



Standards
& Testing
Agency

Key stage 2: modified test administration guidance

**Administering the 2018 national
curriculum tests to pupils with a hearing
impairment**

March 2018

Contents

Introduction	3
Section 1: Planning for the tests	4
1.1 Access arrangements	4
Section 2: Administering the tests	6
2.1 Administering the English tests	6
2.2 Administering the mathematics tests	7
Section 3: Further information	8
3.1 General enquiries	8
3.2 Message us	8

Introduction

The [key stage 2 test administration guidance](#)¹ provides guidance for schools administering standard versions of the 2018 key stage 2 (KS2) national curriculum tests.

This document will help you prepare to administer the KS2 tests to pupils with a hearing impairment. You should follow it to ensure that pupils with a hearing impairment can access the tests properly and that they are not at a disadvantage.

The information in this guide builds on section 6 of the [2018 KS2 assessment and reporting arrangements](#)².

You should use this guidance together with the:

- 2018 KS2 test administration guidance
- test administration instructions provided with the standard test materials

The test administration instructions include information about what you should do before, during and after each test. Schools should also use [practice materials](#)³ to help prepare for the tests.

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

¹ www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag

² www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara

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

⁴ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

Section 1: Planning for the tests

1.1 Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the needs of each pupil and the support given as part of normal classroom practice. You should refer to the [KS2 access arrangements guidance](#)⁵ for further information and note the following specific guidance for pupils with a hearing impairment.

Relatives, carers or guardians of pupils who need access arrangements must not be involved in administering the tests to those pupils.

Early opening

Schools may open test papers up to one hour before a test is due to start without seeking permission from the Standards and Testing Agency (STA). This is to help schools that need to make modifications to papers to meet a pupil's needs, or if signers need access to the papers to prepare for the administration of the tests.

If you need to open test papers more than one hour before a test is due to start, you must have an approved application for early opening. The deadline for applications was Monday 26 February.

Applications made after the deadline of Monday 26 February will only be considered under exceptional circumstances. Examples of exceptional circumstances are where a pupil's needs have changed or a pupil joined the school after 26 February 2018. In such cases, you should contact STA using 'Message us' in the 'Access arrangements' section of [NCA tools](#)⁶ to discuss the pupil's requirements.

Compensatory marks for spelling

Compensatory marks may be awarded to pupils who have a profound hearing impairment and do not use lip-reading, sign language or can only use finger-spelling signing. They are available for the spelling paper of the English grammar, punctuation and spelling test. Compensatory marks are based on the average raw score achieved by pupils who take the test. Awarding compensatory marks allows pupils to receive an overall scaled score for the English grammar, punctuation and spelling test.

⁵ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

⁶ <https://ncatools.education.gov.uk>

The deadline for applications was Monday 26 February. Applications made after the deadline will only be considered under exceptional circumstances. Examples of exceptional circumstances are where a pupil's needs have changed or a pupil joined the school after 26 February 2018. In such cases, you should contact STA using 'Message us' in the 'Access arrangements' section of [NCA tools](#)⁷ to discuss the pupil's requirements.

Use of communicators and sign language

Communicators and sign language interpreters may be used to support pupils who use British Sign Language or other sign-supported communication in the tests if this is normal classroom practice. Subject-specific guidance on the use of communicators and sign language is given in section 2.

⁷ <https://ncatools.education.gov.uk>

Section 2: Administering the tests

2.1 Administering the English tests

English grammar, punctuation and spelling

You may only use sign language, and give additional explanation as needed:

- to convey the general instructions
- where test administrators are instructed to read the questions to the pupil
- to read and/or sign back to the pupil any part of their response

[Notes for readers in the English grammar, punctuation and spelling test](#)⁸ may be used to understand how to communicate particular types of question in Paper 1: questions.

Paper 2: spelling

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

Compensatory marks for spelling

Pupils who have been granted a compensatory mark for Paper 2: spelling due to a hearing impairment are exempt from this paper and must not attempt it. They should be marked as 'A' (absent) on the test attendance register. Raw scores from both English grammar, punctuation and spelling papers are needed to reach an overall scaled score. If the pupil takes the paper, the test script (answer booklet or test paper containing the pupil's answers) must be sent for marking and their mark will stand. In these circumstances, STA will not award a compensatory mark.

English reading

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

⁸ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

2.2 Administering the mathematics tests

Test administration instructions accompany the standard test materials. These describe the adaptations you can make, and suggest rephrasing of words and sentences which may be signed. The instructions highlight any questions where you may need to give the pupil further clarification or exemplification.

Section 3: Further information

3.1 General enquiries

For general enquiries about test administration and access arrangements:

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk

3.2 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section of [NCA tools](https://ncatools.education.gov.uk)⁹.

⁹ <https://ncatools.education.gov.uk>

This page is intentionally blank.



Standards
& Testing
Agency

© Crown copyright 2018

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: STA/18/8143/e ISBN: 978-1-78644-909-2



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk