



Standards
& Testing
Agency

Key stage 1: modified test administration guidance

**Administering the 2016 national
curriculum tests to pupils with hearing
impairments**

April 2016

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Introduction

The 'Test administration guidance' (TAG), available at www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag provides guidance for schools administering the 2016 key stage 1(KS1) national curriculum tests.

This guidance will help you prepare for administering the KS1 tests to pupils with a hearing impairment. You should follow it to ensure that pupils with a hearing impairment can access the tests properly and that they are not at a disadvantage.

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.

You should use this guidance together with the:

- 'Test administration guidance' (TAG)
- printed instructions that accompany the test papers.

The printed instructions include information about what you should do before, during and after each test. Please follow them carefully in order to avoid accusations of maladministration.

The instructions are not published on GOV.UK because they contain information which must stay confidential until the test period is over. Schools should use the KS1 sample test administration instructions, available at www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials, to help prepare.

Planning for the tests

Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the assessment needs of each pupil and the support given as part of normal classroom practice. There is guidance about using access arrangements in the KS1 tests at www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements. Please note the following specific guidance for pupils with a hearing impairment.

Early opening

Schools do not need to make applications for early opening for the KS1 tests. If schools need to make modifications to papers to meet a pupil's needs or if signers need access to the papers to prepare for the administration of the tests, schools must not open the test materials early.

You should consider either administering the tests to the particular pupils that need the specific access arrangements after the initial administration of the tests, using the opened test materials to make the necessary arrangements, or using the downloadable versions of the tests from NCA tools, available at <https://ncatools.education.gov.uk>.

Use of communicators and sign language

Communicators and sign language interpreters may be used to support pupils who use British sign language or other sign-supported communication in the tests if this is normal classroom practice. Subject-specific guidance on the use of communicators and sign language is given in the relevant sections of this guidance.

Administering the English tests

English reading test

You may only use and give explanations to convey the general instructions. This includes information on the front cover of the test papers and any directions that are not part of the actual questions. For example, 'These questions are about caves'.

English grammar, punctuation and spelling test

You may only use sign language, and give an explanation:

- to convey the general instructions
- where test administrators are instructed to read the prompts to the pupil
- to read and / or sign back to the pupil any part of his or her response.

Spelling task

A communicator or sign language interpreter may be used during the spelling task. However, if the spelling task is presented through sign language, finger spelling mustn't be used.

Compensatory marks

Some pupils with a hearing impairment will not be able to access the spelling test and should be awarded a compensatory mark.

Raw scores from both of the English grammar, punctuation and spelling papers are needed to reach an overall scaled score. A compensatory mark for the spelling test will be published alongside the raw score to scaled score conversion tables at the beginning of June.

Schools should add the compensatory mark to the raw score from the English grammar, punctuation and spelling Paper 2: questions before converting the overall raw score to a scaled score.

Administering the mathematics tests

Instructions which accompany the test materials for Papers 1 and 2 describe the adaptations you can make, and suggested rephrasing of words and sentences which may be signed. The instructions highlight any questions where you may need to give the pupil further clarification or exemplification.

Paper 2: reasoning

Some pupils with a hearing impairment may need extra visual support to access the first 5 aural questions of the mathematics Paper 2: reasoning. These pupils can be provided with the optional script, which is included with the standard test administration instructions, to the pupil(s) in addition to their test booklet.

Pupils should use the script alongside their test booklet when listening to the aural questions read by the teacher.

Schools should follow the guidance provided in the standard test administration instructions for the use of the optional pupil script for the aural questions.

Marking the tests

Refer to the 'Test administration guidance' (TAG), available at www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag for general information about marking the tests.

There are no hearing impaired mark scheme amendments. You should use the standard mark scheme for pupils with a hearing impairment. Mark schemes will be published on the 'Test orders' section of the NCA tools website at <https://ncatools.education.gov.uk/> from Tuesday 3 May 2016.



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