



Interim
End of Key Stage
Assessment Arrangements
2024/25

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Section 1

Overview of Interim End of Key Stage Assessment Arrangements in 2024/25

1.1 Introduction

This guidance provides key information that supports the Interim End of Key Stage Assessment Arrangements¹ for the academic year 2024/25 in **Communication² (Reading)** and **Using Mathematics (Number at Key Stages 1 and 2; Number and Algebra at Key Stage 3)**.

In accordance with Department of Education instruction, in 2024/25:

- Statutory assessment of the Cross-Curricular Skill areas above at Key Stages 1, 2 and 3 will take the form of teacher assessment for Years 4, 7 and 10.
- Teacher assessment of these areas of Communication and Using Mathematics should be carried out using the Levels of Progression available at www.ccea.org.uk:
 - [The Levels of Progression for Communication at Key Stages 1 and 2](#)
 - [The Levels of Progression for Communication at Key Stage 3](#)
 - [The Levels of Progression for Using Mathematics at Key Stages 1 and 2](#)
 - [The Levels of Progression for Using Mathematics at Key Stage 3](#)
- The teacher-assessed levels established for pupils in Communication (Reading) and Using Mathematics (Number at Key Stages 1 and 2; Number and Algebra at Key Stage 3) should be submitted through C2k by 30 May 2025.

In Irish-medium schools and units, pupils at the end of Key Stage 1 will be given levels in Communication (Reading) in Irish only. Pupils at the end of Key Stages 2 and 3 will be given levels in both Irish and English.

1.2 Pupils with special educational needs (SEN)

Pupils with SEN, including moderate learning difficulties (MLD), are usually required to fulfil all the requirements of the statutory assessment arrangements and Cross-Curricular Skills.

Pupils with SEN may be exempt from being assessed and given a level (numerical outcome) for the following reasons:

- Pupils have statements of severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD).
- In exceptional cases a pupil may be exempted from part, or all, of the assessment arrangements if this is specified in the pupil's statement of special educational needs.

SEN guidance materials

For further information on assessing pupils with SEN, please see the Department of Education's [Resource file for children with special educational needs](#).

¹ [The Education \(Northern Ireland\) Order 2006](#), in operation from 1 August 2006, provides the statutory base for the assessment arrangements. See also [The Education \(Levels of Progression for Key Stages 1, 2 and 3\) Order \(Northern Ireland\) 2012](#)

² Communication in English – and/or Irish as appropriate in Irish-medium schools and units

1.3 Other exemptions

There may be occasional and exceptional circumstances where the Principal, with the agreement of the Board of Governors and the parents/carers, considers it would be inappropriate for a pupil to undertake statutory assessment, for example newcomer pupils and/or pupils who have medical conditions or have had a traumatic experience.

In such circumstances the pupil may be exempted on a temporary basis from the statutory arrangements.

Details of the circumstances and procedures for making temporary exemptions are set out in [Circular 1990/45](#) issued by the Department of Education in August 1990.

1.4 Submitting numerical outcomes of pupils in the final years of Key Stages 1, 2 and 3 (Years 4, 7 and 10) in 2024/25

Teacher-assessed levels will be collected electronically through C2k.

There is no requirement to submit levels for any other area of Communication or Using Mathematics through C2k in 2024/25.

There is no requirement in 2024/25 to submit levels through C2k in Using ICT.

There will be no moderation of the Interim End of Key Stage Assessment Arrangements.

Section 2

Teacher Assessment

Teachers should assess their pupils through school-based assessment activities that are part of ongoing classwork. The work involved should not be additional work and can include CCEA Assessment Tasks. Teachers should continue to use a variety of sources of assessment information to inform their judgements about the level attained by their pupils.

2.1 CCEA Assessment Tasks

CCEA provides a [Task and Exemplification Library](#) for Key Stages 1, 2 and 3. Here, you can find CCEA Assessment Tasks at different levels for each Key Stage and Cross-Curricular Skill.

Schools do not have to use CCEA Assessment Tasks when arriving at a level for their Year 4, Year 7 and Year 10 pupils in 2024/25. However, teachers may wish to use these tasks to support their judgements. The tasks should not be regarded as ‘tests’ but as one element of ongoing teacher assessment to support the summative judgements made about levels achieved.

2.2 Making judgements about levels achieved in 2024/25

Once a teacher has considered the range of assessment information available, they should be able to determine a level-based summative judgement based on the descriptors in the Levels of Progression for Communication (Reading) and Using Mathematics (Number at Key Stages 1 and 2; Number and Algebra at Key Stage 3) for pupils in Years 4, 7 and 10.

When judging the level achieved by a pupil at the end of a key stage, teachers are advised to select the level that best describes a pupil’s work, based on the pupil’s knowledge, understanding and skills. To arrive at a rounded judgement of the level that a pupil has attained, teachers should form judgements based on the pupil’s performance as a whole across a range of work. Skills at a lower level should be considered to have been subsumed within the higher level.

When a teacher judges that a pupil has achieved Level 4, for example, the word ‘achieve’ means that in the teacher’s judgement that pupil has solid achievement in Level 4 because the pupil:

- has demonstrated competence across the breadth of requirements for the Cross-Curricular Skill and in most of the criteria relating to the level across the range of work;
- has demonstrated the ability to work consistently and independently in most aspects of the level; and
- can apply what they have learned in new and/or unfamiliar situations as appropriate.

