**How to…easily avoid recurring potential maladministration issues.**

From LA monitoring visits over the past few years, there are common recurring points requiring advisory guidance from monitors for schools and to Headteachers. These are easily avoidable and will strengthen the security and integrity of your processes and procedures. All of these points are included within STA guidance but can be overlooked.

In relation to the KS2 tests, the term maladministration refers to any act that:

• affects the integrity, security or confidentiality of the national curriculum assessments

• could lead to results that do not reflect pupils’ unaided work

• could lead to access arrangements, additional time or special consideration being incorrectly applied

Useful STA guidance documents include

* KS2 ARA [2023 key stage 2: assessment and reporting arrangements (ARA) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/2023-key-stage-2-assessment-and-reporting-arrangements-ara)
* KS1 ARA [2022 key stage 1: assessment and reporting arrangements (ARA) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara)
* KS2 Access Arrangements [Key stage 2 tests: access arrangements - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)
* KS2 Test Administration Guidance [Key stage 2 tests: test administration guidance (TAG) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)
* How to keep test materials secure [How to keep key stage 1 and key stage 2 national curriculum tests and phonics screening check materials secure - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice)
* KS2 tests: returning test scripts [Key stage 2 tests: returning test scripts - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts)
* KS2 tests: varying the test timetable [Key stage 2 tests: varying the test timetable - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable)

This practical guidance on common issues is grouped into the following sections:

1. Secure storage of test materials:
	* Delivery consignment forms not checked and signed (2 adults to check)/ not available
	* No access log/access logs not robustly used
	* Locking security storage of papers issues/key security/ resealing of boxes
	* KS2 - Maths papers 1, 2 not bagged separately to Paper 3/ GPS and spelling to be bagged between tests
	* Y1 phonics and KS1 hard copies not treated with same security and rigour as KS2 test papers
	* Lack of involvement of Headteacher and SLT
2. Staff training for test administration processes:
	* Staff administering test without appropriate training and understanding of the requirements
	* Adults over aiding pupils
	* Not having evidence that access arrangements used in the tests reflect normal classroom practice
	* Lack of involvement of Headteacher and SLT
3. Preparing test rooms:
* Adults administering test on their own
* KS2 - Clock unavailable/ not visible to pupils
* Unsuitable seating arrangements where pupils can potentially see each other’s papers
* Incorrect equipment provided for each test
* Classroom/test room walls and displays over aiding pupils
* Lack of involvement of Headteacher and SLT
1. Secure delivery of test administration:

|  |  |  |
| --- | --- | --- |
| Before the test | During the test | After the test |
| * Staff left vulnerable to being alone with test papers
* Adults over aiding pupils
* Scribes over aid pupils
 | * Adult’s overuse of keeping pupils focussed
* Unsupervised pupils needing toilet or rest breaks
 | * Inaccurate transcriptions/undertaking transcript whilst part of a larger group, so others can hear and potentially change their answers
* Poorly implemented TTV allows pupils who have sat the test to mix with those who have not
* Completed papers not immediately bagged and locked away, compromising test integrity
 |

|  |
| --- |
| 1. **Secure storage of test materials**
 |
| **Issue** | **STA Guidance** | **Notes and actions for consideration** |
| Delivery consignment forms not checked and signed (2 adults to check)/ not available | * *STA recommends 2 members of school staff undertake this check together*
* *You should check your delivery as soon as you receive it*
* *Keep your annotated copy of the delivery note somewhere accessible in case you receive a monitoring visit*
 | * Be very familiar and all staff involved be confident with [How to keep key stage 1 and key stage 2 national curriculum tests and phonics screening check materials secure - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice)The headteacher is responsible for checking their school’s delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they must delegate this responsibility to a senior member of staff who understands the process.
* Ensure you check all boxes thoroughly as packs of tests may be split between boxes.
* Apply same process to Y1 PSC delivery
 |
| No access log/access logs not robustly used | * *Headteachers must ensure the security and confidentiality of the KS2 tests are maintained from when they are received until end of TTV period, this includes unused test papers*
* *keep a record to document instances of access to the materials and to log regular security checks \*plan a reporting procedure in the event of a problem, such as if keys are lost or stolen*
 | * Be very familiar and all staff involved be confident with [How to keep key stage 1 and key stage 2 national curriculum tests and phonics screening check materials secure - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice)Two people at all times to access materials from secure locked storage
* Sign the log that you are accessing materials, lock the cupboard again, sign that you have returned spare papers and completed papers
* Be prepared to have several copies of your access log to hand as you will soon fill these up if completing diligently
* Nominated governor should also be being undertaking spot checks (alongside another member of staff so not accessing papers on their own)
 |
| Locking security storage of papers issues/key security/ resealing of boxes | * *a nominated member of staff should be responsible for the cupboard keys and ensure they are kept secure at all times*
* *check the boxes regularly to ensure they have not been tampered with*
* *Test materials must be stored securely, in a locked cupboard. The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff not directly involved with the administration of the tests. This member of staff should take responsibility for the storage of test materials and the cupboard key. They should also keep a log of requests for access to the materials.*
 | * Be very familiar and all staff involved be confident with [How to keep key stage 1 and key stage 2 national curriculum tests and phonics screening check materials secure - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice) Keep tape and scissors with the boxes of test papers for convenience of resealing
* Ensure that once papers have been accessed and used by pupils, that all spare papers are counted back in, including additional guidance that is include in each KS2 pack of pupil pares, that include the scripted commentary that teachers read at the beginning of each KS2 test. It is especially important the spelling script is locked back away to avoid confidentiality is not breached

SEE ACCOMPANYING SUPPORTING GUIDANCE IN GREATER DETAIL **How to …. securely store statutory test materials** |
| KS2 - Maths papers 1, 2 not bagged separately to Paper 3/ GPS and spelling to be bagged between tests | * *All transparent and green inner bags have a self-adhesive seal, but you may reinforce the seal with tape. Do not open the test bags once they have been sealed.*
* *If your school varies the start time of a test on the scheduled test day, or uses an approved timetable variation to administer a test to a pupil up to 5 school days after the day in the statutory timetable, you should ensure the security of test scripts is maintained (stored in a lockable cupboard) until all pupils have taken the test. Failure to do so could lead to a maladministration investigation.*
* *If you administer a test on the scheduled day in multiple sittings, ensure the completed test scripts are stored securely in a locked cupboard until every pupil has taken the test. When all pupils have completed the test on the scheduled day, the scripts should be sealed in the transparent inner bag.*
 | * Be very familiar with and all staff involved be confident with [Key stage 2 tests: returning test scripts - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts)
* Ensure all involved staff with the bagging up and locking away of papers is familiar with the above guidance as there are many steps. Consider having a short meeting with this as a focus prior to the test week rather than leave it until you are ready to bag up; this will mitigate the risks of papers being left unsecured
* Ensure all involved staff have their own copy of the document above.
* Consider having a gov monitor and oversee the bagging up and locking away tasks. Gov must equally have been trained and have their copy of the above doc.
* Plan ahead where bagging up will take place and that all stationery is readily to hand.
* Agree where bagged up papers are going to be securely stored until collected by parcel force – ideally they should be locked back into the cupboard but this may not be practical if the school administrator oversees the collection.
* Retain the parcel force proof of posting receipt in an accessible place as you may be asked to produce it in the event of a monitoring visit – give these to the Headteacher.
 |
| Y1 phonics and KS1 hard copies not treated with same security and rigour as KS2 test papers | *Headteachers are responsible for the PSC check administration arrangements within their school, including:** *identify which pupils should take the check*
* *consider whether any pupils will need braille versions*
* *consider whether any pupils will need modified versions and download them*
* *keep check materials secure*
* *know what to expect if they receive a monitoring visit*
* *ensure all check administrators are appropriately trained*
* *ensure that pupils are in a fit physical and mental state to take the check*
* *ensure the check is administered once to each eligible pupil*
* *ensure pupils’ responses are scored accurately and consistently*
* *ensure any pupils who do not meet the expected standard continue to receive support in phonics*
* *report any incident that affects the integrity, security or confidentiality of the check to STA*
* *follow the annual statutory data collection requirements*
* *complete and submit the phonics screening check headteacher’s declaration form*
 | * [Key stage 1: phonics screening check administration guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance)
* Frequently, KS1 and Y1 Phonics Screening Check materials are not treated with the same level of confidentiality and rigour.
* Ensure all KS1 and Y1 Phonics Screening Check materials are stored, handled, accessed in the same manner as KS2 test materials. An unannounced LA monitoring visit on behalf of STA will check that this is the case
* Headteachers must consider how Y1,2,6 teachers feedback to them following LA updated assessment training
 |
| Lack of involvement of Headteacher and SLT | As above | * It is fairly common for Headteacher to be not be fully conversant and aware of the systems, processes and requirements of the statutory assessments.
* Headteacher and SLT to ensure there is robust and transparent approach and timetable for the storage and administration of all statutory tests.
* Headteachers must complete the HDF to confirm that you have administered the tests in accordance with the published guidance, or that you have reported any issues to STA. The only way the Headteacher can be fully confident in doing so, is to be very familiar and adhere robustly to all statutory guidance.
* Ensure that the same degree of compliance is applied to KS1 and Y1 Phonics Screening Check materials.
 |

|  |
| --- |
| 1. **Staff training for test administration processes**
 |
| Staff administering test without appropriate training and understanding of the requirements – often leads to over aiding pupils | *Ensure all staff, pupils and parents understand:** *how the tests will be administered*
* *the date each test should be administered*
* *what assistance is and is not allowed in the tests*
* *how any access arrangements will be used*
* *how timetable variations can be used*
* *Test administrators will usually be headteachers, teachers or teaching assistants. Test administrators must be trained in how the tests will be administered. This will help avoid misunderstandings about test administration and misinterpretation of valid access arrangements or assistance.*
* *If a test administrator is a relative of a pupil they are supervising, there must be at least one other test administrator (not related to the pupil) present at all times.*
* *STA encourages schools to hold training sessions for those involved in administering KS2 tests. If schools have arranged independent observation of the tests, observers should also attend this training*
 | * Read and plan from [Key stage 2 tests: test administration guidance (TAG) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)
* Well before the SATs test window and when test materials arrive in school, deliver staff training on assessment processes and procedures, anchored upon STA guidance.
* Test materials tend to arrive in school from around the third week of April, so consider training to have taken place before this – around beginning of April.
* Consider how many pupils will need additional adults; at least two adults per room and ensure that the right number of staff are identified to be involved in KS2 SATs, to also include additional cover for any staff absence.
* Consider how governors can also be involved within this process and also staff from the feeder secondary school – this is a useful transition opportunity for Y7 staff. Ensure they can attend all training and receive appropriate STA guidance documents
* Ensure a briefing for each test, to provide specific details of what help adults can/ cannot provide. Briefing can take place early morning before the test, afternoon for the following day. Schools can decide at what time they administer the test on each day, so some briefing time prior to the test administration can be secured.
* Consider agreeing stock responses that support adults in not over aiding pupils eg, ‘ I can’t tell you the answer, but think hard try your best’.
 |
| Not having evidence that access arrangements used in the tests reflect normal classroom practice | * *teachers with good knowledge of the pupil’s needs should make the application for additional time, answering 7 questions about the pupil*
* *schools should check the outcome of their applications well before the application deadline to ensure that appropriate arrangements can be made ahead of test week*
 | * Be fully aware of and confident with section 3 KS2 Access Arrangements [Key stage 2 tests: access arrangements - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)
* Schools do not need to make applications for the following access arrangements but they must notify STA about their use once all tests have been taken on PAG. At the end of each test, test administrators must inform the Headteacher about:
* any pupils who used a scribe, transcript, word processor or other technical or electronic aid
* who acted as the scribe or transcriber, if applicable
* whether the aid was used for all or part of the test
 |
| Lack of involvement of Headteacher and SLT | * *It is the headteacher’s responsibility to ensure that STA guidance and instructions are followed correctly.*
 | * LA monitoring evidences that it is not uncommon for the Headteacher not to fully conversant and aware of the systems, processes and requirements of the statutory assessments.
* Headteacher and SLT to ensure there is robust and transparent approach and timetable for the storage and administration of all statutory tests.
* Headteachers must complete the HDF to confirm that you have administered the tests in accordance with the published guidance, or that you have reported any issues to STA. The only way the Headteacher can be fully confident in doing so, is to be very familiar and adhere robustly to all statutory guidance.
* Ensure that the same degree of compliance is applied to KS1 and Y1 Phonics Screening Check materials.
 |

|  |
| --- |
| 1. **Preparing test rooms**
 |
| Adults administering test on their own | * *STA recommends inviting a governor, a trusted member of the school community or a staff member from a nearby secondary school, who is not otherwise involved in administering the tests, to observe their administration*
* *STA recommends observers attend any training your school or LA is running for staff*
* *Headteachers will need to consider the staff resource required to administer the tests.*
* *Anyone administering a test on their own is vulnerable to allegations of maladministration. Therefore, STA recommends having at least 2 test administrators in each test room.*
 | Any staff member administering tests on their own is left vulnerable to being accused of actions that may compromise the integrity of the tests: * All staff to be in at least pairs wherever possible
* Consider accessing and utilising staff from across the school and include governors as part of invigilation, following training
* Consider a timetable variation if required, where the Y6 cohort can be split into smaller groups
* Use of school hall and larger space (whole school timetable can be reshaped for 4 days!)

Where pupils may need to work with readers or in a space on their own, ensure that any risk of potential allegations towards staff is mitigated, eg ensure doors are kept open and regular and frequent patrol of Headteacher or SLT member |
| KS2 - Clock unavailable/ not visible to pupils | *Ensure a clock is visible to pupils to help them pace themselves* | * Do not use any count down timers on IWB
* Follow all guidance in the accompanying scripts in all test packs that clearly specify when you can notify pupils of remaining time
* Do not provide any additional time notifications, as this will be perceived as pupils not managing their own time and therefore adults over aiding pupils.
 |
| Unsuitable seating arrangements where pupils can potentially see each other’s papers | *In order to prepare any rooms where tests will take place, you should:* *Ensure pupils will not be able to view each other’s test papers* | * Read section 8.3 KS2 [Key stage 2 tests: test administration guidance (TAG) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)
* Be familiar with [Key stage 2 tests: varying the test timetable - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable)
* This is a very common issue and LA monitors who visit schools during the test window can stop tests being started until this is addressed.
* Ensure tables are well spaced out – if an adult can easily walk between them, there should be sufficient space.
* Ensure that 1 pupil per table, unless large dining room tables.
* Consider which way pupils are sat facing – having all pupils facing front wards can reduce chances of pupils seeing each other’s papers
* If there are too many pupils to fit comfortably and securely within the room without risk of viewing each other’s test papers, consider a timetable variation and/or use of other rooms (ensuring you have sufficient invigilating staff)
 |
| Incorrect equipment provided for each test | *Rubbers are allowed but encourage pupils to cross out answers they wish to change instead of rubbing them out* | * Teach pupils how to cross out neatly and write a new answer if possible – rubbings out could lead to potential queries over adults adding new correct answers either during or after the test. Rubbers are also a distraction and can lead to pupils erasing out large chunks of work and then impacting upon them not completing the paper
 |
| Classroom/test room walls and displays over aiding pupils | *In order to prepare any rooms where tests will take place, you should:* *• remove or cover any displays or materials that could help pupils, including removing items that could help in the spelling test* *• ensure seating arrangements will allow all pupils to work quietly and independently* | * Ensure pupils know how to spell all of their names – many papers need to be amended by staff afterwards – write names on post its for identified pupils
* Ensure that all displays are covered over, including spelling pattern work; even labels can be a risk when undertaking the spelling test – consider using the school hall or larger rooms beyond the classroom that are familiar to the pupils through SATs practice. This avoids any potential classroom display risk.
* Ensure that DfE number is written on the board for all pupils, including the start time and the finish time. Nothing else.
* Any other rooms used for individuals or small groups, e.g those allocated additional time, must be cleared of display.
 |
| Lack of involvement of Headteacher and SLT | *It is the headteacher’s responsibility to ensure that STA guidance and instructions are followed correctly.* | * It is not uncommon for Headteacher to not be fully conversant and aware of the systems, processes and requirements of the statutory assessments.
* Headteacher and SLT to ensure there is robust and transparent approach and timetable for the storage and administration of all statutory tests.
* Headteachers must complete the HDF to confirm that you have administered the tests in accordance with the published guidance, or that you have reported any issues to STA. The only way the Headteacher can be fully confident in doing so, is to be very familiar and adhere robustly to all statutory guidance.
* Ensure that the same degree of compliance is applied to KS1 and Y1 Phonics Screening Check materials.
 |

|  |
| --- |
| 1. **Secure delivery of test administration**
 |
| **At the start of the test** |
| **Issue** | **STA Guidance** | **Notes and actions for consideration** |
| Staff left vulnerable to being alone with test papers | * *Headteacher should consider test administrators who administer tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures*
* *When deciding on the number of test administrators needed to maintain adequate supervision during a test, you should consider the possibility that at least one test administrator might need to leave the room with a pupil* (toilet, illness)
* *Two members of staff should collect the test packs from your secure storage.*
* *This should be recorded in the log.*
* *If there is more than one test paper to be administered on the same day, packs for a particular test should only be collected when you are ready to administer that test.*
 | * Open the test packs in front of the pupils in the room where they are to be administered.
* If tests are being administered in different rooms, you should open packs in one room and then take pupils and their papers to the other rooms to administer them.
* Ensure that no one adult is left to carry test papers on their own.
* Papers could be delivered to each room by the Headteacher and second member of staff – you can have agreed the same start and end time for all rooms, or each room could have its own specific start and end time if pupils are to start tests as soon as papers are received and handed out.
* Ensure that there are sufficient adults per test room – at least 3, as pupils need to be escorted to the toilet, adult waiting outside the toilets and then escort back to test room. There must be at least 2 adults left in the test room so no one adult is left alone with papers. Consider having a nominated member of staff to patrol the corridors to check on all test rooms and be available for toilet duty
 |
| **During the test** |
| **Issue** | * **STA Guidance**
 | **Notes and actions for consideration** |
| Adults over aiding pupils | * *Spelling test - take care not to overemphasise spelling when reading out the words pupils need to spell.*
* *The English reading test must not be read to individuals or to a group, except for the*

*general instructions*.* *Maths* – *Papers 1,2,3*
	+ *if a pupil requests it, a question may be read to them on a one-to-one basis*
	+ *if reading to a pupil, you can read words and numbers but not mathematical symbols.*
* *Test administrators should note for their own records where an access arrangement was provided in the tests and, if appropriate, the name of the scribe, reader, prompter or translator used by each pupil. If you use access arrangements inappropriately, this could lead to a maladministration investigation*
* *You must ensure that nothing you say or do during the tests could be interpreted as*

*giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again* | Be very familiar and ensure all administering staff are fully confident with [Notes for readers in the English grammar, punctuation and spelling tests - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)* Pupils must put their hand up and request help – adults must not proactively ask pupil if they need help
* Adults must not approach pupils and address issues by trying to put them right, for example:
	+ If pupil skips a page by turning 2 pages at once – adults must not tell them of this
	+ If pupil appears to be struggling on a question – adults must not advise the pupil which questions to answer or when to move on to the next

question; advise or guide the pupil about the order in which they should attempt the questions* + If a pupil finishes early – adults must not advise them to check their papers
* Be very familiar and ensure all administering staff are fully confident with [Key stage 2 tests: test administration guidance (TAG) - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag) (section 8.2)
 |
| Scribes over aid pupils | *The scribe must:*• *work at the pupil’s pace and not hurry them if they need time for reflection, rest or reading* *• have a working knowledge of the subject* *• follow the pupil’s instructions precisely to draw or add to diagrams, charts and graphs in the mathematics tests* *• write precisely what the pupil instructs and only make a correction on a test script if asked to do so by the pupil**If a pupil is eligible for up to 25% additional time solely because they have difficulty writing, they may be given either additional time or a scribe,* ***but not both.*** | * Scribes must not change the wording or answers of pupils and must record exactly as the pupil dictates this.
* No additional punctuation must be included if pupil does not offer this.
* Scribes must not ask leading questions eg ‘did you want to change this word?’
* Ensure that scribes are fully visible and accessible by patrolling SLT/staff if there are not enough staff to have 2 per room. Scribes are highly vulnerable to having maladministration claims made against them.
* Ensure scribes are fully trained and have clear understanding of their role of what they can and can’t do
 |
| Adult’s overuse of keeping pupils focussed | *A pupil who is unable to focus independently, or who loses concentration easily, may be supported by someone known to them who can keep them on task.* *They will keep the pupil's attention on the test paper but not help them answer any questions.* *They may tap on the desk or say the pupil’s name, depending on what is normal classroom practice, to remind the pupil to focus on the question they are working on.* | * Read section 4.4 KS2 ARA [Key stage 2 tests: access arrangements - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)
* Do not engage in a conversation with a pupil under test conditions beyond the support you can provide
* Ensure that pupils with behavioural needs have been considered and have the appropriate test room and adult allocation
 |
| Unsupervised pupils needing toilet or rest breaks | *Schools must supervise pupils and keep them under test conditions during the rest* *break.* *There must be no contact with pupils who have taken the test and no discussion* *of test content.**Pupils using rest breaks should be given the same overall time as the rest of the cohort.* | * Read section 4.3 KS2 ARA [Key stage 2 tests: access arrangements - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)
* Ensure there are sufficient number of staff available to supervise the pupil who needs a break, but without leaving the test administrating staff in the test room on their own
* Ensure that each pupil who has a rest break has the time they left and then returned to the test room recorded; pupils need to be allocated this time at the end of the test. Write this on the board at the front of the room so all adults are aware of this additional time.
* Whole cohort to close papers and put pencils down when asked at end of test. These papers are collected, whilst those with rest break time continue until they use up their tie as well. All pupils are kept under test conditions until all rest break time is expired
* Ensure all pupils use the toilet facilities just before a test
* Consider those pupils with toileting issues be seated near to door or in smaller group to minimise disruption
 |
| **After the test** |
| **Issue** | **STA Guidance** | **Notes and actions for consideration** |
| Inaccurate transcriptions/Undertaking transcript whilst part of a larger group, so others can hear and potentially change their answers | * *Test administrators should know those pupils likely to need a transcript before administering the tests*
* *The pupil should be kept under test conditions until the transcript is complete. Test administrators must adhere to section 4.2 of KS2 ARA*
 | Read section 3.2 KS2 ARA [Key stage 2 tests: access arrangements - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)Ensure all scribes and test administrators are clearly aware of what they need to undertake and when:* keep the pupil under test conditions and separate from the rest of the cohort until the transcript is complete
* use a different coloured pen from the pupil, but not red
* transcribe alongside the pupil’s answers if only part of the test paper needs transcribing, not on the pupil’s work
* make extensive or full transcripts on a new test paper
* return the pupil’s original test script with the transcript attached
* do not change the pupil’s original answers, including the positioning of commas and decimal places in the mathematics tests
* ensure that the spelling reflects the pupil’s original answer
 |
| Poorly implemented TTV allows pupils who have sat the test to mix with those who have not | * *The Headteacher must ensure that pupils taking tests later in the school day do not have any opportunity to access test materials or discuss test content with other pupils or staff who have been involved with earlier sittings of tests.*
* *If the headteacher has not authorised the absence, the application will not be approved.*
 | * Be very familiar and ensure all administering staff are fully confident with [Key stage 2 tests: varying the test timetable - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable)
* If implementing a timetable variation for example, for a split large cohort to access the school hall, ensure your plan takes into account how pupils how have just sat the test can file out of the hall and move directly to a room where they do not encounter the group yet to sit the test
* Ensure you have a plan ready for pupils who have short or no notice, medical appointments, late arrival to school etc. Pupil must not join the cohort that have already started the test, but be kept separate from them. Ensure a room is identified and that there are named staff (more than 1) to administer the test. Staff identified must have had training on how to securely administer the test according to all statutory guidelines.
 |
| Completed papers not immediately bagged and locked away, compromising test integrity | *It is the headteacher’s responsibility to ensure that the of* [Key stage 2 tests: returning test scripts - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts) *instructions are followed correctly.* | * [Key stage 2 tests: returning test scripts - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts)
* Ensure that all papers are bagged and locked away back in secure storage, completing the access log; count back in spare papers, making sure they are sealed back into original plastic bags and then back into the original box, which is again resealed
* Papers should not be bagged/carried by one person on their own - All papers to be carried/collected by at least two people at all times
* See notes above **KS2 - Maths papers 1, 2 not bagged separately to Paper 3/ GPS and spelling to be bagged between tests**
 |