



Standards  
& Testing  
Agency

# **Key stage 2: modified test administration guidance**

**Administering modified large print  
versions**

**March 2019**

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# 1: About this document

The guidance in this document will help you prepare to administer the modified large print (MLP) versions of the key stage 2 (KS2) tests to pupils. You should follow it to ensure that pupils using MLP versions of the tests can access them properly and that they are not at a disadvantage.

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

You should use this guidance together with the:

- 2019 KS2 [test administration guidance](#)<sup>2</sup>
- test administration instructions provided with the MLP 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](#)<sup>3</sup> to help prepare for the tests.

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

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<sup>1</sup> [www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara)

<sup>2</sup> [www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)

<sup>3</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>4</sup> [www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures](http://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures)

## 2: Planning for the tests

### 2.1 Preparing administrators

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

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.

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.

### 2.2 Access arrangements

In addition to the [KS2 access arrangements guidance](#)<sup>5</sup> you should follow the specific guidance below when administering the MLP versions of the tests.

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

#### Additional time

Pupils using the MLP tests are automatically entitled to up to 100% additional time. You should use your discretion about whether to use the full amount of additional time and should tell the pupils how much time they are allowed before each test starts. If pupils use additional time, they may also require rest breaks.

#### Rest breaks

Test administrators should consider using rest breaks for pupils who find it difficult to concentrate or who may experience fatigue. Schools do not need to notify, or receive approval from, the Standards and Testing Agency (STA) if they are using rest breaks but the arrangement must reflect normal classroom practice.

Rest breaks can be provided by splitting the tests into sections or stopping the clock. The content of the test must not be discussed during rest breaks. The test must be completed

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<sup>5</sup> [www.gov.uk/government/publications/key-stage-2-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements)

on the same day that it was started. Any partially completed test scripts must be sent for marking.

## **Scribes**

Where a scribe supports a pupil with a visual impairment, it must be clear to the marker which responses the pupil has written, and which have been written by the scribe.

All language, punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers. The scribe must pause for relevant spellings to be dictated in Paper 1: questions, and for all spellings to be dictated in Paper 2: spelling. Correct spelling is required for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.

In the mathematics test, any diagram that has been transcribed must show evidence of the pupil's work (for example, pin marks). Diagrams transcribed without such indication will not be accepted.

At the end of each test, test administrators should make a note of which pupils used a scribe and give the information to their headteacher. You do not need permission from STA, or your local authority, to use a scribe if it reflects normal classroom practice for the pupil. However, schools must notify STA of their use in the 'Access arrangements' section on [NCA tools](#)<sup>6</sup> by Friday 24 May.

## **Word processors or other technical or electronic aids**

Pupils who normally use word processors, technical 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 permission from STA or your local authority, but schools must notify STA of their use in the 'Access arrangements' section on NCA tools by Friday 24 May.

## **Squared paper**

The MLP version of the mathematics test includes space for working, but does not include gridlines. STA discourages the use of additional squared paper, as pupils may lose marks if they make an error or omission when they transfer their working to the test paper. However, if using squared paper is part of normal classroom practice, then it can be used as an access arrangement.

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<sup>6</sup> <https://ncatools.education.gov.uk>

## **Making further adaptations to the tests**

Where appropriate, changes will have been made to the wording and layout of the standard test questions to produce the MLP versions of the tests. For example, some tables, diagrams or charts may have been simplified.

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. STA will not compensate, or give special consideration, where schools have incorrectly modified test papers.

There may be questions in the mathematics tests that are unsuitable for further enlargement. If you are enlarging mathematics test papers, do not enlarge any questions that require the pupil to measure a length or width. Refer to the modified test administration instructions for guidance on questions that are unsuitable for further enlargement.

## **Highlighting questions**

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

## **2.3 Equipment for the tests**

MLP versions of the tests are designed so that standard classroom equipment can be used. The test administration instructions provided with the MLP test materials will list specific equipment needed for each test.

For all tests, pupils will need a suitable way to record their answers, to reflect how they usually write in class, such as a blue or black pen, dark pencil or word processor.

For the mathematics test, pupils will also need:

- a means of drawing (method should be determined in advance)
- ruler (showing centimetres and millimetres)
- angle measurer or protractor
- mirror

Rubbers are allowed, but pupils should be encouraged to cross out answers they wish to change instead of rubbing them out.

## **2.4 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 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.

Pupils using the MLP versions of the tests will need more space to lay out their test papers and equipment, where applicable.

## **3: Administering the tests**

### **3.1 When to open test materials**

It states 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 can lead to allegations of maladministration and the annulment of pupils' results.

### **3.2 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. Any additional answer sheets must be securely fastened to the pupil's original test script before it is sent for marking.

### **3.3 Assistance**

You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an unfair advantage, such as indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.

## 4: Test administration on Monday 13 May

### 4.1 English grammar, punctuation and spelling Paper 1: questions

#### Format

Paper 1: questions consists of a single test paper.

Pupils will have 45 minutes, plus up to 100% additional time, to complete the test paper.

#### Equipment

Each pupil will need a blue or black pen or a dark pencil.

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists or electronic translators

#### Assistance

Administrators should ensure that pupils are able to locate all answer spaces correctly.

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 pair of commas”, ‘insert’ may be explained, but not ‘commas’.

If used, readers must read the questions to the pupil in full. Readers may also read any part of the pupil’s response back to them if the pupil requests this. [Notes for readers in the English grammar, punctuation and spelling test](#)<sup>7</sup> gives examples of how to read particular types of question in Paper 1: questions.

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

Question: “I do not understand the question.”

Answer: “Read the question again and underline key words that tell you what to do.”

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<sup>7</sup> [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)

Question: “What does ‘adverb’ mean?”

Answer: “I cannot tell you but think hard and try to remember. We can talk about it after the test.”

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

## **4.2 English grammar, punctuation and spelling Paper 2: spelling**

### **Format**

Paper 2: spelling 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 the guidance provided with the answer booklets.

Pupils will have approximately 15 minutes to complete the test, plus up to 100% additional time, but it is not strictly timed.

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

The answer lines in the spelling answer sheet are numbered. You should use these numbers to help pupils to locate the correct line to write on before reading the sentence aloud, including the missing word for pupils to spell. Alternatively, pupils may write their answers in a numbered list on plain paper.

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

### **Equipment**

Each pupil will need a blue or black pen or a dark pencil.

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists

### **Assistance**

You should take care not to overemphasise spelling when reading out the words pupils are asked to spell.

## 5: Test administration on Tuesday 14 May

### 5.1 English reading

#### Format

This 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.

Pupils have 1 hour, plus up to 100% additional time, to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example by working through one text and answering the questions before moving onto the next.

Changes have been made to the layout and wording of some questions in the MLP reading answer booklet, compared with the standard version of the test. The layout of the reading booklet may also vary.

Make sure that pupils using the MLP versions of the tests can understand all pictorial representations and photographs. You may help pupils to identify aspects of pictures, but you must not help them to read any text. You may stop the clock where pupils with visual impairments need additional time to interpret the pictures and diagrams.

The number of marks and type of question are indicated within the test to help pupils judge how much to write.

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 they do not need to write anything on the back cover of the paper.

You must not refer to the standard test questions when administering this test.

#### Equipment

Pupils will need a blue or black pen or a dark pencil.

If it is normal classroom practice, pupils may use monolingual English electronic spell checkers, provided they do not give definitions, or highlighter pens.

You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils and gives a guide to the length of answer expected for each question.

Pupils must not use a dictionary.

## Assistance

The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may read, and rephrase if necessary, the information provided in the test instructions on pages 2 and 3 of the reading answer booklets to ensure all pupils understand them.

You may help to identify and interpret any pictorial details within the test, but you must not help with the reading of any text. Pupils with severe visual impairments will need extra time to interpret pictures and diagrams. You may stop the clock while pupils examine them.

If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.

The example below illustrates how to deal with a common situation.

Question: "I do not understand the question."

Answer: "Read the question again and underline key words that tell you what to do."

## 6: Test administration on Wednesday 15 May

### 6.1 Mathematics Paper 1: arithmetic

#### Format

Paper 1: arithmetic consists of a single test paper.

Pupils have 30 minutes, plus up to 100% additional time, to complete the test paper.

You must not refer to the standard test questions when administering this test.

#### Equipment

Each pupil will need a blue or black pen or a dark pencil and a ruler.

Pupils are not allowed:

- calculators
- tracing paper
- squared paper (unless used as an access arrangement, see section 2.2)
- other mathematical equipment, such as angle measurers or mirrors

#### Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

The example below illustrates how to deal with a common situation.

Question: “Do I need to multiply when I calculate 95% of 240?”

Answer: “I cannot tell you but think hard and try to remember. We can talk about it after the test.”

### 6.2 Mathematics Paper 2: reasoning

#### Format

Paper 2: reasoning consists of a single test paper.

Pupils will have 40 minutes, plus up to 100% additional time, to complete the test paper.

You must not refer to the standard test questions when administering this test.

Models may be provided within the MLP test administration pack for specific questions. If applicable, guidance will be provided in the MLP test administration instructions.

The paper may contain a number of diagrams, graphs and pictures. Where necessary, STA has 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 standard versions of the tests, some non-essential diagrams, graphs and pictures may have been omitted.

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 marker can clearly read it.

## Equipment

Each pupil will need:

- a blue or black pen or a dark pencil
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres and millimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations

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 were available for pupils to handle or look at.

Pupils are not allowed:

- calculators
- tracing paper

## Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis. If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to

ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

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.

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

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

Further guidance for any specific questions is included in the MLP test packs.

## 7: Test administration on Thursday 16 May

### 7.1 Mathematics Paper 3: reasoning

#### Format

Paper 3: reasoning consists of a single test paper.

Pupils will have 40 minutes, plus up to 100% additional time, to complete the test paper.

You must not refer to the standard test questions when administering this test.

Models may be provided within the MLP test administration pack for specific questions. If applicable, guidance will be provided in the MLP test administration instructions.

The paper may contain a number of diagrams, graphs and pictures. Where necessary, STA has 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 standard versions of the tests, some non-essential diagrams, graphs and pictures may have been omitted from the MLP versions.

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 marker can clearly read it.

#### Equipment

Each pupil will need:

- a blue or black pen or a dark pencil
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres and millimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word for word translations

You may wish to provide real objects that look like those illustrated in Paper 3. 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 were available for pupils to handle or look at.

Pupils are not allowed:

- calculators
- tracing paper

## Assistance

If a pupil requests it, a question may be read to them on a one-to-one basis. If reading to a pupil, you can read words and numbers 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.

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.

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

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Question. "What is '0.6'?"

Answer. "That is nought point six."

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

Further guidance for any specific questions is included in the MLP test packs.

## 8: After the tests

### 8.1 Packing and sending test scripts for marking

You should follow the guidance for returning MLP scripts for marking in the [Attendance register and test script dispatch instructions](#)<sup>8</sup>.

### 8.2 Amendments to mark schemes

In some cases, changes are made to the standard questions for the MLP version of the test. This may result in a change to the standard mark scheme for these questions.

These changes are recorded in the amendments to mark schemes for MLP tests, which will be available to download with the test materials from [GOV.UK](#)<sup>9</sup> after the test period.

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<sup>8</sup> [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch)

<sup>9</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

## **9: Further information**

### **9.1 General enquiries**

For general enquiries about test administration and access arrangements contact the national curriculum helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

### **9.2 Modified tests**

Schools can discuss the suitability of, and order, braille, enlarged print and MLP versions of KS2 tests by contacting the modified test agency on 0300 303 3019 or emailing [modifiedtestshelpline@pia.co.uk](mailto:modifiedtestshelpline@pia.co.uk).

### **9.3 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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