



## Preparing for mathematics tests at key stages 1 and 2

Teachers should use the following information to prepare for the administration of the 2017 mathematics national curriculum tests at key stage 1 (KS1) and key stage 2 (KS2).

### Equipment lists

To make preparation for the mathematics tests more straightforward for teachers, we have introduced greater consistency across the equipment lists for each paper.

We are also introducing mirrors to the list for KS1, in recognition that symmetry will be assessed in some years.

The equipment lists for the 2017 tests and onwards will be:

#### KS1

- a blue / black pen or a pencil
- a sharp dark pencil for mathematical drawing (*paper 2 only*)
- a ruler (showing centimetres and millimetres)
- a rubber (optional)
- a mirror (*paper 2 only*)

#### KS2

- a blue / black pen or a pencil
- a sharp, dark pencil for mathematical drawing (*papers 2 and 3 only*)
- a ruler (showing centimetres and millimetres)
- rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out
- angle measurer or protractor (*papers 2 and 3 only*)
- a mirror (*papers 2 and 3 only*)

### Answering questions in the arithmetic papers

After the 2016 tests, STA received feedback asking for clarification about how to answer different types of questions in the arithmetic paper. We have consulted with teachers who take part in our review processes and have produced guidance for teachers. This information will provide clarity about the type of response expected for particular question types. Teachers may wish to use this to inform any guidance they offer to pupils about completing arithmetic questions in test familiarisation work.

## Reversed number sentences

Some questions in both the KS1 and KS2 arithmetic papers are presented as reversed number sentences, where the answer box comes first. For these questions, as for all other questions in the test, a single value is expected. For example:

KS1: for  + 5 = 9, '4' is awarded 1 mark but '1 + 3' or similar is not creditworthy.

KS2: for  = 936 + 285, '1,221' is awarded 1 mark but '906 + 315' or similar is not creditworthy.

## Answers to questions involving common fractions and mixed numbers (KS2 only)

For all questions involving fractions, pupils should be encouraged to give their answers in their simplest form. This includes presenting answers as an integer where this is the simplest form equivalent.

So for  $\frac{2}{5} \times 140$ , the answer '56' is awarded 1 mark, while  $\frac{280}{5}$  is not creditworthy.

For questions where the answer is not an integer then a common fraction or mixed number response is intended. These are often more difficult questions and in these instances pupils will be credited for equivalent fractions. **Exact** decimal equivalents will also be accepted in this instance, but rounded or truncated decimal answers will not. If the decimal equivalent includes recurring digits, then the pupil's indication of the recurring digits must be unambiguous.

## Multiple answers for a question

Where pupils give more than one answer in the answer box, then normal marking rules apply. This means that if all answers are listed as correct within the mark scheme then the mark will be awarded and if there is a mix of correct and incorrect answers then the mark will not be awarded.

## Multiplication questions (KS1 only)

Although the curriculum refers to pupils needing to know their 2, 5 and 10 times multiplication tables, questions using the 3 times multiplication table may also appear in the test in some years. The inclusion of this area reflects the expectation that pupils are able to solve multiplication problems by repeated addition, as well as meeting the requirement to count in multiples of 3 from 0.