Key stage 1: modified test administration guidance

Administering modified large print (MLP) versions of the 2017 national curriculum tests

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Introduction

The [key stage 1 test administration guidance](#)[1] provides guidance for schools administering standard versions of the 2017 key stage 1 (KS1) national curriculum tests.

This guidance will help you prepare for administering modified large print (MLP) versions of the KS1 tests. You should follow it to ensure that pupils using the MLP versions of the tests can access them properly and are not at a disadvantage.

The information in this guide builds on section 6 of the [2017 KS1 assessment and reporting arrangements](#)[2] (ARA).

You should use this guidance together with the:

- 2017 KS1 test administration guidance
- printed test administration instructions provided with the MLP test materials

The printed instructions include information about what you should do before, during and after each test. Please follow them carefully in order to avoid potential allegations of maladministration. Headteachers are responsible for the test administration arrangements within their school. Failing to adhere to the statutory requirements detailed within this guide could lead to a [maladministration investigation](#)[3].

The printed instructions provided with the test materials are not published on GOV.UK because they contain information that must stay confidential until the test period is over. Schools should use [practice materials](#)[4] to help prepare.

Schools may choose to administer the optional 2017 English grammar, punctuation and spelling test and use the results to inform teacher assessment of English writing, but there is no requirement to do so.

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[1] www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag

[2] www.gov.uk/government/publications/2017-key-stage-1-assessment-and-reporting-arrangements-ara

[3] www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

[4] www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Section 1: Planning for the tests

1.1 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. You do not need to request permission from STA or your local authority when using access arrangements in KS1 tests. You should refer to the [KS1 access arrangements guidance](#)[5] for further information.

Please note the following specific guidance for using the MLP versions of the tests.

Additional time

Although the KS1 tests are not strictly timed, you should consider providing pupils using the MLP tests with up to 100% additional time. You should use your discretion about whether to use the full amount of additional time, for example with pupils who tire quickly. You should tell the pupils how much time they will be given, including any additional time, before each test starts.

Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil.

In addition to the KS1 access arrangements guidance you should follow the specific guidance below:

- if a scribe is used, the scribe must ensure that all the language, punctuation and phrasing are the pupil's own
- where a scribe supports a pupil with a visual impairment, it must be clear to the person marking the test what work the scribe has done and what work is the pupil's own. On diagrams requiring completion, it must be clear where the pupil has indicated the answer
- any diagram which has been transcribed must show evidence of the pupil's work

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[5] www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements

Readers

Readers can be used in the tests, but only with pupils who are not capable of accessing the materials independently and who are supported by a reader in normal classroom practice.

English reading

Readers can only read the general instructions, which include information on the front cover of the test paper and any directions that are not part of the actual questions. Readers must not read any other part of the reading test.

Mathematics

Readers should read the prompts to the pupil in full and refer to test-specific guidance provided with the modified test materials. If a pupil asks you to read a mathematics question you may read words and numbers but not mathematical symbols.

English grammar, punctuation and spelling (optional)

Readers should read the prompts to the pupil in full. Readers may also read any part of the pupil's response back to them. Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling tests[6] gives examples of how to read particular types of question in Paper 2: questions.

Using technical or electronic aids and word processors

Pupils who normally use technological or electronic aids in the classroom, including low-vision aids such as closed-circuit television or JOCR scanners, may use these for the tests. You do not need to request permission from STA or your local authority.

Squared paper

Mathematics test papers contain ample space for working and we discourage the use of additional squared paper. This is to avoid the risk of transcription and omission errors when the pupil transfers their working to the test paper. However, if using squared paper is part of normal classroom practice, and you feel that your pupils would be disadvantaged in the tests without it, then it can be provided.

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[6] www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

1.2 Equipment

MLP versions of the tests are designed so that standard classroom equipment can be used.

The printed instructions provided with the MLP test materials will list specific equipment needed for each test. You can use the [practice materials](#)[7] to prepare.

For all tests, pupils will need a suitable recording implement (such as a pen, pencil or word processor).

Mathematics tests

Pupils will need the following:

- a means of drawing. As drawing can be particularly difficult for pupils with a visual impairment, methods should be determined in advance
- a ruler showing centimetres, if appropriate for the pupil
- a mirror

1.3 Use of rooms for modified tests

You should consider administering MLP versions of the tests to pupils in a separate room from other pupils taking the standard tests. The instructions and content of the MLP tests are slightly different from the standard versions. Using separate rooms will avoid distracting pupils using different versions of the tests.

Pupils using the MLP versions of the tests will need more space to lay out their test papers.

1.4 Preparing administrators

You should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements should be in place in case a pupil needs to be removed, for example if they are disruptive or become ill.

You should also consider that test administrators who administer the tests on their own are more vulnerable to allegations of maladministration as they would not have another adult to verify the test administration procedures.

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[7] www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Section 2: Administering the tests

2.1 When to open test materials

It says on the front of each test pack when the test materials can be opened to prepare for their administration.

You must not open the test packs early to familiarise yourself with the test content. This could lead to allegations of maladministration.

2.2 Making further adaptations to the tests

Where appropriate, changes will have been made to the wording and layout of test questions in the MLP versions of the tests.

If you make further adaptations to the MLP versions of the tests, take care to ensure that the page layout and accuracy of the materials are not affected. If the corresponding text, questions or page references are adapted incorrectly, pupils may be disadvantaged.

There may be questions in the MLP versions of the mathematics tests that are unsuitable for further enlargement. If enlarging mathematics test papers, do not enlarge any questions which require that the pupil measures a length or width.

Highlighting questions

You may highlight whole questions on the MLP papers with a coloured pen if this helps pupils to recognise them more easily. You must take care not to invalidate the assessment by drawing the pupil's attention to the correct response.

2.3 Pupils' responses

Pupils using MLP test papers will usually answer on the test paper in the spaces provided, but they may use separate sheets of paper if required.

2.4 English reading

Make sure that pupils using the MLP version of the test can recognise the details in all pictorial representations and photographs. You may help pupils to identify details on all pictures, but you mustn't help them to read any text. You may stop the clock where pupils with severe visual impairment need additional time to interpret the pictures and diagrams.

Mark scheme information boxes are printed on the back cover of the test papers to avoid confusion for pupils with a visual impairment. Tell pupils that they don't need to write anything on the back cover of the paper.

2.5 Mathematics

Paper 2: reasoning

Mathematics Paper 2: reasoning contains a number of diagrams, graphs and pictures. Where necessary, we have simplified or adapted these for pupils with a visual impairment, but they might still need help locating the correct diagrams or clarifying their layout. Compared with the standard version of Paper 2: reasoning, some non-essential diagrams and illustrations may have been omitted from the MLP version of the test paper. In the MLP paper, diagrams are printed within the text.

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method they think is most appropriate. If appropriate, the area covered by the shape may be shaded or marked so that the person marking the test can clearly read it.

Models

Models may be provided with the MLP version of mathematics Paper 2: reasoning.

You may wish to provide real objects which look like those illustrated in Paper 2. Take care to use shapes identical to those drawn and to keep relative sizes the same. Pupils must not experiment with these objects. You are advised to indicate on the test paper where models are available for pupils to handle or look at.

2.6 English grammar, punctuation and spelling (optional)

Paper 1: Spelling

Instructions for administering the MLP version of the spelling paper are the same as the instructions for the standard version.

Test materials will include a MLP version of the spelling answer sheet. Alternatively, pupils may write the target spellings in a numbered list form on plain paper if they prefer this approach.

The answer lines in the spelling answer sheet are numbered to aid pupils with a visual impairment. You should use these numbers to help pupils to locate the correct line to write on, before reading aloud the sentence including the target spelling.

If pupils are using an electronic aid to record their answers, any spell check functionality must be turned off.

Section 3: After the tests

3.1 Marking

Refer to the [key stage 1 test administration guidance](#)[8] for general information about marking the tests.

Mark schemes will be published in the 'Test materials' section of [NCA tools](#)[9] from Tuesday 2 May.

You will need to refer to the standard mark schemes in order to mark MLP versions of the tests. You will also need to use amendments to mark schemes for some MLP test questions. These will help you to mark questions that have been amended or replaced in the MLP version of tests.

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[8] www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag
[9] https://ncatools.education.gov.uk

Standards & Testing Agency

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