag(s).** Label each bag with the Parcelforce Worldwide label:

- The large label shows the address to which the test scripts should be returned. Stick one large label to each script return bag.
- The small consignment number label shows the Parcelforce Worldwide consignment number used to 'track and trace' the parcel. Stick this label in the space provided on the proof of posting receipt.

You should keep the proof of posting receipt in an accessible place as you may be asked to produce it in the case of a monitoring visit.



## 7. Test script collections

### 7.1 Tracking your test script delivery

The proof of posting receipts are provided so that you can track the delivery of your test scripts. You should complete and keep them once you have packed, labelled and addressed the script return bags. To do this:

- ensure every script return bag has its corresponding small consignment number label affixed to the receipt;
- check each label is completely visible; and
- record the total number of script return bags sent for marking on the receipt (this must equal the number of small consignment number labels attached).

When the test scripts are collected:

- sign the school signature box and enter the date of dispatch (the day the test scripts are collected) on the receipt;
- ensure the driver signs the receipt; and
- return the signed copy to your headteacher.

To track and confirm delivery of your test scripts, visit the 'Track your parcel' section of the Parcelforce Worldwide website at [www.parcelforce.com/track-trace](http://www.parcelforce.com/track-trace). You will need to enter the consignment number from your proof of posting receipt.

### 7.2 Collection dates and times

If you have administered the test(s) to the whole cohort according to the timetable specified in section 4.1 then you do not need to arrange collections. Parcelforce Worldwide will visit schools on the dates shown in the table below. These are the only collections which should be used. You must not take test scripts to the Post Office or use any other carrier for mailing.

Please ensure that your sealed script return bags are ready for collection on the appropriate dates. You do not need to wait until the test period is over before you send your levels 3–5 test scripts for marking. The complete set of level 6 test scripts must be dispatched at the same time.

DfE number	Test script collection dates (between 9am - 4pm)
Schools with a DfE number that ends with an even digit (including 0)	<ul style="list-style-type: none"> <li>• Tuesday 13 May</li> <li>• Thursday 15 May</li> </ul>
Schools with a DfE number that ends with an odd digit	<ul style="list-style-type: none"> <li>• Wednesday 14 May</li> <li>• Friday 16 May</li> </ul>

Schools that have test scripts remaining after Thursday 15 May will receive an additional collection on Friday 16 May. All test scripts must be sent for marking before your school breaks up for the half-term holidays.

If your school misses a scheduled collection and has not applied for a timetable variation, the sealed script return bag(s) should be stored securely until the next scheduled collection date. For further information, or if you have uncollected test scripts after the last scheduled collection date, contact the national curriculum assessments helpline on 0300 303 3013.

### 7.3 Collections following a timetable variation

If you have submitted a notification of a timetable variation or have had an application for a timetable variation approved by STA, test scripts for the rest of the cohort must not be sent for marking until after the last child has sat the test. Therefore, if a child has had approval to take a test a day after the scheduled collection date, you must wait until the next collection date before dispatching the test scripts. If a child takes a test after the final scheduled collection date of Friday 16 May, you should book a separate collection to send all scripts to the appropriate marker by:

- calling the Parcelforce Worldwide timetable variation helpline on 0800 980 3860; or
- visiting the Parcelforce Worldwide website at [www.parcelforce.com/education/sta](http://www.parcelforce.com/education/sta) and following the 'Arrange an ad hoc collection' link.

All test scripts must be sent for marking before your school breaks up for the half-term holidays.

When booking your collection, please have your school DfE number and address details to hand as well as a contact name, phone number, collection date and collection location, for example your school's main reception.

## 8. Completing the headteacher's declaration form

Headteachers must complete and submit the headteacher's declaration form to either confirm that their school has administered the tests according to the published guidance or that they have raised any issues with STA.

The form will be available from 5pm on Thursday 15 May on the 'Pupil registration' section of the NCA tools website at [www.education.gov.uk/ncatools](http://www.education.gov.uk/ncatools). It must be submitted online by **Friday 23 May**.

The form must only be completed after all test scripts, including any level 6 test scripts, have been collected for marking.

To complete the headteacher's declaration form the headteacher, or a delegated senior member of staff, must:

- Select 'Headteacher's declaration form' from the left-hand menu in the 'Pupil registration' section of NCA tools.
- Use the information from the attendance registers to record the total number of children who sat the levels 3–5 and level 6 tests, including those who took Braille versions. If no children in the cohort have sat the test, schools must indicate this by entering the appropriate code.
- Complete the tick boxes to confirm that either:
  - the tests have been administered in accordance with the statutory requirements as set out in the 2014 key stage 2 ARA and the confidentiality of the tests has been maintained; or
  - that the statements in the form cannot be confirmed and the reasons why have been reported to STA.
- Complete their name and role before selecting 'Submit'.

The headteacher's declaration form cannot be changed after it has been submitted.

If for any reason the headteacher, or delegated senior member of staff, cannot complete the headteacher's declaration form, they should notify the national curriculum assessments helpline on 0300 303 3013.

# Appendix 1: 2014 key stage 2 levels 3-5 packing process

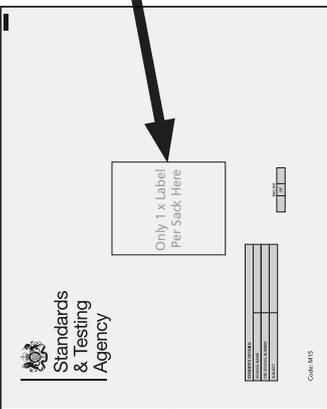
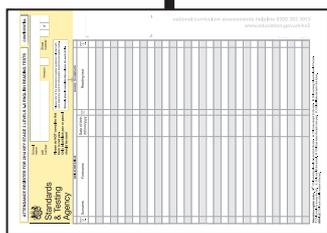
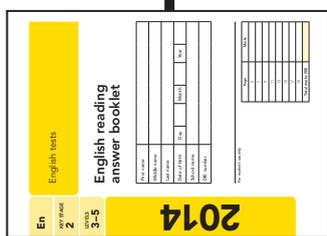
Please refer to sections 6.1 and 6.3 for full instructions on packing levels 3-5 test scripts.

**Step 1:** Collate test scripts

**Step 2:** Place attendance register on top of scripts

**Steps 3 & 4:** Pack and seal the grey script return bag

**Step 5:** Label the script return bag



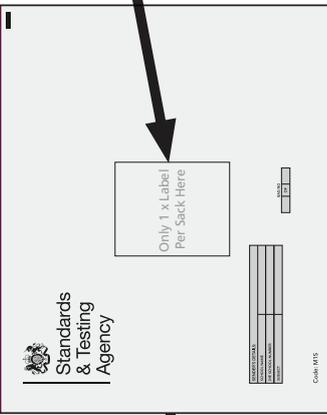
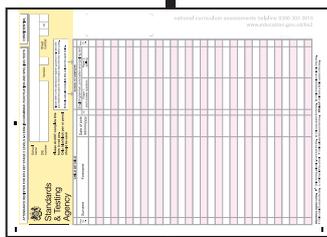
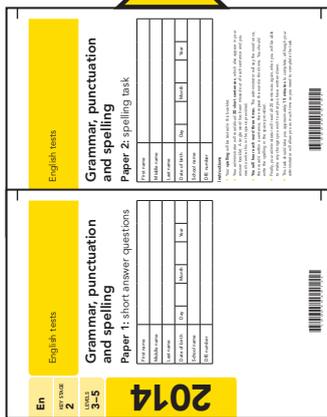
English reading

**Step 1:** Collate test scripts. Place all Paper 1 test scripts on top of all Paper 2 test scripts.

**Step 2:** Place attendance register on top of scripts

**Steps 3 & 4:** Pack and seal the grey script return bag

**Step 5:** Label the script return bag



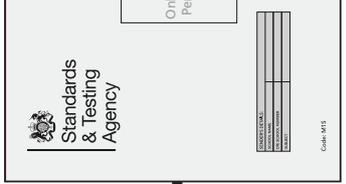
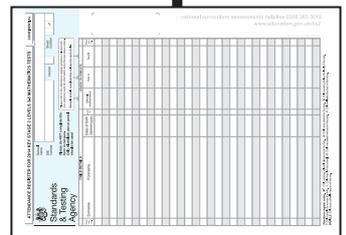
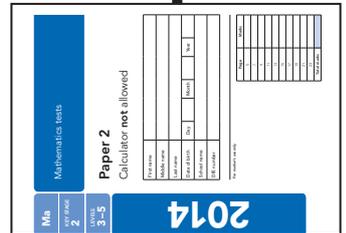
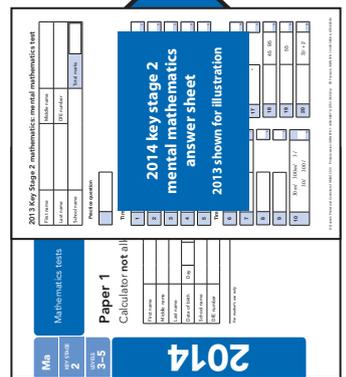
English grammar, punctuation and spelling

**Step 1:** Collate, pack and seal mental mathematics and Paper 1 test scripts into the transparent bag provided. Collate Paper 2 and place under transparent bag.

**Step 2:** Place attendance register on top of scripts

**Steps 3 & 4:** Pack and seal the grey script return bag

**Step 5:** Label the script return bag



Mathematics





# About this publication

## Who is it for?

Headteachers, test administrators and key stage 2 assessment and special needs co-ordinators. Test administrators should familiarise themselves with its content before administering the tests.

## What does it cover?

- Guidance on administering the key stage 2 tests
- Guidance on handling, packaging and labelling test materials
- How to complete the headteacher's declaration form
- Specific guidance for Service Children's Education schools

## Related information

Visit the Department for Education's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2) for all related information.

## For more copies

Additional printed copies of this document are not available. It can be downloaded from the Department for Education's website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).