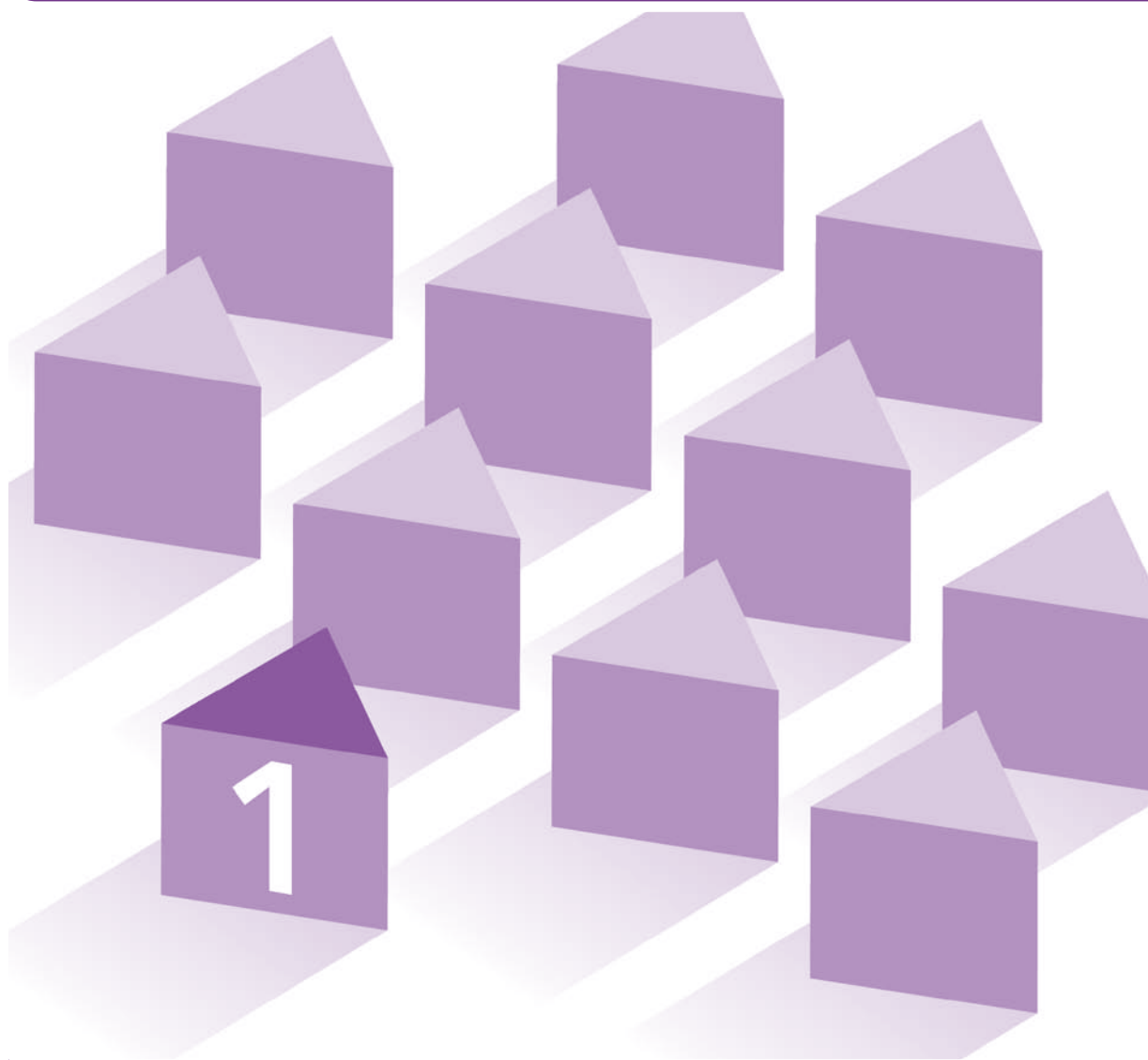


KEY STAGE
1

Early years
foundation
stage, years
1 and 2

Assessment and reporting arrangements

2010



National curriculum assessments

The *Assessment and reporting arrangements* (ARA) contains provisions made pursuant to sections 87(3) and 87(11) of the Education Act 2002 and Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004. The ARA gives full effect to, or otherwise supplements the provisions made in the Order and as such has effect as if made by the Order.

The ARA provides information and guidance on national curriculum assessments and their administration.

Please discard and recycle previous printed versions of this guidance.

We want our website and publications to be widely accessible, so please contact us if we're not meeting your needs.

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Introduction

1.1 What is the ARA?

The *Assessment and reporting arrangements* (ARA) contains guidance on the early years foundation stage (EYFS) profile and it provides statutory information and guidance on the key stage 1 national curriculum assessment and reporting arrangements in 2010.

All those responsible for assessment and reporting in the EYFS and key stage 1 need to read these requirements and be aware of any changes from previous years.

This ARA replaces all previous versions of the EYFS and key stage 1 ARA. Please discard and recycle all previous paper versions of the ARA because they are out of date.

1.2 Legal status of the ARA

The requirements of, and statutory guidance on, the EYFS and EYFS profile are set out in the *Statutory framework for the early years foundation stage* document, published by the secretary of state for Children, Schools and Families in May 2008. The *Early years foundation stage profile handbook* provides additional information and guidance on the EYFS profile. The ARA provides guidance on the EYFS profile in accordance with the *Statutory framework for the early years foundation stage*, which is available on the Department for Children, Schools and Families (DCSF) *Standards* website at www.standards.dcsf.gov.uk/eyfs or by calling DCSF publications on 0845 602 2260 and quoting DCSF reference 00267-2008BKT-EN.

The 2010 ARA contains provisions made pursuant to sections 87(3) and 87(11) of the Education Act 2002 and Article 9 of The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004. The ARA gives full effect to, or otherwise supplements, the provisions made in the Order and as such has effect as if made by the Order. It also contains information that does not form part of the law.

1.3 Who needs to have the ARA?

All those responsible for assessment and reporting in the EYFS and key stage 1 need to refer to the ARA. It is the responsibility of local authorities to identify practitioners and settings that will be required to make EYFS profile judgements.

Arrangements are reviewed and may be updated each year. It is important that those responsible for assessment and reporting in the EYFS and key stage 1 read these requirements and ensure they are aware of any changes from previous years. Changes to factual information are detailed in section 2, 'Changes for 2010'.

1.4 Responsibilities

The ARA provides guidance on the EYFS profile for practitioners in accordance with the *Statutory framework for the early years foundation stage*. EYFS profile assessments must be completed for all children who will be five years old on or before 31 August 2010. The EYFS profile must be completed no later than 30 June 2010. This applies to all EYFS providers, including maintained schools, non-maintained schools, independent schools and childcare registered by Ofsted on the Early Years Register. The EYFS profile must

be completed by the provider where the child spends the majority of their time between 8am and 6pm. The ARA also sets out the statutory responsibilities of those involved in assessment and reporting for key stage 1.

Headteachers

Headteachers of maintained schools have a duty to implement the EYFS and the national curriculum in their schools. This includes assessment and reporting. This duty does not normally apply to hospital schools.

All headteachers and managers of EYFS provision must ensure their schools and settings comply with all aspects of the EYFS and key stage 1 assessment and reporting arrangements.

Headteachers should:

- ensure an EYFS profile is completed for all eligible children and data is quality assured
- ensure the EYFS profile data is returned to the local authority in accordance with the table in section 3.4
- provide parents, carers or guardians with information relating to their child's achievement against the early learning goals at the end of the EYFS
- take responsibility for the reliability of their EYFS profile outcomes and ensure that the data accurately reflects the attainment of the current cohort of children
- ensure teachers and practitioners fully comply with all aspects of the EYFS profile and key stage 1 assessment, moderation and reporting arrangements
- identify the children to be assessed at the end of key stage 1
- ensure teacher assessment levels for reading, writing, speaking and listening, mathematics and science are recorded for all children at the end of key stage 1
- ensure key stage 1 tasks and tests are administered
- ensure all task and test materials are stored responsibly and that children do not have access to the test materials before they are administered
- ensure children's responses to the tasks and tests are marked accurately and consistently
- ensure teacher judgements are monitored
- provide teacher assessment results to their school's governing body to enable it to comply with national data submission requirements and report to parents, carers or guardians
- provide parents, carers or guardians with written reports on their child's progress free of charge, and provide the opportunity for discussion with a child's parents, carers or guardians at least once in each school year
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file
- ensure provision is made to meet the special educational needs of their school's children.

Governing bodies

Governing bodies of maintained schools have a duty to ensure the school meets the requirements of the EYFS and the national curriculum, including assessment and reporting arrangements.

If the headteacher is temporarily or permanently absent, the governing body should ensure a nominated representative carries out the headteacher's duties.

Local authorities

Local authorities have a duty to ensure that schools and other EYFS providers administer the statutory assessment and reporting arrangements appropriately. They must ensure schools and other EYFS providers understand and follow the requirements set out in the ARA.

Local authorities should:

- offer schools and other EYFS providers training and advice on all aspects of assessment at EYFS and key stage 1
- ensure moderation of the EYFS profile and key stage 1 assessments is carried out as specified in the ARA and the relevant *Moderation requirements booklet*
- ensure schools have an appropriate system to record and process the EYFS profile and key stage 1 data using electronic means
- ensure all other EYFS providers have appropriate means by which to accurately record and report the EYFS profile results
- collect the EYFS profile and end of key stage 1 statutory assessment results, quality assure and submit to the DCSF in the required format by the due dates (see the eligibility table in section 3.4 for EYFS profile data submission requirements)
- ensure schools are aware of the need to store key stage 1 task and test materials responsibly.

Academies in England

Academies are required to participate in the key stage 1 national curriculum assessment arrangements, as set out in their funding agreement, and to implement the requirements of the EYFS.

Academies should fully comply with these assessment and reporting arrangements.

Most academies are secondary education providers, therefore EYFS profile, key stage 1 and key stage 2 arrangements are only applicable to those academies that provide education to children at these stages of learning.

Pupil referral units, hospital schools and children educated at home

Children attending a pupil referral unit or hospital school are not subject to the assessment requirements in this ARA. However, children still on the register at a maintained school (referred to as the home school) but studying full- or part-time at a pupil referral unit or hospital school are required to be assessed, and the results should be reported by the home school.

These assessment and reporting arrangements are not applicable to children who are being educated at home unless they are on the register of a maintained school or an independent school that has chosen to participate in key stage 1 assessment.

Independent schools and EYFS providers registered with Ofsted under the Childcare Act

All independent schools and registered EYFS providers must administer the statutory assessment and reporting arrangements appropriately. This will include participating in moderation arrangements for the EYFS profile and submission of the EYFS profile results to the local authority, as specified in the eligibility table in section 3.4.

Following a public consultation conducted by the DCSF from 13 February to 8 May 2009, new regulations have been made to allow local authorities to collect EYFS profile data with contextual child data as set out below, for children not in receipt of government funding in the summer term. EYFS profile providers are required to comply with local authority requests for this data. Local authorities are not required to submit this data to the DCSF. In practice this will be requested for children not in receipt of government funding in the summer term.

The data that can be requested by the local authority are:

- for each child in the final year of the EYFS, the total number of scale points achieved in each of the assessment scales of the EYFS profile
- date of birth
- address of the home where the child normally resides
- ethnic group
- gender
- whether the child has special educational needs
- whether English is the child's first language.

Independent schools in England may choose to take part in the assessment and reporting arrangements for one or more subjects at the end of key stage 1. Only independent schools that have taken part in the key stage 1 moderation process at least once in a four-year cycle can claim in any publicity materials or a prospectus that their results are comparable with those published nationally or locally. Independent schools must also confirm their intent to issue a *Fair processing notice* to the parents, carers or guardians of any child who is going to participate in one or more of the tasks and tests and receive approval from a parent, carer or guardian of each participating child before placing the test order.

1.5 Overseas schools

Overseas schools are not able to formally participate in the EYFS profile or key stage 1 assessments. This does not apply to Service Children's Education schools. Overseas schools may choose to purchase copies of the key stage 1 tasks and tests from the *International schools test orders* section of the QCDA website at www.orderline.qcda.gov.uk/international.

1.6 Distribution of the 2010 ARA

As in previous years, maintained schools with EYFS and key stage 1 children will receive three copies of the 2010 EYFS and key stage 1 ARA in September 2009. Independent schools will receive one copy. Additional printed copies are not available.

1.7 The online version of the ARA

The ARA can be accessed on the QCDA *Tests and exams* website at www.qcda.gov.uk/ara from September 2009.

The online version of the ARA allows users to access guidance, search for specific information and find answers to frequently asked questions.

A PDF version of the ARA is also available to download from this page.

1.8 Qualifications and Curriculum Development Agency (QCDA)

QCDA will be at the heart of England's education system. Our job will be to develop the curriculum, improve and deliver assessments, and review and reform qualifications.

We want to make sure that everyone can get the knowledge, skills and qualifications they need for life in the 21st century. We believe in the power of education to transform people's lives and to make society better and fairer for everyone.

We'll work side by side with people in education and business, using our experience and know-how to find practical ways to deliver government reforms.

From QCA to QCDA

The Qualifications and Curriculum Authority (QCA) was set up under the Education Act 1997 to develop and regulate the national curriculum, assessments in schools and qualifications. In 2007 the government decided to set up an independent exams regulator, Ofqual, which has now taken on most of QCA's regulatory functions.

The government is introducing legislation in the Apprenticeships, Skills, Children and Learning Bill that is expected to make Ofqual a completely separate organisation and will transform QCA into QCDA. The bill will also specify when these changes will take place. For now, QCA remains the legal entity. QCDA will deliver, and build on, QCA's non-regulatory work.

For more information about QCDA, visit our website at www.qcda.gov.uk.

1.9 Department for Children, Schools and Families (DCSF)

DCSF leads work across government to ensure that children and young people:

- stay healthy and safe
- secure an excellent education and the highest possible standards of achievement
- enjoy their childhood
- make a positive contribution to society and the economy
- have lives full of opportunity, free from the effects of poverty.

1.10 Office of the Qualifications and Examinations Regulator (Ofqual)

Ofqual is the new regulator of qualifications, exams and tests in England.

The government has introduced legislation to establish Ofqual as the regulator of qualifications. Until this legislation is passed, Ofqual will operate as part of QCA. Afterwards, Ofqual will be accountable to Parliament rather than to government ministers. Ofqual's role is to ensure that:

- standards are maintained
- assessments are fair and effective.

The *National curriculum assessments: code of practice* is available on the Ofqual website at www.ofqual.gov.uk/135.aspx.

1.11 Concerns and complaints

Concerns and complaints should be raised with QCDA in the first instance. Schools and other EYFS providers can write to the service response manager, QCDA, 83 Piccadilly, London W1J 8QA, or email assessments@qcda.gov.uk.

Where schools feel that their concerns have not been fully addressed by QCDA in line with published procedures, then regulatory issues can be raised with Ofqual. Enquiries and concerns can be sent to the Office of the Qualifications and Examinations Regulator, Spring Place, Coventry Business Park, Herald Avenue, Coventry CV5 6UB, or by email to info@ofqual.gov.uk.



Changes for 2010

2.1 Expert Group recommendations: cross-phase moderation

The Expert Group on Assessment published its report on 7 May 2009.

The final report can be accessed online at

<http://publications.dcsf.gov.uk/eOrderingDownload/Expert-Group-Report.pdf>.

The government agreed to its recommendations in full. The DCSF and QCDA will be working together on the recommendation referring to cross-phase moderation.



Early years foundation stage (EYFS) profile

3.1 What is the EYFS profile?

The EYFS profile is a way of summarising each child's development and learning attainment at the end of the EYFS. For most children, this is at the end of the reception year (year R) in primary school. Others may be assessed in settings such as nursery schools and private, voluntary and independent (PVI) settings, including pre-schools. Local authorities are required to support all settings, whether maintained or not, that assess children using the EYFS profile scales.

The EYFS profile is based on practitioners' ongoing observations and assessments in all six areas of learning, as set out in the *Statutory framework for the early years foundation stage*, available on the DCSF *Standards* website at www.standards.dcsf.gov.uk/eyfs or by calling DCSF publications on 0845 602 2260 and quoting DCSF reference 00267-2008BKT-EN.

The EYFS profile must be completed in the final term of the academic year in which the child reaches the age of five, unless:

- an exemption from all or part of the EYFS assessment arrangements has been granted for the setting by the secretary of state
- the child is continuing in EYFS provision beyond the year in which they turn five.

Please refer to the exemptions information in section 3.5 for more information.

Each child's level of development should be recorded against the 13 assessment scales derived from *Development matters* and the early learning goals. Judgements against these assessment scales should be derived from observation of consistent and independent behaviour. They should be predominantly based on observations of children's self-initiated activities. It is expected that all adults who interact with the child should contribute to the process and that information provided by parents, carers or guardians will be taken into account. Further information on making profile judgements can be found in the *Early years foundation stage profile handbook*, available to download from the QCDA website at www.qcda.gov.uk/eyfsp.

3.2 EYFS eProfile tool

The *eProfile* is a means of recording scale point level assessments for individual children during the final year of the EYFS. It also enables the voluntary electronic submission of scale point data within the statutory collection of total scale scores.

There is no statutory requirement for practitioners to use the *eProfile*. EYFS providers and local authorities may decide what system to use to enable practitioners to complete a profile summary of scores in each of the 13 profile scales for every child at the end of the EYFS.

Information and guidance about the *eProfile* programme is available at www.teachernet.gov.uk.

3.3 Practitioners' responsibilities

In the final term of the EYFS, practitioners must complete a profile summary score, based on the 13 assessment scales, for each child. Profile judgements are made on the basis of cumulative observational evidence recorded over the course of the year. Profile summaries must be completed no later than 30 June 2010.

Assessment scales	
Personal, social and emotional development	Disposition and attitudes
	Social development
	Emotional development
Communication, language and literacy	Language for communication and thinking
	Linking sounds and letters
	Reading
	Writing
Problem solving, reasoning and numeracy	Numbers as labels and for counting
	Calculating
	Shape, space and measures
Knowledge and understanding of the world	
Physical development	
Creative development	

3.4 National data submission

The following table sets out the requirements for submission of EYFS profile data and contextual child data to local authorities and DCSF. When reading the guidance in section 3, please refer to this table for clarification as to which procedure should be followed.

What are the requirements for submitting data for the EYFS profile collection?		
Status of child and setting	Submission of data to local authority	Local authority submission to DCSF
Child in a maintained school	Statutory	Statutory
Child in an EYFS provision, who is in receipt of government funding in the 2010 summer term	Statutory	Statutory
Child in an EYFS provision, who is not in receipt of government funding in the 2010 summer term	Statutory (where requested by local authority)	Not currently required
Child in an academy with EYFS provision who is in receipt of government funding in the 2010 summer term	Statutory	Statutory
Child in an independent school, who is in receipt of government funding in the 2010 summer term	Statutory	Statutory
Child in an independent school, who is not in receipt of government funding in the 2010 summer term	Statutory (where requested by local authority)	Not currently required
Child with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm)	Statutory (where requested by local authority) or if the child is in receipt of government funding in the 2010 summer term	Not currently required unless child in receipt of government funding in the 2010 summer term
Child in EYFS provision with partial exemption from EYFS profile assessment, in receipt of government funding in the 2010 summer term	Statutory for those parts of EYFS profile not subject to exemption	Statutory for those parts of EYFS profile not subject to exemption
Child in EYFS provision with partial exemption from EYFS profile assessment, not in receipt of government funding in the 2010 summer term	Where requested by local authority, for those parts of EYFS profile not subject to exemption	Not currently required

Government funding means funding by the local authority for early years provision that is available free of charge in pursuance of the duty imposed on the local authority by section 7 of the Childcare Act 2006 (duty to secure prescribed early years provision free of charge).

Where indicated in the eligibility table, all EYFS providers must send their local authority the 13 EYFS profile summary scores for each child who will be five years old on or before 31 August 2010, together with contextual child data for each child. The child's name will not be required for children not in receipt of government funding.

The local authority will submit data to the DCSF only for children who receive government funding in the 2010 summer term.

Results should be submitted by the end of the summer term, before the child moves into the key stage 1 programme of study. Local authorities will notify schools and settings of their deadline for submitting data. Data should only be submitted once for each child.

There are a number of methods by which results can be sent to local authorities.

As a local authority may have a preferred method of obtaining the results, EYFS providers should agree the method with their local authority.

If a child starts at a new school before the summer half-term holiday (or sixth term), the new school must report the child's results to the local authority.

If a child starts at a new school during the second half of the summer term (or sixth term), the previous school or setting must report the child's results to the local authority.

The DCSF will send full details of the data submission arrangements to local authorities early in 2010. Schools, settings and local authorities are encouraged to return individual scale point data to the DCSF. This information is not statutory and submission to the DCSF is on a voluntary basis, to assist policy development. The DCSF strongly encourages local authorities and schools to return individual scale point data where possible to help produce a full picture of children's attainment across all areas, which will help the DCSF to target future policy initiatives where they are most needed.

3.5 Exceptions

Exemptions from the assessment arrangements

If settings are granted an exemption from all or part of the assessment arrangements, this should be recorded separately. More information about EYFS profile exemptions is available on the QCDA website at www.qcda.gov.uk/18407.aspx.

Alternative assessments

For a small number of children with special educational needs, it may not be appropriate to make an assessment against some of the EYFS profile scales. In these instances, such children may be assessed against local authority systems or other systems according to their needs. This assessment is known as an alternative assessment. An alternative assessment may be reported to parents, carers or guardians and to the local authority. This means that many of these children will show judgements against some of the profile scales, with an alternative assessment for the remainder. When an alternative assessment is submitted to the local authority electronically, and reported nationally, it will be represented by a 0. This is a data code only and should not be regarded as a measure of attainment.

There may be cases where it is not appropriate to make a judgement against any scale, for instance if the child has recently arrived from abroad. In these cases, practitioners must use the letter N (for no assessment) on the form or data sheet submitted to the local authority. Please note that N should not be used to indicate a partial assessment in a scale. Even where a child has recently arrived at the school, it should be possible to make judgements against some of the points within a scale. In such cases, the total of these judgements should be reported as the summary score for the relevant scale.

The expectation is that children will move with their peers and will therefore be assessed only once for the EYFS profile. In very exceptional circumstances, through discussion and in agreement with parents, carers or guardians, a child might not move at the same time as the rest of the class, but the child must not be assessed more than once. In order to ensure children's needs are met, it may be deemed appropriate in exceptional circumstances for a child to remain in an EYFS class beyond the end of the academic year in which the child reaches the age of five. Care should be taken that the child's personal, social and emotional development is not prejudiced by this decision. In these cases, the EYFS profile does not need to be completed until the end of the year before the child moves onto the key stage 1 programme of study.

In this event, the school should discuss with the local authority EYFS profile moderation manager its intention to defer the child's statutory assessment. This will ensure that the child's data is not considered missing when the school submits EYFS profile outcomes for the current cohort. Assessment of the child in accordance with the principles of EYFS profile should continue throughout the child's time within EYFS provision and a summary judgement made at the end of the academic year before the child moves onto the key stage 1 programme of study.

Care and advice will need to be taken around the entry of the child's assessments into any electronic recording system, as their date of birth may now be outside the expected range for their cohort. Local authorities should provide instructions to schools in such cases. DCSF will consider the child to be part of this new cohort, and will accept data submitted in this way, although a check may be made with the local authority as to the accuracy of the dates of birth of individual children.

3.6 Reporting children's achievements to parents, carers or guardians

All EYFS providers must provide parents, carers or guardians with a written summary of a child's progress against the early learning goals and the assessment scales. A copy of the EYFS profile summary scores reported to the local authority must also be provided to parents, carers or guardians if requested. Providers should avoid reporting raw scores without providing an explanation of what they mean. Parents, carers or guardians should be involved in the assessment process on a regular, ongoing basis and encouraged to participate in their child's early learning and development. Providers must offer a reasonable opportunity for the parent, carer or guardian to discuss the EYFS profile and summary scores.

Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents, carers or guardians. Reports should:

- be specific to the child
- talk about next steps
- be concise but informative.

If a child changes school during reception year, the new school will need to report the end of EYFS assessment to parents, carers or guardians.

Good practice examples can be found on the QCDA website at www.qcda.gov.uk/eyfsp.

3.7 What will happen to the results of the assessment?

The outcome of EYFS profile assessment is used to inform year 1 teachers about each child's attainment and learning needs. EYFS profile data can be a source of information about levels of attainment within a school or setting. For example:

- attainment in each of the 13 assessment scales for individual children, classes and year groups
- the attainment of children born in different months of the year
- the attainment of different groups of children, for example boys and girls.

Schools may also wish to conduct further analysis using wider contextual information.

Local authority responsibilities

Under the Childcare Act 2006, local authorities must agree statutory early years targets based on their EYFS profile results, as part of their duty to improve the outcomes for all young children in their area and reduce inequalities between them.

There are no statutory powers to require schools or other settings to generate targets at their level. Local authorities will, however, need to consider the contribution they expect individual schools and settings to make to raising standards in EYFS profile outcomes and will need to involve them in action planning to meet the local authorities' statutory targets.

The individual pupil data (the 13 profile summary scores for each child) provided by schools and settings to the local authority will be collected from local authorities by the DCSF in accordance with the table in section 3.4. This data will be used to gain an overview of improvements in young children's attainment to meet the national targets and of how children are performing against the early learning goals. Each child is different, but generally:

- a scale score of 1–3 indicates working towards the early learning goals
- a scale score of 4–7 indicates working within the early learning goals
- a scale score of 6 or more in all scales indicates a good level of development within the early learning goals
- a scale score of 8 indicates completion of the early learning goals
- a scale score of 9 indicates working beyond the early learning goals
- 0 indicates a child with special educational needs for whom an alternative assessment is in place
- N indicates a child who has not been assessed.

3.8 Target setting

The guidance *Improving outcomes for children in the foundation stage in maintained schools – Process-based targets in the foundation stage* aims to clarify what is meant by target setting in the EYFS. This is aimed at practitioners in maintained schools, local authority inspectors / school improvement partners, Intensifying Support Programme consultants and other subject-specific consultants including EYFS advisers. The guidance adopts an approach to improving the conditions for learning by setting process-based targets for practitioners. This approach is based on an understanding of how young children develop and learn, and is supported by the research findings of the *Effective provision of pre-school education* study. It includes a set of planning sheets, which indicate the success criteria for children's achievement at the end of the EYFS and show the links with the whole school and layered year group targets.

Improving outcomes for children in the foundation stage in maintained schools – Process-based targets in the foundation stage can be downloaded from the DCSF Standards website at www.standards.dcsf.gov.uk or the DCSF TeacherNet website at www.publications.teachernet.gov.uk.

3.9 Publication of data

National and local authority data will be published on the DCSF website so that schools can compare their children's attainment on a regional and national basis. This will consist of:

- a summary of the national percentages for each assessment scale
- a report on the percentage of children working securely within each assessment scale.

There are no Achievement and Attainment Tables for the EYFS or key stage 1, but the information may be used in RAISEonline. For more information about RAISEonline, see section 8.6.

3.10 EYFS profile moderation

Local authorities have a statutory responsibility to set up moderation arrangements. QCDA will provide local authorities with guidelines and examples of effective practice in the *Moderation requirements booklet*. Local authorities will establish the accuracy of judgements by engaging in a professional dialogue with practitioners and discussing evidence during a school visit or moderation meeting.

Practitioners and EYFS profile moderators need to be aware that the definition of evidence is any material, knowledge of a child, anecdotal incident, result of observation or information from additional sources that supports the overall picture of the child's development. There is no requirement that evidence should always be formally recorded or documented.

Practitioners may choose to record specific evidence in order to secure their own judgements, but it is their final assessment of the child, based on all of their evidence (documented or not) that informs the completion of the EYFS profile, and it is this judgement that is moderated by the local authority. Most of the existing QCDA guidance refers to observing children in independent or self-initiated activities as a critical way in which evidence is collected and judgements made on what children really know and can do.

Moderation activities within the context of the EYFS profile involve professional dialogue to ensure practitioner judgements are consistent with nationally agreed exemplification and that attainment of individual scale points is a reliable, accurate and secure process. The moderation process is a supportive one, designed to develop practitioners' confidence in their approaches to assessment and their understanding of the EYFS profile.

The EYFS profile provides a rounded picture of a child's progress and development in relation to the early learning goals at the end of the EYFS. Agreement of the assessment judgements recorded in the EYFS profile is essential so that all those involved can make full use of the information, and data outcomes are accurate and reliable.

Providers should discuss arrangements for training with the local authority early years team. Those involved should feel confident that the recorded judgements are fair and consistent for all children and that the assessment judgements made for any one child are comparable with those made for all other children. The achievement of this comparability involves processes that will need to operate over time as the EYFS profile is implemented and used. These processes are outlined in section 3.11 and involve practitioners working with each other throughout the year, supported by an annual programme of moderation activity organised by the local authority.

3.11 Statutory responsibility for moderation

Local authorities

The statutory responsibility for moderating EYFS profile judgements is held by the local authority. QCDA is responsible for monitoring the local authority moderation process. Under these arrangements for moderation, local authorities have the following specific responsibilities:

- to ensure all practitioners responsible for the completion of EYFS profiles take part in moderation activities at least once annually
- to appoint moderators with appropriate experience of the EYFS statutory framework and the early learning goals in order to secure consistent standards in assessment judgements
- to ensure moderators are trained and participate regularly in local authority and inter-local authority moderation activities
- to ensure all settings are visited regularly, at least once every four years, as part of a cycle of moderation visits by a local authority moderator, and that settings with identified problems or other particular circumstances are visited more frequently
- following the moderation visit, to notify the headteacher or manager of the early years setting whether the EYFS profile assessment is being carried out in accordance with requirements
- where the moderator judges that the assessment is not in line with the exemplified standards, to ensure the headteacher or manager of the early years setting arranges for practitioners to participate in further training/moderation activities and to reconsider their assessments as advised by the moderator

- to quality assure the resulting data to ensure it is an accurate reflection of children's attainment
- to ensure that resources available under the EYFS element within the *National Strategies primary school targeted support grant 1.7*, and the *Sure Start, early years and childcare grant*, are used to support the effective use of EYFS material in schools and settings.

Headteachers, governing bodies and managers of early years settings

Headteachers, governing bodies and managers of early years settings have the following specific moderation duties:

- to arrange for practitioners responsible for the completion of EYFS profiles to take part in local authority moderation activities at least once annually
- to permit the moderator to enter the premises at all reasonable times to carry out moderation visits
- to meet reasonable requests from the moderator to amend assessments and for practitioners to take part in further training/moderation activities
- to take responsibility for the reliability of their EYFS profile outcomes using quality assurance processes and ensure that the data accurately reflects the attainment of the current cohort of children.

Headteachers or managers of early years settings have a general responsibility to meet the statutory requirements in relation to the EYFS profile. Practitioners involved in making the assessments should have adequate opportunities to become familiar with best practice.

These opportunities to become familiar with effective practice may involve:

- attendance at training courses
- visits by moderators to settings
- moderation meetings within settings (in-house moderation)
- moderation meetings with practitioners from other settings.



Teacher assessment at the end of key stage 1

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

4.1 What do teachers have to assess?

At the end of key stage 1, teachers have to summarise their judgements for each eligible child, taking into account the child's progress and performance throughout the key stage. They need to determine:

- a level for reading, writing, and speaking and listening¹
- an overall subject level for mathematics
- a level for each attainment target in science.

For English, a level for reading, writing, and speaking and listening is entered into the school's management information system. For reading and writing, where teachers reach a level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A.

In mathematics, once teachers have the information about each attainment target, they must reach an overall subject level, giving the greatest emphasis to a child's performance in number. The child's performance in number, which includes handling data in key stage 1, accounts for more than half of their overall performance in mathematics. Using and applying mathematics, and shape, space and measures have equal importance, each accounting for one-fifth of the child's overall performance. If, based on level judgements for each attainment target, teachers reach an overall level 2 judgement, they should then consider whether the performance is just into level 2, securely at level 2 or at the top end of level 2. This refines the judgement into 2C, 2B or 2A. The overall subject level for mathematics must be entered into the school's management information system. It is not appropriate to further refine individual attainment target judgements into A, B or C.

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

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

¹ Schools may find the QCA / National Strategies (Primary) publication *Speaking, listening and learning at key stages 1 and 2* useful when making teacher assessments, available from www.publications.teachernet.gov.uk.

The aim is to reach a rounded judgement that:

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

If teacher assessment and task and test results differ, the teacher assessment results should be reported, provided the judgement is based on an appropriate range of evidence from work completed in class. Schools are not obliged to report task or test results. However, parents, carers and guardians must be allowed access to their child's results on request.

P scales should be used only for children with special educational needs who are working below level 1. P scales should not be used for children with English as an additional language (EAL) unless they have an identified special educational need. For more details on P scales, see section 5.5.

4.2 Use of tasks and tests

Tasks and tests must be administered to all eligible children who are working at level 1 or above in reading, writing and mathematics. The role of the tasks and tests is to help inform the final teacher assessment judgement reported for each child at the end of key stage 1. There is no requirement to report separately the levels obtained from the tasks and tests.

4.3 Which children are eligible for teacher assessment at the end of key stage 1?

All children in their final year of key stage 1 in the school year 2009/10 must be assessed. This includes children in special schools and those attending pupil referral units on a part-time basis who are still on a school's roll.

All children moving on to the key stage 2 programmes of study in the next school year are regarded as being in the final year of key stage 1.

Most of these children will be in year 2 and will reach the age of seven by the end of the school year. In small schools, where children are not in specific year-group classes, a child should be assessed in the school year in which he or she reaches the age of seven, provided the child will be moving on to the key stage 2 programme of study in the next school year.

Some children with special educational needs may move on to some aspects of the key stage 2 programmes of study without having completed all the key stage 1 programmes of study. Children who do not progress to the key stage 2 programmes of study and are still at key stage 1 should not be assessed at this time.

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

Some children to be assessed at the end of key stage 1 will be older or younger than seven as they are not being taught with their chronological year group. This may be, for example, because they have been moved up or held back by a year or two.

Where a headteacher judges that an individual child or a group of children have completed the key stage 1 programmes of study in a subject or subjects, and are ready to proceed to the key stage 2 programmes of study, this child or group of children may be assessed early in those subjects.

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

A child may only be statutorily assessed once in any subject. A child who has been assessed earlier than his or her peers may not be statutorily assessed the following year.

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

4.5 Guidance for teachers

In 2004/5, schools were sent the assessment and exemplification guidance materials *Building a picture of what children can do* (a booklet, CD-ROM and video). These contain information to support teachers in coming to a final judgement based on a range of evidence, including the outcome of tasks and tests. They also provide exemplification of standards and an outline of the moderation process.

Schools can download a copy of the booklet from the QCDA website at www.qcda.gov.uk/teacherassessment. The CD-ROM and video can be purchased from the QCDA orderline at www.orderline.qcda.gov.uk or by calling 0300 303 3015 and quoting QCA/04/1517 for the CD-ROM or QCA/04/1462 for the video.

When assessing reading, writing and mathematics, schools will also find it helpful to look at the Assessing Pupils' Progress (APP) materials, which have been developed by QCDA with the National Strategies (Primary), to support teachers' periodic assessment judgements. They can be accessed via the DCSF *Standards* website at www.standards.dcsf.gov.uk/primaryframework/assessment/app.

APP materials for primary science will be available on the *National Strategies (Primary)* website at www.nationalstrategies.standards.dcsf.gov.uk/primary from January 2010. Schools will find it helpful to look at these materials, including the new exemplification of standards (Standards files). It is understood that this will take time and that schools may not have done so when assessing science at the end of key stage 1 in 2010.

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

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

Where a valid teacher assessment judgement cannot be made because of long periods of absence, for example because of a prolonged illness, the child should be recorded as A.

When a child arrives in school during key stage 1, the school should make every effort to make a teacher assessment, bearing in mind that teacher assessment does not need to be finalised until 2 July 2010 (or two weeks before the end of the summer term, whichever is earlier). If a child arrives too late in the summer term for this assessment to be carried out, the child should be recorded as A – for insufficient information. If the school cannot make an assessment because the child does not speak English, then the child should be reported as W in speaking and listening, reading and writing and D – for disapplied for mathematics and science.

Where a child has been disapplied from all or part of the national curriculum, D should be recorded for those parts of the statutory assessment arrangements that are included in the disapplication.

Children who are not physically able to write and can only dictate their writing to an amanuensis should not have a teacher assessment for writing and should be recorded as D. See section 5.10 for further information.

Schools should write a short report, setting out the reasons why a teacher assessment will not be made. A copy of the report should be sent to:

- the child's parents, carers or guardians, who should be given an opportunity to discuss the report. Where a headteacher believes that a parent, carer or guardian may have difficulty in understanding the report, they should offer appropriate assistance, for example by providing an interpretation or translation of the documents, or arranging to discuss them with the parents, carers or guardians
- the chair of the governing body
- the local authority assessment coordinator.

A copy should also be placed on the child's educational record. Schools could use the *Notification of disapplication from teacher assessment at key stage 1* form in order to complete this exercise. A copy of the form is available on the QCDA *Tests and exams* website at www.qcda.gov.uk/tests.

Children should only be reported as A or D in a subject when moving on to the key stage 2 programme of study in the following school year. Children in mainstream or special schools remaining at key stage 1 should not be reported.

4.7 What records do schools have to keep?

Schools have to keep records on every child, including information on academic achievements, other skills and abilities, and progress. These records must be updated at least once a year.

It is for schools to decide:

- the best way to mark work and record progress (this will depend on the children's particular needs)
- how much evidence and which records to retain – as a guide, schools should keep enough information to help them plan future work (this is all that Ofsted inspectors will need to see).

When keeping records, schools should consider the implications of the Data Protection Act 1998, under which they may need to register themselves as data controllers. For further information and advice on this, contact the Information Commissioner's Office on 01625 545 700 or visit www.ico.gov.uk.



Administering the tasks and tests to support teacher assessment

5.1 Choosing which tasks and tests to use

The following table may help teachers decide which task or test materials are most appropriate. There is flexibility about which years' tests can be administered. Teachers may choose to administer the 2007 tests to some children in the class and 2009 tests to others. However, teachers must ensure that for the writing tasks, the longer and shorter tasks and spelling test are from the same year.

Children judged to be working	Reading	Writing (including spelling)	Mathematics
Towards level 1	Optional use of reading task.	Optional use of writing task.	Optional use of mathematics task.
At level 1	Use the level 1 reading task.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 1 task (from a bank of previous tasks).
At level 2	Use the level 2 task or the level 2 test. Teachers may decide that different children will benefit from different approaches. For example, the task might be more appropriate than the test for children working at the lower end of level 2.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 2 test.
At level 3	Use the level 3 test. No need to use the level 2 task or test if level 3 not achieved.	Use the two writing tasks (longer and shorter) from 2007 with the 2007 spelling test, or the two writing tasks from 2009 with the 2009 spelling test.	Use the level 3 test. No need to use the level 2 test if level 3 not achieved.
At level 4	For children working above the level of the tasks and tests, teachers may also use the optional tasks available on the QCDA <i>Tests and exams</i> website at www.qcda.gov.uk/optionaltasks , as well as using the level 3 tests and writing tasks.		

5.2 How many tasks or tests should be used?

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

Teachers must administer sufficient national curriculum tasks and tests to help them arrive at a secure judgement for their final teacher assessment at the end of key stage 1. As a minimum, this will mean a task or test in reading, writing and mathematics for each child,

except those judged to be working below level 1. The teacher should decide which tasks or tests should be used for each child, taking into account their knowledge of the level at which the child is working. Teachers can use the tasks and tests to inform their assessment judgements at any time during the year, but children are not to be tested more than once during the year.

5.3 Equipment for the mathematics tests

For the 2007 and 2009 level 2 mathematics tests, children are allowed access to hundred squares and number lines up to 30, as well as tens and units apparatus.

No equipment should be provided for the level 3 tests.

5.4 Assessing children who are working towards level 1

Children working towards level 1 should be assessed on their work completed in class throughout the year. The use of the tasks with these children is optional. Schools do not have to notify anyone if these children do not take the tasks.

For school records, children who do not speak English as a first language and are working towards or at level 1 of the national curriculum in English should be assessed using the QCDA English as an additional language (EAL) steps as published in *A language in common* available on the QCDA website at www.qcda.gov.uk/5739.aspx.

5.5 P scales

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

P scales are appropriate across key stage 1 and should be applied to children working towards national curriculum level 1 (ie level W – for working below the level of the task or test) who have been identified as having special educational needs.

The performance descriptions for P1–P3 are common across all subjects. They outline the types and range of general performance that children with learning difficulties who are not working at levels P4–P8 might characteristically demonstrate. The P scale descriptions can be found on the QCDA website at www.qcda.gov.uk/8541.aspx. The P scale attainment targets are referred to as P levels in some guidance and legislation. The *Using the P scales* DVD gives further guidance on making and moderating teacher assessments using the P scales and is available from the QCDA orderline at www.orderline.qcda.gov.uk or by calling 0300 303 3015 and quoting QCA/05/1589.

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

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

Staff working with children with EAL and whose performance is at or below level 1 of the national curriculum in English should not use the P scales performance indicators unless these children have additional special educational needs.

P scale subject	Reportable levels
English Reading Writing Speaking Listening	P1i, P1ii, P2i, P2ii, P3i, P3ii P4, P5, P6, P7, P8
Mathematics Number Using and applying mathematics Shape, space and measures	P1i, P1ii, P2i, P2ii, P3i, P3ii P4, P5, P6, P7, P8
Science	P1i, P1ii, P2i, P2ii, P3i, P3ii, P4, P5, P6, P7, P8

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

There are a small number of children working at the levels covered by the tasks and tests who are unable to access some or all of them, for example because of physical disabilities. If the tasks and tests are not accessible with the use of access arrangements, teachers should follow the guidelines set out in this section.

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

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

Schools must write a report for children working at level 1 or above but who are unable to access the tasks or tests, if they are not taking the tasks or tests in one or more subjects.

Procedures for providing notification of these children

Headteachers should:

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

Schools could use the *Notification of a child working at the level of the key stage 1 tasks or tests but unable to access them* form in order to complete this exercise. A copy of the form is available on the QCDA *Tests and exams* website at www.qcda.gov.uk/tests.

A copy of the report must be sent to:

- the child's parents, carers or guardians. Details of their right to appeal should be included with the report. Where a headteacher believes that a parent, carer or guardian may have difficulty in understanding the report, they must offer appropriate assistance, for example by providing an interpretation or translation of the documents or arranging to discuss them with the parents, carers or guardians
- the chair of the governing body
- the local authority assessment coordinator.

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

5.7 What if parents, carers or guardians do not agree with the school's decision about whether their child should participate in the tasks and tests?

Some parents, carers or guardians may ask a headteacher not to enter their child for the tasks and tests. Schools should not agree to this simply because parents, carers or guardians are opposed to assessment or feel that their child would find national curriculum assessments stressful. Headteachers have a statutory duty to administer national curriculum assessments to all eligible children.

Parents, carers or guardians may also ask a headteacher to enter their child for national curriculum assessments when the school has decided this is not appropriate. Headteachers should explain their decision to the parents, carers or guardians.

The headteacher's decision regarding participation is final.

5.8 Adaptations to the tasks and tests

Due to the wide range of children's needs and circumstances, it is not possible to provide specific rules governing the use of adaptations. Teachers should use their knowledge of individual children in deciding which adaptations to make, bearing in mind the nature and level of support that these children receive as part of normal classroom practice.

General information on the range and extent of the flexibility and adaptations that may be adopted for tasks and tests at the end of key stage 1 is given in the teacher's handbooks and teacher's guides. These booklets also provide more specific advice for particular needs, for example visual or hearing impairment.

5.9 Children who may need access arrangements

The tasks and tests are intended to assess children's ability in a fair and comparable way, with as many children as possible having access to them. When developing the tasks and tests, advice on the suitability of questions is taken into account from a range of educational experts, special educational needs specialists, specialist teachers of children with EAL and specialists who use British sign language or other sign-supported communication. The tests are designed so that many children with special educational needs or disabilities can undertake them in their standard format. However, teachers may need to adapt the administrative arrangements for the tasks and tests for some children so that they can demonstrate their achievement. Access arrangements should neither advantage nor disadvantage individual children.

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

Access arrangements may be appropriate for:

- children with a statement of special educational needs as described in the *SEN code of practice* (DCSF reference 581/2001) available from DCSF publications on 0845 602 2260 or on the DCSF *TeacherNet* website at www.teachernet.gov.uk/SEN
- children for whom provision is being made in school at *School Action* or *School Action Plus* of the *SEN code of practice* and whose learning difficulty or disability significantly affects access to the tests
- children with a disability that does not give rise to a special educational need but requires alternative access arrangements
- children who are unable to sit and work at a task or test for a sustained period because of a disability or behavioural, emotional or social difficulty
- children for whom English is an additional language and who have limited fluency in English.

5.10 Use of amanuenses and readers in the key stage 1 tasks and tests

Amanuenses

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

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

- the child is a brailist
- the child is physically unable to write down his or her answers and is unable to use a word processor
- the child suffers from severe motor disabilities or may suffer physical discomfort when writing.

Amanuenses are not allowed for the writing task at key stage 1 because seven-year-old children are generally unable to distinguish between dictating writing to an amanuensis and oral storytelling, recounting, etc. Word processors, concept keyboards or other similar aids may be used in the writing task.

Readers

In the mathematics tests, readers may be used in accordance with the *Assistance for the written questions* guidance included within the *Teacher pack*.

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

5.11 The language of the tests and children's response language

Some schools have language support staff to help particular children in their normal classes. Schools may choose to make these or other support staff available while the tasks and tests are taking place.

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

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

Schools will still be able to translate whole mathematics test papers for children with EAL and who regularly have their work translated. If translations are provided orally, the *Assistance for the written questions* guidance included within the *Teacher pack* must be followed.

5.12 Modified versions of the materials

The level 1 and level 2 booklists, published in the English *Teacher's handbook*, include a number of titles suitable for use by children with visual impairment. Test materials ordered by 16 October 2009 will be sent out to schools in February 2010. See the 'Ordering modified materials' section below for more information.

Modified large print

The 2007 and 2009 level 2 and level 3 reading and mathematics tests and the spelling tests will be available in modified large print. Although designed for children with visual impairment, modified large print papers can also be used by children who have other special educational needs. These test papers are helpful only for particular special educational needs and you can seek advice from the QCDA modified test agency (statutory) on 0844 500 6727 before ordering. Modified papers are produced in black and white only, on A4-size paper, using bold print and simplified illustrations, and with extraneous information removed.

Braille

A number of books on the level 1 and level 2 booklists for the reading task have been produced in grade 1 and grade 2 braille.

The level 2 and level 3 reading tests and the level 2 and level 3 mathematics tests are available in grade 2 braille.

Schools can undertake the rebrailing of grade 2 tests into grade 1 or a mixture of grade 1 and grade 2. To do this, order the grade 2 version of the test and follow the modified wording used in the print transcription of the braille. A braille version of the spelling test is not provided.

The updated British braille code (RNIB 2004) is used for key stage 1 test materials.

Ordering modified materials

To order modified test materials, with the exception of braille versions of the key stage 1 reading task books, schools must use the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. Orders must be completed by 16 October 2009. These modified materials will be distributed in February 2010.

Braille versions of the key stage 1 reading task books should be ordered directly from the QCDA modified test agency (statutory) on 0844 500 6727. These books will be available in February 2010.

Further information and examples of key stage 1 modified test materials are available on the QCDA *Tests and exams* website at www.qcda.gov.uk/qcda_8631.aspx.

Standard	Modified large print	Braille
<ul style="list-style-type: none"> ■ A4 booklets printed in colour. ■ Text size usually 16 point. 	<ul style="list-style-type: none"> ■ A4 black and white booklets. ■ Large bold print. ■ Some text modifications. ■ Text size 24 point. ■ Diagrams are modified or removed. ■ Models may be supplied for some questions. 	<ul style="list-style-type: none"> ■ Grade 2 braille on paper, Brailon, heat swell paper and plastic film as appropriate. ■ Some text modifications. ■ Diagrams are modified or removed. ■ Models may be supplied for some questions. ■ Braille capitals are used. ■ The updated British braille code (RNIB 2004) is used for key stage 1 test materials.

Modified large print and braille test papers are accompanied by *Guidance notes for administering tests to children with visual impairment*. These notes provide details of how the standard tests have been modified, how test administrators can support children appropriately during the assessment, models that have been supplied with the tests and any modifications to the standard mark scheme.

5.13 Assessing high attainers

If a child completes the key stage 1 programmes of study for a subject early and is ready to move on to the key stage 2 programmes of study, the optional tasks for children working above the levels of the tests may be used to inform teacher assessment in addition to administering the level 3 tasks or tests. These optional tasks are suitable for children who have followed a curriculum that blends a faster pace, more breadth and greater depth. They are available on the QCDA *Tests and exams* website at www.qcda.gov.uk/optionaltasks.



Administrative information

Key dates		Administration of tasks and/or tests at any time throughout the year
16 October 2009	<ul style="list-style-type: none"> Schools must have ordered tasks and tests (including modified materials). 	
February 2010	<ul style="list-style-type: none"> Schools receive their tasks and tests and check their delivery is correct. 	
2 July 2010 or two weeks before the end of the summer term (or sixth term), whichever is earlier	<ul style="list-style-type: none"> Last date for finalising teacher assessment levels. 	
By the end of the summer term (or sixth term)	<ul style="list-style-type: none"> Schools submit their results to their local authority. However, some local authorities may ask for the results earlier than the end of term. Schools report children's achievements to parents, carers and guardians. 	

6.1 Ordering the task and test materials

Test orders for 2007 or 2009 tasks and tests, or a combination of both must be placed on the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools.

To access the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools, headteachers will need their:

- username
- password – eight characters, including at least one letter, one number and one special character (such as * or £).

The deadline for submitting task and test orders is 16 October 2009.

The mathematics task

Schools that did not retain previous years' tasks can order a copy of the 2001 mathematics task from the *Test orders* section of the *NCA tools* website at www.qcda.gov.uk/ncatools. All orders must be placed by 16 October 2009.

6.2 Receiving and opening the task and test materials

When the task and test materials are received in February 2010, the headteacher, or delegated senior member of staff, must check the delivery against the *Delivery note* to ensure that the correct number of test packs have been received. If the delivery is found to be incomplete, a member of staff should contact the QCDA distribution agency helpline on 0800 169 4195 to arrange for the correct number of test packs to be sent to the school.

Modified test packs are dispatched separately. The headteacher, or delegated member of staff, must check the delivery against the itemised *Delivery note* to ensure the correct number of test packs have been received. If the delivery is incomplete, a member of staff should contact the QCDA modified test agency (statutory) on 0844 500 6727 to arrange for the correct number of test packs to be sent to the school.

Schools can open the task and test packs when they arrive so that teachers can decide which tasks or tests to use with each eligible child in their class. Teachers should familiarise themselves with the procedures and content of the tasks and tests. To preserve the validity of the tests for individual children, teachers should use their discretion when administering tasks and tests to different groups of children throughout the school year.

6.3 Administering the tasks and tests

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

- ensure children can work undisturbed, individually and without access to materials that could give them an unfair advantage
- ensure wall displays and similar classroom resources do not give children an unfair advantage
- ensure children are reminded that the work they produce in the tasks and tests must be their own and that they should not discuss questions or copy answers.

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

When administering the tasks and tests, teachers must:

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

Preparing children for the tasks and tests

It may be helpful to prepare children for any aspects of the tests that are unfamiliar to them. For example, it may be helpful to give children opportunities to work independently if they usually work collaboratively.

6.4 Supply cover

Funding for supply cover for the periods when teachers are engaged in administering and marking the tasks and tests, or undertaking other associated activities in making their teacher assessment judgements, such as training and moderation, is available within the school's overall resources. The headteacher must ensure teachers are given sufficient non-contact time to complete these activities.



Key stage 1 moderation

7.1 Moderation arrangements

Developing an understanding of standards is a key aspect of good assessment practice. This takes place continuously in schools in many different ways. Moderation helps teachers to be confident they are applying accurate and consistent standards when making their teacher assessment judgements. It ensures the teacher assessment results are fair for children and parents, carers and guardians across the country, and useful for schools and others who evaluate performance and progress.

Schools are required to be involved in a formal local authority moderation process at least once every four years, and this should be seen as one part of the continuous moderation process. Local authorities are required to identify 25 per cent of their schools for formal moderation each year. Local authorities set up moderation arrangements that are appropriate for their area. QCDA will provide local authorities with guidelines and examples of good practice to support moderation.

Local authorities will check understanding of standards by talking to teachers and looking at classwork during a school visit or moderation meetings. It may also be appropriate for moderators to observe children or talk to them about their work.

7.2 Statutory responsibility for moderation

Local authorities

The statutory responsibility for moderating teacher assessment judgements in maintained schools is held by the local authority. QCDA is responsible for monitoring the local authority moderation process.

Under these arrangements for moderation, local authorities have the following specific responsibilities:

- to ensure all schools are included in the formal moderation arrangements at least once in a four-year cycle, and schools with identified problems or other particular circumstances, for example a teacher new to year 2, are included more frequently
- to moderate a sample of the teacher assessments of children in each year 2 class in schools that are being moderated
- to appoint moderators with recent experience of the national curriculum in primary schools and appropriate authority to moderate teacher assessments so that judgements are consistent with national standards
- to notify the headteacher of each school whether the standards applied in making teacher assessments are appropriate and consistent with national standards
- where the moderator judges the standards applied to be inconsistent with national standards, to notify the headteacher and, if necessary, to require the headteacher to arrange for relevant assessments to be reconsidered by the teachers concerned and to moderate this process
- to substitute their assessment for that of the school if, after the steps outlined above, the moderator's judgements continue to differ from those of the school.

Headteachers and governing bodies

Headteachers and governing bodies have the following specific duties:

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

Headteachers have a general responsibility to ensure the implementation of the national curriculum assessment arrangements. Teachers engaged in carrying out teacher assessments and marking tasks and tests should have adequate opportunities to become familiar with national assessment standards using funds available within the school's overall resources.

This is likely to involve:

- attendance at training courses
- meetings of teachers within schools to scrutinise samples of children's work and agree on a common approach to assessment (this might include, for example, discussions about standards based on guidance and exemplification provided by QCDA)
- meetings with teachers from other schools to compare approaches to assessment and understanding of assessment standards, where such meetings are part of the agreed format for the moderation
- meetings with moderators (when the school is being moderated).

7.3 Independent schools in England and moderation

Independent schools taking part in the end of key stage 1 assessments and wishing to submit their results must be moderated in the first year of their participation and then at least once in every four-year cycle. Independent schools must employ a local authority or QCDA accredited agency to have their teacher assessments verified. Only results from independent schools taking part in the moderation arrangements and that have contracted a moderation agency or local authority for full moderation at least once every four years can be submitted to the DCSF for inclusion in the national summary of results.

Participating independent schools wishing to submit their results to the DCSF will need to employ a local authority or agency to process their results each year between the four-yearly statutory moderation. QCDA will send a list of accredited agencies and local authorities offering a moderation and results processing service to all participating independent schools in February 2010.

Only independent schools that have taken part in the moderation process at least once in a four-year cycle can claim in publicity materials or a prospectus that their results are comparable with those published nationally or locally.

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

7.4 Academies in England and moderation

In line with maintained schools, academies are required to participate in national curriculum assessment arrangements as set out in their funding agreement.

Academies may submit the results of their key stage 1 teacher assessments to their local authority or to the DCSF. In the latter case the academy will need to employ a local authority or agency to process its results for each year between the four-yearly statutory moderations. In February 2010, QCDA will send a list of accredited agencies and local authorities offering a moderation and results processing service to all academies with children in key stage 1.



Reporting and using results

8.1 Reporting teacher assessment results to local authorities at the end of key stage 1

Schools must report for all children:

- a teacher assessment level in reading, writing, and speaking and listening
- a separate teacher assessment level for each science attainment target
- an overall teacher assessment level in mathematics and science
- where appropriate, a P scale as set out in the table in section 5.5.

The overall level for science will be generated by the school's management information system. Schools are not required to report an overall teacher assessment level for English.

Schools are not required to report task and test results to their local authority or the next school when a child transfers, either at the end of the key stage or because the child has moved during the key stage. However, where the school has recorded task and test results in its management information system it can choose whether to include these results in any data provided to the local authority or next school (see also section 8.4). Local authorities do not give task and test results to the DCSF.

The following teacher assessment codes are to be used:

1, 2C, 2B, 2A, 3, 4+	for assessing reading, writing and mathematics
1, 2, 3, 4+	for assessing speaking and listening, and each science attainment target
A	a secure level cannot be recorded because of long periods of absence or insufficient information
D	disapplied – used where a child has been disapplied from the national curriculum, including statutory assessment requirements or, in the case of writing, where an assessment cannot be made because the child is not physically able to write
W	working towards level 1
P scale	see section 5.5.

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

8.2 Reporting teacher assessment results to parents, carers or guardians at the end of key stage 1

The child's overall teacher assessment levels that have been sent to the local authority must be reported to their parents, carers or guardians. However, for science, the levels for each attainment target do not need to be reported to parents, carers or guardians – only the overall science level has to be reported.

For children with special educational needs who are working towards level 1, schools should report progress in the P scales in English, mathematics and science, using the information and reportable levels provided in section 5.5.

Task and test results held by schools as part of an individual child's educational record must be disclosed to that child's parents, carers or guardians on request, as prescribed in The Education (Pupil Information) (England) Regulations 2005.

8.3 Reporting children's achievements to parents, carers or guardians

Headteachers are responsible for ensuring parents, carers or guardians receive a written report on their child's achievements at least once during the school year. The minimum content of children's reports, as prescribed in The Education (Pupil Information) (England) Regulations 2005, is outlined in this section.

Schools will be expected to use online reporting from 2012. Further information and materials about online reporting can be found at www.becta.org.uk/schools/parentalengagement.

What discretion do headteachers have?

Headteachers have the discretion to:

- arrange for a child's report to be translated
- include in the child's report additional information about the child's progress, beyond the minimum requirements
- decide when to issue the child's report to parents, carers or guardians, as long as the minimum required information is sent to parents, carers or guardians by the end of the summer term.

What must be reported to parents, carers or guardians?

For children in year R:

- brief particulars of achievements in all subjects and other activities. Comments should be included for each of the six areas of learning, where appropriate
- comments on general progress
- arrangements for discussing the report.

For children at the end of year R:

- a written summary reporting progress against the early learning goals and the assessment scales.

Schools must offer parents, carers or guardians a reasonable opportunity to discuss the outcomes of the EYFS profile with their child's teacher. This meeting should be within the term in which the EYFS profile has been completed. Teachers may wish to consider making the child's profile available to parents, carers or guardians as part of this discussion. If parents, carers or guardians ask to see a copy of their child's profile, the school must make this available.

For children in year 1 and above:

- an attendance record covering the period to which the information in the report relates, showing the number of possible attendances and the percentage of unauthorised absences
- brief particulars of achievements in all subjects and other activities, highlighting strengths and development needs
- comments on general progress
- arrangements for discussing the report.

For children at the end of key stage 1:

- brief particulars of achievements in all subjects and other activities
- comments on general progress
- arrangements for discussing the report
- teacher assessment levels as described in section 8.1. To assist schools in reporting teacher assessment results to parents, carers or guardians, a 'Pupil results' table template is available on the *Reporting and using pupils' results* section of the QCDA *Tests and exams* website at www.qcda.gov.uk/tests
- an attendance record covering the period to which the information in the report relates, showing the number of possible attendances and the percentage of unauthorised absences
- a brief commentary setting out what the teacher assessments show about the child's progress in each subject, and in relation to other children in the same year, drawing attention to any particular strengths and weaknesses
- a statement of whether or not the levels reported have been supported by the administration of statutory task and test materials and, if appropriate, why national curriculum tasks or tests have not been taken or teacher assessment has been disapplied
- comparative information about the national curriculum levels of attainment of children of the same age in the school (the 'School results' table, available on the *Reporting and using pupils' results* section of the QCDA *Tests and exams* website at www.qcda.gov.uk/tests, provides a template)

- comparative information about the national curriculum levels of attainment of children of the same age nationally (the 'National results' table, available on the *Reporting and using pupils' results* section of the QCDA *Tests and exams* website at www.qcda.gov.uk/tests, provides these results)
- details of any national curriculum attainment targets or subjects from which the child is exempt.

Level 2 is regarded as the nationally expected level of achievement for children at the end of key stage 1.

When setting targets at key stage 2, schools should bear in mind that for English, 88 per cent of children who achieve level 2B and 70 per cent who achieve level 2C at the end of key stage 1 usually go on to achieve level 4 at the end of key stage 2. For mathematics, 79 per cent of children who achieve level 2B and 49 per cent who achieve level 2C at the end of key stage 1 usually go on to achieve level 4 at the end of key stage 2.

Children with a statement of special educational needs

Reports for the annual review of a child's statement of special educational needs may, if schools wish, serve as the annual report to parents, carers or guardians. If so, headteachers must ensure they include the minimum information required as outlined in this section under the subheading 'What must be reported to parents, carers or guardians?'

Schools should always provide contextual information in reports to parents, carers or guardians on children who have special educational needs, in particular by supplementing the basic minimum information required with a more detailed account of the child's progress in relation to the curriculum that the child is following.

Reporting religious education

Religious education is a statutory subject for all children registered at a maintained school, except for those in nursery classes and those withdrawn by their parents, carers or guardians under section 71 of the School Standards and Framework Act 1998. It is not a subject within the national curriculum. Therefore, there are no national statutory programmes of study and no national statutory assessment requirements, and there is no collection of national data. Schools are required to teach religious education according to their locally agreed syllabus or, in the case of voluntary aided foundation or voluntary controlled schools, their trust deed or specified religious character.

It is a general requirement that schools report children's progress in religious education to their parents, carers or guardians, but there is no required format for such reporting nationally. Locally agreed syllabuses or faith community guidelines might also contain requirements or guidance on reporting religious education, especially if an eight-level scale is used.

QCDA has published guidance on religious education for local authorities and schools. *Religious education: the non-statutory national framework* is available on the QCDA website at www.qcda.gov.uk/7886.aspx.

Information that is exempt from disclosure

At the end of key stage 1, schools must report a child's teacher assessment levels to the child's parents, carers or guardians. There is no requirement in education law to report task or test results or to allow parents, carers or guardians to see, or have copies of, their child's marked scripts. Maintained schools are subject to the Freedom of Information Act 2000. Further details are available on the Information Commissioner's Office website at www.ico.gov.uk. Information exempt from disclosure includes information recorded by a child during a test.

8.4 Children who transfer to a new school

Schools are required to transfer a child's educational record and common transfer file to any new school (maintained or independent) to which a child transfers in England, Wales, Scotland and Northern Ireland. Where the transfer is to a school outside England, the means of transfer must be in line with the arrangements for transfer between schools in England, as described in the ARA and other guidance.

Additionally:

- if a child starts at a new school before the summer half-term holiday (or sixth term), the new school must report the child's results to the local authority
- if a child starts at a new school during the second half of the summer term (or sixth term), the previous school must report the child's results to the local authority. This includes children who transfer to a new school during the holiday
- if a child moves school within year 2, the new school must report the end of key stage results to the child's parents, carers or guardians.

Copies of every report have formed part of a child's educational record since March 2000, and these reports must also be transferred automatically when a child changes school. Certain information, including teacher assessment, is transferred electronically via the common transfer file.

At key stage 1, task and test results from 2004/5 onwards are not required to be transferred as part of the common transfer file, although schools may choose to transfer them to a new school by selecting the appropriate option when creating the common transfer file.

Governing body responsibilities

The governing body must arrange to have the information outlined below sent to the child's new school, whether maintained or independent. This task is commonly delegated to headteachers by governing bodies.

- The defined items of pupil data that comprise the common transfer file. Further information on the common transfer file and its contents is available on the DCSF *TeacherNet* website at www.teachernet.gov.uk/management/atoz/c/commontransferfile and www.teachernet.gov.uk/management/ims/datatransfers/CTF.
- The child's educational record.

The information must be sent within 15 school days of the child ceasing to be registered at the old school, unless the new school is not known. In this case, it should be sent within 15 school days of any request from the child's new school.

The duty to provide this information to a child's new school does not apply where it is not reasonably practicable for the headteacher to find out a child's new school. What is reasonably practicable will depend on the circumstances. A headteacher should at least call the child's parents, carers or guardians and, if the address is known, write to the parents, carers or guardians. Where neither of these approaches are successful, schools are encouraged to send the common transfer file to a special area for secure file transfer on the DCSF *TeacherNet* website that forms a database of 'missing' children. Similarly, schools that do not receive common transfer files for new children can ask their local authority to search the database for the files.

How the information should be sent to the new school

Where both the old and the new school have the necessary facilities, the common transfer file must be sent to the new school either:

- through the secure file transfer service on the DCSF *TeacherNet* website at www.teachernet.gov.uk/s2s, or
- as an email attachment or file over a secure network that links schools within a local authority or within a regional broadband consortium.

Although the basic requirement is that the old school will send the common transfer file to the new school by one of these methods, the law allows the file to be provided by local authorities where there are agreed local arrangements to that effect.

The information that should be included in the common transfer file

The statutory information that should automatically form part of the common transfer file for electronic transfers, and that will need to be recorded for manual transfers, is outlined in the *Common transfer file* section of the DCSF *TeacherNet* website at www.teachernet.gov.uk/management/ims/datatransfers/CTF.

Detailed guidance on compiling and sending the common transfer file, including use of the DCSF *TeacherNet* website, has been distributed via local authorities and is also available on the *TeacherNet* website at www.teachernet.gov.uk/s2s.

8.5 Transfer from key stage 1 to key stage 2

Where children transfer to a new school at the end of year 2, it can be useful for teachers in key stage 1 schools to agree with their colleagues in key stage 2 schools the most appropriate time for the assessment information to be transferred. The common transfer file should be used to provide this information.

Schools may use funding from within their overall resources to support key stage 1 to key stage 2 transfer activities.

8.6 School self-evaluation and target setting

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

RAISEonline helps schools compare their performance with a range of national data. The key stage 1 reports include attainment comparisons for all pupils and groups based on a range of pupil characteristics. These reports enable schools to evaluate those groups of children whose attainment is above, below or not significantly different from the corresponding national figures. Additional reports enable schools to analyse trends over time.

Schools may also choose to carry out optional question-level analyses using the children's responses to the chosen tasks or tests and enter this into RAISEonline. The system will enable schools to analyse outcomes by assessment focus, attainment target or topic, providing greater depth to the evaluation process. These evaluations can further inform the process of setting targets for future performance.

Further information about RAISEonline can be found at www.raiseonline.org.



Useful contact details

Please make sure you have your LA/DCSF number before you call, for example 123/4567.

□ □ □ / □ □ □ □

For enquiries about national curriculum assessments

National curriculum assessments helpline For general enquiries about the EYFS profile and key stage 1 assessment arrangements, including teacher assessment and orders of standard tests.	Tel: 0300 303 3013 Fax: 020 7509 5908 Email: assessments@qcda.gov.uk Websites: www.qcda.gov.uk/tests www.qcda.gov.uk/eyfsp	
QCDA enquiry line For general enquiries about the work of QCDA.	Tel: 0300 303 3011 Email: info@qcda.gov.uk Website: www.qcda.gov.uk	83 Piccadilly London W1J 8QA
QCDA distribution agency helpline For enquiries about deliveries of key stage 1 task and test materials.	Tel: 0800 169 4195	
QCDA modified test agency (statutory) For enquiries about deliveries of modified task and test materials and braille reading books.	Tel: 0844 500 6727 Fax: 0870 321 6429 Email: qcдахelpline@pia.co.uk	
QCDA orderline To order QCDA publications.	Tel: 0300 303 3015 Fax: 0300 303 3016 Email: orderline@qcda.gov.uk Website: www.orderline.qcda.gov.uk	PO Box 29 Norwich NR3 1GN

Other useful contacts

Ofqual Office of the Qualifications and Examinations Regulator.	Tel: 0300 303 3346 Fax: 0300 303 3348 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk	Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB
DCSF public communications unit For enquiries about the statutory requirements for assessment, national results and reporting to parents.	Tel: 0870 000 2288 Email: info@dcsf.gsi.gov.uk	PO Box 12 Runcorn Cheshire WA7 2GJ
DCSF publications To order single copies of DCSF materials and DCSF circulars.	Tel: 0845 602 2260 Fax: 0845 603 3360 Email: dcsf@prolog.uk.com	PO Box 5050 Annesley Nottingham NG15 0DJ
Information Commissioner's Office For enquiries about the Data Protection Act 1998.	Tel: 01625 545 700 Email: mail@ico.gsi.gov.uk Website: www.ico.gov.uk	Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF



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About this publication

Who is it for?

Headteachers, teachers of EYFS, year 1 and year 2 children and key stage 1 assessment and special educational needs coordinators. It is also sent to local authorities, initial teacher training institutions, educational libraries and teacher centres.

What is it for?

The ARA sets out statutory arrangements and provides information and guidance on the national curriculum assessment arrangements for the EYFS and key stage 1 in 2010.

What does it cover?

- End of key stage assessment and reporting requirements for EYFS and key stage 1.
- Information on how to administer key stage 1 tasks and tests, including how to order assessment materials.
- Information about access arrangements.

Related materials

Key stage 2 *Assessment and reporting arrangements* QCDA/09/4396.

Information and contacts

See section 9, 'Useful contact details', or visit www.qcda.gov.uk/tests.

For more copies

Further printed copies of the ARA will not be available. The ARA can be accessed on the QCDA *Tests and exams* website at www.qcda.gov.uk/ara. QCDA/09/4395.

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