

Governor Checklist for monitoring Key Stage One SATs

Prior to opening the test packs

Check point	Yes/No (if no, what is the reason)
Have the SATs materials been stored securely in a locked cupboard/filing cabinet/drawer?	
Is there an assigned key holder (s) and arrangements in place should the key holder be absent?	
Has the delivery note for the papers been checked, dated, signed and counter-signed?	
Is there a log of who has had access to the papers (date, name, time, purpose) and has this been signed for?	
Have all staff involved in administering the tests received training by the school leaders and have they read all statutory guidance: ✓ KS1 Assessment and Reporting Arrangements 2022-23 & 2023 KS1 Access Arrangements ✓ 2023 KS1 Teacher Assessment Guidance ✓ 2023 KS1 Test Administration Guidance	

What test is to be monitored: _____

Check point	Yes/No (if no, what is the reason)
Is the test being administered on the correct day? * * Schools must administer the KS1 tests in English reading and mathematics during May 2023. The tests do not have set days for their administration and may be administered to groups of pupils on different days. Schools may choose to administer the optional English grammar, punctuation and spelling test during May, but there is no requirement to do so.	
Are any children absent?	
Is there a known reason for absence?	
When is likely the child will be tested? ** **If a pupil is absent on the day the school has planned to administer a KS1 test, the test can be administered on the pupil's return to school up to and including Tuesday 31 May. Permission from STA is not required.	
Have all displays and prompts that could assist pupils in the tests been removed or fully covered e.g. vocabulary, spellings, definitions, learning walls etc.	

Do any pupils have access arrangements: • additional time to complete the tests • early opening of test packs, to adapt test papers • compensatory marks for spelling • the use of scribes, word processors or other technical or electronic aids • making transcripts • written or oral translations • readers • the use of prompts and rest breaks • the use of accessibility objects in the mathematics test • highlighter pens • administering the tests at an alternative location • arrangements for pupils who are ill or are injured at the time of the tests If so, what is the evidence that the school has that this is based on normal classroom practice e.g. pupil's individual plans, statement of special needs, classroom notes, assessments undertaken to show the pupils has a slow reading/writing speed.	State evidence seen if yes.
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Test administration:

Check point	Yes/No (if no, what is the reason)
Are all spare papers replaced in plastic covers and NOT read by any adults in the room (except those tasked as readers)?	
Do readers just read the questions to pupils (they should not give meaning of words or urge children to move on or turn the SAT paper test pages)?	
Do prompters support children to keep on task but not support them in finding the answers?	
Do scribes, for children who cannot write, record EXACTLY what the child says?	
Are there the appropriate number of adults in a room to invigilate? It is not advisable for one adult to be with one child, without others being able to see what is going on.	
Do adults walk around the room. If so, what is the purpose?	Please give reason if yes.
Do any adults pick up children's test papers during the test?	Please give reason if yes.
Do children cross/rub out their own mistakes?	
Do all children work independently?	
Who checks that the tests are being administered correctly?	State who

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