



Standards
& Testing
Agency

Key stage 2: modified test administration guidance

**Administering modified large print
versions of the 2018 national curriculum
tests**

March 2018

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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 modified large print (MLP) versions of the 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 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 MLP 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 guidance 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 using the MLP versions of the tests.

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

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. You should tell the pupils how much time they are allowed, including any additional time, before each test starts. If pupils use additional time, they may also require rest breaks.

Rest breaks

Test administrators should consider administering rest breaks for pupils who find it difficult to concentrate or who may experience fatigue. Schools don't 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 on the same day that it was started. Any partially-completed test scripts must be sent for marking.

Scribes

In addition to the KS2 access arrangements guidance you should follow the specific guidance below:

- 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.

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

- 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.
- Any diagram which has been transcribed must show evidence of the pupil's work (for example, pin marks). Diagrams transcribed without such indication will not be accepted.

You do not need to request permission from STA, or your local authority, to use a scribe if it is part of normal classroom practice for the pupil, but schools must notify STA of their use in the 'Access arrangements' section of [NCA tools](#)⁶ by Friday 25 May. 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. The headteacher must use this information to complete an online notification of the use of a scribe on NCA tools.

Readers

Readers can only be used to support pupils who are not capable of accessing the materials independently even when all reasonable adjustments have been made and who are supported by a reader in normal classroom practice.

English grammar, punctuation and spelling

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](#)⁷ gives examples of how to read particular types of question in Paper 1: questions.

English reading

Readers must only read the general instructions, which include information on the front cover of the test paper and any directions that are not part of the actual questions. Readers must not read any other part of the reading test.

Mathematics

If a pupil asks for a mathematical question to be read, the question must be read in full apart from mathematical symbols. Mathematical symbols must not be read to the pupil.

⁶ <https://ncatools.education.gov.uk>

⁷ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

Readers should also refer to the test administration instructions provided with the modified materials.

Word processors or other technical or electronic aids

Pupils who normally use 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 to request permission from STA or your local authority but schools must notify STA of their use in the 'Access arrangements' section of [NCA tools](#)⁸ by Friday 25 May.

Squared paper

The MLP mathematics test papers include space for working, but do 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 a specific access arrangement.

1.2 Equipment for the tests

MLP versions of the tests are designed so that standard classroom equipment can be used. 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.

Mathematics tests

Pupils will need the following:

- a means of drawing (methods should be determined in advance)
- a ruler (showing centimetres and millimetres) if appropriate for the pupil
- a mirror
- an angle measurer or protractor

⁸ <https://ncatools.education.gov.uk>

1.3 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.

1.4 Preparing administrators

You should consider the number of test administrators that 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 become ill.

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.

Section 2: Administering the tests

2.1 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.

2.2 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 MLP versions of the mathematics tests that are unsuitable for further enlargement. If enlarging mathematics test papers, do not enlarge any questions which require that the pupil measures 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 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. Additional answer sheets must be securely fastened to the pupil's original test script before it is sent for marking.

2.4 English grammar, punctuation and spelling

Paper 2: spelling

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

Test materials will include a MLP version of the spelling answer sheet. 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.

2.5 English reading

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 mustn't 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 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 that they don't need to write anything on the back cover of the paper.

2.6 Mathematics

Mathematics Paper 2: reasoning and Paper 3: reasoning 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.

Models

Models may be provided with the MLP version of mathematics Paper 2: reasoning and Paper 3: reasoning.

You may wish to provide real objects which look like those illustrated in Paper 2: reasoning and Paper 3: 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.

Section 3: Administering tests on Monday 14 May

The tests scheduled to be administered on Monday 14 May are:

- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling

The papers must be administered in order.

English grammar, punctuation and spelling Paper 1: questions

Format	<p>Paper 1: questions consists of a single test paper.</p> <p>Pupils will have 45 minutes, plus up to 100% additional time, to complete the test paper.</p>
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue/black pen or dark pencil <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• dictionaries• electronic spell checkers• bilingual word lists or electronic translators
Assistance	<p>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.</p> <p>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’.</p>

[‘Notes for readers in the English grammar, punctuation and spelling test’](#)⁹ gives examples of how to read particular types of question in Paper 1.

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

Q. I don’t understand the question.

A. Read the question again and underline key words that tell you what to do.

Q. What does ‘adverb’ mean?

A. I can’t 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.

⁹ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

English grammar, punctuation and spelling Paper 2: spelling

Format	<p>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.</p> <p>Pupils will have approximately 15 minutes to complete the test, plus up to 100% additional time, but it is not strictly timed.</p>
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue/black pen or a dark pencil <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• dictionaries• electronic spell checkers• bilingual word lists
Assistance	<p>Pupils should not require any assistance during the administration of Paper 2: spelling.</p> <p>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.</p> <p>You should take care not to over emphasise spelling when reading out the words pupils need to spell.</p>

Section 4: Administering tests on Tuesday 15 May

The test scheduled to be administered on Tuesday 15 May is English reading.

English reading

Format	<p>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.</p> <p>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, such as working through one text and answering the questions before moving onto the next.</p> <p>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.</p> <p>You must not refer to the standard test questions when administering this test.</p>
Equipment	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue/black pen or a dark pencil <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions, or highlighter pens, if this is normal classroom practice.</p> <p>Pupils must not use a dictionary.</p> <p>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.</p>

Assistance	<p>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.</p> <p>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 booklet to ensure all pupils understand them.</p> <p>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 impairment will need extra time to interpret pictures and diagrams. You may stop the clock while pupils examine them.</p> <p>If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.</p> <p>The example below illustrates how to deal with a common situation:</p> <p>Q. I don't understand the question.</p> <p>A. Read the question again and underline key words that tell you what to do.</p>
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Section 5: Administering tests on Wednesday 16 May

The tests scheduled to be administered on Wednesday 16 May are:

- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

The papers must be administered in order.

Mathematics Paper 1: arithmetic

Format	<p>Paper 1: arithmetic consists of a single test paper.</p> <p>Pupils have 30 minutes to complete the paper, plus up to 100% additional time.</p> <p>You must not refer to the standard test questions when administering this test.</p>
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue/black pen or a dark pencil• a ruler <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• calculators• tracing paper• squared paper (see section 1.1)• other mathematical equipment, such as angle measurers or mirrors
Assistance	<p>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.</p> <p>If a pupil requests it, a question may be read to the pupil on a one-to-one basis.</p> <p>If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are</p>

	<p>not given an unfair advantage by having the function inadvertently explained by reading its name.</p> <p>The example below illustrates how to deal with a common situation.</p> <p>Q. Do I need to multiply when I calculate 95% of 240?</p> <p>A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>
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Mathematics Paper 2: reasoning

Format	<p>Paper 2: reasoning consists of a single test paper.</p> <p>Pupils will have 40 minutes, plus up to 100% additional time, to complete the test paper.</p> <p>You must not refer to the standard test questions when administering this test.</p>
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> • a blue/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 <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils may use the following equipment, if this is normal classroom practice:</p> <ul style="list-style-type: none"> • monolingual English electronic spell checkers • bilingual word lists • bilingual dictionaries or electronic translators, provided they only give word-for-word translations <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> • calculators • tracing paper

Assistance	<p>You must ensure that nothing you say, or do, during a 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.</p> <p>If a pupil requests it, a question may be read to the pupil on a one-to-one basis.</p> <p>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.</p> <p>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.</p> <p>The examples below illustrate how to deal with some common situations:</p> <p>Q. What does 'quadrilateral' or '>' or '<' mean?</p> <p>A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What is '0.6'?</p> <p>A. That's nought point six.</p> <p>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.</p> <p>Further guidance for any specific questions is included in the MLP test packs.</p>
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Section 6: Administering tests on Thursday 17 May

The test scheduled to be administered on Thursday 17 May is mathematics Paper 3: reasoning.

Mathematics Paper 3: reasoning

Format	<p>Paper 3: reasoning consists of a single test paper.</p> <p>Pupils will have 40 minutes to complete the paper, plus up to 100% additional time.</p> <p>You must not refer to the standard test questions when administering this test.</p>
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue/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 <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</p> <p>Pupils may use the following equipment, if this is normal classroom practice:</p> <ul style="list-style-type: none">• monolingual English electronic spell checkers• bilingual word lists• bilingual dictionaries or electronic translators, provided they only give word-for-word translations <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• calculators• tracing paper
Assistance	<p>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.</p>

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 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.

Q. What does 'quadrilateral' or '>' or '<' mean?

A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

Q. What is '0.6'?

A. That's 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.

Section 7: After the tests

7.1 Packing and sending test scripts for marking

You should follow the guidance for returning MLP scripts for marking provided in the [Attendance register and test script dispatch instructions](#)¹⁰.

7.2 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](#)¹¹ after the test period.

¹⁰ www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch

¹¹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Section 8: Further information

8.1 General enquiries

For general enquiries about test administration and access arrangements:

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk

8.2 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:

STA modified test helpline: 0300 303 3019

Email: staconflog.mailbox@nib.org.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 of [NCA tools](https://ncatools.education.gov.uk)¹².

¹² <https://ncatools.education.gov.uk>

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