



National Reading and Numeracy Tests – Test administration handbook 2019/20

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Guidance

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National Reading and Numeracy Tests – Test administration handbook 2019/20

Audience

Headteachers, teachers, practitioners, governing bodies of mainstream and special schools; local authorities; church diocesan authorities; national bodies with an interest in education.

Overview

This handbook sets out the arrangements for the National Reading and Numeracy Tests and online personalised assessments to be taken by all learners in Years 2 to 9 in academic year 2019/20. It provides guidance on administration of tests and personalised assessments, and access and disapplication arrangements.

Action required

Headteachers and staff members administering paper-based tests and facilitating online personalised assessments should refer to this handbook for information on the processes for administering the tests/personalised assessments.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at hwb.gov.wales/personalised-assessments

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Introduction

In 2019/20 learners will take the National Numeracy Tests (Reasoning) on paper and the tests for Numeracy (Procedural) and Reading in the form of online adaptive assessments.

The 'National Tests' comprise the National Numeracy Tests (Reasoning), the National Numeracy Personalised Assessments (Procedural), and the National Reading Personalised Assessments. The National Tests are for **formative** use so that teachers in all maintained schools have information on the reading and numeracy skills of their learners and a common understanding of strengths and areas for improvement in these skills.

The National Tests (paper-based and online) are focused on understanding learner progress, and not school performance or accountability.

Eligible learners in maintained schools are required to sit the National Tests. The Welsh Government requires that they replace rather than supplement any reading and numeracy tests that were used in schools before their introduction.

This handbook forms the National Tests administration handbook ('NT administration handbook') for the purposes of the Education (National Curriculum) (Assessment Arrangements for Reading and Numeracy) (Wales) Order 2013. It sets out the arrangements for the administration of the National Tests for all learners in Years 2 to 9 in the academic year 2019/20.

Online National Tests have begun to be phased in, in line with the timetable below. . This handbook refers to the **online** National Tests as 'personalised assessments'.

Academic year	Numeracy (Procedural)	Reading (English and Welsh)	Numeracy (Reasoning)
2019/20	Online	Online	Paper
2020/21	Online	Online	Online

In academic year 2019/20, all learners in Years 2 to 9 in maintained schools (including community, voluntary-aided, voluntary-controlled and foundation) are required to take the **online** National Numeracy Personalised Assessments (Procedural) and the **online** National Reading Personalised Assessments, as well as the **paper-based** National Numeracy Tests (Reasoning).

The assessment timetable on page 4 of this document is the National Tests assessment timetable ('NT assessment timetable') for the National Numeracy Tests (Reasoning) for the purposes of the above regulations. Personalised assessments can be taken throughout the school year.

Learner well-being

The purpose of the National Tests (both paper-based and online) is formative, enabling teachers to assess how learners' reading and numeracy skills are developing and to use this assessment to inform teaching.

The National Tests should **not** be a source of worry or anxiety for learners and it is very important that schools pay attention to how they are presented to ensure that any stress is avoided. While familiarising learners with the format of the questions is good practice, overemphasis on preparation, 'practising' with past test questions and the use of test questions for homework is inappropriate in the context of formative tests and can also cause anxiety for learners, particularly the youngest. All schools are expected to maintain a broad and balanced curriculum throughout the school year, including the period before the National Tests are taken.

Part 1: Paper-based National Tests

National Tests assessment timetable

The following timetable applies to the paper-based National **Numeracy Tests (Reasoning)** in 2020.

Test administration handbook published	October 2019
National Tests Ordering System available	30 October 2019–22 November 2019
Final confirmation of test orders	16 December 2019
Tests dispatched to schools ¹	Primary schools: week commencing 20 April 2020 Secondary schools: week commencing 30 March 2020
Schools plan test timetables	From October 2019
Familiarisation with test administration requirements: Use this test administration handbook, access and disapplication guidance and the specific test administration guides to plan for the tests. Check with local authority for any relevant dates for data upload and marking, and share the school's planned test dates.	From the date this <i>National Reading and Numeracy Tests – Test administration handbook 2019/20</i> is published
Schools administer tests	Primary schools: 28 April 2020–5 May 2020 Secondary schools: 21 April 2020–5 May 2020 Middle schools: 21 April 2020–5 May 2020
Marking	By date set by local authority for the Welsh National Tests Data Collection (WNTDC)
Data uploaded as part of WNTDC	As set by local authority, but by 2 June 2020 at the latest
Results to schools for provision to parents and carers	By the end of the summer term

¹ Secondary schools, middle schools and other settings ordering tests for both primary and secondary learners will receive materials for Years 7, 8 and 9 during the week beginning 30 March 2020 and materials for Years 2 to 6 during the week beginning 20 April 2020.

Ordering of test papers

Schools order tests for their learners through the National Tests Ordering website at testsordering.nationaltests.cymru.

This is a secure website requiring use of a unique password and login. Every school eligible to order National Tests will receive a letter with their password and login for use once the system is live. The system will go live on 30 October 2019 and schools will be notified of their password by this date.

All learners in Years 2 to 9 in maintained schools (including community, voluntary-aided, voluntary-controlled and foundation) are required to take the paper-based National Numeracy Tests (Reasoning).

Independent schools have the option to order paper-based tests for use with their learners in Years 2 to 9. A charge will be made to cover the costs of print and delivery².

Schools need to order sufficient tests for their learners in the correct language medium for their school context. The National Numeracy Test (Reasoning) for each year group is available in either English or Welsh. The content of the English and Welsh versions is identical so that learners can access the tests in the language that is most appropriate for them. Please be aware that it is possible to order the National Numeracy Tests (Reasoning) in either language/both languages in accordance with standard practice in your school.

Details of a named contact must be entered with the test order so that orders can be confirmed and any queries resolved. **All orders must be completed by 22 November 2019.**

Before placing orders, schools should consider the notes in this handbook on test language medium, access arrangements, and use of modified tests and disapplication.

There will be separate consignments for standard and modified test materials. All consignments will include markschemes, administration guidance, teacher scripts and stimulus materials.

Modified tests are supplied with full guidance on their administration and marking.

² Test results from independent schools cannot be included as part of the WNTDC. Independent schools should use the look-up tables published on Hwb in order to calculate learners' scores for diagnostic purposes.

Planning for test administration

Learners are required to take the paper-based National Numeracy Test (Reasoning). Tests must be taken during the following periods.

- Primary schools: 28 April 2020–5 May 2020.
- Secondary schools: 21 April 2020–5 May 2020.

Secondary schools are given a two-week period to allow them to schedule the National Numeracy Tests (Reasoning) flexibly during the busiest period of the examination timetable.

Middle schools and other settings with learners in Years 2 to 9 may administer the Years 7 to 9 National Numeracy Tests (Reasoning) from 21 April 2020.

Within the restrictions of the test window, schools can choose the dates and times of test administration. In planning test timetables schools should consider how best to space the test sessions to suit the needs of their school and to minimise any potential stress to learners. Practical considerations such as allowing time for the required familiarisation with the stimulus materials for the National Numeracy Tests (Reasoning) in advance of the tests should also be taken into account. Once a test timetable has been drawn up it **must** be shared in advance with the regional consortium, and should be notified to parents/carers and learners.

The National Numeracy Tests (Reasoning) must be administered in an environment that allows every learner to readily see and hear the presentation of the stimulus materials that precede each test. This is likely to preclude the use of examination rooms or school halls.

To avoid the sharing of information about the test content, under normal circumstances schools should administer the tests so that sittings of an individual test (e.g. the National Numeracy Test (Reasoning) for Year 2) take place on the same day. Should schools, in particular larger schools, encounter difficulty in scheduling tests for the same day they should contact their consortia representative to make them aware of the problem and agree a solution.

The National Numeracy Tests (Reasoning) will come with easy-to-follow test administration guidance, a summary of which is attached at Annex 1 of this document.

Tests in Welsh-medium settings

The National Numeracy Test (Reasoning) for each year group is available in either English or Welsh. The content of the English and Welsh versions is identical so that learners can access the test in the language that is most appropriate for them.

Tests in other settings (e.g. pupil referral units)

All learners in Years 2 to 9 who are registered in mainstream schools must sit the paper-based National Numeracy Tests (Reasoning) and their results must be

submitted to Welsh Government. This includes learners who are dually registered in a mainstream school and also at a pupil referral unit (PRU) or special school (unless a disapplication decision has been made). The responsibility for ensuring the test is administered to the learner rests with the headteacher of the mainstream school at which the learner is registered. A headteacher could arrange for the tests to be sat in either setting, depending on local arrangements. However, if the tests are sat in the PRU the headteacher of the mainstream school remains legally responsible at all times for the proper administration of those tests.

Learners who are solely registered at a PRU are not required to sit the tests; however, the PRU is able to order tests (from testsordering.nationaltests.cymru) and submit their data to Welsh Government, or calculate learners' scores using the resources on [Hwb](https://www.hwb.gov.uk) so that they can be used formatively to support learning and teaching and to provide reports to parents/carers.

Test duration

Figure 1 gives information on the test duration of the National Numeracy Tests (Reasoning) for each year group. Further detail on managing time in the tests and on rest breaks is included in the test administration guidance summarised in Annex 1.

Figure 1: Duration of the paper-based National Numeracy Tests (Reasoning) – Years 2 to 9

Test	Preparation time	Test duration	Notes
National Numeracy Test (Reasoning) Years 2 to 3	10–15 minutes for each part of the test	30 minutes	Rest break must be given between sections
National Numeracy Test (Reasoning) Year 4	15 minutes	30 minutes	Rest break may be given
National Numeracy Test (Reasoning) Years 5 to 9	15 minutes	30 minutes	Test to be taken in one sitting

Access arrangements and guidance on disapplication

The National Numeracy Tests (Reasoning) have been designed to make them accessible to the majority of learners. However, a proportion of learners may need some form of access arrangement to enable them to demonstrate their best attainment on the tests and a small number of learners may, exceptionally, be unable to access them notwithstanding the access arrangements available.

The decision that a learner should not take the test is for the headteacher to make. When making a decision the headteacher must:

- have regard to this statutory guidance

- have considered whether any of the access arrangements available would support the learner to access the test (see Annex 5 for full details)
- have sought approval from their responsible regional consortia (providing evidence to support their decision).

Annexes 5 and 7 have full details of access and disapplication arrangements. Any test-specific considerations for access arrangements are included in the test administration guidance booklet which accompanies the test and in Annex 1.

Delivery of test materials to schools

The test materials will be delivered in two separate phases (secondary and primary) prior to the tests. If modified tests are ordered, they will be delivered separately to the standard school order. The package will include associated materials and guidance, including modified markschemes.

School	Year group	Date
Secondary	Years 7, 8 and 9	During the week beginning 30 March 2020
Primary	Years 2 to 6	During the week beginning 20 April 2020
Middle (and other settings ordering tests for both primary and secondary learners)	Years 7, 8 and 9	During the week beginning 30 March 2020
Middle (and other settings ordering tests for both primary and secondary learners)	Years 2 to 6	During the week beginning 30 March 2020

If secondary schools have not received the materials for Years 7, 8 and 9 by 3 April 2020, and if primary schools have not received the materials for Years 2 to 6 by 24 April 2020, they should contact the Test Order Helpline on 029 2026 5327.

All schools will receive packs of materials containing everything necessary for test administration. The test packs will be assembled using the information submitted by schools to the National Tests Ordering System during October and November 2019.

The packs will contain National Numeracy Tests (Reasoning) booklets for your learners, test administration guidance and markschemes, as ordered. Each markscheme delivered will include a spare copy of the corresponding test booklet.

- National Numeracy Tests (Reasoning) – English.
- National Numeracy Tests (Reasoning) – Welsh.

Receiving and storing test materials

When the test materials, including any modified materials, are received the headteacher or their delegate (such as an examinations officer or delegated administrator) must check the delivery against the advice note to ensure that the correct number of test packs has been received. If a delivery is incomplete, a member of staff should contact the Test Order Helpline on 029 2026 5327 to arrange for the correct number of test packs to be sent to the school.

Test booklets and markschemes must remain confidential until the tests are due to be taken. These items are packed in opaque, coloured polythene. If they are opened to check the quantities enclosed, then they must immediately be resealed and stored in a secure place until required for test administration or marking. No learner should have access to or sight of the contents of the test booklets in advance of the test session. With the exception of modifying materials (see Annex 5), it is **not permitted** to make photocopies of any pages of the test booklets.

Also included in the consignment of materials are test administration guidance documents for each test and the disks and teacher scripts. These items are non-confidential and are packed in clear film and clearly labelled '**IMPORTANT** This pack contains information on preparing for the tests. It should be opened and then handed to the person responsible for test administration immediately.' These materials are for use prior to the test session and can be opened immediately. The packs will contain test administration guidance documents for all year groups and should be kept in a central location.

Once administered, the completed test papers and materials should be kept under secure conditions for at least a year in case of any post-administration enquiries. After a year, the school must arrange for the test papers to be disposed of securely.

Test familiarisation

The test-specific administration guidance should be read and/or reviewed in advance of the test administration.

An essential part of the National Numeracy Tests (Reasoning) will be the delivery of stimulus materials to inform and support the response to test questions. Those delivering the stimulus sessions must familiarise themselves with these in advance of the test and should ensure that the disk containing the presentation is checked. A script is provided to accompany the visual input, which consists of a PowerPoint presentation. Delivery of the stimulus materials is likely to take 5–10 minutes depending upon the presenter's delivery and the degree of learner interaction.

Information in Annex 1 of this document summarises the requirements for administration of the National Numeracy Tests (Reasoning) across all year groups.

Test administrators will also need to be aware of access arrangements agreed for any learners for whom they will be responsible. Permissible access arrangements are set out in Annex 5.

Taking the tests

Conditions for administering tests

The National Numeracy Tests (Reasoning) must be administered under appropriate test conditions and all schools are responsible for administering them to agreed national standards. These conditions and standards are as follows. Schools must ensure:

- that the work produced in the tests is genuinely that of the learners
- that there is appropriate supervision at all times proportionate to the number of learners being supervised
- learners have the test materials and all necessary resources
- that tests are introduced and administered according to the guidance given in this handbook and with regard to the information in the test-specific guidance supplied (see also the summary provided in Annex 1)
- learners are given the appropriate length of time to complete the tests, with reference to the timings given in the test-specific guidance provided in Annex 1
- learners do not have access to materials that could, with reference to the test content, give them an unfair advantage, e.g. wall charts or similar classroom resources (**note:** schools are not required to cover all displays, only those which may give assistance in the tests)
- that no additional support, information or help is given to learners with the content of the tests, other than in line with the provisions of the access arrangements (please refer to Annex 5)
- that learners do not return to and/or revise their answers to the tests after the allotted time has passed.

Learners should:

- be able to work in comfortable conditions, undisturbed and individually
- not take any recording media into the tests, including mobile telephones
- be aware that the purpose of the tests is to find out what they can and cannot do, so that teachers can help them develop their skills; and therefore the work they produce in the tests must be their own and they should not discuss questions or copy answers.

Scope for delivering tests in parts: Years 2 to 4

Breaks must be provided for learners in Years 2 and 3 to allow them to perform to the best of their ability. The length of the break is at the discretion of the school but learners may leave the classroom during this time. Schools may spread the taking of one test throughout a whole school day should they wish to do so.

Year 4 learners should normally take the test in one sitting but may exceptionally sit the test in chunks if the school feels that this is necessary to allow them to do their best work. The same conditions as above apply. Learners in Years 5 to 9 must normally take the tests in one continuous sitting.

Details of how to schedule these breaks are provided in the test-specific test administration guidance (Annex 1).

Schools must, however, ensure that the overall time that learners spend working on the test does not exceed that allotted, and that the test is completed in a single day. In between test sittings, part-completed answer booklets/tests must be kept where they cannot be accessed by learners.

Absence during the test period

If it is known that a learner will be absent on the scheduled day of the test, then that learner must be allowed to take the test at another time within the specified test window. In these cases, the test should be sat as close to the scheduled test date as possible and the learner should understand that they should not discuss the content of the test or the answers with their peer group.

If a learner is absent for part of the test and is unable to complete the rest of the test at a later point in the test window, the school should still mark the test script. The school will be able to use the learner's results to inform learning and teaching.

Learners who arrive late for the National Numeracy Tests (Reasoning) and who miss the delivery of the stimulus materials will not be able to join in the test at that time. Arrangements must be made for them to take the test at a later date within the test window. Years 2 and 3 learners who arrive late may be able to access the second section of the test, so long as they are present for the delivery of the second set of stimulus materials.

Learners missing the entire test period must be reported as absent when entering/uploading the test results via the relevant system, i.e. school management information system (MIS). These learners can sit the test on their return and the formative information can be used by the school. However, their scores cannot be uploaded by the school for standardisation.

Persons administering the tests

Many schools are likely to have well-established protocols in place for annual testing of learners and should consider whether these arrangements are appropriate for application, with or without modifications, to the National Numeracy Tests (Reasoning). When making or modifying such arrangements schools must be mindful of the provisions of the Department for Education's *School teachers' pay and conditions document 2018* ('STPCD 2018') and *Guidance on school teachers' pay and conditions: September 2018* (currently 'STPCD 2018' which will shortly be revoked and replaced by 'STPCD Wales 2019') or in the case of support staff the *National Joint Council for Local Government Services: National Agreement on Pay and Conditions of Service* (National Joint Council for Local Government Services, 2018) or relevant terms and conditions where they are not part of the National Joint Council.

Schools have discretion as to which of their staff administer the tests but must be mindful of the provisions of STPCD 2018 in making any decisions in this regard. Where the tests are administered in class bases, broadly in the context of normal timetabled teaching time, it may be reasonable to ask teachers to administer them.

Conversely, where the tests are sat in conditions which replicate those for external examinations, out of normal teaching time and in discrete examination conditions, such as on a year group basis in an examination hall, schools should be aware that they are likely to fall under paragraph 52.8 of Section 2 (currently STPCD 2018 which will shortly be revoked and replaced by provisions in the STPCD Wales 2019).

‘A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher’s professional skills and judgement, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.’

In this context it is a reasonable expectation that, subject to the agreement of the head of centre (usually the headteacher) a teacher should be present at the beginning of a test in their subject area to check the paper and to ensure that there are no problems with it. Those administering the test should be made aware of the procedure for dealing with emergencies and for contacting a teacher in the subject area under examination should any learner raise a concern or problem with the paper that requires their professional judgement. It may also be appropriate for a teacher to be present at the end of a test to ensure its efficient conclusion. When carrying out such tasks, teachers should not be expected to stay in the hall/room for any longer than is necessary to perform them.

Schools may employ external invigilators for the paper-based tests if they so wish.

Where support staff are used to administer and/or mark the tests, schools must ensure that these tasks are appropriate to their level and job description.

With the National Numeracy Tests (Reasoning), and particularly in relation to the younger year groups, it is important that the stimulus materials that precede the test are presented by someone who the learners are comfortable with, and who also has an ability to engage learners and ensure their understanding of the stimulus context. Schools should take steps to ensure this and therefore may feel it appropriate for these tests to be administered by teachers or teaching assistants known to learners.

After the tests have been taken

Marking the tests

Markschemes will be supplied with the test packs. Marks are recorded directly onto the test papers. Schools should retain papers once marked and may wish to refer to them for formative purposes.

Schools have discretion as to which of their staff mark the tests. Markschemes have been designed to be quickly and easily applied and, wherever possible, to minimise the need for professional judgement, but there will remain the need for some judgement to be applied in particular situations. The markschemes for the National Numeracy Tests (Reasoning) also provide a guide to interpreting and building on learner and class performance – schools should be mindful of this, and of the aforementioned provisions of paragraph 52.8 of Section 2 of STPCD 2018 (currently STPCD 2018 which will shortly be revoked and replaced by provisions in the STPCD Wales 2019) in making any decisions as to who should mark the tests.

It is at schools' discretion whether they choose to give markers dedicated time for the task of marking.

Schools should be aware that questions on the modified papers may differ from the standard papers. The *Notes for teachers*, supplied with the modified tests, include modified markschemes for each test. Markers will need to refer to the modified markschemes and the standard markschemes when marking the modified test papers (please refer to page 46 'How do I mark modified tests?' for further guidance). Markers must be mindful of their responsibility for keeping papers secure during the test window, and for the safe handover of all papers for storage by the school.

All test papers **must** be marked by 2 **June 2020** for the WNTDC in order to allow for timely uploading of scores. Local authorities may have arrangements in place for an earlier completion date.

Diagnostic tools

Diagnostic toolkits to support question-by-question analysis will be available and these may also be useful when marking. The toolkits will be published on Hwb at the end of the test window at hwb.gov.wales/draft-curriculum-for-wales-2022/reading-and-numeracy-assessments/national-reading-and-numeracy-tests-diagnostic-support-tools/.

Supported marking

On the introduction of the National Tests, secondary schools requested additional support with the marking of the Years 7, 8 and 9 National Numeracy Tests (Reasoning). The Welsh Government has been providing the Supported Marking Service since summer 2014. In 2020 the Supported Marking Service will be available to schools for the National Numeracy Tests (Reasoning) for Years 7 to 9. In addition, a training programme will be provided for regional education consortia in the Years 2

to 6 National Numeracy Tests (Reasoning) markschemes, to enable consortia to support primary schools in their regions.

Poor practice

The purpose of the National Numeracy Tests (Reasoning) is formative, to provide teachers with information on learners' numeracy (reasoning) skills. The Welsh Government does not make judgements on schools based on test results.

If an instance is found where a learner's script does not represent that learner's own work for any reason, the headteacher **must** be informed and a record kept of which questions and responses might have been affected for the information of the marker, the local authority and any subsequent investigation. The headteacher or an appropriate delegate **must** then contact the relevant local authority or regional education consortium to notify them and for guidance on the actions that should be taken. The final decision on results in cases where they are in doubt, or appear inaccurate or incorrect, rests with the Welsh Ministers.

Data input and reporting

For information regarding data submission please refer to the *Welsh National Tests Data Collection and reporting arrangements 2019/20*. This will be available on the Welsh Government website in the spring term, before testing begins. Local authorities will be informed when this document is available.

Upon receipt of the raw scores from the tests, and following standardisation, pupil results sheets will be generated and provided to schools. The test results presented must be shared with parents/carers as part of the normal reporting process. If schools are unable to provide reports to parents/carers by the end of the summer term 2020 these should be provided no later than 30 September 2020.

Pupil results sheets

The pupil results sheets give an age-standardised score and a progress measure for the test sat by learners. Age-standardised scores that are very high or very low are not always reliable; there is considerably more statistical variation at the end of the score ranges than in the middle and so learners' abilities are not estimated very reliably here. This is because data at the ends of the score ranges is much sparser.

In a few cases the range of difficulty of the questions in the test may mean that it is not possible to register an age-standardised score for a learner whose numeracy (reasoning) skills are developing more slowly than would be expected. In these cases, the age-standardised score can only be given as 'less than 70'. Similarly, very high achievers can only be given an age-standardised score of 'more than 140'.

The progress measure shows whether a learner's improvement in numeracy (reasoning) each year is in line with that of other learners in the same national curriculum year group taking the same test. No one performs consistently all of the time. Small changes are most likely due to how the learner performed on this particular test on the particular day of testing. Patterns of change over time may give a stronger indication of the learner's progress.

The Welsh Government's *Reading and numeracy tests in Wales – 2019: Information for parents and carers of children in Years 2 to 9* (hwb.gov.wales/draft-curriculum-for-wales-2022/reading-and-numeracy-assessments/information-for-parentscarers-yr-2-9-reading-and-numeracy-tests-in-wales/) provides further information on the scoring of the tests. The guide sets out that each National Numeracy Test (Reasoning) is designed to measure achievement across the range expected for each year group and that they will not always give reliable information for learners who are working at the extremes of the range for their age. In these instances parents/carers will be encouraged to discuss their child's progress with their school. All schools use a range of methods to assess how these learners' skills are developing and will report learners' progress to parents/carers.

Headteacher's declaration

Within seven school days of the final date for data submission, the headteacher **must sign** and **submit** a declaration **to the regional consortium** (acting on behalf of the local authority) confirming that the test packs were received and stored securely, that the tests were administered correctly according to the requirements set out in the NT administration handbook (this handbook), and that the tests were marked in accordance with the markscheme. A downloadable declaration form is available at hwb.gov.wales/draft-curriculum-for-wales-2022/reading-and-numeracy-assessments/headteacher-s-declaration/.

Monitoring of assessment arrangements

Local authorities have a statutory responsibility to monitor the assessment arrangements in at least 10 per cent of their schools. The local authority must ensure that assessment arrangements are in accordance with the test administration timetable, test administration guidance, and guidance included in this handbook. Each year the local authority or regional consortium will carry out a programme of monitoring visits to a sample of schools. The visits may take place during any of the following periods.

- The week before the tests are administered to learners.
- The period during which the tests are administered to learners.
- Up to 20 school days after the last day on which any of the tests have been administered to learners.

Where visits take place either during the test administration period or after testing is complete, the local authority representatives must also ensure that learners' written responses represent their own work and that the tests have been marked in accordance with the relevant markscheme.

Following any monitoring visit, the outcome of the visit will be discussed with the headteacher. If the local authority or regional consortium has any concern that the assessment arrangements are not in accordance with the published guidance or that learners' responses do not represent their own work, they will bring the matter to the attention of the headteacher and report the matter to the Welsh Government.

Headteachers and governing bodies have a duty to permit the local authority or regional consortium to access school premises, inspect or take copies of any documents in relation to the assessment arrangements for the tests, and to provide them with relevant information as requested.

Support

To raise any queries about test papers, schools can contact the Test Order Helpline on 029 2026 5327 or wgto@nationaltests.cymru.

Part 2: Personalised assessments

Introduction to personalised assessments

Welsh Government is phasing in online personalised assessments over a three-year period (this began in academic year 2018/19).

In the 2019/20 academic year, learners in Years 2 to 9 in maintained schools (including community, voluntary-aided, voluntary-controlled and foundation) are required to take the **online** National Numeracy Personalised Assessments (Procedural), the **online** National Reading Personalised Assessments, and the **paper-based** National Numeracy Tests (Reasoning).

Over time the personalised assessments will replace the paper-based National Tests, in line with the timetable provided below.

Academic year	Numeracy (Procedural)	Reading (English and Welsh)	Numeracy (Reasoning)
2019/20	Online	Online	Paper
2020/21	Online	Online	Online

By moving online, Welsh Government is providing a personalised assessment experience that adjusts the level of challenge for each learner. In personalised assessments the questions are selected based on the learner's response to the previous question, or the previous group of questions in the National Reading Personalised Assessments. In the National Numeracy Personalised Assessments (Procedural) the assessment system adapts at the individual question level so a learner who answers a question correctly will receive a question that is more challenging; a learner who answers a question incorrectly will receive an easier question. In the National Reading Personalised Assessments the assessment system adapts at the text level, so a learner will respond to a group of questions linked to a common text and, based on their responses to this group of questions, the system will select a new text and questions. This process continues until the assessment system has covered the relevant aspects of the curriculum and gathered sufficient information on the learner's responses.

Personalised assessments provide information on the skills of individual learners and groups of learners, including whole classes. Marking is automatic and feedback is available to staff members the day after the assessment is taken.

Timing of personalised assessments

Schools have the flexibility to schedule the personalised assessments in Numeracy (Procedural) and Reading **at a point during the academic year that they consider most beneficial to inform learning and teaching**. It is **not** necessary for schools to schedule assessments during the test window for the paper-based National Numeracy Tests (Reasoning).

Learners are required to take the National Numeracy Personalised Assessments (Procedural) and the National Reading Personalised Assessments once during the 2019/20 academic year. Schools also have the option to use the assessments once more during the academic year. If schools decide to use the assessments a second time, it is recommended that learners do not exceed one of each type of assessment per term.

Access to personalised assessments

Staff and learners access the personalised assessments via Hwb, Welsh Government's online learning platform, using their Hwb logins.

Before learners can take personalised assessments:

- the headteacher, or member of staff acting on their behalf, needs to assign functions and access for relevant staff
- staff need to log in to Hwb and navigate to the personalised assessments website by clicking on personalised assessments in the menu near the top right-hand side of the page or on the Hwb homepage in order to schedule assessments for learners
- they need to log in to Hwb and work through familiarisation assessments in Numeracy (Procedural) and Reading so that they understand the question formats and how to navigate through the assessments.

For information on how users find their Hwb usernames and passwords, please follow this link hwb.gov.wales/getting-started.

Schools should note that the assessment website relies on data from schools' MIS. Schools need to ensure that their MIS is up to date and that the Hwb Provisioning Client³ is run on a regular basis.

User management

Schools must ensure that access to data about individual learners complies with the General Data Protection Regulation (GDPR). This includes data from the statutory assessments that headteachers have a duty to arrange to be administered to their learners.

In order for personalised assessments to be administered in any school, the headteacher, or member of staff acting on their behalf, is required to log in to the assessments website (which is accessed via Hwb) and assign functions and access for relevant staff to schedule and facilitate assessments and view learner and group reports. The headteacher, or staff member acting on their behalf, also needs to agree that the personalised assessments will be administered in accordance with this administration handbook. Annually, the headteacher, or member of staff acting on their behalf, will have to re-sign this agreement. Access to other members of staff will be restricted until the headteacher, or member of staff acting on their behalf, has done this.

³ See the help section on the Hwb Provisioning Client at hwb.gov.wales/support-centre/hwb-services/user-management

The functions allocated determine what activities staff can undertake on the assessment website. Access can be restricted to particular year groups or classes, to ensure that staff are accessing relevant and appropriate information. The headteacher, or member of staff acting on their behalf, should review the functions and access assigned to staff annually.

The functions shown in the table below are available for headteachers to assign to their staff members. The headteacher is automatically assigned the 'Administrate' function, which enables them to manage other users' functions. The 'Administrate' function can also be allocated to other members of staff who have been delegated responsibility for assessment arrangements. It is recommended that the 'Administrate' function is assigned sparingly, and only to those members of staff for whom this level of access is essential.

Figure 2: User management – functions

Function	Schedule personalised assessments	Facilitate personalised assessments	Access feedback and reports	Manage users
Administrate	✓	✓	✓	✓
Facilitate and analyse	✓	✓	✓	
Facilitate	✓	✓		
No access				

Scheduling assessments

Scheduling

Schools have the flexibility to schedule the National Numeracy Personalised Assessments (Procedural) and the National Reading Personalised Assessments **at any time during the academic year**. Schools can schedule the assessments for individual learners, small groups or whole classes, in accordance with their preferences and their IT facilities. As the personalised assessments are different for each learner, there is no requirement for a whole class of learners to take the assessments at the same time.

Personalised assessments must be scheduled for a particular school day and **scheduled at least the day before the assessment takes place**. They can be taken at any point during the school day. If a learner does not start an assessment on the scheduled day, it will be cancelled overnight, and the school can reschedule the assessment. **If a learner starts an assessment on the scheduled day but does not complete it, the results will be submitted overnight unless the assessment is cancelled. It is important in this situation that the assessment is cancelled and rescheduled.**

Assessment length

There is no fixed duration for the assessments; learners work through them at their own pace. The length of assessments varies depending on how long it takes the

system to establish the learner's ability level. When the system has gathered enough information, the assessments automatically end.

The National Numeracy Personalised Assessments (Procedural) generally last between 20 and 40 minutes. The National Reading Personalised Assessments generally last between 35 and 45 minutes. If you are scheduling for a group of learners or a whole class, you may need to plan an activity for those who finish their assessment ahead of the rest of the group.

Before learners take the assessments, you will need to ensure that there is sufficient time to set up, e.g. ensure all devices are working and all learners have their Hwb login details.

Devices and infrastructure

Guidance on the devices and browsers that can be used for the personalised assessments is available at Annex 2.

Guidance on how to make the most of your school's internet connectivity is available at hwb.gov.wales/draft-curriculum-for-wales-2022/reading-and-numeracy-assessments/personalised-assessments-it-guidance-for-schools/.

Language

The National Numeracy Personalised Assessments (Procedural) can be taken in English or Welsh. The language of a learner's assessment is chosen when a staff member schedules the assessment. However, a learner is able to view a copy of the question in the other language at any point during the assessment by clicking the 'globe' icon at the bottom of the screen.

When scheduling National Reading Personalised Assessments for learners, staff members select which assessments will be taken: English Reading or Welsh Reading. Questions and texts are not available in the alternative language as the assessments assess learners' skills in reading each language. Statutory requirements for which assessments learners should take are covered in Annex 4.

Familiarisation assessments

Before taking personalised assessments, schools should allow learners to try familiarisation assessments in the National Numeracy Personalised Assessments (Procedural) and National Reading Personalised Assessments. This will enable learners to view the question types and understand how to answer them, and also to become familiar with the navigation of the assessments.

Familiarisation assessments are accessed on the assessment website via Hwb.

Assessments in other settings (e.g. PRUs)

All learners in Years 2 to 9 who are registered in mainstream schools must sit the personalised assessments once during each academic year. This includes learners who are dually registered in a mainstream school and also at a PRU or special school (unless a disapplication decision has been made). The responsibility for ensuring the assessments are administered rests with the headteacher of the

mainstream school at which the learner is registered. A headteacher can arrange for the personalised assessments to be taken at either setting.

Access and disapplication (modifications)

The personalised assessments are suitable for many learners with special educational needs (SEN); they are compatible with standard assistive technologies and modified versions are available. For information on the modified personalised assessments please see Annex 6. For information on disapplication, please see Annex 7.

Taking the assessments

Before a learner can take a personalised assessment, a staff member with the appropriate access to facilitate an assessment must release the assessment that has been scheduled for the learner. Staff members have the option to release assessments for individual learners, or for a whole class of learners. Please note that there is no option available for releasing groups of learners larger than a class, i.e. a year group composed of several classes. Guidance on how to schedule and facilitate assessments is available on the assessment website.

Once an assessment has been released to the learner, the learner can access the assessment on the assessment website accessed via Hwb.

Learners should be given access to paper and pens/pencils for any rough working out/notes. Learners' working out/notes are not assessed as part of the National Numeracy Personalised Assessments (Procedural) or the National Reading Personalised Assessments. It should be made clear to learners that only the answer submitted onscreen can be taken into account.

If learners cannot answer a question they should be encouraged to move on to the next one. If learners miss a question, they will be given a slightly easier question. Staff should explain to learners that they **cannot go back to a previous question or amend an answer once they have moved on to the next question**. In personalised assessments questions are selected based on responses to the previous questions. It is therefore not possible to move backwards through the questions.

Assessment conditions

A less formal approach can be taken to the administration of personalised assessments as whole classes of learners are not required to take the assessments at the same time, and every learner receives a different set of questions/texts. As explained above, schools can schedule the assessment for individual learners, small groups or whole classes, depending on preferences and facilities.

In order that teachers can gain the most accurate information about learners' skills, schools should ensure that:

- learners have all necessary resources
- the work produced in the assessments is genuinely that of the learners
- there is appropriate supervision at all times

- the assessments are administered according to the guidance given in this handbook for the National Numeracy Personalised Assessments (Procedural) and the National Reading Personalised Assessments.

Learners should:

- be able to work in comfortable conditions, undisturbed and individually
- be aware that the purpose of the assessments is to find out what they can and cannot do so that teachers can help them develop their skills, and that therefore the answers must be their own and they should not discuss questions.

Breaks

During the National Numeracy Personalised Assessments (Procedural) and the National Reading Personalised Assessments breaks can be provided to learners of any age by pausing the assessments at any point. Staff members should give particular consideration to allowing breaks for younger learners. The length of the break is at the discretion of the school and learners may leave the classroom during this time. The staff member can pause the assessment, and learners can log out of the assessment and then log back in after the break. It is important that the staff member pauses the learner assessment in the assessment website; otherwise the learner will be able to access it from a different device.

The assessment must be completed in a single day. If a learner cannot complete in a single day, the assessment should be cancelled and rescheduled, otherwise the results will be submitted overnight.

Absence

Should a learner be absent on the day of a scheduled assessment, the assessment can be rescheduled for another time. If the learner has not started the assessment, the assessment will be automatically cancelled overnight. **If a learner has started the assessment but cannot complete it (e.g. they are sent home ill) then the assessment should be cancelled.**

After the assessments

Feedback

A range of reports is available for individual learners and groups of learners, including whole classes.

Feedback on individuals is available on the assessment website one day after the assessments are completed. Teachers will have the opportunity to review feedback before releasing it to learners. Guidance is available on the assessment website.

Learner reports for the National Numeracy Personalised Assessments (Procedural), which show progress from one year to the next and include an age-standardised score, are also available. Learner reports for the National Reading Personalised Assessments showing a learner's starting point for progress and an age-standardised score will be available at the end of the 2019/20 academic year.

Reports are only available to those staff members allocated either the 'Administrate' or 'Facilitate and analyse' functions.

Individual learner feedback and reports must be shared with parents/carers as part of the normal reporting process. Schools are encouraged to share with parents/carers when the information is current. If the assessments are taken twice during the academic year, parents/carers should receive both sets of feedback.

Monitoring of assessment arrangements

Local authorities have a statutory responsibility to monitor the assessment arrangements in at least 10 per cent of their schools. Monitoring of how schools are implementing the personalised assessments may take place at any time.

Monitoring visits focus on promoting good practice in the use of the assessments, and on how the information about learners' skills provided by the assessments has been used to plan learning and teaching.

Support

Further guidance on the personalised assessments, including managing user access, scheduling and taking assessments, and accessing feedback and reports is available on the assessment website. For further support, schools can also contact the Assessment Helpdesk on 029 2026 5099 or help@personalisedassessments.wales.

Annex 1: National Numeracy Tests (Reasoning) – test administration guidance

This guidance relates to the specific requirements of administering the National Numeracy Tests (Reasoning).

Note: Test administration guidance giving full details of how to administer the National Numeracy Tests (Reasoning) will be provided to schools with the test materials.

It is very important that tests are administered so that the results will be a reliable and fair reflection of the learners' abilities. The need to administer the tests under standardised conditions should **not** create a stressful or intimidating environment. Since the purpose of the National Numeracy Tests (Reasoning) is to provide useful formative information, tests should be presented in a positive and purposeful way, encouraging learners to do their best without causing any anxiety.

It is also very important that schools are fully aware of the implications of this guidance in terms of preparing for the tests: delivery of the stimulus materials that start each test requires careful planning and preparation by the test administrator.

The teachers' scripts and slide presentations that accompany the stimulus materials in the main National Numeracy Tests (Reasoning) must not be used for learners using the modified large print (MLP) or Braille modified test materials. Modified scripts and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

Structure of the tests

Learners are provided with one test booklet.

For Years 2 and 3 only, the test booklets are split into two sections, each relating to a separate set of stimulus materials presented to learners immediately before they embark on the linked questions.

For Years 4 to 9, the initial group of questions link to the stimulus materials presented to learners at the start of the tests. There are then further questions with independent contexts.

Resources

Each learner will need a pen or pencil (depending on what they usually use in class), a copy of the test booklet, ruler and eraser.

Years 2 to 4	Learners must not use calculators.
Years 5 to 9	Learners are permitted to use calculators and should be encouraged to use them when appropriate.

Timing and rest breaks

The tests must take no more than 30 minutes in total.

Up to 15 minutes should be allowed prior to the tests (or part of the tests) to give test instructions, distribute the booklets and present the stimulus materials.

Where a break is given, booklets should be collected in and returned to learners when the tests reconvene.

Where any learners are given rest breaks, it is important to ensure that:

- no more than the designated total time for each test is given
- the learner is given the opportunity to attempt all parts of the paper, so the test properly reflects their attainment
- learners are reminded of key points, such as the importance of checking their work, before restarting the tests after a break.

Learners who finish early should be advised to check their work, but then be allowed to read silently, if the teacher feels this to be appropriate.

For learners in Years 2 and 3

The test period must be broken into two 15-minute sections to coincide with the two sets of stimulus contexts and questions. In between sections learners should be given a break in order to prevent fatigue or loss of concentration. The length of this break is at the discretion of the teacher, but should be sufficient to ensure learners are refreshed before they embark on the second section of the tests. Please ensure that during the break no input is given to learners that could influence their test performance. Discourage discussion about the tests.

For learners in Year 4

The test period may be broken into two 15-minute sections to prevent fatigue or loss of concentration if the teacher assesses this as appropriate. The length of this break is at the discretion of the teacher but should be sufficient to ensure learners are refreshed before they embark on the second section of the tests. Please ensure that during the break no input is given to learners that could influence their test performance. Discourage discussion about the tests.

For learners in Years 5 to 9

The tests should be undertaken in one sitting.

Preparing for the tests

Preparations to meet any access arrangements should be agreed in advance for individual learners (see access arrangements guidance in Annex 5).

In advance of the tests, schools must ensure:

- they can access the stimulus materials on the disk provided. Technical guidance on accessing the stimulus materials will be provided before the test period in the tests administration guidance
- the member of staff presenting the stimulus materials has read through and assimilated the script provided, in conjunction with the presentation on the disk
- the test venue is appropriate for the delivery of the materials, the means for projecting the stimulus materials (computer, not CD player) is present and fully operational, and that each learner can see and hear the presentation, yet work individually once the tests have started.

During the presentation of the stimulus materials, learners may sit together, e.g. on the floor, but must move to their allocated place to complete the tests.

Administering the tests

Explain to the learners:

- that they must work individually
- that they must not talk to, or copy, each other
- that they should make sure their answers are clear, and should change their answers, if necessary, by crossing out or erasing errors
- that they should always show their working out (this should be emphasised)
- they should do their working in the boxes provided, but they can write anywhere on the page. They can also write on diagrams/graphs, etc., if they wish
- that you cannot help them answer any of the questions, but if they need help in reading a question, they should raise their hand
- that if they find a question too hard, they should have a go and then move on to the next one
- they have 30 minutes to complete the test (where a rest break is being given, tell them when this will be)
- that when they have finished, they should go back and try any questions not yet attempted. Then they should check their work (this should be emphasised) and only then indicate by raising their hand that they have completed the test.

Give each learner a copy of the test booklet and ask learners to complete the front cover with the following details:

- first name
- last name
- class
- school
- date of birth (an accurate date of birth is needed to calculate age-standardised scores)
- date of test (an accurate date of test is needed to calculate age-standardised scores).

For learners in Years 2 and 3, for reasons of accuracy, you may wish to complete some of the learners' details yourself (e.g. school, date of birth, date of test).

Also, for Years 2 and 3 it is important to ensure that learners are aware that they should not move on to the second section of the booklets until they are told to do so. Explain that for the first section of the tests, they will only be answering questions until they see 'Stop here'; then they should stop and check their work. For the second section of the tests, ask learners to open their booklets at the relevant page of the tests. Also tell them that the tests include questions on the back page.

As the learners are working their way through the tests, you should check periodically that they understand what they need to do and are working through all the questions.

Presenting the stimulus materials

Go through the presentation, using the script provided (for Years 2 and 3, there are two separate presentations linked to the two sections of the tests). This should be presented with interest and enthusiasm.

You can use your own words to expand the script if you wish, as it is very important that learners understand and are fully engaged with the scenario.

Encourage engagement with the presentation through questions and peer discussion as appropriate. However, it is essential that this does not inadvertently lead to help being given to learners in the test questions themselves, so please take care to restrict your discussion at this stage (and during the tests) to the context and content of the actual stimulus materials.

No help can be given with the numeracy that is to be assessed.

Once you have completed the presentation, including the notes within the script reminding learners to show their working, check their work and so on, make a note of the time and start the test.

If learners in your class complete the test before 30 minutes have elapsed and you are satisfied that they have all had sufficient opportunity to check their work, they should be allowed to read silently, if you feel this to be appropriate.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.

Responding to questions

Try to pre-empt any questions about pencils and erasers by telling learners how to obtain extra supplies. In general, follow your usual classroom practice.

Genuine questions asking for clarification of what to do may be answered at the beginning of the tests. Once the tests are under way, only respond to learners who put up their hands. Go over to them and answer their question privately.

If every learner hears the instructions it should not be necessary to repeat them more than once or twice. If you feel that there are learners who are prone to worry, station yourself near them and answer any questions quietly.

Encourage learners to ask questions during the delivery of the stimulus materials: it is important that they understand the context so they can readily access the test questions that follow. You should, however, take care not to give them information that directly links to the numeracy that is being tested.

During the tests, help may be given to learners in reading the text but not in providing any explanation of numerical meaning. You can remind them of contexts but you should answer questions such as 'What does xxx mean?' by saying 'What do you think? See if you can work it out for yourself'.

Access arrangements

The tests have been designed to make them accessible to the majority of learners in the recommended year groups. However, a small number of learners may need some form of access arrangement to enable them to demonstrate their best attainment on the tests.

These are set out in full in Annex 5. During test administration, access arrangements agreed in advance for individual learners must be taken into consideration.

As indicated in Annex 5, some learners may benefit from working in a separate room. It is important to remember, however, that arrangements must be made in advance to ensure the learner can access the stimulus materials, either within the large group before moving to a separate room, or individually within the alternative accommodation.

These tests do not require learners to undertake any extended writing in order to answer the questions. However, for learners with impaired motor control it may be beneficial to provide someone to write down their answers as the learner dictates their response.

Providing a reader for learners who have difficulty reading is acceptable for the National Numeracy Tests (Reasoning). Readers must, however, ensure they limit their support to reading the text: care must be taken not to inadvertently help learners understand or respond to the numeracy that is being assessed.

Questions and answers

Do all learners in the class have to take the tests?

The decision that a learner should not sit a test is for the headteacher to make, having had regard to the access arrangements guidance in Annex 5.

What do I do if there is a fire alarm during the tests?

Ideally, a fire alarm practice should not be scheduled during the testing period. However, if this is unavoidable or if a real-fire alarm occurs during the tests, then the tests must be stopped. If it is possible, note how much of the testing period remains at the point when the tests are stopped. When the situation returns to normal, the

tests can be reconvened and the remaining time made available. Learners should be encouraged not to talk about the test content until after the tests are completed.

What do I do if a learner arrives late for the tests?

Ideally, the tests should be carried out when the whole class is present and there are no interruptions. However, if latecomers to the National Numeracy Tests (Reasoning) miss the delivery of the stimulus materials that start the tests, they will be unable to continue at that time and arrangements will need to be made for them to sit elsewhere during the tests, then to take them at a later date.

Annex 2: General administration guidance for the personalised assessments

This general assessment administration guidance should be read in conjunction with the assessment specific guidance presented in Annexes 3 and 4.

Structure of the assessments

The National Numeracy Personalised Assessments (Procedural) and the National Reading Personalised Assessments are constructed from large banks of questions (and texts for the reading assessments) which are based on the skills in the National Literacy and Numeracy Framework (LNF) for Years 2 to 9.

Each assessment is tailored to the learner's responses, i.e. it selects questions (and texts for the reading assessments) to present to the learner based on the learner's answers to previous questions. The assessment system stops the assessment once it has collected sufficient information in order to make a reliable decision about the learner's skills or once the learner reaches the maximum number of questions allowed. This personalisation means that every learner will see a different set of questions (and texts) and the number of questions (and texts) will vary.

Setting up access to the assessments

Accessing the assessments

Schools will use Hwb (hwb.gov.wales/) to log in and access the assessments.

For information on how users find their Hwb usernames and passwords see the following link: hwb.gov.wales/getting-started.

Schools should note that the assessment website relies on data from schools' MIS. Schools will need to ensure that their MIS is up to date and that the Hwb Provisioning Client⁴ is run on a regular basis.

Setting up access

At the beginning of each academic year, the headteacher, or member of staff acting on their behalf, must use their Hwb login details to access the assessment website, and will be prompted to acknowledge responsibility for safeguarding school data.

Once this is done, access can be allocated for other teachers and school staff to use the assessment website.

There are four different access options that can be assigned to users.

1. **Administrate:** users can schedule and facilitate an assessment, and access feedback and reports for the whole school. In addition to this, users can edit the functions and access for other members of staff. A headteacher, or a member of

⁴ See the help section on the Hwb Provisioning Client at hwb.gov.wales/support-centre/hwb-services/user-management

staff acting on their behalf, can allocate the 'Administrate' function to additional users. (A 'user' is any member of staff with access to the assessment website.)

2. Facilitate and analyse: users can schedule and facilitate an assessment, and access feedback and reports.
3. Facilitate: users can schedule and facilitate an assessment.
4. No access: users cannot access assessments or feedback and reports. (All users, except the headteacher, are allocated 'No access' to begin with.)

Note: It is recommended that the 'Administrate' function is assigned sparingly, and only to those members of staff for whom this level of access is essential.

All staff will be reminded about the confidentiality and security of data.

Before administering an assessment

Checking IT set-up

To run personalised assessments, schools need:

- internet connection – typically you will need a minimum bandwidth of 2Mbps if you are assessing a class of 30 learners, with no other significant demands on the network at the time
- devices – schools can use a combination of devices when running assessments
- Hwb login details for all learners taking the assessments.

Devices that can be used

The assessments have been designed to be compatible with a wide range of devices. Staff members will be able to schedule assessments in accordance to their school's preferences and facilities. The assessments can be taken by individual learners or in small groups depending on the devices available.

The assessments can be used on:

- desktop computers
- laptops – including Chromebooks
- tablets – including iPads

that have a modern browser (see next section) installed.

Before any assessments are run, devices should be fully charged and checked for updates.

Browsers that can be used

You should use one of the following browsers (these are the minimum browser requirements):

- Google Chrome 59
- Internet Explorer 11
- Mozilla Firefox 55
- Safari 10.

Please note: Microsoft Edge is not currently a supported browser. While the personalised assessments website can be accessed using Edge it will not allow users to launch the Reading Personalised Assessments if the Edge browser version is below Version 77. We understand that Edge is due to be updated to Version 77 in Microsoft Windows in early 2020.

Scheduling assessments

Note: The headteacher, or nominated member of staff, must allocate access before users can schedule assessments or access feedback and reports.

Assessments must be scheduled for a particular school day and **scheduled at least the day before the assessment takes place**. Schools must use the assessment website which is accessed via Hwb, to schedule assessments. A step-by-step guide to scheduling assessments is available on this website.

For the National Reading Personalised Assessments, learners are allocated a set of starting questions and a text based on their curriculum year group for the first assessment they take (or the teacher can override to give an easier set of starting questions and a text if appropriate).

For the National Numeracy Personalised Assessments (Procedural) the system selects a question based on a learner's curriculum year group, unless the teacher overrides this to give an easier starting question.

When scheduling assessments, staff members can select accessibility options, colour and contrast changes (see Annex 6).

Timing and rest breaks

Before starting assessments, time should be allowed for learners to log in and take familiarisation assessments, if they have not already done so.

No time limit is set for the assessments, so the learner can respond to the presented questions at their own pace. Learners should be encouraged to move on through the questions, rather than spending too long on questions they cannot answer.

The approximate length of the personalised assessments is set out in Annexes 3 and 4. Staff members are advised to use their professional judgement with learners who take longer than this to complete the assessment. Staff members may choose to encourage the learner to work more quickly or to stop an assessment that is

taking an unreasonably long time. The staff member can pause or cancel the assessment.

Breaks may be given to learners of any age, and an assessment may be spread throughout the school day. It is recommended that staff members give particular consideration to younger learners, and that learners in Years 2 and 3 should have rest breaks. The length of the break is at the discretion of the school. Staff members should monitor to decide when or if breaks are appropriate for other learners.

When an assessment is paused or stopped, the results for the questions the learner has answered will be uploaded at 5p.m. on the day the assessment is taken unless the assessment is cancelled. An assessment with submitted answers cannot be restarted.

Classroom set-up

On the day of assessments, please ensure that:

- the room is set up to allow learners to work on devices independently
- if laptops and tablets are being used, they are charged and ready to use for assessments
- learners have paper and a pen or pencil available for any rough working out/notes
- staff members have considered activities for learners who finish early.

Learner login

When their assessments have been released by a teacher or member of staff in the assessment website, learners should navigate to hwb.gov.wales/ and enter their Hwb login credentials. They should be given assistance entering these where required. Learners should navigate to the assessments website and click either 'Numeracy (Procedural)', 'English Reading' or 'Welsh Reading'.

Facilitating a personalised assessment

On the date an assessment has been scheduled, staff with 'Facilitate', 'Facilitate and analyse' or 'Administrate' functions are able to facilitate an assessment. Staff should log in to Hwb and navigate to the assessment website. The assessments will first need to be released for the learners to use. Users can facilitate the assessments from the 'Today's assessments' section of the 'Home' page, or the 'Assessments' page. See the guidance on the assessment website for details about this.

Before the assessments have started, staff members should remind learners of **key features** of these assessments.

- The purpose is to provide information on their skills so that they understand what they can do and the areas they may need to work on.
- Learners **cannot go back to a previous answer and make amendments once they have moved on to the next question.**

- If learners get stuck on a particular question and cannot answer, they should **move on to the next question**.
- Learners may need to scroll down on screens to see the full question content. A green notice will pop up on the screen to warn them of this.
- If a learner encounters problems with their computer/device, they should raise their hand and advise a teacher or member of staff.
- There is no fixed end point in terms of duration; when the system has gathered enough information the assessments will end automatically.

During the assessments, the teacher or member of staff should check that:

- learners are progressing through questions and moving on if they don't know the answer to a particular question
- learners are working honestly and independently
- learners have rough paper and a pen or pencil for working out/notes
- if there is an incident or interruption, assessments can be paused, resumed or cancelled in the assessment website.

Access arrangements

See Annex 6 on the access arrangements for the personalised assessments.

After the assessment

Learner feedback is available to those staff members with 'Administrate' or 'Facilitate and analyse' functions the day after the assessments have been taken. These staff members should log in to Hwb and the assessment website to access the feedback. The learner feedback must be released by the staff member in order for the learners to see it. Once the learner feedback is released, the learners will be able to access it via Hwb.

Learner reports are also available on the assessment website which include age-standardised scores for learners and information on progress.

A number of reports for groups of learners, summarising the performance of the whole group, are also available for staff to request and use. More information about the available reports and how to use them is provided on the assessment website.

Annex 3: National Numeracy Personalised Assessments (Procedural) – administration guidance

This guidance relates to the specific requirements of administering the National Numeracy Personalised Assessments (Procedural).

Structure of the assessments

As explained in Annex 2, each National Numeracy Personalised Assessment (Procedural) is tailored to the learner's responses. However, the first question in an assessment is selected to be appropriate for a learner in their current curriculum year, although the teacher can override this where necessary if a learner is working at a level significantly below their curriculum year. Subsequent questions are selected from the bank of questions as described in Annex 2.

Although learners will work at their own pace, the length of an assessment will typically be about 30 minutes.

Familiarisation assessments

Familiarisation assessments are provided for teachers to use with learners prior to taking the assessment.

Each contains eight questions, which include examples of each of the question types used in the personalised assessments. Some learners may not be familiar with some of the question types or may not have completed assessments on computer. It is **very important**, therefore, that you spend time familiarising learners using these materials so that when they take an assessment it will provide the best information on their skills.

For learners in Years 2 to 6, it is recommended that you **read the familiarisation questions aloud** and work through each question, checking that learners are clear about how to complete each question.

For learners in Years 7 to 9, you do not have to read the questions aloud but you must ensure that learners are clear about how to complete each of the different types of question and should discuss the most appropriate answer for each of them.

Familiarisation assessments may be accessed at any time. They should be taken shortly before a personalised assessment (though not necessarily in the same lesson due to time constraints and in case learners become tired).

Scheduling assessments

When scheduling an assessment for learners, staff members can select whether the assessment will be taken in English or Welsh.

Timing

The assessments take, on average, about 30 minutes and generally vary between 20 and 40 minutes.

Facilitating a personalised assessment

Before the assessment has started, staff members should remind learners of the key features of the National Numeracy Personalised Assessments (Procedural) – see page 33 – and remind them of the following.

- If a learner needs help reading a question, they should raise their hand and ask a teacher or member of staff (who can read the question but should not help with the numerical content).
- If learners want to see the question in the alternative language (English/Welsh) they should click the icon at the bottom of the screen.
- Learners understand that they can use paper and a pen or pencil for working out, but that they must type their answer onscreen.
- The **length of the assessment is not a reflection of the learner's ability and learners should work at their own pace**. The assessments will be about 30 minutes, but this will vary (they generally last between 20 minutes and 40 minutes depending on how fast the learner works and how many questions they receive).

During National Numeracy Personalised Assessments (Procedural), the teacher or member of staff should check that:

- **calculators and other tools are not being used**
- learners are assisted with reading question content if needed, but not with working out or method.

Alternative language function

When scheduling an assessment for learners, staff members can set the language in which the assessment will be taken: English or Welsh. In either case, the alternative language version of the question will be available as a pop-up window at any time. Clicking on the icon at the bottom of the screen allows learners to see the assessment content in the other language. The alternative language version is displayed as an image and the learner cannot input an answer in the alternative language.

Responding to questions

The assessment questions may be read aloud to learners if needed. No help should be given with any of the numerical content of the questions.

You should answer questions such as 'Is this the right one?' by saying 'Choose the one you think is the correct one'.

Annex 4: National Reading Personalised Assessments – administration guidance

This guidance relates to the specific requirements for administering the National Reading Personalised Assessments.

Structure of the assessment

As explained in Annex 2, each National Reading Personalised Assessment is tailored to the learner's responses. At the start of the assessment the learner will receive either a sentence completion question or a short text with three associated questions. The initial questions will be at a difficulty appropriate for learners in that curriculum year, although the teacher can override this where necessary if a learner is working at a level significantly below their curriculum year. Subsequent texts and questions are selected from the bank based on the learner's answers to the previous questions. For example, if a learner is presented with a text and three associated questions, the system will evaluate the responses they have given to the questions and then select a more challenging text and group of questions or an easier text and group of questions as appropriate.

Although learners will work at their own pace, the length of an assessment will typically be about 35 to 45 minutes.

Familiarisation assessments

Familiarisation assessments are provided for teachers to use with learners prior to taking the assessment. There are three available assessments: primary Years 2–3, primary Years 4–6 and secondary Years 7–9.

Each familiarisation assessment contains one text and a range of questions, which include examples of each of the question types used in the personalised assessments. A sentence completion question is included in the familiarisation assessments for Years 2–3 and Years 4–6.

It is very important that you spend time familiarising learners with these assessments so that when they take an assessment it provides the best information on their skills.

Familiarisation assessments may be accessed at any time. They should be taken shortly before a personalised assessment (though not necessarily in the same lesson due to time constraints and in case learners become tired).

The questions are presented in a fixed order to enable staff to talk a whole class through a familiarisation assessment, e.g. by reading the text and the questions together, and discussing the answer and how to respond.

Scheduling assessments

When scheduling an assessment for learners, staff members select English or Welsh National Reading Personalised Assessments as appropriate.

Learners in Years 2 and 3 who are following the Welsh Programme of Study are only required to take the Welsh National Reading Personalised Assessments, with the English National Reading Personalised Assessments available as an additional option to those in Year 3 only. Learners in Years 4 to 9 who are following the Welsh Programme of Study are required to take both the Welsh and English National Reading Personalised Assessments.

Timing

The assessments take, on average, about 40 minutes and generally vary between 35 and 45 minutes.

Facilitating a personalised assessment

Before the assessment has started, staff members should remind learners of the **key features** of the National Reading Personalised Assessments.

- They may have sentence completion questions and these may not be at the start of the assessment.
- When they have a text to read, they should read it carefully before they move on to the questions.
- There will be an instruction to use the 'Next' button to answer the questions after the learners have read the text.
- The questions (other than the sentence completion questions) will appear with a button that can be used to open the reading text so learners can refer back to it.
- Learners can select the 'X' button to close the text.
- If the text covers a question the text can be dragged to one side to view the question again.
- Learners cannot have texts or questions read to them as this is an assessment of reading.
- **The length of the assessment is not a reflection of the learner's ability and learners should work at their own pace.** The assessments will be about 40 minutes, but this will vary depending on how fast the learner works and how many texts and questions they receive.

Annex 5: Access arrangements for the National Numeracy Tests (Reasoning)

The National Numeracy Tests (Reasoning) are designed to support both pedagogy and school improvement, generating data from which teachers can gain an accurate picture of where a learner is in terms of their skills and ability compared to other learners.

The tests, which are taken by learners in Years 2 to 9 in all maintained schools in Wales, have been designed with learners' access in mind. It is expected that nearly all learners will be able to access them without special arrangements. Schools have some discretion as to how they administer the tests, and further guidance on this is provided in Annex 1.

We recognise, however, that some learners may face challenges in accessing the tests, and that for some learners it will not be possible to do so. The purpose of this guidance is to assist headteachers and schools in:

- understanding what arrangements they can make to help their learners access the tests
- understanding the range of modified test papers available
- identifying and making judgements about those learners who, for a variety of reasons, will not be able to access the tests even with full use of the modifications available.

Proper consideration of the factors laid out in this guidance will enable schools to support as many of their learners as possible to access the tests and to make proper, evidenced decisions in relation to those who cannot.

Access arrangements

Learners who may need access arrangements

The tests are intended to assess learners' ability in a fair and comparable way, with as many learners as possible having access to them. The tests are designed so that many learners with SEN or disabilities can undertake them in their standard format.

However, administrators may need to adapt the administrative arrangements for some learners so that they can fully demonstrate what they know and can do. Access arrangements are **adjustments based primarily on normal classroom practice for particular needs**. They should neither advantage nor disadvantage individual learners, nor change the demands of the assessment. Those administering the tests should decide whether any access arrangements are appropriate by carefully considering the assessment needs of individual learners.

A learner who is disabled within the meaning of the Equality Act 2010, and at a substantial disadvantage in comparison with a learner who is not disabled, is entitled to a reasonable adjustment to remove or, if that is not possible, to reduce the disadvantage.

For simplicity, in this guidance the term ‘access arrangements’ is used to cover both arrangements for learners without disabilities and reasonable adjustments for learners with disabilities.

Access arrangements may be appropriate for learners:

- with a statement of SEN as described in the *Special Educational Needs Code of Practice for Wales* (Welsh Assembly Government, 2002)
- for whom provision is being made in school using School Action or School Action Plus **and** whose learning difficulty or disability significantly affects access to the tests
- with a disability that does not give rise to an SEN but requires alternative access arrangements
- who are unable to sit and work at a test for a sustained period because of a disability or behavioural, emotional or social difficulty
- for whom English/Welsh is an additional language and who have limited fluency in English/Welsh.

Adaptations to the tests

Owing to the wide range of learners’ needs and circumstances, it is not possible to provide exhaustive rules governing the use of adaptations. Those administering the tests should use their knowledge of individual learners in deciding which adaptations to make, bearing in mind the nature and level of support that these learners receive as part of normal classroom practice. The test handbook and guidance provided to those ordering modified papers give specific advice for particular needs, e.g. visual or hearing impairment needs.

Permissible adaptations include photocopying the tests onto coloured paper, or enlarging any format of the tests to a particular size. However, schools should take particular care when modifying papers where there are references to other pages in the tests, or where diagrams have been drawn to scale. Coloured overlays and coloured filter lenses may also be used in the case of learners with dyslexia if this is the normal classroom practice.

It is important to note, however, that the teachers’ scripts and slide presentations that accompany the stimulus materials in the main National Numeracy Tests (Reasoning) should not be used for learners using the MLP or Braille modified test materials. Scripts and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

Scribes

Scribes may be used for any test for learners who would normally receive this type of support in a classroom setting or have the need for a scribe as a result of a recent impairment. A scribe should only be used to support a learner who:

- uses Braille
- is physically unable to write down their answers and is unable to use a word processor
- has a motor impairment or experiences physical or mental discomfort when writing

- writes extremely slowly.

Where a scribe is used a note to this effect should be put on the learner's paper.

Readers

In the National **Numeracy Tests (Reasoning)**, readers may be used in accordance with the test administration guidance supplied with the tests.

Mechanical and/or technological aids

Learners can use their mechanical or technological aids in the tests if that is their normal classroom practice, and provided these do not reduce the level of the demand in the tests. Learners must not use counting aids in the National Numeracy Tests (Reasoning).

Additional time

Certain learners may have extra time where this follows from either the modified papers they are to use or their normal classroom practice.

Learners using the Braille and MLP versions of the tests can have up to 100 per cent additional time, at the discretion of the school.

Learners who are not using the Braille or MLP versions of the tests can have the amount of additional time specified for their normal classroom work, up to 100 per cent. For example, if a learner customarily has an extra 25 per cent of time to complete their work in class, then they can have 25 per cent of time added to the test. This would include learners such as those with language difficulties or with hearing impairments which lead to the need for additional processing time. Schools should have evidence that learners are normally allowed additional time if it is to be allowed in the tests. **No other learners are allowed additional time for the tests.**

Separating tests into sections and providing rest breaks where learners have difficulty concentrating or experience fatigue

Some learners may have an SEN which involves difficulty concentrating or leads them to experience fatigue due to a health problem or to a difficulty in processing information, e.g. learners with a hearing impairment. In such cases, the tests may be split into coherent sections ('chunked') as they would be for younger learners, or the clock may be stopped, to allow for rest breaks. This may, if necessary, be combined with the 'additional time' provision discussed previously.

Use of prompters for learners with severe attention challenges

Learners with severe attention challenges may be supported by a prompter where this is normal classroom practice. Where a prompter is used, the test should be taken in a separate room. The prompter may only draw the learner's attention back to the test; no support or guidance may be given as to the method of taking the test.

Use of separate rooms for one-to-one support

Separate rooms should be used for learners whose SEN warrants this, and also in cases where the nature of a learner's support risks distracting or advantaging other learners taking the tests.

Environmental and delivery considerations relevant to learners with SEN

Where schools are administering the tests to learners with SEN, especially those with hearing impairments or on the autistic spectrum, it is particularly important that the tests are administered in a room with good acoustic quality, to enhance their ability to take in instructions. Such learners may also need additional processing time in order to understand and recall these instructions; test administrators should check that they have understood the requirements before proceeding with the tests.

Additional considerations for learners with sign language support

Learners who use sign language to access the curriculum may have sign language support in the tests. In the National Numeracy Tests (Reasoning), the complete test may be signed by/communicated to the learner. The learner may sign their responses to be transcribed by the communicator. Learners must not be in a position to see other learners' signed responses.

Support for learners who find difficulty in engaging with the tests or experience distress

It is good practice to allow learners who are likely to finish the tests early to bring with them a book or a suitable piece of work to occupy themselves with while the others in the class or test group finish the test session.

If a learner has been entered for the test and, notwithstanding having been properly prepared and supported, becomes distressed, then the practitioners administering the test should support them in the same way as they would if they became upset over a piece of class work. This could include allowing them to resume sitting the test at a later date within the test window, if appropriate.

The language of the tests and learners' response language

In the National **Numeracy Tests (Reasoning)**, the tests are designed to test learners' numerical skills, knowledge and understanding. Teachers and/or language support staff may translate the tests or learners' responses.

Translation of the National Numeracy Tests (Reasoning) papers

Schools may translate whole National Numeracy Tests (Reasoning) papers for English as an additional language (EAL) and Welsh as an additional language (WAL) learners, and for those who regularly have their work translated. However, the use of written or oral translations for learners with EAL or WAL must be normal classroom practice. Schools must be able to justify the decision to provide translation, with reference to evidence to show that resources are routinely committed to providing this support. If translations are provided orally, the test administration guidance must be followed. Headteachers are responsible for making arrangements to ensure the quality of any translation made. The use of free web-based translation services is not recommended.

Those administering the tests should also bear in mind that EAL or WAL learners, or learners who use British Sign Language (BSL) or other sign-supported communication, may not be familiar with some subject vocabulary and technical terms in their preferred language.

Mechanical and technical aids and other assistance for EAL/WAL learners

EAL/WAL learners may use dictionaries and electronic translators, where this is normal classroom practice, in relation to the National Numeracy Tests (Reasoning).

Entering learners for tests other than those for their national curriculum year group

Some learners with significant SEN who would be disapplied from the test for their national curriculum year group may be able to register some attainment against the test if they take the National Numeracy Test (Reasoning) for the national curriculum year group which best matches their attainment against the annual expectations set out in the LNF. The tests can provide valuable diagnostic information; however, test results for a learner taking an 'out of year' test cannot be included in the school's formal WNTDC submission and should be marked as a 'D' (as disapplied) for this purpose.

Schools will be able to calculate a standardised progress measure for these learners using the look-up tables published on Hwb to report to parents/carers. Such a decision should be made in the light of advice from the relevant local authority and recorded prior to the delivery of the test packs.

Learners working above their national curriculum year level must sit the test for their correct year group in order to return correct data for that year group. Learners may not take the National Numeracy Test (Reasoning) for a higher national curriculum year group.

Schools may administer additional 'out of year' tests to specific learners for formative purposes; this may only be done outside the National Numeracy Tests (Reasoning) cycle and results **cannot** be included with the data submitted by schools in the WNTDC.

Modified tests

What are the modified tests?

Modified tests are available to support learners with visual impairment or learners who **normally use large print as part of their normal classroom practice**. There is also guidance to support those administering the modified tests to learners with a hearing impairment or who use sign language.

The following modified tests are available:

- **Braille** – Braille grade 2. Diagrams may be provided either as thermoform on plastic or film, or on swell paper
- **modified large print (MLP)** – B4-sized, 18 point font, in black and white
- **enlarged print (EP)** – B4-sized, 14 point font, in black and white.

Schools should note that questions in the modified papers may differ from the standard papers.

What are MLP test papers and which learners will need them?

Learners with severe visual impairment or other significant needs, such as Asperger's syndrome, autism or dyslexia, may benefit from using the MLP versions of the tests. However, the MLP format is only suitable if learners are used to being presented with modified materials as part of normal classroom practice. The font size is 18 point, the diagrams are simplified or omitted, and they are printed only in black and white on B4 paper and bound with wire-comb. B4 paper measures 364mm by 257mm. For Years 2 and 3, MLP papers are produced on A4 paper.

What are EP test papers and which learners will need them?

Learners with visual impairment or other SENs may need EP test papers, if that is how their class materials are generally presented. The EP test papers are an exact enlargement of the standard test papers and they are intended to represent the tests as if they had been enlarged on a photocopier. The font size is approximately 14 point, and they are generally printed in black and white on B4 paper, and bound with wire-comb. B4 paper measures 364mm by 257mm. Exceptionally, some EP test materials for the National Numeracy Tests (Reasoning) may be produced wholly or partly in colour, depending on the test content.

EP tests are available for learners in Years 4 to 9.

For learner manageability reasons, learners in Years 2 and 3 requiring EP tests should use the MLP tests.

Why are the EP versions generally in black and white rather than in colour?

While a significant number of learners with visual impairment can access black print on white paper, not all can access colour.

The tests are generally produced in black and white to enable as many learners as possible to access the tests independently.

Some EP learner booklets for the National Numeracy Tests (Reasoning) are produced in full colour. This may cause access difficulties for any learner who usually

accesses only materials produced in monotone. Schools should contact the Test Order Helpline to discuss whether MLP test papers would better suit the needs of such learners.

Why are the EP and MLP tests printed on B4 paper?

EP test papers have to be on paper larger than A4 because they are enlargements of the standard papers. Similarly, MLP is on larger paper to accommodate the modified diagrams and the larger font size. For learner manageability reasons, it is not desirable to use A3 paper, so B4 is used as it is smaller than A3 but larger than A4.

Can we order two different versions of the tests for one learner?

Yes, you can order two versions of the same test for one learner if their normal class material is a mixture of formats. However, this needs a great deal of care, as the materials may have been modified differently in each format. Test administrators should note that one version may have a slightly different markscheme to the other. Care will therefore be needed while administering and marking tests where a learner has used two different formats. Before the tests, you should examine both versions and decide which version would best reflect usual classroom practice. You should not attempt to combine different versions of individual questions, e.g. a standard question with an MLP question or a Braille question with an MLP question. In the National Numeracy Tests (Reasoning), it is important that the same version is used for the teacher script and the learner booklet. It is important to note that the teachers' scripts and slide presentations that accompany the stimulus materials in the main National Numeracy Tests (Reasoning) must not be used for learners using the MLP or Braille modified test materials. Modified scripts and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

When can we open the modified materials?

The modified test materials may need to be accessed by a teacher to consider whether adaptations are needed to make specific test items accessible for individual learners. Such adaptations may include re-Brailleing into grade 1 Braille, or further enlarging test papers, or copying onto coloured paper. In such circumstances, the confidentiality and security of the test materials must be maintained at all times.

For these reasons, modified test materials may be opened upon receipt or a maximum of five working days before the test date.

How much additional time can a learner using the modified tests have?

The same arrangements that apply to takers of the standard tests apply to those taking the modified tests. Learners using the Braille and MLP versions of the tests can have up to 100 per cent additional time, at the discretion of the school. Learners using the EP versions of the tests can have the amount of additional time specified for their normal classroom work, up to 100 per cent. For example, if a learner customarily has an extra 25 per cent of time to complete their work in class, then they can have 25 per cent of time added to the test. Schools should have evidence that learners are normally allowed additional time if it is allowed in the tests.

Are the tests available on coloured paper for learners with dyslexia, or in other formats?

The modified tests are only available in Braille, MLP and EP versions. The MLP and EP versions are only available as black print on white paper. As noted under 'Access

arrangements' on page 48, if schools have learners that need the tests in other formats, schools may adapt the tests to suit the individual needs of their learners. This may involve photocopying the tests onto coloured paper, or enlarging any format of the test to a particular size.

Coloured overlays and coloured filter lenses may also be used in the case of learners with dyslexia if this is the normal classroom practice. Some standard test materials, such as the learner booklets for the National Numeracy Tests (Reasoning), and some EP learner booklets for the National Numeracy Tests (Reasoning), are produced in full colour. This may cause access difficulties for any learner who usually accesses only materials produced in greyscale. Schools should contact the Test Order Helpline to discuss whether MLP test papers would better suit the needs of such learners.

Can the school make their own or further adaptations to the tests?

In exceptional cases, if the needs of a particular learner are not met by the modified tests that are available, schools can adapt the tests to suit the needs of individual learners.

Schools should study the *Notes for teachers* that accompany the modified tests for specific guidance on making further adaptations to questions. They may also consult the Test Order Helpline for advice. However, schools should take particular care where there are references to other pages in the tests, or where diagrams have been drawn to scale.

It is essential that any adaptations made should not change the content of the question, or inadvertently advantage or disadvantage the learner. It is vital that the content of questions is not amended as part of the school's own/further adaptations.

What is the format of the Braille tests?

The Braille tests are produced in fully contracted Unified English Braille (UEB) or/and Welsh Braille. The chosen version should match the usual classroom practice for the learner. The text is embossed single-sided and Braille capitals are used. If this format does not suit an individual learner, schools may re-Braille the tests to suit the needs of any individual learner.

Learners can read in Braille and respond in print, and vice versa, if this is the usual classroom practice.

How do I order modified tests?

All modified tests can be ordered via the National Tests Ordering System at testsordering.nationaltests.cymru at the same time as all other test orders are placed.

Refer to page 5 of this guidance for further information.

Modified tests will be delivered to the school in a separate consignment.

How do I mark modified tests?

To mark the Braille and MLP versions, please use the modified markscheme alongside the standard markscheme. The modified markscheme provides details of how to mark questions that have been adapted and to which the standard

markscheme can no longer be applied. All other questions should be marked according to the standard markscheme.

Annex 6: Modifications to personalised assessments

The assessments have been designed with learners' access in mind; it is expected that nearly all learners will be able to access them without special arrangements. However, where accessible versions are needed the assessments have been devised to meet the widest possible range of access needs, and to work with a wide range of commonly used access technologies and usual access arrangements. Where possible, learners should be provided with support to access the assessments in the same way as it is provided to them in day-to-day classroom practice for computer-based working.

Access arrangements

Rest breaks and time allowed

The personalised assessments do not have a fixed duration or a fixed number of questions (although there are a maximum number of questions). The assessment system stops the assessment when it has made a reliable decision about the learner's ability. The National Numeracy Personalised Assessments (Procedural) are generally between 20 and 40 minutes long (depending on the speed at which the learner works) and the National Reading Personalised Assessments are generally about 40 minutes long.

Rest breaks can be given to learners of any age. If it is considered that the learner requires a break to allow them to perform to the best of their ability, this can be done by pausing the assessment in the assessment website. The learner can log out and then log back in to resume the assessment at the point they left it. It is important that the assessment is paused during this break or the learner may be able to access it from another device. The assessment must be completed on the same day that it is started. Any uncompleted assessment will automatically be submitted at 5p.m. on the day it was scheduled.

There is no fixed assessment duration, so learners have as much time as they need to complete; the staff member can determine how long to give the learner to complete the assessment based on classroom practice and learner well-being. The staff member facilitating the assessments should encourage learners to move on through the questions, rather than spend too long on questions they cannot answer. If necessary, the assessment can be stopped, cancelled and rescheduled for another day.

Enlarged versions

The personalised assessments have been designed to work with the magnification tools available within learner devices (e.g. Windows Magnifier, or using the browser zoom function). These should be used in the way that the learner uses them in normal classroom practice. An enlarged version will probably require additional scrolling which the learner may need support with (that is when using browser zoom; Magnifier automatically scrolls if using mouse navigation). The assessments are designed so that a prompt is given when scrolling is required. For further guidance on using the magnification tools, please see the user guide on the assessment website.

Colour and contrast changes

When scheduling an assessment for a learner it is possible to select a range of different colour and contrast options. The colour and contrast options can be applied by the staff member when scheduling the assessments in the assessment website. The colour and contrast selected should be in line with what the learner uses every day in the classroom.

If this set-up is not suitable for the learner, then it is possible to use colour overlays on the computer or laptop screen (though not on a tablet device) or for the learner to use coloured filter lenses. Again, the approach selected should reflect the approach used in normal classroom practice for the learner.

Using screen readers

The **National Numeracy Personalised Assessments (Procedural)** have been designed to be compatible with dedicated screen readers and have been tested with the latest versions of JAWS (Job Access With Speech) screen reader and with SuperNova. Alt text has been added to the images where this is appropriate.

A screen reader should be used in line with the usual classroom practice for the learner.

A screen reader cannot be used with the **National Reading Personalised Assessments** because this is an assessment of the learner's reading.

Use of tactile diagrams

A small number of the questions in the National Numeracy Personalised Assessments (Procedural) require the use of tactile diagrams. It has been necessary to include these to ensure curriculum coverage for learners who are using screen readers or having the assessments read by their teacher or other adult. The booklet of tactile diagrams should be made available to the learner when taking the assessment. The learner will only need to use the booklet if one of the questions requiring a diagram is selected by the system. If this occurs, the learner may need support in locating the correct diagram.

Copies of the booklet of tactile diagrams can be obtained by contacting the Assessment Helpdesk on 029 2026 5099 or help@personalisedassessments.wales.

Braille reading booklets

For those learners with visual impairments whose usual classroom practice is to use Braille materials for reading, hard copy Braille materials are available. For the National Reading Personalised Assessments, the Braille booklets include the texts and the questions. The assessment system will prompt the learner as to which text and questions to use. The answers must be input into the assessment system so that the system can select the next appropriate text and questions. It is likely that a scribe will need to be used to input the learner's answers into the assessment system.

The Braille booklets are available in grade 1 and grade 2 Braille. Copies of the booklets can be obtained by contacting the Assessment Helpdesk on 029 2026 5099 or help@personalisedassessments.wales.

Use of sign language

In the National Numeracy Personalised Assessments (Procedural) any question or instruction can be signed to the learner. Sign language versions of the assessments are not provided owing to the wide range of sign languages in common use in schools. The learner's usual sign language support can be used to sign text to the learner. You may sign all or part of any question and record the learner's sign language responses if appropriate, and if this is usual classroom practice.

In the National Reading Personalised Assessments, only the instructions can be signed to the learners. Texts and questions cannot be read to the learner as this is an assessment of the learner's reading skills.

Scribes

Scribes may be used for learners who would normally receive this type of support in a classroom setting or have the need for a scribe as a result of a recent impairment. A scribe should only be used to support a learner who:

- uses Braille
- is physically unable to use a keyboard
- has a motor impairment or experiences physical or mental discomfort when typing responses.

Readers

Any question or instruction in the National Numeracy Personalised Assessment (Procedural) can be read to the learner.

In the National Reading Personalised Assessments, only the instructions can be read to the learners. Texts and questions cannot be read to the learner as this is an assessment of the learner's reading skills.

Entering learners for assessments other than those for their national curriculum year group

The assessments are personalised, which means the assessment system will select a text or a question to present to a learner based on their response to the previous questions. This means that the assessment will adapt to the learner's ability level.

The first question in an assessment is determined by the learner's current national curriculum year group. It is possible for the teacher to override the starting question difficulty, to make it easier than would normally be presented to learners in their national curriculum year. The override is available to the teacher in the assessment website when scheduling an assessment for a learner.

Note that for learners in Year 2 the starting point in the National Numeracy Personalised Assessments (Procedural) is one of the easiest questions in the bank. For the National Reading Personalised Assessments there are a number of easy texts and questions in the bank aimed at learners who are finding it difficult to access Year 2 reading skills in the LNF. For the National Numeracy Personalised Assessments (Procedural), there are a number of questions which contain very easy content for Year 2 learners.

For learners unable to access these questions, it may be inappropriate to proceed with the personalised assessment. Teachers should use their professional judgement and consider the disapplication guidance at Annex 7.

Annex 7: Disapplication

For the purpose of allowing learners' progress in reading and numeracy to be tracked, even small steps of progress as measured by the National Numeracy Tests (Reasoning) and the National Numeracy Personalised Assessments (Procedural) and National Reading Personalised Assessments will be meaningful. It is vital therefore, that all learners who can access the tests/personalised assessments are allowed and supported to do so.

As a statutory part of the assessment framework, the National Tests and personalised assessments have been designed to allow as many learners as possible to have access to them and there is an expectation that nearly all learners will do so. To facilitate this and extend the range of learners able to access them, a range of access arrangements are in place to support learners and a suite of modified tests and personalised assessments are also available. There may, however, be a small number of learners who, exceptionally, are unable to participate notwithstanding these arrangements. Schools have responsibility for making arrangements to identify learners who are unable to work at the level of the tests/personalised assessments, and those who are working at that level but are (i) unable to access them, or (ii) able to access them but only at a considerable disadvantage. This section of the guidance is intended to assist schools in identifying such learners and discharging this responsibility.

The decision that a learner should not take the test/personalised assessments is for the headteacher to make. When making a decision the headteacher must:

- have regard to this statutory guidance
- have considered whether any of the access arrangements would support the learner to access the test/personalised assessments
- have sought approval from their responsible regional consortia (providing evidence to support their decision).

Unlike under former arrangements, it is not necessary for headteachers to make a direction disapplying the national curriculum in order to do this. However, headteachers must have regard to this statutory guidance, consider whether any of the access arrangements available would support the learner to access the tests/personalised assessments, and have sought approval from their regional consortia or responsible local authority providing evidence to support their decision no later than one calendar month before the test/personalised assessment is due to be administered. The use of this facility will be monitored and may be subject to challenge by local authorities if apparently inappropriate patterns of disapplication emerge – therefore supporting evidence must be retained for any decision.

All disapplication decisions must be made individually, rather than en bloc, and on the merits of the case. A learner disapplying from the National Numeracy Test (Reasoning) is not automatically disapplying from the National Reading Personalised Assessment or vice versa; neither does disapplication from the National Numeracy Test (Reasoning) presuppose disapplication from the National Numeracy Personalised Assessment (Procedural). Each case must be considered on its merits, depending upon that learner's individual needs.

For the National Numeracy Personalised Assessment (Procedural) and the National Reading Personalised Assessment, headteachers should maintain a list of disapplications for submission to the regional consortia (acting on behalf of local authorities) at the end of the school year.

Learners who cannot access the tests/personalised assessment even with modifications

Some learners' additional learning or other needs will be sufficiently significant or severe that, in the view of the headteacher, they will not be able to access the tests/personalised assessments, or would be at a substantial disadvantage. This disadvantage may persist even with full use of the modified tests/personalised assessments available as well as application of the available access arrangements and making of reasonable adjustments.

This is particularly likely to be the case for learners with severe learning difficulties or profound and multiple learning difficulties. Headteachers may therefore determine that such learners are not required to take the tests/personalised assessments.

For the purposes of deciding whether or not disapplication under this criterion is appropriate, schools should consider whether or not learners are able to demonstrate any of the expectations set out in the LNF for the national curriculum year group the learner is in or, in the case of the National Numeracy Tests (Reasoning), the expectations for the relevant phase or key stage. If learners are judged as not being able to meet any of the relevant expectations in the LNF and to be operating at a number of years below the level appropriate for their year group, then disapplication may be appropriate.

Learners in relation to whom relevant sections of the national curriculum have been disapplied

Some learners may have a statement of SEN which (as provided for in section 113 of the Education Act 2002) modifies or disapplies some or all of the national curriculum. In addition, under sections 113–116 of the Education Act 2002, headteachers may temporarily disapply the national curriculum for a particular learner if, for the time being, it is inappropriate to offer the national curriculum as it currently applies to them. Where such a disapplication has an effect on the literacy and/or numeracy elements of the curriculum such that the learner's ability to undertake the test/personalised assessments would be adversely affected, the headteacher may determine that that learner need not take the test or personalised assessments.

Learners entering from different education systems and whose ability to access the tests/personalised assessments cannot be established

If a school does not have time to determine a learner's ability to access the test/personalised assessments before the testing cycle commences, e.g. because they have recently arrived from a different education system, the headteacher may determine that that learner need not take that year's test/personalised assessments. This provision applies for that year's test/personalised assessments **only**.

Disapplication in relation to EAL/WAL learners

Disapplication in relation to EAL/WAL learners

Disapplication would be appropriate for relatively few EAL/WAL learners. Any decision on disapplication in relation to EAL/WAL learners should be discussed in advance with the relevant regional consortium officer.

Headteachers who take this option must be willing and able to explain and justify their decision to the learner's parents/carers. When making a decision the headteacher must have:

- regard to this statutory guidance
- considered whether any of the access arrangements would support the learner to access the test/personalised assessments
- sought approval from their responsible regional consortia (providing evidence to support their decision).

Learners who are new to the British education system

Learners from a non-English- or non-Welsh-based education system (NEWBES) may not be disappplied from the tests/personalised assessments solely for this reason. The National Tests and personalised assessments are for formative use and therefore all learners must sit the tests/personalised assessments unless they cannot access them, or the school cannot assess their ability to do so, as outlined previously. Learners' results must be submitted in the appropriate manner as part of the WNTDC. Results for learners with a NEWBES status are included in statistics at a national level only. Aggregate statistics on schools and local authorities are no longer published for the National Tests.