



Standards
& Testing
Agency

Key stage 1: modified test administration guidance

**Administering modified large print
versions**

March 2019

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1: About this document

This document will help you prepare to administer the modified large print (MLP) versions of the key stage 1 (KS1) 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 KS1 assessment and reporting arrangements](#)¹ (ARA).

You should use this guidance together with the:

- 2019 KS1 [test administration guidance](#)²
- 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](#)³ 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](#)⁴.

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

² www.gov.uk/government/publications/key-stage-1-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: 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 [KS1 access arrangements guidance](#)⁵, you should follow the specific guidance below when administering the MLP versions of the tests.

Relatives must not be involved in the administration of tests to pupils who need access arrangements.

Scribes

Where a scribe supports a pupil with a visual impairment, it must be clear to the person marking the test which responses are the pupil's 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 all spellings to be dictated in Paper 1: spelling, and relevant spellings to be dictated in Paper 2: questions. 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).

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

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 the Standards and Testing Agency (STA) or your local authority.

Squared paper

The MLP version of the mathematics test includes space for working out and STA discourages the use of additional squared paper. This is to avoid the risk of transcription or omission errors when the pupil transfers 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.

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. 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.

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 which 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 (such as a pen, pencil or word processor), to reflect how they usually write in class.

For the mathematics test, pupils will also need the following:

- a means of drawing (method should be determined in advance)
- a ruler (showing centimetres and millimetres if appropriate for the pupil)
- a mirror

Rubbers are allowed but if they are not provided, tell pupils that they should cross out any answers they wish to change.

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 may be slightly different from the standard versions. Using separate rooms will avoid distracting pupils using different versions of the tests.

Pupils using MLP versions of the tests may 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 test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration.

3.2 Pupils' responses

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

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: Administering the English reading test

4.1 Paper 1: Combined reading prompt and answer booklet

Format

Paper 1 consists of a combined reading prompt and answer booklet.

It is expected that the standard version of the test will take approximately 30 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

The layout of the MLP version of the reading booklet may vary from the standard booklet, as STA tries to ensure questions always appear on the page opposite the text for ease of reference. Minor changes have also been made to the layout and wording of some questions.

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

The paper includes lists of useful words and some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow additional time to go through the practice questions and useful words with pupils.

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

Equipment

Each pupil will need a pencil or a blue or black pen. Rubbers are optional.

Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens if this is normal classroom practice. Pupils must not use a dictionary.

You may give pupils additional paper if they request it.

Assistance

The English reading test must not be read to individuals or to a group, except for the general instructions, the practice text and practice questions.

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.

If a pupil asks a question about test content, you must not explain any words or expressions. However, explanations regarding words or expressions from the 'Useful words' list for Paper 1 can be given before the start of each section of the test.

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."

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

4.2 Paper 2: Reading booklet and reading answer booklet

Format

Paper 2 consists of a reading booklet and a separate answer 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.

It is expected that the standard version of the test will take approximately 40 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

Paper 2 does not include practice questions or lists of useful words.

You must not refer to the standard test questions when administering the MLP version of the test.

In Paper 2 only, each question has a page number above it in brackets. This is the page in the reading prompt where the pupil can find the information they need to answer the question.

Equipment

Each pupil will need a pencil or a blue or black pen. Rubbers are optional.

Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens, if this is normal classroom practice. Pupils must not use a dictionary.

You may give pupils additional paper if they request it.

Assistance

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 impairment need additional time to interpret the pictures and diagrams.

The English reading test must not be read to individuals or to a group, except for the general instructions.

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

The example below illustrates how to deal with a common query:

Question: "I do not understand the question."

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

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

5: Administering the mathematics test

5.1 Paper 1: arithmetic

Format

The content of the MLP version of mathematics Paper 1: arithmetic is the same as the standard version and consists of a single MLP paper.

It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

Equipment

Each pupil will need a pencil or a blue or black pen and a ruler. Rubbers are optional.

Pupils are not allowed calculators or number apparatus, such as base ten materials or number squares.

Assistance

If a pupil requests it, you may read a question to the pupil on a one-to-one basis. However, you may only read numbers and 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 following examples illustrate how to deal with some common queries.

Question: "What does this sign here mean?"

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

Question: "Does this mean 'take away'?"

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

Question: "What does 'of' mean?" (such as if the question asks about an everyday word that has a mathematical meaning within the question, for example, 'What is half of 8?')

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

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

5.2 Paper 2: reasoning

Format

Paper 2 consists of a single MLP test paper.

This paper has 2 sections - an aural section and a written section. The first section includes a practice aural question followed by 5 aural questions.

After the aural questions, the pupils are presented with written questions. The time for the written questions should be approximately 60 minutes.

It is expected that the standard version of the test will take approximately 35 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

This paper may contain 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 the standard version, 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 the person marking the test can clearly read it.

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

Equipment

Each pupil will need the equipment specified below:

- a pencil or a blue or black pen
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres and millimetres if appropriate for the pupil)
- a mirror
- a rubber (optional)

Pupils may use the following equipment, if this is normal classroom practice:

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

Pupils are not allowed:

- calculators
- tracing paper
- number apparatus, such as base ten materials or number squares

Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis. You may also read the questions in the written section if a pupil has difficulty in reading them independently.

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.

You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

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

Question: "What does 'fraction' mean?"

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

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

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

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

Models

Models may be provided with the MLP version of mathematics Paper 2: reasoning for specific questions. Guidance will be provided in the MLP test administration instructions.

You may wish to provide real objects that look like those illustrated in mathematics Paper 2: reasoning. 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.

6: Administering the optional English grammar, punctuation and spelling test

Schools may choose to administer the optional 2019 English grammar, punctuation and spelling test and use the results to inform teacher assessment of writing, but there is no requirement to do so.

6.1 Paper 1: spelling

Format

Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.

It is expected that the standard version of the test will take approximately 15 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether, if appropriate, to stop the test early.

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

Test materials will include an MLP version of the spelling answer sheet. Alternatively, pupils may write their answers in a numbered list on plain paper. 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.

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

Equipment

Each pupil will need the equipment specified below:

- a pencil or blue or black pen
- a rubber (optional)

Pupils are not allowed:

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

Assistance

Pupils should not require any assistance during the administration of Paper 1: spelling.

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

6.2 Paper 2: questions

Format

Paper 2: questions consists of a single test paper.

It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether, if appropriate, to stop the test early.

Minor changes have been made to the layout of some parts of the standard test paper to create the MLP version. You must not refer to the standard test questions when administering this test.

Equipment

Each pupil will need the equipment specified below:

- a pencil or blue or black pen
- a rubber (optional)

Pupils are not allowed:

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

Assistance

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.

You must not give alternative explanations, for example explain 'commands' as 'instructions' or name punctuation.

[Notes for readers in the English grammar, punctuation and spelling test](#)⁶ gives examples of how to read particular types of questions in Paper 2.

The examples below 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.”

Question: “What does ‘comma’ mean?”

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

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

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

7: Marking

Mark schemes will be published in the 'Test materials' section on [NCA tools](#)⁷ on Wednesday 1 May.

Refer to the KS1 test administration guidance for general information about marking the tests.

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, which will be published on NCA tools. These will help you to mark questions that have been amended or replaced in the MLP version of tests.

⁷ <https://ncatools.education.gov.uk>

8: Further information

8.1 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.

8.2 Modified tests

Schools can discuss the suitability of, and order, MLP and braille versions of KS1 tests by contacting the modified test agency on 0300 303 3019 or emailing modifiedtesthelpline@pia.co.uk.

8.3 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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Reference: STA/19/8324/e ISBN: 978-1-78957-234-6



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