



Standards
& Testing
Agency

Key stage 2: modified test administration guidance

**Administering to pupils with a hearing
impairment**

March 2019

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1: About this document

The guidance in this document will help you prepare to administer the key stage 2 (KS2) tests to pupils with a hearing impairment. You should follow it to ensure that these pupils can access the tests properly and that they are not at a disadvantage.

The information expands on section 7 of the [2019 KS2 assessment and reporting arrangements](#)¹ (ARA).

You should use this guidance together with the:

- 2019 KS2 [test administration guidance](#)²
- 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 may also want to use [practice materials](#)³ to help prepare for the tests.

Headteachers are responsible for the test administration arrangements in their school. Failing to adhere to the guidance could lead to a [maladministration investigation](#)⁴, potentially resulting in the annulment of KS2 test results.

¹ www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara

² www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag

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

⁴ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

2: Access arrangements

In addition to the KS2 access arrangements guidance you should follow the specific guidance below when administering the tests to pupils with a hearing impairment.

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. Relatives must not administer tests to pupils who need access arrangements.

2.1 Early opening

Schools may open test papers up to one hour before a test is due to start without seeking permission from the Standards and Testing Agency (STA). This is to help schools that 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.

If you need to open test papers more than one hour before a test is due to start, you must have an approved application for early opening. The deadline for applications was Monday 25 February. Applications made after the deadline will only be considered under exceptional circumstances. Examples of exceptional circumstances are where a pupil's needs have changed, or if a pupil joined the school after 25 February 2019.

In such cases, you should contact STA using 'Message us' in the 'Access arrangements' section on [NCA tools](#)⁵ to discuss the pupil's requirements.

2.2 Compensatory marks for spelling

Compensatory marks may be awarded to pupils who have a profound hearing impairment and do not use lip-reading, sign language or can only use finger-spelling signing. They are available for the spelling paper of the English grammar, punctuation and spelling test.

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⁵ <https://ncatools.education.gov.uk>

2.3 Use of communicators and sign language

Pupils who use British Sign Language, or other sign-supported communication, may be supported in the tests if this is normal classroom practice. Sections 3 and 4 provide specific guidance for each test.

3: Administering the English tests

3.1 English grammar, punctuation and spelling

You may only 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, or sign back to the pupil, any part of their response

[Notes for readers in the English grammar, punctuation and spelling test](#)⁶ may be used to understand how to communicate particular types of question in Paper 1: questions.

Paper 2: spelling

A communicator or sign language interpreter may be used during Paper 2: spelling. However, if the spelling paper is presented through sign language, finger spelling must not be used.

Compensatory marks for spelling

Pupils who have been granted a compensatory mark for Paper 2: spelling due to a hearing impairment are exempt from this paper and must not attempt it. They should be marked as 'A' (absent) on the test attendance register.

Raw scores from both English grammar, punctuation and spelling papers are needed to reach an overall scaled score. If the pupil takes the paper, the test script must be sent for marking and their mark will stand. In these circumstances, STA will not award a compensatory mark.

3.2 English reading

You may only use sign language and give explanations to convey the general instructions. This includes information provided on the front cover of the test papers and any directions that are not part of the actual questions.

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

4: Administering the mathematics tests

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.

5: Further information

5.1 General enquiries

For general enquiries about test administration and access arrangements, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

5.2 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section on NCA tools.



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About this publication:

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download www.gov.uk/government/publications

Reference: STA/19/8322/e ISBN: 978-1-78957-232-2



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