



Standards
& Testing
Agency

Key stage 2 modified test administration guidance

**Administering modified large print
versions**

March 2022

Contents

1 Introduction	3
2 Planning for the tests	4
2.1 Access arrangements	4
2.2 Equipment for the tests	6
2.3 Use of rooms for modified tests	7
3 Administering the tests	8
3.1 When to open test materials	8
3.2 Pupils' responses	8
3.3 Assistance	8
3.4 Instructions for mathematics	8
4 Test administration on Monday 9 May	9
4.1 English grammar, punctuation and spelling Paper 1: questions	9
4.2 English grammar, punctuation and spelling Paper 2: spelling	10
5 Test administration on Tuesday 10 May	12
5.1 English reading	12
6 Test administration on Wednesday 11 May	14
6.1 Mathematics Paper 1: arithmetic	14
6.2 Mathematics Paper 2: reasoning	15
7 Test administration on Thursday 12 May	17
7.1 Mathematics Paper 3: reasoning	17
8 After the tests	19
8.1 Packing and sending test scripts for marking	19
8.2 Amendments to mark schemes	19
9 Further information	20
9.1 Modified tests	20
9.2 General enquiries	20
9.3 Message us	20

1 Introduction

This guidance will help you prepare to administer the modified large print (MLP) versions of the key stage 2 (KS2) tests. You should follow it to ensure pupils using MLP versions of the tests can access them properly and are not at a disadvantage.

The information expands on section 7 of the [2022 KS2 assessment and reporting arrangements](#)¹ (ARA).

You should use this guidance together with the:

- 2022 [KS2 test administration guidance](#)²
- test administration instructions provided with the MLP test materials

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

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

¹ www.gov.uk/government/publications/2022-key-stage-2-assessment-and-reporting-arrangements-ara

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

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

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

2 Planning for the tests

2.1 Access arrangements

In addition to the [KS2 access arrangements guidance](#)⁵ you should follow the specific guidance below when administering the MLP versions of the tests. Adults administering tests to pupils who need access arrangements must not be a relative, carer or guardian of the pupil.

Test administrators should note for their own records where an access arrangement was provided in the tests and, if appropriate, the name of the scribe, reader, prompter or translator used by each pupil.

Additional time

Pupils using the MLP tests are automatically entitled to up to 100% additional time. You should use your discretion about whether to use the full amount of additional time, based on what is normal classroom practice and tell the pupils how much time they are allowed before each test starts. If pupils use additional time, they may also require rest breaks.

Rest breaks

Test administrators should consider using rest breaks for pupils who find it difficult to concentrate or who may experience fatigue. Schools do not need to notify or receive approval from the Standards and Testing Agency (STA) if they are using rest breaks, but the arrangement must reflect normal classroom practice. Schools must supervise pupils and keep them under test conditions during rest breaks.

Schools may want to split a test into sections for pupils using the MLP versions. Rest breaks should be used by stopping and restarting the clock, so the pupil has the same overall test time. The content of the test must not be discussed during rest breaks. The test must be completed on the same day it was started. Any partially completed test scripts must be sent for marking.

Scribes

If a scribe supports a pupil with a visual impairment, it must be clear to the marker which responses the pupil has written, and which have been written by the scribe. All language, punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers. The scribe must

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

pause for relevant spellings to be dictated in Paper 1: questions, and for all spellings to be dictated in Paper 2: spelling. Correct spelling is required for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.

In the mathematics test, any diagram that has been transcribed must show evidence of the pupil's work (for example, pin marks). Diagrams transcribed without such indication will not be accepted.

At the end of each test, test administrators should make a note for their own record of which pupils used a scribe including the name of the scribe, the test the scribe was used in and give the information to their headteacher. You do not need permission from STA, or your local authority (LA), to use a scribe if it reflects normal classroom practice for the pupil. However, schools must notify STA of their use on the [Primary Assessment Gateway](#)⁶ by Friday 20 May.

Word processors or other technical or electronic aids

Pupils who normally use word processors, technical or electronic aids in the classroom, including low vision aids such as closed-circuit television or JOCR scanners, may use these for the tests, provided the functionality does not give the pupil an advantage. You do not need permission from STA, or your LA, but schools must notify STA of their use on the Primary Assessment Gateway by Friday 20 May.

Making further adaptations to the tests

Where appropriate, changes will have been made to the wording and layout of the standard test questions to produce the MLP versions of the tests. For example, some tables, diagrams or charts may have been simplified.

If you make further adaptations to the MLP versions of the tests, care must be taken to ensure the page layout and accuracy of the materials are not affected. If the corresponding text, questions or page references are adapted incorrectly, pupils may be disadvantaged. STA will not compensate, or give special consideration, where schools have incorrectly modified test papers.

There may be questions in the mathematics tests that are unsuitable for further enlargement. If enlarging mathematics test papers, schools will be informed of particular questions that should not be enlarged, for example, questions that require the pupil to measure length. For mathematics test papers, the modified test administration

⁶ www.primaryassessmentgateway.education.gov.uk

instructions will provide guidance if there are questions that are unsuitable for further enlargement.

Squared paper

The MLP version of the mathematics test includes space for working but does not include gridlines. STA discourages the use of additional squared paper, as pupils may lose marks if they make an error or omission when they transfer their working to the test paper. However, if using squared paper is part of normal classroom practice, then it can be used as an access arrangement. If squared paper is used, ensure the pupil's name and school DfE number are written on the additional paper and the paper is attached to the pupil's script.

Additional paper

If pupils require additional paper, ensure the pupil's name and school DfE number are written on the additional paper and the paper is attached to the pupil's test script.

Highlighting questions

You may highlight whole questions on the MLP papers, for example with a highlighter pen, if this helps pupils to recognise the questions more easily. You must take care not to invalidate the test by drawing the pupil's attention to the correct response.

2.2 Equipment for the tests

MLP versions of the tests are designed so standard classroom equipment can be used. The test administration instructions provided with the MLP test materials will list specific equipment needed for each test.

In all tests, pupils will need a suitable way to record their answers, to reflect how they usually write in the classroom, such as a blue or black pen, dark pencil or word processor.

For the mathematics test, pupils will also need:

- a means of drawing (method should be determined in advance)
- ruler (showing centimetres and millimetres)
- angle measurer or protractor
- mirror

Rubbers are allowed but encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may highlight passages of text in any of the tests provided this is normal classroom practice. Pupils must not write their answers with a highlighter pen.

2.3 Use of rooms for modified tests

You should consider administering MLP versions of the tests to pupils in a separate room from other pupils taking the tests. The instructions and content of the MLP tests are slightly different from the standard versions and pupils using MLP tests are automatically entitled to up to 100% additional time. Administering the tests in separate rooms from the rest of the cohort will avoid distracting pupils using different versions.

Pupils using MLP versions of the tests may need more space to lay out their test papers and equipment.

3 Administering the tests

3.1 When to open test materials

Instructions are included on the front of each test pack detailing when the test materials can be opened to prepare for their administration.

You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the annulment of pupils' results.

3.2 Pupils' responses

Pupils using MLP test papers will usually answer on the test paper in the spaces provided but may use separate sheets of paper, if required. Any additional answer sheets must have the pupil's name and school DfE number written on them and be securely fastened to the pupil's original test script before it is sent for marking.

3.3 Assistance

You must ensure nothing you say, or do, during the test could be interpreted as giving pupils an advantage, such as indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.

3.4 Instructions for mathematics

Models

Models may be provided with the MLP mathematics Papers 2 and 3: reasoning, for specific questions for pupils to handle or look at. If applicable, guidance will be provided in the MLP test administration instructions.

4 Test administration on Monday 9 May

4.1 English grammar, punctuation and spelling Paper 1: questions

Format

Paper 1: questions consists of a single test paper.

Pupils will have 45 minutes, plus up to 100% additional time, to complete the test paper.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists or electronic translators

Pupils may use technical or electronic vision aids, including low vision aids such as closed-circuit television or JOCR scanners if this is normal classroom practice.

Assistance

Administrators should ensure that pupils are able to locate all answer spaces correctly.

You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to “insert a pair of commas”, ‘insert’ may be explained, but not ‘commas’.

If used, readers must read the question to the pupil in full. Readers may also read any part of the pupil’s response back to them if the pupil requests this. [Notes for readers in the English grammar, punctuation and spelling test](#)⁷ gives examples of how to read particular types of question in Paper 1: questions.

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

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

Question: "I do not understand the question."

Answer: "Read the question again and underline key words that tell you what to do."

Question: "What does 'adverb' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

4.2 English grammar, punctuation and spelling Paper 2: spelling

Format

Paper 2: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in the guidance provided with the answer booklets.

Pupils will have approximately 15 minutes to complete the test, plus up to 100% additional time, but it is not strictly timed.

The MLP version of the spelling test is administered in a similar way to the standard version. Specific modified test administration instructions are provided with the modified test papers.

The answer lines in the spelling answer sheet are numbered. You should use these numbers to help pupils to locate the correct line to write on before reading the sentence aloud, including the missing word for pupils to spell. Alternatively, pupils may write their answers in a numbered list on plain paper.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil

Pupils may use technical or electronic vision aids, including low vision aids such as closed-circuit television or JOCR scanners if this is normal classroom practice:

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists

If pupils are using an electronic aid to record their answers, any spell check functionality must be turned off.

Assistance

You should take care not to overemphasise spelling when reading out the words that pupils are asked to spell.

5 Test administration on Tuesday 10 May

5.1 English reading

Format

This test consists of a reading answer booklet and a separate reading booklet. All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.

Pupils have 1 hour, plus up to 100% additional time, to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example by working through one text and answering the questions before moving onto the next.

You must not refer to the standard test paper when administering this test.

Changes have been made to the layout and wording of some questions in the MLP reading answer booklet, compared with the standard version of the test. The layout of the reading booklet may also vary.

Ensure pupils using the MLP versions of the tests can understand all pictorial representations and photographs. You may help pupils to identify aspects of pictures, but you must not help them to read any text. You may stop the clock where pupils with severe visual impairments need additional time to interpret the pictures and diagrams.

The number of marks and type of question are indicated within the test to help pupils judge how much to write.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens

You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils and gives a guide to the length of answer expected for each question.

Pupils must not use a dictionary.

Assistance

The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may read, and rephrase, if necessary, the information provided in the test instructions on pages 2 and 3 of the reading answer booklets to ensure all pupils understand them.

You may help to identify and interpret any pictorial details within the test, but you must not help with the reading of any text. Pupils with severe visual impairments will need extra time to interpret pictures and diagrams. You may stop the clock while pupils examine them.

If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.

The example below illustrates how to deal with a common situation.

Question: "I do not understand the question."

Answer: "Read the question again and underline key words that tell you what to do."

6 Test administration on Wednesday 11 May

6.1 Mathematics Paper 1: arithmetic

Format

Paper 1: arithmetic consists of a single test paper.

Pupils have 30 minutes, plus up to 100% additional time, to complete the test paper.

You must not refer to the standard test questions when administering this test.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil

Pupils may use the following equipment if this is normal classroom practice:

- technical or electronic vision aids, including low vision aids such as closed-circuit television or JOCR scanners

Pupils are not allowed:

- calculators
- tracing paper
- squared paper
- other mathematical equipment, such as angle measurers or mirrors

Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis. If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an advantage by having the function inadvertently explained by reading its name.

The example below illustrates how to deal with a common situation.

Question: "Do I need to multiply when I calculate 95% of 240?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

6.2 Mathematics Paper 2: reasoning

Format

Paper 2: reasoning consists of a single test paper.

Pupils will have 40 minutes, plus up to 100% additional time, to complete the test paper.

You must not refer to the standard test questions when administering this test.

Models may be provided within the MLP test administration pack for specific questions. If applicable, guidance will be provided in the MLP test administration instructions.

The paper may contain diagrams, graphs and pictures. Where necessary, STA has simplified or adapted these for pupils with a visual impairment, but they might still need help locating the correct diagrams or clarifying their layout. Compared with standard versions of the tests, some non-essential diagrams, graphs and pictures may have been omitted.

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method they think is most suitable. If appropriate, the area covered by the shape may be shaded or marked so that the marker can clearly read it.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low vision aids such as closed-circuit television or JOCR scanners
- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations

Pupils are not allowed:

- calculators
- tracing paper

Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis. If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

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

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

Further guidance for any specific questions is included in the MLP test packs.

7 Test administration on Thursday 12 May

7.1 Mathematics Paper 3: reasoning

Format

Paper 3: reasoning consists of a single test paper.

Pupils will have 40 minutes, plus up to 100% additional time, to complete the test paper.

You must not refer to the standard test questions when administering this test.

Models may be provided within the MLP test administration pack for specific questions. If applicable, guidance will be provided in the MLP test administration instructions.

The paper may contain diagrams, graphs and pictures. Where necessary, STA has simplified or adapted these for pupils with a visual impairment, but they might still need help locating the correct diagrams or clarifying their layout. Compared with standard versions of the tests, some non-essential diagrams, graphs and pictures may have been omitted from the MLP versions.

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method they think is most suitable. If appropriate, the area covered by the shape may be shaded or marked so that the marker can clearly read it.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low vision aids such as closed-circuit television or JOCR scanners
- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word for word translations

Pupils are not allowed:

- calculators
- tracing paper

Assistance

If a pupil requests it, a question may be read to them on a one-to-one basis. If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

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

Question: "What does 'quadrilateral' or '>' or '<' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

Further guidance for any specific questions is included in the MLP test packs.

8 After the tests

8.1 Packing and sending test scripts for marking

Instructions for completing attendance registers and packing scripts for marking are provided in the [guidance for returning test scripts](#)⁸.

8.2 Amendments to mark schemes

In some cases, changes are made to the standard questions for the MLP version of the test. This may result in a change to the standard mark scheme for these questions.

These changes are recorded in the amendments to mark schemes for MLP tests, which will be available to download with the test materials from [GOV.UK](#)⁹ after the test period.

⁸ www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts

⁹ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

9 Further information

9.1 Modified tests

Schools can discuss the suitability of, and order, modified large print versions of KS2 tests by contacting the national curriculum assessments helpline on 0300 303 3013 or email modifiedtestshelpline@pia.co.uk.

9.2 General enquiries

For general enquiries about test administration at KS2, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

9.3 Message us

Message us forms can be found on the [Primary Assessment Gateway](#)¹⁰.

For queries relating to access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form.

For general enquiries about test administration at KS2, schools and LAs can use the 'Message us – general enquiry' form.

¹⁰ www.primaryassessmentgateway.education.gov.uk



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