



Standards
& Testing
Agency

Key stage 1: modified test administration guidance

**Administering the 2018 national
curriculum tests to pupils with a hearing
impairment**

March 2018

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Introduction

The [key stage 1 test administration guidance](#)¹ provides guidance for schools administering standard versions of the 2018 key stage 1 (KS1) national curriculum tests.

This document will help you prepare to administer 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 [2018 KS1 assessment and reporting arrangements](#)² (ARA).

You should use this guidance together with the:

- 2018 KS1 test administration guidance
- test administration instructions provided with the standard test materials

The test administration instructions include information about what you should do before, during and after each test. Schools should also use [practice materials](#)³ to help prepare for the tests.

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](#)⁴.

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

² www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara

³ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁴ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

Section 1: Planning for the tests

1.1 Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the needs of each pupil and the support given as part of normal classroom practice. You should refer to the [KS1 access arrangements guidance](#)⁵ for further information and note the following specific guidance for pupils with a hearing impairment.

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

Early opening

Schools do not need to make applications for early opening as the KS1 tests can be administered throughout May 2018. If schools need to make modifications to test papers to meet a pupil's needs, or if signers need access to the papers to prepare for the administration of the tests, they must not open test materials before Tuesday 1 May.

You should consider administering the tests to particular pupils who need the specific access arrangements after the initial administration of the tests, using the opened test materials to make the necessary arrangements. Alternatively, you can use the downloadable versions that will be available on [NCA tools](#)⁶ from Tuesday 1 May.

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 section 2.

⁵ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

⁶ <https://ncatools.education.gov.uk>

Section 2: Administering the tests

2.1 Administering the English reading test

You may only use sign language 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.

2.2 Administering the mathematics test

Test administration instructions accompany the standard test materials. These describe the adaptations you can make, and suggest 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 mathematics Paper 2: reasoning. These pupils can be given the optional script, which is included with the test administration instructions, 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. Pupils using the optional pupil aural script may need support so they can manage the script and test paper while listening to the test administrator.

You should only use the optional script where you are confident that its use will not confuse pupils.

2.3 Administering the optional English grammar, punctuation and spelling test

Schools may choose to administer the optional 2018 English grammar, punctuation and spelling test and use the result to inform teacher assessment (TA) of writing, but there is no requirement to do so.

If you choose to administer this test, you can use sign language and give additional explanation as needed:

- to convey the general instructions
- where test administrators are instructed to read the questions to the pupil
- to read and/or sign back to the pupil any part of their response

Paper 1: spelling

A communicator or sign language interpreter may be used during Paper 1: spelling. However, if the spelling paper is presented through sign language, finger spelling must not be used.

Compensatory marks for spelling

Some pupils with a hearing impairment will not be able to access the spelling paper. Raw scores from both English grammar, punctuation and spelling papers are needed to reach an overall scaled score.

A compensatory mark for the spelling test will be available to schools, by request, from the national curriculum assessments helpline on 0300 303 3013 at the beginning of June. Schools should add this 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.

Paper 2: questions

[Notes for readers in the English grammar, punctuation and spelling test](#)⁷ may be used to understand how to communicate particular types of question in Paper 2: questions.

⁷ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

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.

You should use the standard mark schemes to mark test scripts completed by pupils with a hearing impairment. Mark schemes will be published in the 'Test materials' section of [NCA tools](#)⁹ from Tuesday 1 May.

There are no amendments to mark schemes for pupils with a hearing impairment.

⁸ www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag

⁹ <https://ncatools.education.gov.uk>

Section 4: Further information

4.1 General enquiries

For general enquiries about test administration and access arrangements:

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk

4.2 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section of [NCA tools](https://ncatools.education.gov.uk)¹⁰.

¹⁰ <https://ncatools.education.gov.uk>

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