



Standards
& Testing
Agency

Key stage 1: test administration guidance

2018 national curriculum tests

March 2018

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Introduction

This guidance is for schools administering the 2018 key stage 1 (KS1) national curriculum tests. The information builds on section 6 of the [2018 KS1 assessment and reporting arrangements](#)¹ (ARA).

It includes guidance to ensure that 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, braille and modified large print (MLP) versions of the tests. [Modified test administration guidance](#)² has also been published separately.

Headteachers are responsible for ensuring that all test administrators (anyone responsible for, or involved with, test administration) follow the guidance in this document. This guidance contains important information for test administrators. Take this guide into any room where the tests are taking place. Schools that do not adhere to this guidance could be subject to a [maladministration investigation](#)³ (see section 3).

If you have any queries, you should contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

¹ www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara

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

³ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

Section 1: 2018 key stage 1 tests

Details of the types of school and pupils required to participate in the tests can be found in the [2018 KS1 ARA](#)⁴.

The 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

The Standards and Testing Agency (STA) will not send you printed mark schemes. These will be published in the 'Test materials' section of [NCA tools](#)⁵ from Tuesday 1 May.

1.1 Optional English grammar, punctuation and spelling test

Schools may choose to administer the 2018 KS1 English grammar, punctuation and spelling test and use the results to inform TA, but there is no requirement for them to do so. STA will not send standard versions of the test to schools. The standard test materials, including mark schemes, will only be available to download from NCA tools. These will be available from Tuesday 1 May.

Any school that requires modified versions of the optional English grammar, punctuation and spelling test should contact the modified test agency on 0300 303 3019.

1.2 Test administration window

Schools must administer the English reading and mathematics tests during May 2018, but there are no set dates for their administration. Schools may choose to administer the tests to individual pupils, or groups of pupils, over a number of days.

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

⁴ www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara

⁵ <https://ncatools.education.gov.uk>

⁶ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

1.3 Important dates

Date	Activity or deadline
Monday 16 April to Friday 20 April	Delivery of KS1 test materials for English reading and mathematics, including any modified test orders, to schools.
May 2018	Test administration window.
Tuesday 1 May	All test materials (excluding braille and MLP) and mark schemes, including the optional English grammar, punctuation and spelling test, available to download from NCA tools.
Friday 1 June	KS1 raw score to scaled score conversion tables available on GOV.UK and NCA tools. KS1 test materials available on GOV.UK.
Monday 4 June	KS1 headteacher's declaration form (HDF) available on NCA tools.
Thursday 28 June	Deadline for schools to submit KS1 TA data to local authorities (LAs). Deadline for schools to submit the KS1 HDF on NCA tools.

Section 2: Headteachers' responsibilities

As the headteacher at a school administering the KS1 tests you have specific responsibilities, set out in the [2018 KS1 ARA](#)⁷.

You are responsible for ensuring all test administrators (anyone responsible for, or involved with, receiving test materials, test administration or marking test scripts) are familiar and comply with all of the [KS1 test administration guidance](#)⁸.

It is also your responsibility to:

- identify which pupils will take the KS1 tests
- keep all test materials secure and treat them as confidential during the test window
- ensure that the specific content of test materials is not used to prepare pupils
- ensure the tests are administered according to the published guidance during the test window, including the correct use of any access arrangements
- ensure pupils' responses are marked accurately and consistently
- report any issues that may have affected the security, integrity or confidentiality of the tests to the national curriculum assessments helpline on 0300 303 3013
- ensure that the test results for English reading and mathematics are used to inform TA judgements and submit data to the LA by Thursday 28 June
- complete and submit the KS1 HDF on [NCA tools](#)⁹ by Thursday 28 June

Schools that do not comply with these requirements could be subject to a [maladministration investigation](#)¹⁰.

⁷ www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara

⁸ www.gov.uk/government/collections/national-curriculum-assessments-key-stage-1-tests

⁹ <https://ncatools.education.gov.uk>

¹⁰ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

Section 3: Maladministration

The term 'maladministration' refers to any act that:

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

Your school could be subject to a [maladministration investigation](#)¹¹ if it doesn't comply with this test administration guidance, and also with:

- [2018 KS1 ARA](#)¹²
- [KS1 modified test administration guidance](#)¹³
- [KS1 access arrangements guidance](#)¹⁴
- [Keeping materials secure](#)¹⁵
- test administration instructions provided with the test materials

You should consider taking steps to protect staff involved in administering the tests against allegations of maladministration. Allegations of maladministration can come from misunderstandings about correct test administration. To avoid this, make sure 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

¹¹ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

¹² www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara

¹³ www.gov.uk/government/publications/key-stage-1-tests-modified-test-administration-guidance-mtag

¹⁴ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

¹⁵ www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure

Section 4: Test administrators

Headteachers should consider how many staff will be needed to administer the tests. Anyone administering a test on their own is more vulnerable to allegations of maladministration, as they don't have another adult to verify the test administration procedures. STA, therefore, recommends having at least 2 test administrators in each test room. 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. Arrangements should also be in place in case a pupil needs to leave the test room, for example, if they are disruptive or become ill.

Test administrators should be headteachers, teachers, KS1 co-ordinators or teaching assistants. All test administrators must be trained so that they understand how the tests will be administered, what assistance is allowed and how any access arrangements will be used. This will help avoid any misunderstandings about test administration and misinterpretation of valid access arrangements or appropriate assistance.

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

- section 6 of the [2018 KS1 ARA](#)¹⁶
- sample tests and past papers available in the [practice materials](#)¹⁷ collection
- which test is being administered on each day, as detailed in the school's test timetable
- [access arrangements guidance](#)¹⁸ and which pupils need additional support
- test administration instructions provided with 2018 test materials, which will include:
 - 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 test](#)¹⁹, which gives guidance on how particular question types should be read, if you choose to administer this test

¹⁶ www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara

¹⁷ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

¹⁸ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

¹⁹ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

Section 5: Receiving and storing test materials

Before KS1 tests are delivered to schools, headteachers should think about where the test materials will be stored. You will need to ensure that you have adequate space to store test materials securely. STA will deliver materials to school addresses taken from [Get Information About Schools](#)²⁰. You must make sure that your school details are up to date by logging in to Get Information About Schools via [Secure Access](#)²¹.

Schools will receive their KS1 English reading and mathematics test materials, including any modified test orders, in the week beginning Monday 16 April. If you haven't received your test materials by Friday 20 April, you should contact the national curriculum assessments helpline on 0300 303 3013.

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 activity to a senior member of staff who understands the process. If a delivery is incomplete, you must contact the national curriculum assessments helpline on 0300 303 3013.

Any packs of test papers that are unsealed or damaged on arrival must also be reported immediately to the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of the damaged packages.

If you don't have sufficient copies of the test materials, you can download and print additional copies from [NCA tools](#)²² from Tuesday 1 May. If additional modified tests are required, you should contact the modified test agency on 0300 303 3019.

English grammar, punctuation and spelling test materials, including mark schemes, will only be available to download from NCA tools from Tuesday 1 May. STA won't send standard versions of the English grammar, punctuation and spelling test to schools.

Schools must keep test materials secure and treat them as confidential from the point they are received in school until Friday 1 June. Schools that choose to download electronic versions of KS1 tests from NCA tools must ensure that all electronic files, and any materials subsequently printed in hard copy, are also stored securely until Friday 1 June.

²⁰ <https://get-information-schools.service.gov.uk>

²¹ <https://sa.education.gov.uk>

²² <https://ncatools.education.gov.uk>

5.1 How to check your delivery

STA suggests that 2 members of school staff undertake this check together. The packs of test papers must not be opened.

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

- check the school's details are correct and that the delivery is for your school
- check the boxes for any damage
- check 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 make sure you have received the correct number of boxes and all of the materials. Make a note 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, make sure you reseal the boxes and secure them in a locked cupboard, referring to the guidance in section 5.2.

If you suspect that any packs of test papers are missing, or have arrived damaged, you must report it immediately to the national curriculum assessments helpline on 0300 303 3013.

Keep your annotated copy of the delivery note somewhere accessible in case you receive a [monitoring visit](#)²³. If your school receives a monitoring visit during May for the administration of key stage 2 (KS2) tests, you will also be asked to show the monitoring visitor how you are storing KS1 materials.

5.2 Test material storage and access

Keep the test packs secure to ensure the confidentiality and security of the tests is maintained.

Test materials must be stored in a secure, locked cupboard. They should not be stored in a room where IT equipment is also kept as this equipment is often targeted during burglaries.

²³ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff who is not involved with the administration of the tests. This is to protect staff involved in the administration of the tests against allegations of maladministration. The nominated member of staff should:

- create a log to record access to the test materials. Keep a chart on the door of the store room/cupboard to record access and checks
- limit access to the store room wherever possible and control access to the keys
- ensure all spare keys are clearly numbered and kept secure
- ensure there is a reporting procedure in the event of a problem, for example, lost or stolen keys
- have access to a copy of the school's test administration timetable to ensure that test materials are provided to the test administrator on the correct days
- conduct regular checks of the boxes to ensure that they have not been tampered with
- check that individual test packs have not been opened before the school's planned dates for administration of the tests
- ensure that the confidentiality of the tests is maintained where schools choose to administer them to groups of pupils on different days

Headteachers should also conduct their own regular checks on the boxes of test materials to make sure they haven't been tampered with. They should ensure that anyone who handles the test materials understands their sensitivity.

Schools should make appropriate security arrangements if test scripts are being marked away from school premises or if you are transporting test materials to another location for the moderation of marking.

If you suspect a breach of security, you must report the incident immediately to the national curriculum assessments helpline on 0300 303 3013.

Section 6: Preparing to administer the tests

6.1 Access arrangements

Some pupils with specific needs may need additional arrangements so that they can take part in the tests. Access arrangements are adjustments that can be made to support pupils. It may be helpful to use [practice materials](#)²⁴ with pupils before administering the 2018 tests to identify where it may be appropriate to use access arrangements. Access arrangements must be based on normal classroom practice for pupils with specific needs.

Test administrators should be briefed on how to use [access arrangements](#)²⁵ and which pupils require them. Schools should provide each test administrator with a list of pupils who need access arrangements in advance of the tests. Relatives, carers or guardians of pupils who need access arrangements must not be involved in administering the tests to those pupils.

You don't need to request permission to use access arrangements in KS1 tests, but you must ensure that any arrangements used don't advantage or disadvantage individual pupils. If you use access arrangements inappropriately, this could lead to a [maladministration investigation](#)²⁶.

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

6.2 School-based modifications

Copies of test materials will be available to download from [NCA tools](#)²⁷ from Tuesday 1 May. Schools can prepare adaptations or modify the printed test papers in order to:

- print or photocopy test materials onto coloured paper
- make enlarged copies of the tests. If enlarging mathematics test papers, do not enlarge any questions which require that the pupil measures a length or width
- prepare translations (mathematics tests only)

Don't open the packs of test materials to make modifications before Tuesday 1 May.

²⁴ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

²⁵ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

²⁶ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

²⁷ <https://ncatools.education.gov.uk>

6.3 Preparing test rooms

Schools should consider the test room(s) when preparing their test administration timetable to ensure that appropriate quiet space is available to pupils, whether administering to a whole class, small groups or individuals. If you use access arrangements, you should consider whether it will be necessary to administer the tests to pupils in a separate room to the main group.

Prepare any rooms where tests will take place before the tests are administered. You should:

- remove or cover any displays or materials that could aid pupils
- ensure that seating arrangements allow all pupils to work quietly and independently
- make sure pupils will not be able to view each other's test papers
- ensure a clock is provided in the room to help pupils to pace themselves

6.4 Staffing resource

Headteachers should ensure that sufficient staff are available to administer the tests according to the guidance set out in section 4.

6.5 Equipment

It is important to make sure all equipment is ready and working in advance of the tests.

Pupils will require the following for one or more of the tests:

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

For lists of equipment needed for each test, see sections 8 to 10.

Mathematics test papers contain ample space for working out and STA discourages the use of additional squared paper. This is to avoid the risk of transcription and omission errors when the pupil transfers their working to the test paper. However, if using squared paper is part of normal classroom practice, and you feel that your pupils would be disadvantaged in the tests without it, then it may be provided.

6.6 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 unfair advantage. Dictionaries, bilingual word lists, electronic translators and electronic spell checkers can only be used as shown in sections 8 to 10, providing that this is normal classroom practice.

6.7 Administering tests away from school

In exceptional circumstances, and at the headteacher's discretion, a test or tests may be administered to one or more pupils at an alternative location to the rest of the cohort, for example, another school, the pupil's home, a hospital or pupil referral unit. The headteacher is responsible for ensuring the security of the tests is maintained and the tests are administered in accordance with the test administration guidance. No notification to STA is required.

Section 7: Administering the tests

Headteachers and test administrators should agree their own timetable for the KS1 tests, taking into account any pupils requiring specific access arrangements. Test papers can be administered to the whole class, small groups of pupils or on an individual basis. Schools may choose to administer the tests to individual pupils or groups of pupils over a number of days.

Test packs must not be opened until pupils are in the test room ready to complete the first administration of the test. Unused test papers from an opened pack may then be used for subsequent administrations (for example, if a group of pupils takes the test on day 1 and then another group is going to take it on day 2). There is no need to open a new test pack for each test administration.

Each subject has 2 papers which 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 must only be allowed to take each test once.

Information about when test materials can be opened is included on the front sheet of each pack. Test materials must not be opened before Tuesday 1 May. Teachers and test administrators must not discuss the content of test papers with anyone or use question-specific information to prepare pupils. Specific content that could compromise a test must not be discussed on social media or published on the internet. Using test content to prepare pupils could lead to a [maladministration investigation](#)²⁸ at the school.

After the tests have been administered, all test materials (including electronic versions downloaded from NCA tools) must be kept secure until Friday 1 June.

²⁸ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

Section 8: Administering the English reading test

Paper 1: combined reading prompt and answer booklet

Format	<ul style="list-style-type: none">• 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.• It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.• The paper includes a list of useful words and 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 and useful words with pupils.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue/black pen or a pencil• a rubber (optional) <p>If rubbers are not provided, tell pupils to cross out any answers they wish to change.</p> <p>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.</p>
Assistance	<ul style="list-style-type: none">• You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.• 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 be careful when signing to

	<p>ensure you do not convey information that would give pupils an advantage.</p> <ul style="list-style-type: none"> • 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. 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: <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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Paper 2: reading booklet and reading answer booklet

Format	<ul style="list-style-type: none"> • Paper 2 consists of a reading booklet and a separate reading 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 Paper 2 will take approximately 40 minutes to complete, but it is not strictly timed. • It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early. • There are no practice questions or lists of useful words provided in this paper.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> • a blue/black pen or a pencil • a rubber (optional) <p>If rubbers are not provided, tell pupils to cross out any answers they wish to change.</p>

	<p>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.</p>
<p>Assistance</p>	<ul style="list-style-type: none"> • You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • 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 be careful when signing 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: <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>

Section 9: Administering the mathematics test

Mathematics Paper 1: arithmetic

Format	<ul style="list-style-type: none">• 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.• It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a pencil or a blue/black pen• a ruler• a rubber (optional) <p>If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</p> <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• calculators• number apparatus, for example, base ten materials, number squares
Assistance	<ul style="list-style-type: none">• You must ensure that nothing you say, or do, during a test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.• 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 that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.• There is no specific hearing impairment guidance for this test, but be careful when signing numbers and mathematical signs. You must ensure you do

	<p>not convey information that would give pupils an advantage.</p> <ul style="list-style-type: none"> • Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs. <p>The examples below illustrate how to deal with some common situations:</p> <p>Q. What does this sign here 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. Does this mean 'take away'?</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 does 'of' mean? (Such as if a pupil asks about an everyday word that has a mathematical meaning within the question, for example, 'What is half of 8?')</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

<p>Format</p>	<ul style="list-style-type: none"> • 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. • It is at your discretion to choose when, or if, a pupil requires a break during the test or whether to stop the test early. • 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. • After the aural questions, the pupils are presented with written questions. The time for the
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	<p>written questions should be approximately 30 minutes.</p>
<p>Equipment</p>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> • a pencil or a blue/black pen • a sharp, dark pencil for mathematical drawing • a ruler (showing centimetres and millimetres) • a mirror • a rubber (optional) <p>If rubbers are not provided, tell pupils they should cross out any answers they wish to change.</p> <p>Pupils may use the following equipment, if this is normal classroom practice:</p> <ul style="list-style-type: none"> • bilingual dictionaries or electronic translators, provided they only give word-for-word translations • bilingual word lists • monolingual English electronic spell checkers <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> • calculators • tracing paper • number apparatus, for example, base ten materials, number squares
<p>Assistance</p>	<ul style="list-style-type: none"> • You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • If a pupil requests it, a question may be read to the pupil on a one-to-one basis. You can also read text within questions in the written section if a pupil has difficulty reading them. • 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.

- For pupils with hearing impairments, be careful when signing numbers and mathematical signs. Signing guidance for specific questions will be provided in the test administration instructions for Paper 2: reasoning, included in the test pack.
- Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.
- If reading questions to a pupil, 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.
- For Paper 2, there is an optional pupil aural script, that you may provide to pupils to access this part of the test. 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 other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand. See section 11.1.

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

Q. What does 'fraction' mean?

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

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

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

Section 10: Administering the optional English grammar, punctuation and spelling test

Schools may choose to administer the 2018 KS1 English grammar, punctuation and spelling test and use the result to inform TA, but there is no requirement for them to do so. Standard test materials, including mark schemes, will only be available to download from [NCA tools](https://ncatools.education.gov.uk)²⁹. These will be available from Tuesday 1 May.

English grammar, punctuation and spelling test Paper 1: spelling

Format	<ul style="list-style-type: none">• 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.• It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a blue/black pen or a pencil• a rubber (optional) <p>If rubbers are not provided, tell pupils to cross out any answers they wish to change.</p> <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• dictionaries• electronic spell checkers• bilingual word lists or electronic translators
Assistance	<ul style="list-style-type: none">• Pupils should not require any assistance during the administration of Paper 1: spelling. You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example, indicating an answer is

²⁹ <https://ncatools.education.gov.uk>

	<p>correct or incorrect, or suggesting the pupil looks at an answer again.</p> <ul style="list-style-type: none"> • You should take care not to over emphasise spelling when reading out the words that pupils need to spell. • There is no specific hearing impairment guidance for this test, but be careful when signing 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.
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English grammar, punctuation and spelling test Paper 2: questions

Format	<ul style="list-style-type: none"> • 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. • It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> • a blue/black pen or a pencil • a rubber (optional) <p>If rubbers are not provided, tell pupils to cross out any answers they wish to change.</p> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> • dictionaries • electronic spell checkers • bilingual word lists or electronic translators
Assistance	<ul style="list-style-type: none"> • You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example indicating an

answer is correct or incorrect, or suggesting the pupil looks at an answer again.

- 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. See section 11.1.
- You must not give alternative explanations, for example explain 'commands' as 'instructions' or name punctuation.
- There is no specific hearing impairment guidance for this test, but be careful when signing 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 test](#)³⁰ gives examples of how to read particular types of questions in Paper 2.

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 'comma' mean?

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

³⁰ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

Section 11: Problems or queries during test administration

11.1 Answering pupils' questions

You must ensure that nothing you say, or do, during a test could be interpreted as giving pupils an advantage. Sections 8 to 10 contain examples of how to deal with particular questions, and examples will also be included in the test administration instructions provided with the test materials.

English reading

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

Mathematics

For the mathematics 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. If a pupil asks for clarification of a mathematics question, you may read words and numbers but not mathematical symbols.

If a pupil doesn't understand the context of the question or some non-subject specific vocabulary, you may explain what is being asked without telling the pupil what needs to be done to answer the question. You can use pictures or objects if this is necessary and reflects normal classroom practice.

This example is taken from the [2016 sample KS1 mathematics Paper 2: reasoning](#)³¹:

Q.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 unfair advantage, such as 'four', 'one', 'equal', 'fraction'.

³¹ www.gov.uk/government/publications/2016-key-stage-1-mathematics-sample-test-materials-mark-schemes-and-test-administration-instructions

English grammar, punctuation and spelling

For the English grammar, punctuation and spelling 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.

This example is taken from the [2016 sample KS1 English grammar, punctuation and spelling paper 2: questions](#)³²:

Q.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 unfair 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.

11.2 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. This section provides guidance on what to do in certain situations. If any of these situations occur during the course of 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 encouraged not to talk about the test. The test papers should be left in the test room.

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

If a pupil is unwell

If a pupil complains of feeling unwell before the start, the test should not be administered and should be rearranged for a different day.

³² www.gov.uk/government/publications/2016-key-stage-1-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions

If a pupil becomes ill once a test has started, stop the test 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 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 pupil(s) to another room.

If a pupil needs to leave the test room during the tests

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

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

If a pupil is caught cheating

If you catch a pupil cheating, you should record details of the incident, 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 from the room. Give the other pupils a few moments to refocus then continue the test. You can decide whether or not to continue the test with the disruptive pupil at a later time.

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.

All 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 NCA tools. You should be careful when photocopying the papers, to ensure no pages are omitted or duplicated.

If a pupil asks for additional paper

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

Transcribing test scripts

If it would be very difficult for the person marking the test to read a pupil's writing or you are planning to undertake moderation of marking (see section 12.1), you may transcribe all or part of the pupil's test script.

If transcribing a pupil's answers, test administrators must adhere to the following guidance:

- you must make the transcript with the pupil at the end of the test, using a different coloured pen from the pupil's
- you must ensure that the pupil's answers are not changed
- all punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers as no assistance with spelling should be given in any of the tests

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 particular KS1 test, the test can be administered upon the pupil's return to school up to and including Thursday 31 May. Permission from STA is not required.

Section 12: After the tests

All test papers must be collected, ensuring that every pupil is accounted for. Test materials, including unused papers, must be kept secure until Friday 1 June. Other schools may be administering the tests up until the end of the test administration window on Thursday 31 May and it is essential that pupils are not advantaged or disadvantaged.

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.

Schools should ensure that the completed test scripts are stored securely and are accessible for marking. Mark schemes will be available on [NCA tools](#)³³ from Tuesday 1 May. Downloaded or printed copies of the mark schemes must be kept secure in line with all other test materials until Friday 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 contents or use them to prepare pupils that haven't taken the tests.

12.1 Marking

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

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.

Mark schemes will be available to download from NCA tools from Tuesday 1 May. Markers should familiarise themselves with the mark schemes, which indicate how the tests need to be 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.

³³ <https://ncatools.education.gov.uk>

The marks awarded for each question should be noted in the mark box provided on the test papers. If a pupil is found cheating, appropriate adjustments should be made to the pupil's raw score for the question(s) affected.

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)³⁴ on Friday 1 June.

Moderation of marking

STA advises 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 may check each other's marking. If schools are in a federation, an academy chain, a multi-academy trust or have a relationship 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.

12.2 Compensatory marks

For schools that have chosen to administer the optional KS1 English grammar, punctuation and spelling test to inform their TA in writing, compensatory marks will be available for pupils who cannot access the spelling paper due to a hearing impairment. A pupil's raw score is made up of their combined score from the short answer and spelling tests. There is no need to apply for compensatory marks and the number of marks that should be awarded to these pupils will be available to schools from the national curriculum assessments helpline on 0300 303 3013 at the beginning of June.

12.3 Special consideration

Occasionally a pupil's performance may be affected by extremely distressing circumstances at the time of the test. The KS1 test, if administered, should be marked in accordance with the mark scheme. The test outcome should be considered in context when informing the pupil's TA outcome.

³⁴ www.gov.uk/sta

12.4 Using the raw score to scaled score conversion tables

Raw score to scaled score [conversion tables](#)³⁵ for the English reading and mathematics tests will be published on Friday 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.

Schools should record, for each pupil, their total raw score and their scaled score for each subject.

12.5 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 writing.

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

³⁵ www.gov.uk/guidance/scaled-scores-at-key-stage-1

Section 13: Completing 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, you must complete and submit the KS1 HDF to confirm that:

- test materials were kept secure and treated as confidential until Friday 1 June
- tests were administered within the May 2018 test window
- all staff involved in the administration confirmed the tests were administered according to the statutory arrangements
- 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
- the [TA frameworks](#)³⁶ for 2017 to 2018 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 NCA tools from Monday 4 June. The form must be completed and submitted by Thursday 28 June.

If you can't complete the HDF, you should notify the national curriculum assessments helpline on 0300 303 3013.

Once submitted, you can't amend the HDF, so any mistakes should be reported to the national curriculum assessments helpline on the number above.

³⁶ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

Section 14: Further information

14.1 General enquiries

For general enquiries about test administration and access arrangements:

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk

14.2 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)³⁷.

³⁷ <https://ncatools.education.gov.uk>



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Reference: STA/18/8136/e ISBN: 978-1-78644-902-3



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