



# Assessment Requirements Statement

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There are three, broad overarching forms of assessment in primary schools, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis.
- In-school summative assessment – to understand pupil performance at the end of a period of teaching.
- Statutory summative assessment – to understand pupil performance in relation to national expectations and comparisons.

The DfE describes the main purpose of statutory primary summative assessment as being:

- To ascertain what pupils have achieved in relation to the areas of the national curriculum.
- To hold schools accountable for the attainment and progress made by their pupils.
- To inform parents and secondary schools about the performance of individual pupils.
- To enable benchmarking between schools, as well as monitoring performance locally and nationally.

Maintained schools are under a duty to ensure that all eligible pupils undertake national curriculum and other statutory summative assessments, in line with any published assessment and reporting arrangements.

There is no parallel statutory duty on parents to ensure that their children participate in tests and assessments, but they are required by law to ensure their children attend school regularly.

The STA publishes statutory guidance on the arrangements for KSI and KS2 assessments annually in the following publications:

- KSI: assessment and reporting arrangements (ARA)
- KS2: assessment and reporting arrangements (ARA)

Schools must comply with the provisions of these ARAs when carrying out assessment and reporting functions, as failure to do so could result in the school being investigated for maladministration.

The ARAs apply to:

- Maintained schools.
- Academies.
- Special schools
- Alternative provision (AP).
- Secure units.
- Ministry of Defence (MoD) schools.
- Participating independent schools with KSI/KS2 pupils.

Headteachers of participating schools have a duty to ensure that:

- The requirements in the ARA are implemented in their school.

- Teachers and other staff comply with the ARA.
- The deadlines in the ARA are met.
- The needs of all pupils are considered, and suitable access arrangements are put in place to enable them to take part in the tests, where possible.
- Parents are issued with a privacy notice that explains how pupils' personal data is processed.

Within the EYFS at Highfields there are two assessment points:

- Reception baseline assessment (RBA) – at the start of Reception
- The early years foundation stage profile (EYFSP) – at the end of the EYFS

### Reception Baseline Assessment (RBA)

The RBA is a short interactive assessment that should be carried out within the first six weeks of children starting school. It assesses a child in early mathematics, literacy, communication, and language, in order to form the starting point for cohort-level school progress measures.

Data from the RBA is compared to KS2 outcomes seven years later to form the overall progress measure for a school. It is not used to make judgements about early years provision, either current or retrospective, and is solely intended for use within the primary school progress measure.

The RBA is not suitable as a formative or diagnostic assessment, as there is no expected standard and children cannot pass or fail. Instead, teachers receive a series of narrative statements informing them of how the child performed on the day.

Although the assessment is not timed, it has been designed to take around 20 minutes. The assessment can be carried out by a teacher, TA, early years practitioner or any other trained education professional who should be familiar with the child taking the assessment.

The assessment consists of practical tasks, using physical resources, and an online scoring system for the practitioner to complete as the pupil engages with the tasks. Administration instructions for each task and the recording of the assessment are provided via an online system so that the assessment is delivered and scored consistently across all schools.

### Reporting Reception Baseline Assessment (RBA)

At the end of the assessment, the RBA will record a single raw score out of 39 for each pupil, which will be recorded in the national pupil database and used to create a cohort-level progress measure for schools at the end of KS2. Note, this score will not be made available to schools.

### The Early Years Foundation Stage Profile (EYFSP)

The EYFSP is a statutory, summative assessment of children's development at the end of the EYFS in relation to the 17 early learning goals (ELGs) and is intended to provide a reliable, valid, and accurate assessment of each child's development at the end of the EYFS.

The EYFSP must be completed for each child during the final term of the year in which children reach the age of five – and no later than 30 June. It provides a well-rounded picture of a child's knowledge, understanding, abilities, attainment, and their readiness for Year 1.

Early years providers should read and familiarise themselves with the 'Early Years Foundation Stage profile handbook' which details the statutory EYFSP requirements that providers should follow when completing the profile assessment. The DfE has also published resources to support teachers in assessing children's development at this stage – 'Development Matters: non statutory curriculum guidance for the EYFS' and 'EYFS exemplification materials'.

Providers must:

- Assess each child's level of development against the ELGs, including those with SEND, and indicate whether they are meeting expected levels of development or not yet reaching expected levels ('emerging'). This is the EYFSP.
- Make appropriate reasonable adjustments to the assessment process for children with SEND.
- Provide Year 1 teachers with a copy of the profile to inform a dialogue between Reception and Year 1 teachers.
- Share the results of the profile with parents and explain to them when and how they can discuss the profile with the teacher who completed it.
- Report the results of the profile to LAs upon request.

### Early Learning Goals (ELGs)

The level of development children should be expected to have attained within each of the seven areas of learning and development by the end of the EYFS is defined by the ELGs.

The ELGs should support teachers in making a holistic, best-fit judgement about a child's development, and their readiness for Year 1. They should not be used as a curriculum or in any way utilised to limit the wide variety of rich experiences that are crucial to child development.

Each ELG contains several statements against which teachers are expected to form a judgement on whether each child is at the expected level of development. The tables below show each of the seven areas of learning, separated into the prime and specific areas, and the ELG headings they are sub-divided into.

The prime areas are;

Communication and language – Listening Attention and Understanding / Speaking

Personal, social and emotional development – Self Regulation / Managing Self / Building Relationships

Physical development – Gross Motor Skills / Fine Motor Skills

The specific areas are;

Literacy – Comprehension / Word Reading / Writing

Mathematics – Number / Numerical Patterns

Understanding the World – Past and Present / People, Culture and Communities / The Natural World

Expressive Arts and Design – Creating with Materials / Being Imaginative and Expressive

The detailed criteria for each ELG can be found in the statutory framework document.

### Reporting the EYFSP Assessment

#### Reporting to the Year 1 teacher

The primary purpose of the EYFSP assessment is to support a successful transition from the EYFS to Year 1. At the end of the final year of the EYFS, Reception teachers must give Year 1 teachers a copy of each child's EYFSP, including a record of the child's outcomes against the 17 ELGs, stating for each ELG whether the child is meeting expected levels or not yet reaching expected levels (emerging).

They may also choose to provide a short commentary on how the child demonstrates the three characteristics of effective learning.

EYFS teachers are not required or expected to produce any written reports for Year 1 teachers beyond these basic requirements; however, both teachers should be given sufficient time to discuss each child's profile to aid transition and the planning of future learning activities.

In cases where children have an outcome at the emerging level, teachers should provide additional information to help the Year 1 teacher plan an effective curriculum, including information about any specific assessment or provision in place for children with SEND.

#### Reporting to Parents and Carers

Parents and carers should be involved in the assessment process and encouraged to take part in their child's learning and development.

At the end of Reception, teachers must provide a written report to parents which summarises the results of the EYFSP and offer parents the opportunity to discuss it with the child's teacher.

Teachers must make the results of the child's profile available to parents and provide a copy of their profile report if requested by a parent. Schools must be aware of their responsibilities under the Data Protection Act 1998 and the UK GDPR.

Within the primary-age phase, there are three assessment points:

- Year 1: Phonics screening check
- Year 4: Multiplication tables check
- Year 6: National curriculum assessments in English (reading and writing; grammar, punctuation, and spelling), and science

Please note: national curriculum assessments taken at the end of KSI are no longer statutory. It is the Reception Baseline Assessment (RBA) data that is now used as the starting point for primary progress measures, rather than the end-of-KSI assessments.

## Phonics Screening Check

With some exceptions, all pupils who have reached the age of six by the end of the school year and who have completed the first year of the KSI English programme of study must take the phonics screening check during that academic year – for the majority of pupils this will be in Year 1. Pupils who have reached the age of seven by the end of the academic year must also take the check if they did not meet the expected standard in the previous year's screening check – most pupils will be in Year 2.

The screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator.

Headteachers are responsible for the check administration arrangements within their school, and schools should follow the guidance detailed in the STA's 'Phonics screening check: administration' document. Failing to adhere to the guidance could lead to a maladministration investigation.

The administration guidance is published annually and expands on the KSI ARA, setting out a variety of requirements that schools must adhere to regarding the following:

- Preparing for check administration
- Preparing check administrators
- Receiving and securely storing check materials
- Administering the check correctly
- Scoring the check

Some important issues for schools to note are outlined below:

- Schools must follow the phonics screening check administration guidance
- Materials are sent to schools based on data from the school census
- Schools should administer the check during the specified timeframes
- Pupils must only attempt the check once during the check window
- Schools must submit data for all pupils including those who do not take the check
- Headteachers must ensure the integrity of the check is maintained so that no pupil has an unfair advantage
- Schools must follow the guidance on keeping materials secure in the phonics screening check administration guidance
- Headteachers must complete and submit the headteacher's declaration form (HDF) by the specified deadline

Pupils should not take the screening check if any of the following apply:

- They have shown no understanding of grapheme-phoneme correspondences
- They have not completed the first year of the KSI English programme of study
- They have recently moved to the country and are unable to understand letters and sounds in English
- They use British Sign Language or other sign-supported communication, such as communication boards, to spell out individual letters
- They are non-verbal or selectively mute
- They have been absent during the check window

It is the headteacher's responsibility to make the final decision about whether it is appropriate for a pupil to take the check. Where pupils are not entered, schools should explain their decision to the pupil's parents and explain how they are helping the pupil to learn to decode using phonics.

### Administering the Check

A member of staff who is trained in phonics and has experience delivering phonics sessions to pupils must administer the check on a one-to-one basis.

The check administrator should be known to the pupils but must not be a relative, carer or guardian of the pupil taking the check. The check should not be administered by a teaching assistant or higher level teaching assistant, unless they are trained in phonics and have experience delivering phonics sessions to pupils.

### Access Arrangements

Schools may need to adapt the check for some pupils. Any adaptations must be based on normal classroom practice for pupils with specific needs. Schools do not need to request permission to make adaptations but must ensure any modifications do not unfairly advantage pupils.

### Monitoring and Reporting

LAs have a statutory duty to make monitoring visits to at least 10 percent of maintained schools that are administering the check.

LAs are also expected to monitor at least 10 percent of academies that have selected the LA for monitoring. The STA may identify schools for LAs to include in their samples.

They will look for evidence that the school is following the published guidance on keeping check materials secure and on administering and scoring the check.

Maintained schools, academies and special schools must report their pupils' check scores to their LA by the deadline they specify. There is no facility to amend data once the collection has closed.

The DfE does not publish school-level results for the phonics screening check. Results will be available via 'Analyse School Performance', and schools will also have access to national and LA results to allow them to benchmark their pupils' performance.

### KSI National Curriculum Assessments

End of KSI national curriculum assessments cease to be statutory from the end of the 2022/2023 academic year, as it is the RBA data that is used as the starting point for primary progress measures from this point forward. What follows, therefore, is a brief overview of the tests.

Teachers must assess pupils in the following subject areas:

- English reading
- English writing
- Maths
- Science – if pupils are working at the standard of the national curriculum assessments

A series of tests are available to help teachers make a secure TA. The tests are designed to assess pupils' knowledge and understanding of the KSI programmes of study. Guidance on the administration of the tests is contained in the ARA document.

The KSI tests consist of:

- English reading paper 1: combined reading prompt and answer booklet.
- English reading paper 2: reading booklet and reading answer booklet.
- Mathematics paper 1: arithmetic.
- Mathematics paper 2: reasoning.

Schools can choose whether to administer the English grammar, punctuation and spelling test, consisting of two papers, and use the results to inform their English writing TA.

Teacher assessment is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning, and teachers should consider the pupil's written, practical, and oral classwork, alongside results from the KSI tests.

Practice materials for the tests, including past papers mark schemes and test administration instructions can be found on the STA website [here](#).

More information on the tests can be found in the test frameworks for each subject area. Each test framework sets out:

- The structure of the test.
- What will be assessed.
- How each element of the subject will be assessed.
- The standard a child will be expected to achieve.

Below are some of the key issues for schools to be aware of:

- Participating pupils should be given the opportunity to attempt each test paper
- KSI tests are not strictly timed – teachers can use their discretion to decide if pupils need a rest break during any of the tests or whether, if appropriate, to stop a test early
- The English reading papers contain a selection of texts and text types that are designed to increase in difficulty
- The tests are designed for pupils who have completed the KSI programmes of study and are working at the overall standard of the tests
- Pupils should not take the tests if any of the following apply:
  - They have not completed the relevant KSI programme of study



- They are working at pre-KSI standards or being assessed using the engagement model
- They are working at the standard of the KSI tests but are unable to participate, even when using suitable access arrangements
- The frameworks for English reading and writing, and mathematics have three standards of attainment – ‘working towards the expected standard’, ‘working at the expected standard’ and ‘working at greater depth’
- The science framework contains a series of ‘I can’ statements within one standard of attainment – ‘working at the expected standard’
- Exemplification materials are available for each subject to help teachers make their judgements

The ARA contains statutory guidance that schools have had to follow, including requirements around:

- Test administration
- Teacher assessment
- External moderation
- Maladministration
- Reporting to parents
- Keeping and maintaining records
- Legal obligations and responsibilities

### Multiplication Tables Check (MTC)

The MTC is a statutory KS2 assessment for all Year 4 pupils registered at state-funded maintained schools, special schools, or academies in England. The purpose of the check is to determine whether pupils can fluently recall their multiplication tables up to 12, through a set of timed questions.

It is delivered as an online, on-screen digital assessment, consisting of 25 times-table questions, and is designed to take less than five minutes for each pupil to complete. It is automatically scored, with results being available to schools once the assessment window closes.

Schools should follow the guidance detailed in the STA’s ‘Multiplication tables check administration guidance’. Failing to adhere to the guidance could lead to a maladministration investigation. The guidance is published annually and expands on the KS2 ARA, setting out a variety of requirements that schools must adhere to regarding the following:

- Preparing for check administration
- Accessing the MTC service
- Preparing check administrators
- Administering the check
- Providing feedback on the MTC service and administration process

Some important issues for schools to note are outlined below:

- Schools must follow the MTC administration guidance

- Schools must administer the check during the specified timeframes
- Schools should register all Year 4 pupils for the check, including pupils who do not participate
- Schools must provide a reason for any pupils who are not able to participate in the check within the MTC service
- Headteachers must submit the HDF to confirm the check administration guidance has been followed

Pupils should not take the check if:

- They are absent during the entire three-week check window.
- They are unable to participate, even when using access arrangements.
- They are unable to answer the easiest questions or are working below the national curriculum expectation for Year 2 in multiplication tables.
- They have just arrived in school during the check period and there is not enough time to establish the pupil's abilities.

### Administering the Check

The check should be administered by a member of school staff, such as a teacher or teaching assistant, who is known to the pupils, and is familiar with the administration guidance and the digital devices being used.

### Access Arrangements

The check has been designed so that it is inclusive and accessible to as many children as possible, including those with SEND or EAL; however, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements.

Schools have unlimited access to a 'try it out' area, which they can use to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required.

Access arrangements used in the try it out check will automatically be enabled for the pupils when they log in to the official check.

### Monitoring and Reporting

At the end of the assessment window, a total score out of 25 will be reported to each school for all their pupils who took the check. There is no expected standard threshold for the MTC.

The DfE will not publish school level results for the MTC. Pupil and school level results will be made available in Analyse School Performance and in Get Information about Pupils. There will be a statistical publication at national and LA level.

### KS2 National Curriculum Assessments

There are two strands to the national curriculum assessments at the end of KS2:

KS2 tests:

- English grammar, punctuation, and spelling
- English reading
- Mathematics

KS2 Teacher Assessments (TA):

- English writing
- Science

KS2 tests

The KS2 tests form part of the statutory assessment arrangements for pupils at the end of KS2 and are based on the relevant sections of the national curriculum statutory programme of study (2014) for English and mathematics at KS2.

The table below shows the format the tests take.

Component	Description	No. of marks	Timings (minutes)
ENGLISH GRAMMAR, PUNCTUATION AND SPELLING			
Paper 1 - Grammar, punctuation and vocabulary	Question and answer paper	50	45
Paper 2 - Spelling	Spelling test (20 words)	20	15 (not strictly timed)
ENGLISH READING			
Paper 1 - Reading	Reading booklet containing a selection of texts (400-700 words) with reading questions and answer space combined	20	30
Paper 2 - Reading	Reading booklet containing a selection of texts (800-1100 words) with separate answer booklet	20	40
MATHEMATICS			
Paper 1 - Arithmetic	Question and answer paper	40	30
Paper 2 - Mathematical reasoning	Question and answer paper	35	40
Paper 3 - Mathematical reasoning	Question and answer paper	35	40

Where there is more than one test paper, pupils must take all components to be awarded an overall test outcome. Pupils cannot take one component of the test and then be registered as below the standard for another. More information on the tests can be found in the test frameworks for each subject area. Each test framework sets out:

- The structure of the test.
- What will be assessed.
- How each element of the subject will be assessed.
- The standard a pupil will be expected to achieve.

Pupils should not take the tests if any of the following apply:

- They have not completed the relevant KS2 programme of study
- They are working at the pre-KS2 standards or being assessed using the engagement model
- They are working at the standard of the KS2 tests but are unable to participate, even when using suitable access arrangements
- They are not in a fit physical or mental state at the time of the tests

Practice test materials are available to help teachers prepare for the tests, which include past papers, mark schemes and test administration instructions. Schools can also use these materials to inform decisions on whether it is appropriate for some pupils to take the tests. The test outcomes are reported as scaled scores, enabling accurate comparisons of performance over time.

### Access Arrangements

KS2 tests are intended to assess pupils' abilities in a fair and comparable way and are designed so that most pupils with SEND can participate using the standard versions; however, a small number of pupils may need additional arrangements. In these circumstances, headteachers should:

- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, the school SENCO, educational psychologist, medical professional, or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities.

The school must have evidence that the support provided is based on normal classroom practice and ensure that individual pupils are not advantaged or disadvantaged in any way.

If a school decides not to enter a pupil for a test because they are working below the overall standard, they should use one of the following to provide a TA outcome for the pupil in that subject:

- Pre-key stage standard – for pupils engaged in subject-specific study.
- Engagement model – for pupils not engaged in subject-specific study.

All schools can order modified versions of the tests, in enlarged print, modified large print, contracted, and uncontracted braille, using the modified test order form on the PAG.

Pupils with EAL must be registered for the KS2 tests, even if the pupils will not take them. If pupils cannot communicate in English, they will be working below the overall standard of the English tests and should not take

them. To make a TA judgement, these pupils should be assessed using the pre-key stage standards providing they are engaged in subject-specific study.

To establish a pupil's abilities in mathematics, teachers and language support staff could work together to translate national curriculum work into the pupil's preferred language. If a pupil is working at the standard of the mathematics tests, the school should consider using access arrangements to enable the pupil to take the tests. Further information on access arrangements, including the use of written or oral translations, can be found in the access arrangements guidance.

### Administering the Tests

Schools must comply with the provisions of the ARA when carrying out assessment and reporting functions, and follow the KS2 test administration guidance. Failure to do so could result in the school being investigated for maladministration.

In administering KS2 tests headteachers must:

- Ensure all pupils are registered for the tests on the PAG, including pupils who will not participate in the tests.
- Identify which pupils will take end of KS2 tests, and order modified versions of the tests where required.
- Keep all test materials secure and treat them as confidential before, during and after the test period.
- Explain to staff, pupils, and parents, how the tests will be administered.
- Ensure the tests are administered according to the published guidance and timetable, with sufficient staffing levels and appropriately trained administrators.
- Ensure pupils have the correct test materials and equipment for the tests, and that access arrangements are used correctly.
- Notify STA of any issues that may have affected the integrity, security, or confidentiality of the tests.
- Co-operate with any monitoring visit requests, including visits by STA or LA representatives.
- Submit aid notifications and notifications of pupils identified as having cheated on the PAG, if required.
- Submit the KS2 HDF on the PAG after all test scripts have been collected for marking.

### Monitoring the Tests

LAs have a statutory duty to make monitoring visits to at least 10 percent of maintained schools that are administering the tests. LAs are also expected to monitor at least 10 percent of academies and participating independent schools that have selected the LA for monitoring. The STA may identify schools for LAs to include in their samples.

Monitoring visitors will make unannounced visits to schools administering the tests before, during and after the test period.

### Teacher Assessment (TA)

As there is no test for English writing or science, these are reported as teacher assessment (TA) judgements. Teachers must make their judgements for pupils who have completed the KS2 programme of study and are working at the standard of national curriculum assessments using the TA framework in English writing and science.

The TA processes for schools and LAs is documented in the KS2 TA guidance, which sets out the requirements of the standardisation and moderation processes.

Assessment judgements must be based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts, including a pupil's written, practical, and oral classwork.

### English Writing

The English writing framework has three standards of attainment, each containing a series of 'I can' statements. These standards of attainment are:

- Working towards the expected standard.
- Working at the expected standard.
- Working at greater depth.

To judge what standard a pupil is working at, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. A pupil's writing should meet all the statements within the standard at which they are judged. A teacher's professional judgement about whether the pupil has met the writing standard overall takes precedence.

### Science

The science framework contains a series of 'I can' statements within one standard of attainment, this is:

- Working at the expected standard.

To judge that a pupil is working at this standard in science, teachers need to have evidence which demonstrates that the pupil meets all the 'working scientifically' statements and all of the 'science content' taught in the final year of the key stage. A pupil who has completed the programme of study will be judged as either 'working at the expected standard' or 'has not met the expected standard'.

There is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the KS2. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.

Exemplification materials are available for each subject to help teachers make their judgements.

### Evidence

Judgements must be based on sound and demonstrable evidence to ensure objectivity and consistency between classes and schools. The type of evidence may vary for different schools, classes, and pupils; for example, a pupil's workbook

will often have all the evidence a teacher needs but evidence might also come from projects, assessment notes, classroom tests and assessments. The form of evidence supporting a teacher's judgement is entirely up to the teacher, providing it meets the requirements of the frameworks.

Pupils who have not completed the programme of study or are not yet 'working towards the expected standard' should be assessed using the pre-key stage standards. These follow the same principles as the TA frameworks and contain 'pupil can' statements for teachers to assess against, providing evidence to show that pupils have met the standard they have been awarded.

## Moderation of TA

There are two forms of moderation:

- **Internal** – non-statutory quality assurance exercises collaboratively undertaken across classes, year groups, key stages, and schools. It allows teachers to benchmark judgements to ensure consistent standards and reliable outcomes are being applied.
- **External** – statutory quality assurance by the LA to validate teacher judgements and ensure they are consistent with national standards.

LAs are required, on behalf of the Secretary of State for Education, to validate a sample of KS2 TA judgements in English writing, to confirm accuracy and consistency with national standards. This ensures that schools are assessing accurately, and that the system is fair to all pupils.

LAs are required to externally moderate at least 25 percent of maintained schools, academies and participating independent schools that opt into the LA's external moderation provision. They must ensure that all schools they are responsible for are moderated at least once every four years (excluding 2020 and 2021), or more frequently if required.

If the moderator does not meet with the teacher in person, they must satisfy themselves that the teacher's judgements are accurate and consistent with national standards. This means the moderator must be able to:

- Check pupils' work.
- Hold a professional discussion with the Year 6 teacher.
- Expand the sample, if needed.
- Arrange signing of the required forms.

## Preparing for an External Moderation Visit

LAs must tell schools if they are going to be moderated by the deadlines published in the administration guidance. They must then give at least two school days' notice of the external moderation visit, informing the school of who will be attending.

The best way for a school to prepare for an external moderation visit is to have robust internal assessment processes. Schools must ensure that:

- Judgements against the TA frameworks have been subject to internal moderation prior to the LA moderation visit.

- Judgements against the TA frameworks for the cohort are available for moderation, categorised by standard.
- Evidence of pupils' work is available to demonstrate attainment of the 'pupil can' statements at the standard the pupil has been judged to have met.

Central to the LAs moderation visit should be the professional discussion between the Year 6 teacher and the LA moderator. It should provide a shared understanding of how judgements have been reached and the opportunity to discuss any gaps in evidence against the TA frameworks.

#### Data Submission

Schools must submit TA data by the published deadlines in line with the ARA guidance and the guidance on submitting TA data. A school's submission must include TA data for every pupil registered by the school to take a KS2 national curriculum test or registered as working below the overall standard of the tests.

Teacher assessment data will be used to calculate KS2 school performance measures for the relevant academic year and published in the normal suite of KS2 accountability measures at school level in performance tables.

#### Diversity and Inclusion

The Equality Act 2010 sets out the principles by which the national curriculum assessments and associated development activities are conducted. Assessments are also required to meet Ofqual's regulatory framework, which states that 'an assessment should minimise bias, differentiating only on the basis of each pupil's level of attainment. A pupil should not be disadvantaged by factors that do not relate to what is being tested'.

All schools are required to make reasonable adjustments for pupils with disabilities and learning needs. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what pupils can do when reasonable adjustments are in place.

#### The PAG

The Primary Assessment Gateway is a secure website that supports primary schools, LAs and MATs with the administration of KSI and KS2 national curriculum assessments. Schools can:

- Place test orders.
- Submit holiday dates to help inform delivery of test materials.
- Download phonics screening check and KSI test materials.
- Register pupils for KS2 tests.
- Apply for KS2 access arrangements.
- Submit headteacher's declaration forms.
- View the TA standardisation exercise and training materials.
- Submit KS2 TA data.
- View the KS2 results and marked test scripts