

EYFS, Key Stage 1 and Key Stage 2 Assessment and Reporting Arrangements (ARA) – STA – October 2019

The STA have published the ARA guidance for 2019 – 20. This guidance sets out the statutory requirements for EYFS, KS1 and KS2 national curriculum assessment and reporting for the 2019 -20 academic year.

<https://www.gov.uk/government/publications/2020-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/2020-key-stage-1-assessment-and-reporting-arrangements-ara>

<https://www.gov.uk/government/publications/2020-key-stage-2-assessment-and-reporting-arrangements-ara>

Teacher assessment guidance has also been produced for KS1 and KS2

<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance>

<https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance>

Key stage 1 and 2 national curriculum tests: information for parents – STA – April 2019

Information leaflet and videos for parents about end of key stage assessments (often referred to as SATs) for 7 and 11 year olds.

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

Multiplication tables check: development update – STA – April 2019

The STA have provided information for primary schools about the development of an online multiplication tables check (MTC) to be administered by schools to year 4 pupils from the 2019/20 academic year onwards.

<https://www.gov.uk/guidance/multiplication-tables-check-development-process>

Key stage 2 tests: special consideration guidance – STA – March 2019

How can schools apply for special consideration for pupils whose performance is affected by extremely distressing circumstances or incidents before the tests?

<https://www.gov.uk/government/publications/key-stage-2-tests-special-consideration-guidance>

Key stage 1 and 2 tests: test administration guidance (TAG) – STA – March 2019

This is guidance for headteachers, teachers and teaching assistants about administering the 2019 key stage 1 national curriculum tests.

<https://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag>

<https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag>

Reception baseline assessment – STA – February 2019

The STA have provided information about the development of an assessment for pupils in reception to measure their progress in primary schools from 2020.

<https://www.gov.uk/government/collections/reception-baseline>

Key stage 2 tests: access arrangements – STA – December 2018

Guidance for schools about access arrangements available for pupils participating in 2019 key stage 2 national curriculum tests (commonly called SATs).

<https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Approaches to assessment without levels in schools – DfE – December 2108

This research examines the types and range of non-statutory assessment approaches in use in primary and secondary schools since 2014. Findings relate to the following key areas:

- schools' changes to assessment and their impact on teachers and pupils
- communication with pupils and parents
- schools' use of information and support for assessment without levels
- current non-statutory assessment practice

This research was conducted following the commission on assessment without levels report to further develop knowledge of in-school assessment practices.

<https://www.gov.uk/government/publications/approaches-to-assessment-without-levels-in-schools>

Pre-key stage 1 standards – STA – September 2018

The PKS should be used to report assessment outcomes for pupils working below the standard of national curriculum assessments (commonly called SATs) at the end of KS1 and KS 2.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

Teachers must use these standards to make statutory teacher assessment judgements at the end of key stage 1 and 2 for pupils who are working below the national curriculum tests and teacher assessment frameworks, and above P scale 4. If a pupil is working below these standards, teachers should report their outcomes using P scales 1 to 4.