



MOVING UP TO SECONDARY SCHOOL



The Secondary Transfer Test

2027 entry

The Secondary Transfer Test

- The Secondary Transfer Test is a test to determine whether or not a child is suited to a Buckinghamshire grammar school
- The test is produced by GL Assessment
- Buckinghamshire Council undertakes the administration on behalf of the 13 grammar schools
- You can find information about the test here: <https://www.thebucksgrammarschools.org/>

Testing timeline

What

- Familiarisation booklet
- Practice Test
- Transfer Test
- Results released
- Application deadline
- School place offers
- Start secondary school

When

- Early July 2026 (posted home)
- 8 September 2026
- 10 September 2026
- 9 October 2026
- 31 October 2026 (midnight)
- 1 March 2027
- September 2027

Do all children have to sit the Secondary Transfer Test?

- No, your child does not have to sit the Secondary Transfer Test
- If you would not expect your child to attend a grammar school they you may wish to consider whether sitting the test is going to be a positive experience for your child
- Your child's headteacher will ask you if you want your child to sit the test so they can plan for the testing sessions
- You will be asked to confirm your decision about whether your child will be included in the testing by 2 June 2026 so that your child's test materials can be prepared.

Communicating with parents (1)

- We need an up-to-date email address to send your child's test results to you
- If your child attends a Buckinghamshire state school, we will write to you in the Spring term with information about the test. We will give you a code and a link to our website so you can complete a short form to either:
 - provide your email address OR
 - to withdraw your child from the Secondary Transfer Test
- When you fill in the online form and provide your email address the code ensures we match your email to your child's record
- If you and your child's other parent live separately you can both register your email addresses.

Communicating with parents (2)

- **Results will be emailed to parents on 9 October!**
- If you do not provide your email address or withdraw your child from the test by 2 June 2026, your child can still sit the test, but their results email will be sent to your child's primary school instead of to you.
- The primary school will forward the results email to the email address they hold for you by the end of Monday 12 October (the next working day) **OR**
- You will be able to collect a printed copy of the results email from the school office on Monday 12 October

Familiarisation booklet

- Will be sent to your home address in early July
- Explains what the questions, question booklets and answer sheets will look like and how the answer sheets should be completed
- Includes example questions with answers
- **It will not be looked at in school**
- Optional additional free familiarisation material can be downloaded from the GL Assessment website:
<https://11plus.gl-assessment.co.uk/free-materials/>

Coaching

- Buckinghamshire primary and Partner schools must not undertake any Transfer Test coaching or preparation in school other than that specified by TBGS or allow a third party to undertake such preparation on the school site.
- Primary schools that undertake testing on behalf of the grammar schools are asked not to tutor or coach the children in their school prior to the test over and above enabling the children to follow the national curriculum relevant for their age.
- The Secondary Transfer Test is designed to enable all children to demonstrate their academic potential without the need for coaching or excessive preparation.

What does the Secondary Transfer Test measure?

Verbal skills

- includes English and verbal reasoning

Mathematical skills

- includes various areas of mathematics

Non-verbal skills

- includes non-verbal and spatial reasoning

On the test days

- Children will usually sit a practice test two days before the Transfer Test
- The Practice Test is not marked
- There are two papers with a 15 min break between
- Each paper is approximately an hour including instructions (practice shorter)
- The audio instructions give practice examples and test instructions
- Paper A – Verbal Skills – taken first
- Paper B – Mathematical and Non-Verbal Skills – taken second

Test conditions

All test centres provide appropriate test conditions the aim of which is:

- To create a fair and equitable environment where children can complete the Transfer Test without external distractions
- To provide a quiet and organised test room
- To minimise excessive noise distraction over the normal background sounds of a working school
- Invigilators will ensure the papers are kept secure before and after the test and that the test is completed in an organised and timely manner
- Children sitting the test are provided with clear instructions and materials to do the test and are reminded about the importance of behaving in an appropriate manner in the test room
- Children are given a short break between the two test papers

Illness/absence during the test period

- If a child is ill on either practice or Transfer Test day, they can sit the test papers on a later date
- Children should not sit the test when unwell (even if they want to!)
- Children will normally be expected to sit the practice test before the Transfer Test
- If a child misses the practice test due to a test in another area, then an alternative date **will not be offered**
- If a child misses the Transfer Test due to being on holiday, then an alternative date in school will not be offered, you will be offered a late central test session only
- If a later test date is agreed, you will be advised of new venue (where appropriate) and date(s) for the test(s) before your child sits the test

If you think something has affected your child's performance in the Transfer Test

- Let your headteacher know on the test day and also collect evidence, for example a doctor's letter
- Once you have the test results, talk to your child's headteacher

Headteacher's recommendations

- LA and Partner school headteachers are asked to provide grammar school recommendation scores for children
- They are asked to link their recommendations back to the Key Stage monitoring all schools undertake
- Recommendations are provided before results are available
- Each child has two scores – a recommendation and an attitude to work score (e.g. 2:1)
- The recommendations are only needed/used if a child is put forward for a Selection Review

Headteacher's recommendations (1)

	Headteacher's Recommendation
1	Exceptionally able so very highly recommended.
2	Very able so recommended without any reservation.
3	Recommended with reservation.
4	Not recommended for grammar school.
	Attitude to Learning
1	Enjoys challenge and is a highly motivated independent learner
2	Consistently hardworking and reliable
3	Output varies
4	Lacks self-organisation, requires support (this is not a recommendation)

Headteacher's recommendations (2)

Headteacher recommendation levels are linked back to the child's Key Stage 2 annual performance monitoring for reading, writing and mathematics.

For each level of headteacher recommendation:

1	A record showing 2-3 reports at 'greater depth' each year from Y3 to the end of Y5 and a prediction of the same at Y6
2	A record showing 1-2 reports at 'greater depth' each year from Y3 to the end of Y5 and a prediction of the same at Y6
3	A record showing at least 2 reports of 'has met age related expectations' at the end of Y4 and of at least 3 reports of 'has met age related expectations' at the end of Y5

Pupil access arrangements

- Access arrangements are adjustments designed to support children with particular needs so that they can access the Secondary Transfer Test.
- Access arrangements must not advantage the child.
- They are normally based on what happens routinely at school.
- Headteachers will apply for access arrangements for children whose parents want them to sit the test and who normally have adjustments made in class to support their needs.
- Applications for access arrangements are reviewed by a panel of experts in SEND and primary teaching and an educational psychologist.
- You can find out more information here: [Access arrangements and the Buckinghamshire Transfer Test | Buckinghamshire Council](#)

What access arrangements may be requested?

Access arrangements fall into three categories:

1. Changes to the way the test is administered, e.g. separate invigilation, rest breaks during the test, extra time
2. Changes to a physical feature, e.g. enlarged question booklet
3. Using extra aids or services, e.g. prompter, coloured overlays

Adjustments requested should reflect what is normal practice in class when the child is sitting tests in school.

For any case where access arrangements are applied for, the headteacher will need to supply evidence from the school and (where available) external professionals such as doctors, educational psychologists and paediatricians or LA services such as the Inclusion Specialist Teachers

What access arrangements may be agreed? (1)

- The panel will expect that the adjustments being requested are already the normal working practice in class for your child, e.g. rest breaks, additional time, enlarged test papers.
- The adjustments agreed by the expert panel will take account of the nature of the adjustments requested, the test style (a multi-choice test) and best practice in test adjustments.
- In making their decisions, the expert panel will take into account the adjustments requested, the style of the test (multiple-choice) and the regulations in place for other tests, e.g. KS2 tests (SATs) and GCSEs and A levels.

What access arrangements may be agreed? (2)

- Some agreed adjustments may be different to what has been requested, e.g. a child may be given less additional time than they are given in class or rest breaks may be granted instead.
- Many agreed adjustments may mean that your child needs to be tested separately from the rest of the class, and (depending on school staff resources) **they may need to be tested at a different time or on a later date.**

Examples of adjustments

- A child has diagnosed ADHD. They often find it hard to concentrate in class. Support is given by the teacher to keep the child on task. Sometimes they work in a small group or need a bit longer to complete a task. Parents think that extra time should be given. The Panel agrees supervised rest breaks (where the clock is paused so the child does not lose any time) and the use of a prompter so that they can be brought back to the test if they are distracted.
- A child has a diagnosis of ASD. The Educational Psychologist's report suggests that up to 25% extra time may be appropriate. The school have offered 25% extra time in tests previously, but the child rarely uses it. The Panel agrees 10% extra time as this is more appropriate for the Transfer Test which has multiple choice questions.
- A child has an EHCP and complex needs. The school provide a detailed submission showing the support provided and include a copy of the EHCP. The Panel agrees the requested adjustments as they are consistently in place in school and appropriate to the style of the test.

More examples of adjustments

- A child with dyslexia finds a coloured overlay helpful and uses it daily in the classroom. The school include the Educational Psychologist's report with their form, which shows multiple scores significantly below the average range and this lines up with the support given in school. The Panel agrees to the request for 10% extra time and the use of the child's overlay.
- A child has an undiagnosed tic disorder, meaning that they call out in lessons and make various noises. This happens more frequently when the child is uncomfortable or worried. As this is the only adjustment requested the school are allowed to test the child separately so that they have space to vocalise and so that there is a quiet room for their classmates to test in.
- A parent has asked the school to request 25% extra time but the child does not regularly require this in class. As there is no evidence of 25% extra time being normal practice the Panel do not agree to this adjustment.

Marking and standardisation

- The completed answer sheets are machine marked (scanned)
- One mark is given for each correct answer
- Marks are not deducted for incorrect answers
- Each pupil will have three raw scores
 - **verbal skills**
 - **mathematical skills**
 - **non-verbal skills**
- Each score is age standardised and weighted to produce the Secondary Transfer Test Score (STTS)

Weighting

Each score is weighted as follows:

- Verbal – 50% of the STTS (Secondary Transfer Test Score)
- Mathematical – 25% of the STTS
- Non-verbal – 25% of the STTS
- The qualifying score is a minimum score of 121
- Scores range between 60 and 170 approximately

Verbal

The Amazon rainforest

1. The Amazon rainforest is the largest rainforest in the world; it is so vast that it covers land belonging to nine countries, from Brazil to Bolivia. It is three times bigger than the world's second largest rainforest, the Congo Basin, and around twenty-eight times the size of the United Kingdom.
5. It is no surprise that such an enormous space is home to millions of species of birds, insects and plants. Animals that call the Amazon home include jaguars, frogs and dolphins. The plants of the Amazon help to regulate the global climate, and many grow ingredients that we rely on in our everyday lives. For example, over 25% of modern Western medicine can be attributed
10. to rainforest plants.

Please answer these questions. (Look at the passage again if you need to.)
You should choose the **best** answer and mark its letter on your answer sheet on page 13.

P1


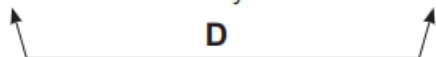
In which of the following places can parts of the Amazon rainforest be found?

- A** United Kingdom
- B** Europe
- C** Bolivia
- D** Congo Basin
- E** Africa

Spelling

In these sentences there may be some **spelling** mistakes. In each sentence there is either **one** mistake or **no** mistake. Find the group of words with the mistake in it and mark its letter on your answer sheet. **If there is no mistake, mark N.**

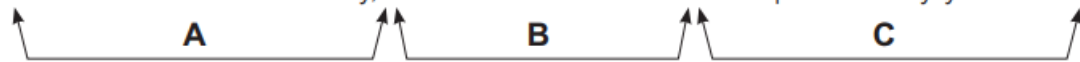
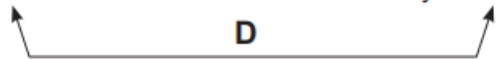
Example

Amir was delighted when he received an invitation to his

friend's birthday celebracion.


In this question, 'celebracion' is the word with a spelling mistake. The correct spelling is **celebration**. The correct answer is option **D** and this has been marked on the answer sheet on page 13.

Now try these two practice questions and mark your answers on the answer sheet on page 13.

P3

'What a remarkable essay,' said the teacher. 'I'm so impressed by your hard

work and determination this year.'


Verbal Reasoning

Production of words

In these sentences, a word of **four letters** is hidden at the **end** of one word and the **beginning** of the next word.

Find the pair of words that contains the hidden word.

Example

The film ended happily after all.

- A The film
- B film ended
- C ended happily
- D happily after
- E after all.

In this question, the last letter of 'film' and the first three letters of 'ended' combine to form the word **mend**. This has been marked on the answer sheet on page 13.

Relationships between words

In these questions, find the **two** words, **one** from each group, that will complete the sentence in the best way.

Example

Big is to (small orange colour) as **wide** is to (apple red narrow).

- | | |
|-----------------|-----------------|
| A small | X apple |
| B orange | Y red |
| C colour | Z narrow |

The words given in the sentence are 'big' and 'wide'. Considering the answer options for each of these words, the theme that best completes the sentence is the opposite of the given size. So the answer is 'Big is to **small** as wide is to **narrow**'. These words have been marked on the answer sheet on page 13.

Now try these two practice questions and mark your answers on the answer sheet on page 13. Don't forget, you must mark **two** answer options on your answer sheet for each of these questions.

P3

Rain is to (flood water stream) as **wind** is to (puff current air).

- | | |
|-----------------|------------------|
| A flood | X puff |
| B water | Y current |
| C stream | Z air |

Manipulation of letters

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The alphabet is here to help you with these questions. Find the letters that will complete the series in the best way.

Example

CQ DQ EP FP [?]

A GP **B** GO **C** HO **D** GR **E** GQ

In this question, the letters are grouped into pairs. The first letter in each pair is in alphabetical order: C, D, E, F. The second letter in each pair features twice in the series, and appears in reverse alphabetical order: Q, Q, P, P. Following this pattern, the next pair of letters after FP must be **GO**, and this pair of letters has been marked on the answer sheet on page 13.

Now try these two practice questions and mark your answers on the answer sheet on page 13.

P5

DR EQ GO HN JL [?]

A LJ **B** LK **C** KK **D** KJ **E** KI

Non Verbal

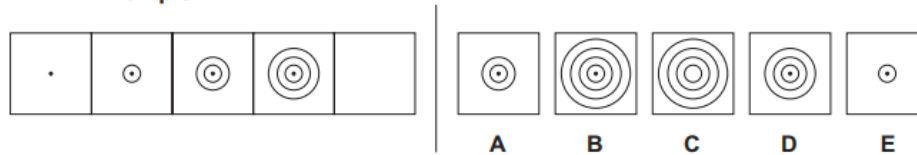
Non-Verbal Reasoning

Series

To the left in the example below there are five squares arranged in order. One of these squares has been left empty.

You must identify which of the five squares on the right should take the place of the empty square.

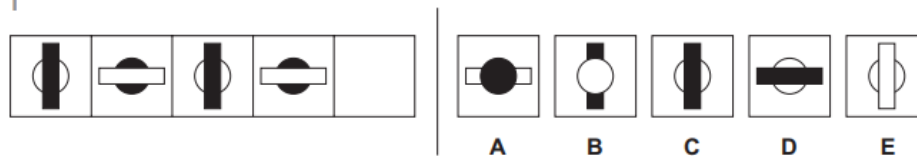
Example



In this series each design has a central dot, to which an additional outer ring is added each time. Since the last given square in the series includes three rings with a central dot, the next square in the series will have four rings and a central dot. Option **B** has been marked on the answer sheet on page 25.

Now try these two practice questions and mark your answers on the answer sheet on page 25.

P1

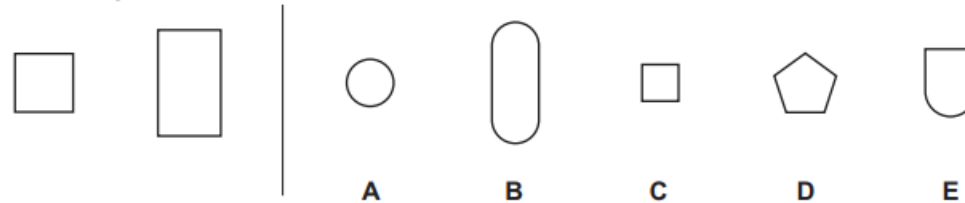


Classes like

On the left of the example below there are two figures that are alike. On the right there are five more figures. One of these is **most like** the two figures on the left.

You must find this shape.

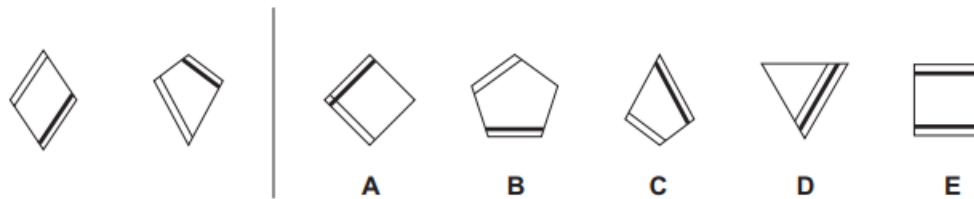
Example



The two given shapes both have four sides. There is only one answer option where the shape has four sides. This makes **C** the correct answer, as shown on the answer sheet on page 25.

Now try these two practice questions and mark your answers on the answer sheet on page 25.

P3



Codes

To answer these questions you have to work out a code. On the left are some shapes and the codes that go with them.

You must decide how the code letters go with the shapes. Then find the correct code for the test shape from the set of five codes on the right.


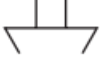
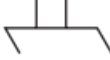
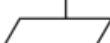
Example

	SX	TEST SHAPE		SZ	TY	TX	ST	TZ
	SY		A	B	C	D	E	
	TZ							

This code has two letters. The first letter is the same for both shaded shapes, so S must be the code for shading and T the code for white. The second letter is different for each shape, so X, Y and Z must be the codes for arrow, square and diamond, respectively. Therefore the test shape must have an S code for shading and a Z code for diamond. So the correct answer is **SZ** and option **A** has been marked on the answer sheet on page 25.

Now try these two practice questions and mark your answers on the answer sheet on page 25.

P5

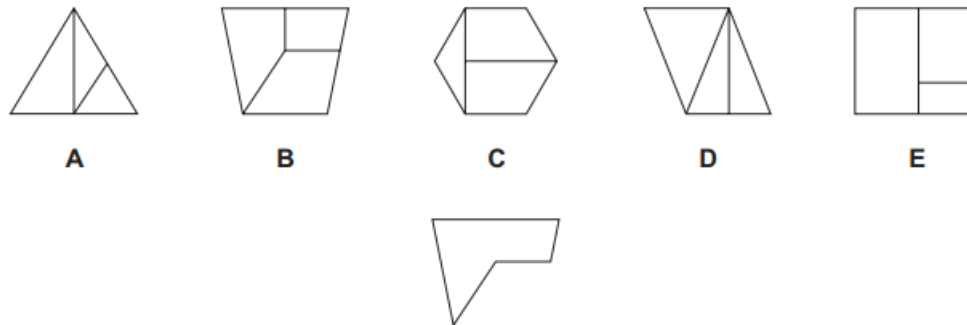
	UY			VZ	WY	VY	WZ	UZ
	VZ		A	B	C	D	E	
	WZ							

Hidden shapes

These questions contain hidden shapes. The shape beneath the five diagrams is the target shape. The target shape is hidden in one of the five diagrams above it.

It is exactly the same size as the target shape, but it may have been rotated (spun round) where it is hidden. All of the sides of the target shape must be visible in the diagram where it is hiding. Choose which of the five diagrams contains the hidden target shape.

Example



The hidden target shape is shown in bold below so that you can clearly see the answer is **B**, and this has been marked on the answer sheet on page 25.



Mathematics

P1

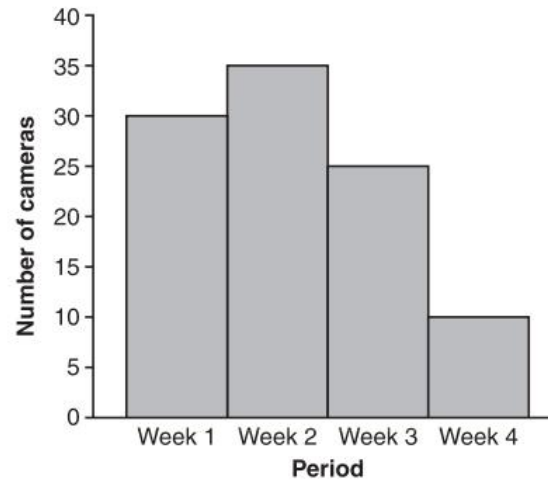
A primary school has 261 pupils in Junior and Infant classes.
There are 107 pupils in the Junior classes.

How many pupils are in the Infant classes?

- A** 154 **B** 368 **C** 166 **D** 174 **E** 164

P2

This bar chart shows the number of cameras sold by a shop in four weeks.



How many more cameras were sold in Week 3 than in Week 4?

- A** 15 **B** 3 **C** 25 **D** 10 **E** 20

Results publication - 9 October

- If your child attends a Partner school or has sat the test at a grammar school test centre, then we will send the result **on 9 October to the email address you used to register to sit the test**

All candidates:

- Contents are confidential to parent and child
- 39% of children scored 121 or more in the 2026 entry test
- Test results may be later if the child sat the test later than the published dates

Pupil Premium Admissions

- All grammar schools give priority or reserve places for children eligible for the Pupil Premium grant who have not qualified in the Secondary Transfer Test.
- The number of places is 6 or more per school.
- Eligible test scores vary, but all consider scores of 115-120 and some consider lower scores .
- If your child is eligible for Pupil Premium, you will need to provide evidence of eligibility when you apply for a place.
- You need to check the details required in the admission policy for any grammar school you are interested in.
- Parents need to write **to the grammar school(s)** providing evidence of their child's pupil premium status and STT score by **31 October 2026** if they want their child to be considered under these criteria

What can I do if my child does not qualify for a grammar school place?

- If your child has not qualified and you think a grammar school would be appropriate you can either:
 - Ask for a Selection Review

OR

- Just appeal for your preferred school(s)
- The Selection Review Panel can decide if a child is qualified, and that qualification counts for any preference grammar school so all your preferences will be considered when the allocation is made
- If a child is qualified at appeal, the qualification is for the particular school only

Reasons for underperformance

- The grammar schools recognise that there may be circumstances that have impacted on a child's performance in the test
- At Selection Review each child's situation is considered individually
- The headteacher panel will look for evidence of both consistent educational ability and factors that may have affected a child's performance in the Transfer Test

Selection Review Panel

- Panel sits December-January
- 3 headteachers - two grammar, one primary
- Decision is included in March allocation
- Decision applies to all grammar schools
- At the end of the Selection Review panel process 31.6% of the review cases were qualified for grammar school in the 2026 entry

Non-qualified appeal for a grammar school place (after Selection Review)

- When a case that has been to review is considered by the Independent Appeal Panel, parents will need to show that in their child's case the Selection Review Panel decision was not 'fair consistent and objective'
- Only if they are successful, can they then put their full academic case to the Independent Appeal Panel
- If a child is qualified at appeal, the qualification is for the particular school only
- The appeal will happen in the summer term

Non-qualified appeal for a grammar school place (without a Selection Review)

- It is possible to go straight to appeal without having asked for a Selection Review
- Appeals are heard after 1 March
- Most schools will already be full by then
- You would have to prove academic potential AND give reasons why you believe a place should be offered above Published Admission Number (PAN)

Applying for a secondary school place

Important message!

Apply on time!

The deadline is:

Midnight on 31 October



How to apply for a school place online



If you live in Buckinghamshire, visit www.buckinghamshire.gov.uk/admissions between 7 September and 31 October 2026

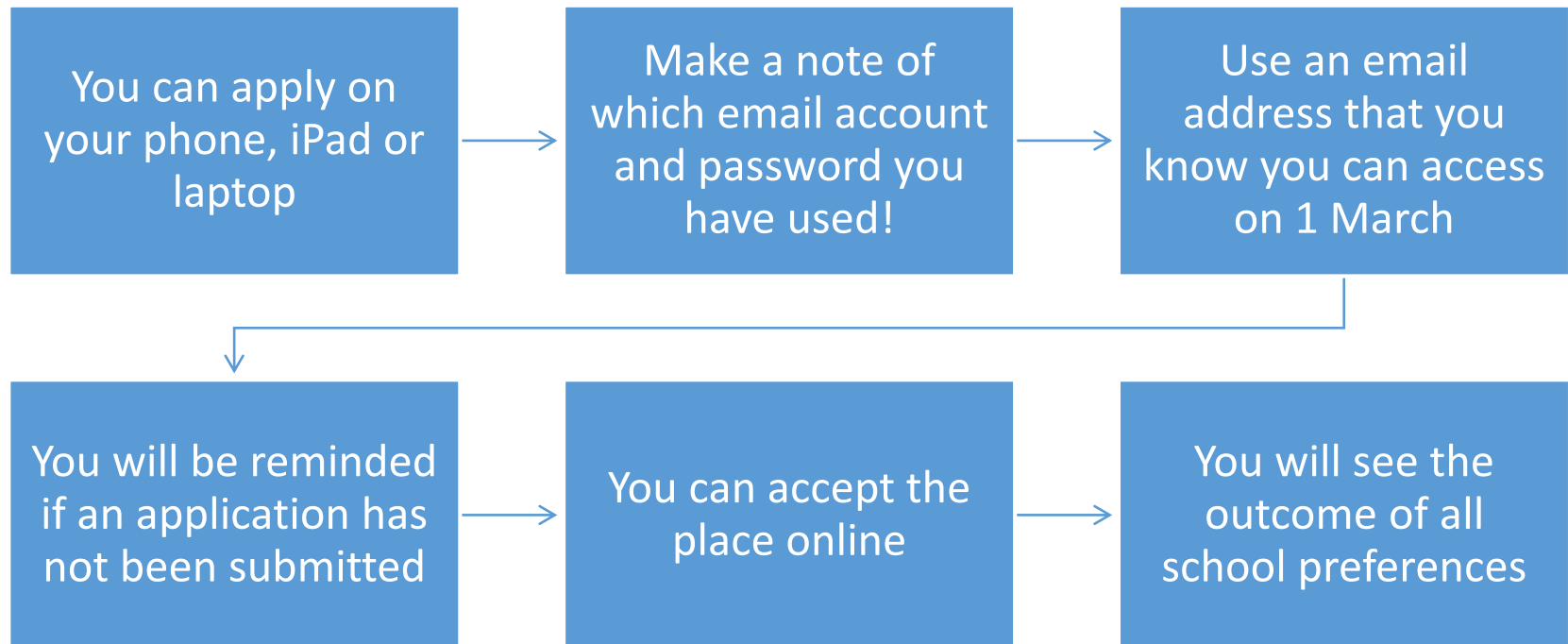


If you live elsewhere apply via your own LA's website



All you need is an email address

Applying online is easy



Making an application



When you apply online you can list up to 6 schools:



You can give reasons for your preference



You can include grammar, upper, all-ability and out of county schools



Put the schools in the order you prefer them



Consider the order of your preferences carefully and think about how your child will get to school



We suggest you include a local (catchment) school that you have a good chance of being offered

Think about...

Does your child need to sit or pass a test to be considered for a place at the school?

Do you know where your child fits on the school's admission rules?

What type of school(s) will best meet the needs of your child? (e.g. non – selective, grammar, faith)

Do you need to complete a supplementary information form (SIF) for the school? (e.g. Due to faith, or because your child is eligible for Pupil Premium)

Do you live in catchment? (Check this on the Buckinghamshire Council website)

How will your child get to school?

Transport is given to the nearest secondary school if:

- It's over three miles away, or
- Under three miles but the route is an 'unsafe walking route'
- Check on [Find my child a school place](#) to find your nearest school for transport purposes
- All secondary schools are treated equally (grammar/upper/comprehensive/free)
- If you qualify for grammar school and attend your nearest grammar school, you will only be assisted with transport if there is *no nearer* upper school.
- [School transport options | Buckinghamshire Council](#)

The offer process – Step 1

- Local authorities share offer information with each other
- Each school preference is treated separately
- Schools are not told where they are placed on the preference list by the parent
- All admission authorities apply their 'oversubscription criteria' to the children with a preference for their school and sort the children into 'ranked order'
- The schools tell the ranked order to their council

The offer process – Step 2

- Grammar school preferences will only be offered to qualified pupils (by scoring 121 or following successful Selection Review)
- Where a child can be offered more than one school place, the higher ranked preference school is offered, and the lower preference school is declined
- The vacant place created is offered to another child
- This process is repeated until no further offers can be made
- Children who cannot be offered any of their preferences are then offered a place at the nearest school with vacant places remaining

Offer Day – 1 March 2027

Parent Portal applications

- Offer emails sent 1 March
- You can log on to the portal and accept the school place online

Other applications

- Offer emails sent 1 March - follow link in the email to accept the place

All applications

- You have 14 days to accept the offer

After Offer Day



You can appeal for any school you have been refused



This includes where your preference is a grammar school, and your child has not qualified



We will automatically add your child to the waiting list for any school on your application above the school we have offered as long as it is a school they are qualified to attend

About appeals



Appeals are heard by a panel of three people

Panel members are independent and unpaid volunteers who have no connection with the school or the LA

Your appeal will be held via Teams, and we will explain what you need to do to be present

You can attend your child's appeal, or it can be held in your absence (if you prefer)

Application summary

Apply by Midnight on
31 October 2026

Apply online at
www.buckinghamshire.gov.uk or on your
home LA's website

List schools in true
preference order
including grammar and
upper schools if your
child is sitting the test

We strongly suggest
you include all your
local schools (e.g.
catchment/local/ne-
arest schools)

Be realistic,
understand the rules,
use all your
preferences

Fill in SIFs where
requested by your
preference schools

Consider transport
arrangements

Visit the schools or
view virtual tours

Don't rely on the
opinions of others

More information

- School websites
- TBGS website

<https://www.thebucksgrammarschools.org/>

- Buckinghamshire Council website

<https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/grammar-schools-and-transfer-testing-11/>

- **School open event dates** - See School Directory in 'Find My Child a School Place'

<https://schools.buckinghamshire.gov.uk/school-admissions/schools>

How to contact the Admissions Team

Our website:

www.buckinghamshire.gov.uk/schools-and-learning/

Fill in the 'Contact Us' form:

www.buckinghamshire.gov.uk/admissions