



Examinations (Test Administration) Policy

Date	Review Date	Coordinator	Nominated Governor
Mar 2022	Mar 2025	Clare Larkin	Daniel Jagger

Aims

The aims of this policy are:

- To examine potential risks and issues that could cause disruption to the management and administration of tests
- To mitigate the impact of disruptions by providing actions or procedures to follow

Legislation and Guidance

This policy should be read in conjunction with Key Stage Two Test Administrator's guidance and Key Stage Two Assessment and Reporting Arrangements.

This plan also complies with our funding agreement and articles of association.

Role of the Head of Academy

The Head of Academy will:

- ensure that a written test contingency plan/ policy is in place which covers all aspects of test administration.

Role of Staff and Invigilators

Staff and invigilators involved in the school's testing process are responsible for reading, understanding and implementing the policy.

STA recommends having at least 2 test administrators in each test room. 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. Arrangements should also be in place in case a pupil needs to leave the test room, for example, if they are disruptive or become ill.

Test administrators should be heads of school, teachers, KS2 co-ordinators or teaching assistants. All test administrators must be trained so that they understand how the tests will be administered, what assistance is allowed and how any access arrangements will be used. This will help avoid any misunderstandings about test administration and misinterpretation of valid access arrangements or appropriate assistance. 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. Test administrators should familiarise themselves with this guidance and also with:

- section 6 of the KS2 ARA
- sample tests and past papers available in the practice materials collection
- which test is being administered on each day, as detailed in the test timetable
- access arrangements and which pupils need them
- test administration instructions provided with the 2018 test materials, including: what equipment is required for a particular test
- the length of the test
- what assistance is allowed for each test
- Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling test, which gives guidance on how particular question types should be read
- Preparing pupils for on-screen marking of test scripts

Preparing the Test Room

Schools should consider the test room(s) when preparing their test administration timetable to ensure appropriate quiet space is available to pupils, whether administering to a whole class, small groups or individuals. If you use access arrangements, you should consider whether it will be necessary to administer the tests to pupils in a separate room to the main group.

Any rooms where tests will take place should be prepared before the tests are administered. You should:

- remove or cover any displays or materials that could help pupils
- ensure seating arrangements will allow all pupils to work quietly and independently
- make sure pupils will not be able to view each other's test papers
- ensure a clock is provided in the room to help pupils pace themselves
- ensure there is a board at the front of the room for writing the school name, Department for Education (DfE) number and start and finish times

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

Links with Other Policies

This Examination (Test Administration) Policy is linked to the Assessment Policy.

Monitoring the implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed every 36 months or when the need arises by the coordinator, the Head of School and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for the improvement will be presented to the Governing Body for further discussion and endorsement.

Head of School:	Clare Larkin	Date:	23 rd March 2022
Chair of Body:	Dan Jagger	Date:	23 rd March 2022

7. Contingency plan

The table below sets out examples of scenarios where a contingency plan may be needed to minimise risk to examination administration.

Scenario	When to implement	Actions	Person(s) responsible
Candidates unable to take examinations because of a illness/crisis– centre remains open	<p>In the event that candidates are unable to attend examination centres to take tests as normal e.g. sickness bug</p> <p>A pupil becomes ill during the test</p>	<p>Refer to The SATs Test Administrator’s guide.</p> <p>If a pupil complains of feeling unwell before the test starts, it should not be administered. The school should make a notification of a start-time variation or apply for a timetable variation to administer the test later, or on a different day, when the pupil is back in school and feeling better.</p> <p>If a pupil is unwell once a test has started, stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, they should be given the correct amount of remaining time to continue with the test. The test must be completed on the same day. If the pupil is too ill to continue the test, the partially completed test script must be sent for marking.</p> <p>If the test script is spoiled, give the pupil a new one to continue. A member of staff should make a transcript by copying the answers from the spoiled test script onto the new test paper (see</p>	Head of School

		<p>section 12.3). You should do this once the pupil has completed the test and is still under test conditions. If the test script is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper. Do not send the spoiled test script for marking. You must make a notification of the use of a transcript on NCA tools.</p> <p>If other pupils have been disturbed, you may stop the test for all pupils in the room. Make a note of the time so pupils receive the correct amount of remaining time. If necessary, move the pupil(s) to another room, ensuring they remain silent. If you have any queries, you should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.</p>	
Centre is unable to open as normal during the test period	In the event that the centre is unable to open as normal for scheduled tests, e.g. a fire at the centre forces it to close	<p>Refer to emergency plans and/or health and safety policy, where appropriate</p> <p>Open for tests and test candidates only, if possible</p> <p>Consider an alternate venue eg All Saints Church hall</p> <p>you should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.</p>	Head of School

Disruption in the distribution of test papers	In the event that there is disruption to the distribution of test papers to centres in advance of tests	Communicate with awarding organisations to organise alternative delivery of papers Arrange with test agency for alternative means of receiving papers, e.g. electronically or alternative courier you should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk .	Head of School
Disruption to the transportation of completed test scripts	In the event that there is a delay in normal collection arrangements for completed test scripts	Communicate with awarding organisations to organise alternative delivery of papers Arrange with test body for alternative means of receiving papers, e.g. alternative courier You should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk .	Head of School
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed test scripts or assessment evidence before it can be marked, e.g. a fire at the centre destroys completed examination scripts	Communicate this immediately to the national testing agency. You should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk .	Head of School