



Standards  
& Testing  
Agency

# **Key stage 1: test administration guidance**

**Guide to administering the key stage 1  
national curriculum tests for 2016**

**March 2016**

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## Introduction

The 'Test administration guidance' (TAG) provides guidance for schools administering the 2016 key stage 1(KS1) national curriculum tests.

It includes guidance to ensure test administrators can:

- understand the statutory requirements for the KS1 tests
- plan for the tests
- administer the tests
- mark the tests
- convert raw scores into scaled scores
- use the results of the tests to inform teacher assessment (TA) judgements.

The information in this guide builds on section 6 of the 2016 KS1 'Assessment and reporting arrangements' (ARA), available at [www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara).

Headteachers are responsible for ensuring all test administrators (anyone responsible for or involved with test administration) are familiar with the arrangements in this document. Headteachers and test administrators should comply with this guidance. Schools that do not comply could be subject to a maladministration investigation.

This guide contains important information for test administrators and should be taken into any room where the tests are taking place.

Guidance for administering the modified versions of the tests to pupils with a visual or hearing impairment will be provided as part of the modified test material packs. Modified test administration guidance will be published shortly. If you have any queries, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

## 2016 key stage 1 tests

The new national curriculum has been taught in all local authority (LA) maintained primary schools, and some academies, in England since September 2014. Those pupils who are at the end of KS1 in May 2016 will be the first to be assessed against the new national curriculum.

Details of which types of school and which pupils are required to participate in the tests can be found in the KS1 ARA at [www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara).

The tests must be administered in May 2016, unless a school has been selected to administer one of the tests early, in April.

The 2016 tests consist of:

- English reading Paper 1: reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning.

There is no KS1 test for English writing.

You will not be sent printed mark schemes. These will be published on the 'Test orders' section of the NCA tools website at <https://ncatools.education.gov.uk/> from Tuesday 3 May 2016.

The results of the 2016 KS1 tests will be used to inform TA judgements in English writing, English reading and mathematics. Teachers should use the results of the English grammar, punctuation and spelling test to inform their TA judgements for English writing.

## **Early administration**

Some schools will be required to administer one of the tests early, between 11 April and 22 April, to inform standard setting for the new tests.

Schools selected to administer the KS1 tests early have been notified. For these schools, early administration is statutory. The tests must be administered in line with this test administration guidance. Selected schools will receive additional guidance with the key dates and deadlines for early administration.

These schools should administer all the remaining tests in May. Dates and deadlines included in this test administration guidance apply to those tests.

## Test administration window

The KS1 tests do not have set dates for their administration but schools must administer the tests during May 2016.

Test papers for each subject must be administered in order. Pupils do not have to sit both papers on the same day (for a given subject). Papers can be administered to the whole class, smaller groups of pupils or on an individual basis. Pupils must only be allowed to take each test once.

Headteachers and test administrators should agree their own timetable for tests, taking into account any pupils requiring specific arrangements. Details of access arrangements can be found at [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements).

Headteachers will need to think about how many staff will be needed to administer the tests. Anyone administering a test on their own is more vulnerable to allegations of maladministration as they don't have another adult to verify the test administration procedures. We recommend 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.

## Important dates

<b>Early administration for selected schools</b>	Monday 11 April to Friday 22 April 2016
<b>Delivery of KS1 test materials to schools (excluding materials for early administration)</b>	W/C 18 April 2016
<b>Test administration window</b>	Tuesday 3 May 2016 to Tuesday 31 May 2016
<b>Publication of raw score to scaled score conversion tables</b>	Friday 3 June 2016
<b>KS1 headteacher's declaration form available on NCA tools</b>	Monday 6 June 2016
<b>KS1 teacher assessment (TA) data submission deadline</b>	Thursday 30 June 2016
<b>KS1 headteacher's declaration form submission deadline</b>	Friday 1 July 2016

## Headteachers' responsibilities

As the headteacher at a school administering the KS1 tests you have specific responsibilities, which are set out in the KS1 ARA at [www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara).

You are responsible for ensuring all test administrators (anyone responsible for, or involved with, receiving test materials, test administration or marking test scripts) are familiar with, and comply with, all of the test administration guidance. Schools that do not comply could be subject to a maladministration investigation.

You also have specific responsibilities in relation to the KS1 tests:

- identify which pupils will take the end of KS1 assessments
- ensure the tests are administered according to the published guidance during the test window
- keep all assessment materials secure and treat them as confidential during the test window
- ensure that the specific content of all assessment materials is not used to prepare pupils for the tests
- ensure that the correct administrative procedures are followed
- ensure pupils' responses are marked accurately and consistently
- complete and submit the KS1 tests headteacher's declaration form on the NCA tools website at <https://ncatools.education.gov.uk/>
- where your school has been selected for early administration of the tests; ensure your school administers, marks and returns the required KS1 test in April 2016 to inform standard setting for the tests
- notify STA of any issues that may have affected the security, integrity or confidentiality of the tests.

If you do not meet these responsibilities this could result in the school being investigated for maladministration of the assessments.

## Test administrators

Test administrators should be headteachers, teachers, KS1 co-ordinators, or teaching assistants. As a test administrator you should prepare by reading this guidance, which contains details of your responsibilities before, during and after the administration of the tests.

## Preparing test administrators

STA encourages schools to hold training sessions for those involved in administering the KS1 tests.

As a test administrator, you should familiarise yourself with this guidance and also with:

- section 6 of the 2016 KS1 ARA at [www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara).
- instructions provided with the 2016 sample test materials at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials)
- instructions provided with the live 2016 test materials. This will include:
  - what equipment is required for a particular test
  - the length of the test
  - what assistance is allowed for each test
- which test is being administered on each day, as per the school's test timetable
- which pupils need access arrangements in the tests and how to administer these correctly, as set out in the guidance [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements) which will go live in April 2016.
- the 'Notes for readers in the key stage 1 and key stage 2 English grammar, punctuation and spelling tests', which gives guidance on how particular question types should be read.

Arrangements should also be in place in case a pupil needs to leave the classroom, e.g. if they are disruptive or become ill.

## Receiving and storing test materials

Before the tests are delivered to schools, headteachers should think about where the test materials will be stored. If your school is also administering KS2 tests, you will need to ensure that you have adequate space to store all test materials securely.

Schools will receive their test materials, including any modified test orders, in the week commencing 18 April 2016.

Materials will be delivered to school addresses taken from EduBase, see [www.education.gov.uk/edubase/home.xhtml](http://www.education.gov.uk/edubase/home.xhtml). Your school must make sure its details are up to date by logging in to EduBase via Secure Access. Further information on updating an establishment's records is provided on the Edubase website at: [www.education.gov.uk/edubase/faq.xhtml](http://www.education.gov.uk/edubase/faq.xhtml).

If you have not received your test materials by Friday 22 April then you should contact the national curriculum assessments helpline on 0300 303 3013.

As a headteacher, you must check your delivery against the delivery note to ensure that the correct number and type of test materials have been received. You must delegate a senior member of staff if you're not available. If a delivery is incomplete, you must contact the national curriculum assessments helpline on 0300 303 3013.

If you do not have sufficient copies of the test materials, you can download and print additional copies from the NCA tools website at <https://ncatools.education.gov.uk/> from Tuesday 3 May. If additional modified tests are required, please contact the modified tests helpline on 0300 303 3019.

The test materials must be kept secure and treated as confidential from the point they are received in school until the end of May. Appropriate security arrangements must be in place if test papers are being marked away from school or if transporting test materials to another location to take part in internal moderation of marking. Please note that the individual test packs must not be opened until Tuesday 3 May.

Any packs of test papers that are unsealed or damaged on arrival must be reported immediately to the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of the damaged packages to STA.

## How to check test paper packs

We suggest that 2 members of school staff undertake this check together. The packs of test papers must not be opened.

You should check your delivery as soon as it is received. You should:

- check that the school details are correct and that the delivery is for your school
- check the boxes for any damage
- check the number and type of test paper packs received against the accompanying delivery note and annotate it accordingly.

The delivery note will be included in the first box of each consignment. You should use it to make sure you have received the correct number of boxes and all the materials have been received, and make a note of your checks on the delivery note. Please ensure you check all boxes thoroughly as packs of tests may be split between boxes.

When you have finished your checks, make sure you reseal the boxes and secure them in a locked cupboard, referring to the guidance in 'Test material storage and access' below.

Keep your annotated copy of the delivery note in an accessible place in case you receive a monitoring visit. (If a school receives a monitoring visit during May for the administration of the KS2 tests, they will also be asked to show the monitoring visitor the storage of the KS1 materials.)

## Test material storage and access

Keeping the test packs secure ensures that the confidentiality and integrity of the tests is maintained, so no pupil has an unfair advantage over another.

The test materials must be stored in a secure, locked cupboard. They should not be stored in a room where IT equipment is also kept as this equipment is often targeted during burglaries.

The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff who is not involved with the administration of the tests. This is to protect staff involved in the administration of the tests against allegations of maladministration. The nominated member of staff should:

- create a log to record access to the test materials - keep a chart on the door of the store room / cupboard to record access and checks
- limit access to the store room wherever possible and control access to the keys
- ensure all spare keys are clearly numbered and kept secure

- ensure there is a reporting procedure in the event of a problem, e.g. lost or stolen keys
- have a copy of the school's test administration timetable to ensure test materials are provided to the test administrator at the correct times
- conduct regular checks of the boxes to ensure they have not been tampered with
- check individual test packs have not been opened before the school's planned dates for administration of the tests.

Headteachers should also conduct their own regular checks on the boxes of test materials to make sure they haven't been tampered with. They should ensure all people who handle the test materials understand their sensitivity.

Pupils' completed papers can be marked away from school, but appropriate security arrangements must be in place to ensure the integrity and confidentiality of the tests is maintained.

If you suspect a breach of security you must report the incident immediately to the national curriculum assessments helpline on 0300 303 3013.

## Preparing to administer the tests

In advance of administering the tests, you should consider:

- access arrangements for pupils with specific needs
- rooms
- resources
- equipment for the tests.

### Access arrangements

It may be helpful to use the KS1 sample materials, available at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials) with pupils before administering the live 2016 tests. This will enable teachers to identify where it may be appropriate to use access arrangements. Adjustments must be based primarily on normal classroom practice for pupils with specific needs.

More detailed information on access arrangements can be found at [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements). You don't need to request our permission to use access arrangements, however you must ensure that any arrangements used don't advantage or disadvantage individual pupils. If you use access arrangements inappropriately this could lead to a maladministration investigation.

Those who may need adjustments include pupils:

- with a statement of SEN as described at [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- with a local agreement such as an individual pupil resourcing agreement (IPRA)
- for whom provision is being made in school under School Action or School Action Plus of the SEN code of practice and whose learning difficulty or disability significantly affects access to the check
- with an education, health and care plan (EHP) or SEND support plan
- with a disability that doesn't give rise to a special educational need but requires alternative access arrangements
- who are unable to sit and work for a sustained period because of a disability or behavioural, emotional or social difficulty.

The tests are not strictly timed. Test administrators should ensure pupils have enough time to demonstrate what they understand, know and can do without prolonging the test inappropriately. Test administrators can use their discretion to decide if pupils require a break during any of the tests or whether, if appropriate, to stop the test early.

Test administrators may choose to read the questions for the English grammar, punctuation and spelling tests and the mathematics tests aloud with a pupil, small group of pupils or the whole class. Where questions are being read to a number of pupils, test

administrators must consider the individual needs of the pupils to help ensure that pupils are not disadvantaged by the pace any text is read at.

If rest breaks are used, we advise that an individual paper is completed by a pupil on a single day. However, if a paper is split into parts and a pupil does not have access to those parts, a paper may be administered over more than 1 day.

Test administrators can also choose to stop a test early for particular pupils if they feel it is not appropriate to continue.

You may need to make adaptations to the test materials, for example if a written translation is needed for a mathematics test.

Electronic copies of the test materials will be available to download at <https://ncatools.education.gov.uk/> from 3 May 2016. Schools can use these materials to prepare adaptations, or photocopy from the printed test papers in order to:

- print or photocopy copies of the test materials on to coloured paper
- make enlarged copies (English reading and English grammar, punctuation and spelling only)
- prepare translated materials (for mathematics tests only).

Please note, copies of enlarged print mathematics papers can be ordered from the modified test agency via 0300 303 3019.

Packs of test materials should not be opened early to make adaptations.

It is not possible to list all of the circumstances in which pupils may need adaptations. You should contact the national curriculum assessments helpline on 0300 303 3013 for advice on specific situations.

Test administrators should be briefed on which pupils require any access arrangements and how to administer them. We advise that each test administrator is given a list of any pupils with access arrangements in advance of the tests. Details of which access arrangements schools can use during the KS1 tests, and how to administer them, is available at [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements).

Relatives, carers or guardians of pupils who need access arrangements must not be involved in administering the tests to those pupils.

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.

You should also consider explaining to all parents and pupils what support can be given in the tests. This should help to avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

## Preparing test rooms

Schools should consider accommodation 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.

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 other pupils' test papers
- ensure a clock is provided in the room to help pupils pace themselves.

## Resources

Headteachers should ensure that there is sufficient resource available to administer the tests according to the guidance in this document. All test administrators must be well briefed and understand how the tests will be administered, what assistance is allowed in the tests and how any access arrangements will be used. This will help avoid any general misunderstandings about test administration and any misinterpretation of valid access arrangements or appropriate assistance given during the tests.

## Equipment

For lists of equipment needed for each test, please see pages 18 to 26. It is important to make sure all equipment is ready before the tests.

## Administering the tests

Headteachers and test administrators should agree their own timetable for the tests, taking into account any pupils requiring specific arrangements. Details of access arrangements can be found in the KS1 ARA at [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements).

The tests can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Each test has two papers. The papers must be administered in order, but pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers.

The tests are not strictly timed. Test administrators should ensure pupils have enough time to demonstrate what they understand, know and can do without prolonging the test inappropriately.

Test administrators can also choose to stop a test early for particular pupils if they feel that it is not appropriate to continue.

Information about when test materials can be opened is printed on the front sheet of each test pack. The materials must not be opened before Tuesday 3 May, except where a school is taking part in the early administration of the tests in April.

Test packs should be opened in the test room when the pupils are ready to start the test. The content of the tests must not be used to prepare pupils. This could lead to inaccurate results that do not represent the pupils' unaided abilities.

Teachers and test administrators must not discuss the content of the test papers with anyone or use question-specific information to prepare pupils for the test. In particular, specific content that could compromise the test must not be discussed on social media or published in blogs.

After the tests have been administered the test materials must be kept secure until the end of May. A breach of the security of the test materials, or using the test content to prepare pupils, could lead to a maladministration investigation at the school.

Each test pack contains test administration instructions for the test. Schools should use the KS1 sample test administration instructions to help prepare.

Allegations of maladministration can come from misunderstandings about correct test administration and use of access arrangements. To avoid this, make sure all staff, pupils and parents understand the following, before the tests take place:

- how the tests will be administered
- when the test administration window is
- what assistance is allowed
- how any additional arrangements will be used.

You should consider taking steps to protect staff involved in administering the tests against allegations of maladministration.

# Administering the English grammar, punctuation and spelling tests

## Paper 1: spelling

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance.</li><li>• Pupils will have approximately 15 minutes to complete the test (not strictly timed) by writing the 20 missing words in the answer booklet.</li><li>• It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.</li></ul>
<b>Equipment</b>	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil of their choice</li><li>• a rubber (optional). If rubbers are not provided, tell pupils they should cross out any answers they wish to change.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists.</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• Pupils should not require any assistance during the administration of Paper 1: spelling. You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• You should take care not to overemphasise spelling when reading out the words that pupils need to spell.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li></ul>

## Paper 2: questions

<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>• This component of the test consists of a single test paper.</li> <li>• Pupils will have approximately 20 minutes to complete the questions in the test paper (not strictly timed).</li> <li>• It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.</li> </ul>
<p><b>Equipment</b></p>	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"> <li>• a blue / black pen or pencil of their choice</li> <li>• a rubber (optional). If rubbers are not provided, tell pupils they should cross out any answers they wish to change.</li> </ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> <li>• dictionaries</li> <li>• electronic spell checkers</li> <li>• bilingual word lists.</li> </ul>
<p><b>Assistance</b></p>	<ul style="list-style-type: none"> <li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li> <li>• You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to ‘insert a comma’, ‘insert’ may be explained, but not ‘comma’.</li> <li>• You must not give alternative explanations, e.g. explain ‘commands’ as ‘instructions’ or name punctuation.</li> <li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li> </ul> <p>The ‘Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling tests’ give examples of how to read particular types of question in Paper 2: questions.</p> <p>The examples below illustrate how to deal with some common situations.</p> <p><b>Q.</b> I don’t understand the question.</p>

**A.** Read the question again and underline key words that tell you what to do.

**Q.** What does 'comma' mean?

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

- If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.

# Administering the English reading tests

## Paper 1: reading prompt and answer booklet

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of a single reading prompt and answer booklet.</li><li>• It is expected that the test will take approximately 30 minutes to complete (not strictly timed).</li><li>• It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early.</li><li>• The paper includes a list of useful words and some practice questions for you to use to introduce the contexts and question types to pupils.</li></ul>
<b>Equipment</b>	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil of their choice</li><li>• a rubber (optional). If rubbers are not provided, tell pupils they should cross out any answers they wish to change.</li></ul> <p>Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• The English reading tests must not be read to individuals or to a group, except for the practice text and practice questions.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li><li>• If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. The example below illustrates how to deal with a common situation.</li></ul> <p><b>Q.</b> I don't understand the question. <b>A.</b> Read the question again and underline key words that tell you what to do.</p>

## Paper 2: reading booklet and reading answer booklet

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of a reading answer booklet and a separate reading booklet. (All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.)</li><li>• It is expected the test will take approximately 40 minutes to complete (not strictly timed).</li><li>• It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early.</li><li>• There are no practice questions in this paper.</li></ul>
<b>Equipment</b>	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil of their choice</li><li>• a rubber (optional). If rubbers are not provided, tell pupils they should cross out any answers they wish to change.</li></ul> <p>Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• The English reading tests must not be read to individuals or to a group, except for the general instructions.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li><li>• If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. The example below illustrates how to deal with a common situation.</li></ul> <p><b>Q.</b> I don't understand the question. <b>A.</b> Read the question again and underline key words that tell you what to do.</p>

# Administering the mathematics tests

## Paper 1: arithmetic

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of a single test paper.</li><li>• It is expected the test will take approximately 20 minutes to complete (not strictly timed).</li><li>• It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early.</li></ul>
<b>Equipment</b>	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or a dark pencil</li><li>• squared paper, if this is part of a pupil's normal classroom practice for formatting calculations or generating number squares</li><li>• a ruler</li><li>• a rubber (optional). If rubbers are not provided, you should tell pupils they may cross out any answers they wish to change.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• calculators</li><li>• number apparatus e.g. ten base materials, number square, number lines etc.</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• If a pupil requests it, a question may be read to the pupil on a one-to-one basis. However, you can only read numbers and not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing numbers and mathematical signs. You must ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li></ul>

The examples below illustrate how to deal with some common situations.

**Q.** What does this sign here mean?

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

**Q.** Does this mean 'take away'?

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

**Q.** What does 'half' mean?

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

**Q.** What does 'of' mean? (i.e. if the question asks about an everyday word that has a mathematical meaning within the question, e.g. 'What is half of 8?')

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

## Paper 2: reasoning

<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>• This component of the test consists of a single test paper.</li> <li>• It is expected the reasoning paper will take approximately 35 minutes to complete (not strictly timed).</li> <li>• It is at your discretion to choose when or if pupil(s) require a break during the test or whether if appropriate, to stop the test early.</li> <li>• The paper includes a practice aural question and 5 aural questions.</li> <li>• After the aural questions, the time for the remainder of the paper should be approximately 30 minutes.</li> </ul>
<p><b>Equipment</b></p>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a blue / black pen or dark pencil</li> <li>• a sharp, dark pencil for mathematical drawing</li> <li>• a ruler (showing centimetres and millimetres)</li> <li>• a rubber (optional). If rubbers are not provided, you should tell pupils they may cross out any answers they wish to change.</li> </ul> <p>Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:</p> <ul style="list-style-type: none"> <li>• bilingual dictionaries or electronic translators</li> <li>• bilingual word lists</li> <li>• monolingual English electronic spell checkers.</li> </ul> <p>Pupils are not allowed the following equipment in the test:</p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• tracing paper</li> <li>• number apparatus e.g. ten base materials, number squares, number lines etc.</li> </ul>
<p><b>Assistance</b></p>	<ul style="list-style-type: none"> <li>• You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li> <li>• If a pupil requests it, a question may be read to the pupil on a one-to-one basis. You can also read questions 6 to 31 if a pupil has difficulty in reading them.</li> <li>• If reading to a pupil, you can read words and numbers</li> </ul>

but not mathematical symbols. This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

- There is no specific hearing impairment guidance for this test, but be careful when signing numbers and mathematical signs. You must ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.
- At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.
- For this paper there is an optional script for the aural questions, which you can choose to provide to pupils to access this part of the test.

The examples below illustrate how to deal with some common situations.

**Q.** What does 'fraction' mean?

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

**Q.** What does '>' or '<' mean?

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

## **Problems or queries during test administration**

### **Answering pupils' questions**

You must ensure nothing you say or do during a test could be interpreted as giving pupils an advantage. For example, if a pupil asks for clarification of a mathematics question you may read words and numbers but not mathematical symbols. Examples of particular questions are provided in the sample materials and will also be provided in the test administration instructions provided with the test materials.

### **If a pupil is unwell**

Stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, he or she should be given an appropriate amount of time to complete the test. The test should be completed on the same day. However, if the pupil is too ill to continue the test and they have not seen the questions later in the paper, you may consider completing the test on another day.

If other pupils have been disturbed, you may stop the test for all the pupils in the room. Make sure you make a note of the time so the pupils receive an appropriate amount of time to complete the test. If necessary, move the pupils to another room.

### **If a pupil needs to leave the test room during the tests**

Pupils taking the tests must be supervised at all times. If a pupil needs to leave the test room, a test administrator should accompany the pupil.

When deciding on the number of test administrators needed to maintain adequate supervision for a particular test, you should consider the possibility of at least 1 test administrator needing to leave the room with a pupil.

### **If a pupil is caught cheating**

You should record the details of the incident, including any specific questions in which the pupil was advantaged by cheating. When marking the tests you should make appropriate amendments to the pupil's raw score.

### **If a pupil is being disruptive**

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil from the room. Give the other pupils a few moments to refocus then continue the test. You can decide whether or not to continue the test with the disruptive pupil at a later time.

## **If test papers are incorrectly collated or the print is illegible**

Stop the test for the affected pupils, making a note of the time, and tell them you will organise replacement papers. Once the replacements are provided, give the pupils an appropriate amount of time to complete the test. Pupils should not be allowed to start the test again.

All schools receive additional copies of each test paper. If there are insufficient additional copies, you can make photocopies of the papers or download and print a copy from the NCA tools website at <https://ncatools.education.gov.uk/>. You should be careful when copying the papers, ensuring no pages are omitted or duplicated.

## **If a pupil asks for additional paper**

The test papers and answer booklets have been designed so most pupils will have enough room to record their answers. You may give pupils extra paper if they need additional space for their answers.

## **If a pupil's writing is illegible**

If it would be very difficult for the person marking the test to read a pupil's writing, you may transcribe all or part of the pupil's test script.

- The transcript should be made at the end of the test with the pupil, using a different coloured pen to the pupil's.
- Care must be taken to ensure the pupil's answers are not changed.
- All punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers.
- No assistance with spelling should be given in any of the tests.

For pupils who cannot read their own writing, you should consider the use of a word processor or a scribe if this is part of normal classroom practice

## **Pupils who cannot take a test on the school's planned day**

If a pupil is absent on the day the school has planned to administer a particular test, schools do not need to make either applications for, or notifications of, timetable variations. The test can be administered upon the pupil's return to school.

## After the test

All test papers must be collected, ensuring every pupil is accounted for.

The test papers, including unused test papers, must be kept secure until the end of May. Other schools may be administering the tests up until the end of the test administration window on 31 May and it is essential no pupils are advantaged or disadvantaged.

Teachers and test administrators must not discuss the content of the test papers with anyone. In particular, specific content that could compromise the test must not be discussed on social media or published in blogs.

After the end of May, schools should ensure completed test papers are stored securely to ensure confidentiality of pupil data is maintained.

The test papers should be accessible for marking.

The mark schemes will be available from the NCA tools website at <https://ncatools.education.gov.uk/> from 3 May 2016. Downloaded and/or printed copies of the mark scheme must be kept secure in line with all other test materials.

To avoid potential allegations of maladministration, it is recommended that mark schemes are not printed until after all pupils have taken the given subject.

## Marking the tests

The test papers must be marked by a teacher familiar with the pupil. The tests must not be marked by a teaching assistant, including higher level teaching assistants, because the role requires a teacher's professional judgement about which responses are correct. The teacher must not be a relative or carer of the pupil taking the test.

Pupils' completed papers can be marked away from school, but appropriate security arrangements must be in place to ensure the integrity and confidentiality of the tests is maintained. The mark schemes will be available from the NCA tools website at <https://ncatools.education.gov.uk/> from 3 May 2016.

Teachers should familiarise themselves with the sample mark schemes, at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials), which indicate how the tests will need to be marked. The mark schemes must be applied accurately and consistently. Teachers must ensure no changes are made to pupils' answers following the test.

The marks awarded for each question should be noted in the mark box provided on the test papers. If a pupil was found cheating, you should make appropriate amendments to the pupil's raw score for the questions affected.

The total mark for each paper should be calculated and carefully recorded on the front of the test paper, in the box provided. This is the total raw score for the paper.

The total raw score for each subject should be calculated by adding together the raw scores for each paper (2 papers per subject). This overall raw score total should be converted to a scaled score using the raw score to scaled score conversion tables.

## **Compensatory marks**

Compensatory marks are available for English grammar, punctuation and spelling only. A pupil's raw score is made up of their combined score of the short answer and spelling tests. Pupils with a hearing impairment who cannot access the spelling test should be awarded a compensatory mark for that test. There is no need to apply for compensatory marks and the number of marks that should be awarded for these pupils will be published on Friday 3 June 2016.

## **Special consideration**

Occasionally a pupil's performance may be affected by extremely distressing circumstances at the time of the tests. The test, if administered, should be marked in accordance with the mark scheme. The test outcome should be considered in context when informing the teacher assessment outcome.

## **Internal moderation of KS1 test marking**

We advise schools undertake internal moderation to ensure the marking of the KS1 tests is accurate. Where there is more than one year 2 teacher in a school, teachers may check their colleague's marking. If schools are in a federation, an academy chain, or have any other relationship with other schools, they may consider organising cross-school moderation of test marking.

Appropriate security arrangements must be in place during the entire test administration window and if transporting test materials to another location to take part in internal moderation of marking.

## **Using the raw score to scaled score conversion tables**

The raw score to scaled score conversion tables for the KS1 tests will be published on [www.gov.uk/government/organisations/standards-and-testing-agency](http://www.gov.uk/government/organisations/standards-and-testing-agency) on Friday 3 June 2016. Teachers should use these tables to convert the raw scores from marked scripts to scaled scores. The converted scaled scores will show whether pupils have met the 'expected standard' or not.

Schools should record, for each pupil, their total raw score for each subject (together with any compensatory mark applied) and their scaled score.

## Using the scaled scores to inform teacher assessment

For 2016, the results from the KS1 tests are to be used as a single piece of evidence alongside the other evidence teachers will have gathered throughout the year. Schools will need to judge how a pupil's scaled score influences their final teacher assessment judgement.

There will only be guidance on a scaled score of 100 being equal to 'working at the expected standard'. We will not be publishing scores that equate to either the 'working towards the expected standard' or 'working at greater depth within the expected standard.'

## Completing the headteacher's declaration form

After the tests have taken place and you have submitted your teacher assessment judgements, you must complete and submit the headteacher's declaration form to confirm that:

- the test materials were kept secure and treated as confidential up to and including the end of the May 2016 test window
- the tests were administered within the May 2016 test window or, where applicable, early in April as required by STA
- all staff involved in the administrative arrangements confirmed the tests were administered according to the statutory arrangements
- the test papers were marked accurately according to the mark schemes
- any incident which may have affected the integrity, security or confidentiality of the tests was reported to STA
- the results of the tests were used to inform pupils' teacher assessment judgements
- the interim teacher assessment frameworks were used to reach pupils' teacher assessment judgements
- the submitted data of pupils' teacher assessment judgements is an accurate assessment of their abilities.

## Deadline

The declaration form will be available on the NCA tools website at <https://ncatools.education.gov.uk/> from Monday 6 June 2016. The deadline to submit this form for the KS1 tests is Friday 1 July.



Standards  
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