



Standards  
& Testing  
Agency

# **Key stage 1 test administration guidance**

**March 2022**

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# 1 Introduction

This guidance is for schools administering the 2022 key stage 1 (KS1) national curriculum tests. The information expands on section 7 of the [2022 KS1 assessment and reporting arrangements](#)<sup>1</sup> (ARA).

It includes guidance to ensure schools can:

- understand the statutory requirements for the KS1 tests
- plan for the tests
- receive and securely store test materials
- administer the tests correctly
- mark the tests
- convert raw scores into scaled scores
- use the results of the English reading and mathematics tests to inform teacher assessment (TA) judgements

Test administration instructions are included with all test packs. There are separate instructions provided for the standard, modified large print and braille versions of the tests. [Modified test administration guidance](#)<sup>2</sup> is also available. 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 within their school. Failing to adhere to this guidance could lead to a [maladministration investigation](#)<sup>4</sup>.

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<sup>1</sup> [www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara)

<sup>2</sup> [www.gov.uk/government/publications/key-stage-1-tests-modified-test-administration-guidance-mtag](http://www.gov.uk/government/publications/key-stage-1-tests-modified-test-administration-guidance-mtag)

<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-stages-1-and-2-investigating-allegations-of-maladministration](http://www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration)

## 2 Changes for 2022

### 2.1 Test materials

In order to reduce waste, English reading and mathematics test packs will now contain 5 or 10 test papers. Schools will receive enough materials for their pupils, based on autumn census data, plus a small number of spares. Previously, if a school required 32 test papers, they would have received 40 (4 packs of 10). The school will now receive 35 test papers (3 packs of 10 and one pack of 5).

Schools can download additional KS1 test materials, including the optional English grammar, punctuation and spelling test from the [Primary Assessment Gateway](#)<sup>5</sup> from Tuesday 3 May.

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<sup>5</sup> [www.primaryassessmentgateway.education.gov.uk](http://www.primaryassessmentgateway.education.gov.uk)

## 3 2022 key stage 1 tests

Details of school and pupils required to participate in the tests are included in section 13.1 of the KS1 ARA.

The statutory KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

Mark schemes will be published on the Primary Assessment Gateway on Tuesday 3 May.

### 3.1 Optional English grammar, punctuation and spelling test

Schools may choose to administer the optional KS1 English grammar, punctuation and spelling test and use the results to inform English writing TA judgements, but there is no statutory requirement for them to do so. The Standards and Testing Agency (STA) will not send standard versions of the test to schools.

Schools that require modified versions of the English grammar, punctuation and spelling test and did not place a test order should contact the national curriculum assessments helpline on 0300 303 3013.

### 3.2 Test administration period

Schools must administer the English reading and mathematics tests during May 2022, but there are no set dates for their administration. Schools may choose to administer the tests to individual pupils, or groups of pupils, over different days or the whole cohort on specific days. Pupils should complete the test paper on the day they start it and must only be allowed to take each test once.

Headteachers and test administrators should agree their own timetable for the KS1 tests, taking into account any pupils requiring [access arrangements](#)<sup>6</sup>.

Important dates relating to the KS1 tests are published in section 3 of the KS1 ARA.

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<sup>6</sup> [www.gov.uk/government/publications/key-stage-1-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements)

## 4 Headteachers' responsibilities

As the headteacher at a school administering the KS1 tests, you have specific responsibilities, as detailed in section 4.1 of the KS1 ARA.

It is your responsibility to:

- identify which pupils will take the KS1 tests
- ensure test administrators are appropriately trained and administer the tests according to the published guidance
- consider whether any pupils will need modified versions of the tests and place a test order
- keep all test materials secure and treat them as confidential until Wednesday 1 June
- ensure pupils have the correct test materials and equipment
- ensure that pupils are in a fit physical and mental state to take the tests
- ensure the correct use of any access arrangements
- ensure the English reading and mathematics tests are administered during May
- ensure that the specific content of test materials is not used to prepare pupils taking the tests in later sittings
- ensure tests are marked accurately and consistently according to the mark schemes and marking guidance
- notify STA of any issues that may have affected the integrity, security or confidentiality of the tests
- ensure that the test results for English reading and mathematics are used to inform TA judgements and submit data to the local authority (LA)
- complete and submit the KS1 headteacher's declaration form (HDF) on the Primary Assessment Gateway by Thursday 30 June

Schools not complying with these requirements may be subject to a [maladministration investigation](#)<sup>7</sup>.

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<sup>7</sup> [www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration](http://www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration)

## 5 Maladministration

In relation to the KS1 tests, the term maladministration refers to any act that:

- affects the integrity, security or confidentiality of the national curriculum assessments
- could lead to results that do not reflect pupils' unaided work

Your school could be subject to a [maladministration investigation](#)<sup>8</sup> if it does not comply with the following:

- this test administration guidance
- 2022 KS1 [ARA](#)<sup>9</sup>
- 2022 KS1 [modified test administration guidance](#)<sup>10</sup>
- 2022 KS1 [access arrangements guidance](#)<sup>11</sup>
- the guidance on [keeping test materials secure](#)<sup>12</sup>
- test administration instructions provided with the test materials

You should consider taking steps to protect staff involved in administering the tests. Misinterpretation about correct test administration can lead to allegations of maladministration. To avoid this, ensure all staff, participating pupils and their parents understand:

- how the tests will be administered
- the school's test timetable
- what assistance is allowed in the tests
- how any access arrangements will be used

Concerns about the administration of the tests, or any allegations of maladministration (which could include cheating), should be reported to STA by contacting the national curriculum assessments helpline on 0300 303 3013 or [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

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<sup>8</sup> [www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration](http://www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration)

<sup>9</sup> [www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara)

<sup>10</sup> [www.gov.uk/government/publications/key-stage-1-tests-modified-test-administration-guidance-mtag](http://www.gov.uk/government/publications/key-stage-1-tests-modified-test-administration-guidance-mtag)

<sup>11</sup> [www.gov.uk/government/publications/key-stage-1-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements)

<sup>12</sup> [www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure](http://www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure)

## 6 Preparing test administrators

Headteachers will need to consider the staff resource required to administer the tests. Anyone administering a test on their own is vulnerable to allegations of maladministration. Therefore, STA recommends having at least 2 test administrators in each test room.

Arrangements should also be in place in case a pupil needs to leave the test room, for example, if they are disruptive or begin to feel unwell.

Test administrators will usually be headteachers, teachers or teaching assistants. Test administrators must be trained in how the tests will be administered. This will help to avoid misunderstandings about test administration and misinterpretation of valid access arrangements or assistance.

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.

STA encourages schools to hold training sessions for those involved in administering KS1 tests. Test administrators should familiarise themselves with this guidance and with:

- section 7 of the KS1 ARA
- past papers available in the [practice materials](#)<sup>13</sup> collection
- which test is being administered on each day, as detailed in the school's KS1 test timetable
- access arrangements guidance and those pupils needing arrangements
- test administration instructions provided with test materials, including:
  - what equipment is required for a particular test
  - the length of the test
  - what assistance is allowed for each test
- [Notes for readers in the English grammar, punctuation and spelling tests](#)<sup>14</sup>, which gives guidance on how particular question types should be read, if you choose to administer this test

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<sup>13</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>14</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)

## 7 Receiving and storing test materials

Headteachers should consider where the test materials will be stored. You must ensure you have adequate space to store test materials securely. STA will deliver materials to school addresses taken from [Get Information About Schools \(GIAS\)](#)<sup>15</sup> so you must ensure your school details are up to date by logging into GIAS via [DfE Sign-in](#)<sup>16</sup>.

Schools will receive KS1 English reading and mathematics test materials, including any modified test orders, in the week beginning Monday 21 March.

The headteacher is responsible for checking their school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they must delegate this responsibility to a senior member of staff who understands the process (see section 7.1).

If you have not received your test materials by Friday 25 March, if a delivery is incomplete, or if test packs are unsealed or damaged on arrival, you should contact the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of any damaged packages.

All test materials, including versions downloaded from the Primary Assessment Gateway, must be stored securely and treated as confidential from the point they are received in school until Wednesday 1 June.

### 7.1 How to check your delivery

STA recommends 2 members of school staff undertake this check together. The inner packs of test papers must remain unopened.

You should check your delivery as soon as you receive it. You should check:

- the school's details are correct, and the delivery is for your school
- the boxes for any damage
- the number and type of test packs received against the accompanying delivery note and annotate it accordingly

The delivery note will be included in the first box of each consignment. You should use it to ensure you have received the correct number of boxes and all materials. Make a note

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<sup>15</sup> [www.get-information-schools.service.gov.uk](http://www.get-information-schools.service.gov.uk)

<sup>16</sup> <https://services.signin.education.gov.uk/>

of your checks on the delivery note. Ensure you check all boxes thoroughly as packs of tests may be split between boxes.

When you have finished your checks, ensure all materials are stored in a locked cupboard. Keep your annotated copy of the delivery note somewhere accessible in case you receive a key stage 2 (KS2) [monitoring visit](#)<sup>17</sup>. If your school receives a monitoring visit for the administration of KS2 tests, you will also be asked to show the monitoring visitor how you are storing KS1 materials.

## 7.2 Security of test materials

Headteachers must ensure the security and confidentiality of the KS1 tests are maintained from when they are received until Wednesday 1 June. This includes unused test papers and electronic versions downloaded from the Primary Assessment Gateway. Practical advice on keeping materials secure is available in the [test security guidance](#)<sup>18</sup>.

Test materials must be stored securely, in a locked cupboard. The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff not directly involved with the administration of the tests. This member of staff should take responsibility for the storage of test materials and the cupboard key. They should also keep a log of requests for access to the materials.

Teachers and test administrators must not discuss the content of the test papers with anyone. Specific content that could compromise a test must not be discussed on social media or published online.

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<sup>17</sup> [www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits](http://www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits)

<sup>18</sup> [www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice](http://www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice)

## 8 Preparing to administer the tests

### 8.1 Access arrangements

Test administrators should have a list of pupils requiring access arrangements and must follow the [access arrangements guidance](#)<sup>19</sup>. Adults administering tests to pupils who need access arrangements must not be a relative, carer or guardian of the pupil.

You do not need to request permission to use access arrangements in KS1 tests, but you must ensure that any arrangements used do not advantage or disadvantage individual pupils. The school must have evidence that the support provided is based on normal classroom practice. If you use access arrangements inappropriately, this could lead to a maladministration investigation.

You should also consider explaining to parents and pupils what support is allowed in the tests. This should help avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

### 8.2 School-based modifications

Electronic copies of test materials will be available to download from the Primary Assessment Gateway from Tuesday 3 May. Schools can prepare adaptations or modify the printed test papers in order to:

- provide pupils with test materials on coloured paper
- make enlarged copies of the tests (for mathematics test papers, the test administration instructions will provide guidance if there are questions that are unsuitable for enlargement)
- prepare translations (mathematics tests only)

Do not open the packs of test materials to make modifications before the school's first administration of a test.

### 8.3 Preparing test rooms

Schools should prepare the test rooms to ensure a quiet space is available to pupils. If a pupil is supported with an access arrangement, you should consider administering the

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<sup>19</sup> [www.gov.uk/government/publications/key-stage-1-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements)

tests to those pupils in a separate room. In order to prepare any rooms where tests will take place, you should:

- remove or cover any displays or materials that could help pupils, including removing items that could help in the spelling test
- ensure seating arrangements allow all pupils to work quietly and independently
- ensure pupils will not be able to view each other's test papers

## **8.4 Equipment**

Pupils will require:

- blue or black pens, pencils and pencil sharpeners
- rulers (showing centimetres and millimetres)
- mirrors

A specific list of equipment needed for each test is detailed in sections 10 to 12.

Rubbers are allowed but encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may highlight passages of text, in any of the tests, provided this is normal classroom practice. Pupils must not write their answers with a highlighter pen.

### **Word processors, dictionaries and other reference material**

If it is normal classroom practice, pupils may use word processors or other technical or electronic aids in the tests, provided the functionality does not give the pupil an advantage. Bilingual word lists, electronic translators and electronic spell checkers can only be used as set out in sections 10 to 12, providing this is normal classroom practice. Pupils must not use a dictionary during any of the tests.

## 9 Administering the tests

### 9.1 At the start of a test

Headteachers and test administrators should agree their own timetable for the KS1 tests, considering any pupils requiring access arrangements. It is at your discretion to choose when, or if, a pupil requires a break during the test. You also have the discretion to decide whether it is appropriate to stop the test early. If a pupil is not in a fit physical or mental state to take the test, it should be administered to them on a different day.

You must ensure that nothing you say or do during the tests could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again.

Test packs should be opened in the test room in front of the pupils who are taking the test in the first sitting. Unused test papers from an opened pack may then be used for subsequent administrations (for example, if a group of pupils takes the test and another group is going to take it on a different day). There is no need to open a new test pack for each test administration.

Each subject has 2 papers that must be administered in order, but they do not need to be administered on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Pupils should complete the test paper on the day they start it and must only be allowed to take each test once.

Once the test pack has been opened, until Wednesday 1 June, teachers and test administrators must not:

- discuss the content of the test papers with anyone
- publish or discuss specific content that could compromise the test on social media or online
- use question-specific information to prepare pupils for the tests
- leave unused test papers unsecured

This is to help ensure the security and confidentiality of the tests is maintained until the end of the assessment period and so that no pupil has an advantage over another.

### 9.2 Additional test materials

If you do not have sufficient copies of the test materials, you can download and print additional copies from the Primary Assessment Gateway from Tuesday 3 May. If additional modified tests are required, you should contact the national curriculum assessments helpline on 0300 303 3013.

English grammar, punctuation and spelling test materials, including mark schemes, will only be available to download from the Primary Assessment Gateway from Tuesday 3 May.

# 10 Administering the English reading test

## 10.1 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 test will take approximately 30 minutes to complete, but it is not strictly timed.

The paper includes some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow approximately 15 minutes before the test begins to go through the practice questions with pupils.

### Equipment

Each pupil will need:

- a blue or black pen or a pencil

Pupils may use:

- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens (if this is normal classroom practice)

Pupils must not use a dictionary.

### Assistance

The English reading tests must not be read to individuals or to a group, except for the practice page and practice questions.

There is no specific hearing impairment guidance for this test but if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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 situation.

Question: "I do not understand the question."

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

## 10.2 Paper 2: reading booklet and reading answer booklet

### Format

Paper 2 consists of a reading booklet and a separate reading answer booklet. All pupils must be given an unused reading booklet. Do not reuse reading booklets if you administer the test to groups of pupils at different times.

It is expected that Paper 2 will take approximately 40 minutes to complete, but it is not strictly timed.

There are no practice questions or lists of useful words provided in this paper.

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 blue or black pen or a pencil

Pupils may use:

- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens (if this is normal classroom practice)

### Assistance

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

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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 situation.

Question: "I do not understand the question."

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

# 11 Administering the mathematics test

## 11.1 Mathematics Paper 1: arithmetic

### Format

Paper 1: arithmetic consists of a single test paper.

It is expected that the test will take approximately 20 minutes to complete, but it is not strictly timed.

### Equipment

Each pupil will need:

- a blue or black pen or a pencil
- a ruler

Pupils are not allowed:

- calculators
- number apparatus, for example, 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. However, you can only read words and numbers and not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

There is no specific hearing impairment guidance for this test but be careful if signing numbers, mathematical symbols and words. You must ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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

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?” (If a pupil 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.”

## Guidance for specific questions

There are 2 different types of working space for the pupils to use. Sometimes there is a blank working space and other times there is a grid. Pupils can use these spaces to show any working. A grid is included for questions where pupils are more likely to use a written method.

## 11.2 Mathematics Paper 2: reasoning

### Format

Paper 2: reasoning consists of a single test paper.

It is expected that Paper 2 will take approximately 35 minutes to complete, but it is not strictly timed.

This paper has 2 sections—an aural section and a written section. The first section starts with a practice aural question, followed by 5 aural questions.

The time for the aural questions should be approximately 5 minutes.

After the aural questions, the pupils are presented with written questions. The time for the written questions should be approximately 30 minutes.

### Equipment

Each pupil will need:

- a blue or black pen or a pencil
- a sharp pencil for mathematical drawing
- a ruler (showing centimetres and millimetres)
- 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

Pupils may highlight text, in any of the tests, provided this is normal classroom practice. Pupils must not write their answers with a highlighter pen.

Pupils are not allowed:

- calculators
- tracing paper
- number apparatus, for example, base ten materials, number squares

## Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis. You can also read from question 6 onwards in the written section if a pupil has difficulty in reading the questions for themselves.

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

This example is taken from the 2016 sample KS1 mathematics Paper 2: reasoning:

Question 16: Sita cuts a pizza into four equal slices. She eats one slice.

What fraction of the pizza does she eat?

You may explain words to help the pupil understand the context, such as 'pizza', 'cuts', 'slices', 'eats', or clarify that 'Sita' is a child's name. You must not explain any subject-specific vocabulary that might give the pupil an advantage, such as 'four', 'one', 'equal', 'fraction'.

For pupils with a hearing impairment, be careful if signing numbers, mathematical symbols and words. Guidance on any specific words that should be signed in a particular way are included in the standard test packs.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

For Paper 2, there is an optional pupil aural script, that you may provide to pupils to access this part of the test. This should only be used if pupils need extra visual support to access the aural questions and you are confident it will not confuse them. Pupils should use the script when listening to the aural questions read by the teacher. If you need to

use this with any pupils, you can open the test administration instructions up to one hour early on the day of the administration to photocopy the transcript. Guidance on how to use this document is included in the test administration instructions in the test pack.

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 situations.

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."

## **12 Administering the optional English grammar, punctuation and spelling test**

### **12.1 English grammar, punctuation and spelling 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. The transcript is included in the test pack.

It is expected that the test will take approximately 15 minutes to complete, but it is not strictly timed.

#### **Equipment**

Each pupil will need:

- a blue or black pen or a pencil

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 need to spell.

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that could give pupils an advantage. If this paper is presented through sign language, finger spelling must not be used.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

## 12.2 English grammar, punctuation and spelling Paper 2: questions

### Format

Paper 2: questions consists of a single test paper.

It is expected that the test will take approximately 20 minutes to complete, but it is not strictly timed.

### Equipment

Each pupil will need:

- a blue or black pen or a pencil

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.

This example is taken from the 2016 sample KS1 English grammar, punctuation and spelling paper 2: questions:

Question 3: Tick one box to show where a comma should go in the sentence below.

Aisha found some red blue and purple beads in the box.

You may explain words to help the pupil understand the context and instructions, such as 'tick', 'beads', 'box', or clarify that 'Aisha' is a child's name. You must not explain any subject-specific vocabulary that might give the pupil an advantage, such as 'comma'. You must not identify people's names in questions asking which word requires a capital letter or why a capital letter is needed.

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

[Notes for readers in the English grammar, punctuation and spelling tests](#)<sup>20</sup> gives examples of how to read particular types of questions in Paper 2.

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."

Question: "What does 'comma' mean?"

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

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<sup>20</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)

## **13 Problems or queries during test administration**

### **13.1 Dealing with issues during the tests**

It is impossible to plan for every scenario. Whatever action taken, pupil safety and wellbeing must always be your first consideration. This section provides guidance on what to do in certain situations. If any unexpected situations occur during a test, you should brief your headteacher on how the incident was dealt with once the test is over.

#### **If a fire alarm goes off**

Stop the test and note the time. Evacuate the room following school procedures. Pupils should be supervised and asked not to talk about the test. The test papers should be left in the test room.

Once safe, pupils may continue with the test using an appropriate amount of time to continue.

#### **If a pupil is unwell**

If staff have reason to believe a pupil is feeling unwell or is not in a fit state to take the test, the test should not be administered, and arrangements should be put in place for them to take it later in the day or on a different day.

If a pupil becomes unwell during a test, stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, they should be given an appropriate amount of time to continue the test. The test should be completed on the same day. If the pupil is too ill to continue and they have not seen the questions later in the paper, you may consider completing the test with them on another day.

If other pupils have been disturbed, you may stop the test for all the pupils in the room. Make a note of the time so pupils receive an appropriate amount of time to complete the test. If necessary, move the pupils to another room.

In the case of twins, or 2 pupils living in the same household, if one pupil is absent on the day of a test but their sibling is in school (and the school intends to administer the test to both pupils), the school should consider delaying the test for both pupils. This is to ensure the integrity of the test is maintained.

#### **If a pupil needs to leave the test room**

Pupils taking the tests must be supervised at all times. If a pupil needs to leave the test room, a test administrator must accompany them.

When deciding on the number of test administrators needed to maintain adequate supervision during a test, you should consider the possibility that at least one test administrator might need to leave the room with a pupil.

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

### **If a pupil is identified as cheating**

If you identify a pupil as having cheated you should record the details, including the pupil's name, the name of the test and any specific questions in which the pupil was advantaged by cheating. When marking the tests, you should make appropriate adjustments to the pupil's raw score.

### **If a pupil is being disruptive**

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil. Give the other pupils a few moments to refocus then continue the test. You can decide whether to continue the test with the disruptive pupil later.

### **If test papers are incorrectly collated or the print is illegible**

Stop the test for the affected pupils, making a note of the time and tell them you will organise replacement papers. The pupils must not discuss the test content while the replacement papers are being arranged. Once the replacements are provided, give the pupils an appropriate amount of time to complete the test. Pupils should not be allowed to start the test again.

Schools receive additional copies of each test paper. If there are insufficient additional copies, you can photocopy test papers or download and print a copy from the Primary Assessment Gateway. You should be careful to ensure no pages are omitted or duplicated when photocopying the papers.

### **If a pupil asks for additional paper**

The test papers and answer booklets have been designed so most pupils will have enough room to record their answers. You may give pupils additional paper if they need more space for their answers.

### **Transcribing test scripts**

If it is difficult to read a pupil's writing when marking their test script, or to use it as evidence for teacher assessment, schools should consider making a transcript of the pupil's answers. See section 2.5 of the KS1 access arrangements guidance.

## **Pupils who cannot take a test on the school's planned day**

If a pupil is absent on the day the school has planned to administer a KS1 test, the test can be administered on the pupil's return to school up to and including Tuesday 31 May. Permission from STA is not required.

## 14 After the tests

Schools should ensure that completed test scripts are stored securely and are accessible for marking. Mark schemes will be available on the Primary Assessment Gateway from Tuesday 3 May. Downloaded or printed copies of the mark schemes must be kept secure, along with all other test materials, until Wednesday 1 June.

To avoid potential allegations of maladministration, STA recommends that mark schemes are not printed until after all pupils have taken the tests. If you download mark schemes before all pupils have taken the tests, for example in a large school where tests have been administered to one class but not another, you must not discuss their content or use them to prepare pupils who have not taken the tests.

### 14.1 Marking

KS1 tests should be marked by a member of staff who is familiar with the pupil. Marking requires professional judgement about which responses are correct. The marker must not be a relative of the pupil.

Test administrators must ensure no changes are made to pupils' answers following the test. Pupils' completed scripts can be marked away from school, but appropriate security arrangements must be in place. This is to ensure the confidentiality of pupil data is maintained throughout the marking process.

Markers should familiarise themselves with the mark schemes, which indicate how the tests are marked. Mark schemes must be applied accurately and consistently. If a pupil's response does not match the mark scheme, markers should use their professional judgement.

The marks awarded for each question should be noted in the mark box provided on the test papers. The total mark for each paper should be calculated and carefully recorded on the front of the test paper, in the box provided. This is the raw score for the paper.

The total raw score for each subject should be calculated by adding together the raw scores for each paper (2 papers per subject). This total raw score should be converted to a scaled score using the raw score to scaled score conversion tables, which will be published on [GOV.UK](https://www.gov.uk)<sup>21</sup> on Wednesday 1 June.

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<sup>21</sup> [www.gov.uk/guidance/scaled-scores-at-key-stage-1](https://www.gov.uk/guidance/scaled-scores-at-key-stage-1)

## **Moderation of marking**

STA recommends that schools undertake internal moderation to ensure the marking of KS1 tests is accurate and consistent. Where there is more than one year 2 class in a school, colleagues should check each other's marking. If schools are in a federation, an academy chain, a multi-academy trust or have relationships with other schools, they may consider organising cross-school moderation of test marking.

Appropriate security arrangements must be in place during the entire test administration window, including when transporting test materials to another location to take part in moderation of marking.

## **14.2 Compensatory marks for spelling**

For schools that have chosen to administer the optional KS1 English grammar, punctuation and spelling test to inform their TA judgements in English writing, compensatory marks will be available for pupils who cannot access the spelling paper due to a profound hearing impairment.

Raw scores from both English grammar, punctuation and spelling papers are needed to give an overall scaled score for the test. Compensatory marks allow pupils who cannot access the spelling paper to receive an overall test outcome for the English grammar, punctuation and spelling test.

Schools should add the compensatory mark for spelling to the raw score from Paper 2: questions, before converting the overall raw score to a 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.

## **14.3 Special consideration**

A pupil's performance may be affected by extremely distressing circumstances at the time of the test. Headteachers should ensure that pupils are in a fit physical and mental state to take the test. KS1 tests, if administered, should be marked in accordance with the mark schemes. In these circumstances, test outcomes should be considered in context when informing TA judgements.

## **14.4 Using the raw score to scaled score conversion tables**

Raw score to scaled score conversion tables for the English reading and mathematics tests will be published on Wednesday 1 June. Teachers should use these tables to convert the total raw scores to scaled scores. The scaled scores will show whether pupils have met the expected standard or not in the tests.

A conversion table will also be published for the English grammar, punctuation and spelling test for schools that have chosen to use the results of the test to inform their TA of writing.

## 14.5 Using scaled scores to inform teacher assessment

The results from the KS1 English reading and mathematics tests must be used as a single piece of evidence, alongside the other evidence teachers will have gathered throughout the year, when making TA judgements. Schools will need to judge how a pupil's scaled score influences their final TA judgement. Schools may also choose to use the results from the English grammar, punctuation and spelling test to inform their TA of English writing.

A scaled score of 100 will always represent the expected standard of the test. STA will not provide scores that equate to either working towards the expected standard or working at greater depth.

## 14.6 The headteacher's declaration form

After the English reading and mathematics tests have taken place and you have submitted your TA judgements for all subjects, headteachers must complete and submit the KS1 HDF on the Primary Assessment Gateway, as detailed in article 4(7) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) \(England\) Order 2004](#)<sup>22</sup>.

Headteachers must complete and submit the KS1 HDF to confirm that:

- test materials were kept secure and treated as confidential until Wednesday 1 June
- tests were administered within the May 2022 test window
- all staff involved in the administration confirmed the tests were administered according to the guidance
- test papers were marked accurately according to the mark schemes
- any incident which may have affected the integrity, security or confidentiality of the tests was reported to STA
- the results of the English reading and mathematics tests were used to inform TA judgements

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<sup>22</sup> [www.legislation.gov.uk/uksi/2004/2783/contents/made](http://www.legislation.gov.uk/uksi/2004/2783/contents/made)

- the [TA frameworks](#)<sup>23</sup> and [pre-key stage standards](#)<sup>24</sup> (where applicable) were used to reach pupils' TA judgements
- the TA data submitted to the LA is an accurate assessment of pupils' attainment

The KS1 HDF will be available on the Primary Assessment Gateway from Wednesday 1 June. The form must be completed and submitted by Thursday 30 June.

If you cannot complete the HDF, you should notify the national curriculum assessments helpline on 0300 303 3013. Once submitted, you cannot amend the HDF so any mistakes should be reported to the national curriculum assessments helpline.

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<sup>23</sup> [www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1](http://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1)

<sup>24</sup> [www.gov.uk/government/publications/pre-key-stage-1-standards](http://www.gov.uk/government/publications/pre-key-stage-1-standards)

## 15 Further information

### 15.1 General enquiries

For general enquiries about test administration at KS1, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

### 15.2 Message us

Message us forms can be found on the [Primary Assessment Gateway](#)<sup>25</sup>.

For queries relating to access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form.

For general enquiries about test administration at KS1, schools and LAs can use the 'Message us – general enquiry' form.

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<sup>25</sup> [www.primaryassessmentgateway.education.gov.uk](http://www.primaryassessmentgateway.education.gov.uk)



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