



Standards
& Testing
Agency

Key stage 2 test administration guidance

March 2022

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1 Introduction

This guidance is for schools administering the 2022 key stage 2 (KS2) national curriculum tests. The information expands on section 7 of the [2022 KS2 assessment and reporting arrangements](#)¹ (ARA).

It includes guidance to ensure schools can:

- understand the statutory requirements for the KS2 tests
- plan for the tests
- receive and securely store test materials
- administer the tests correctly

Test administration instructions are included with all test packs. There are separate instructions provided for the standard, modified large print and braille versions of the tests. [Modified test administration guidance](#)² is also available. 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-modified-test-administration-guidance-mtag

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

⁴ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

2 Changes for 2022

2.1 Test materials

In order to reduce waste, test packs will now contain 5 or 10 test papers. Schools will receive enough materials for their pupils, based on pupil registration data, plus a small number of spares. Previously, if a school required 32 test papers, they would have received 40 (4 packs of 10). The school will now receive 35 test papers (3 packs of 10 and a pack of 5).

Stationery materials will be delivered to schools with their 2022 test materials. This reduces the number of deliveries to schools and the amount of packaging used. As a result, delivery boxes may be larger than previous years.

2.2 Attendance registers

There will be one attendance register for each test paper (6 in total) rather than one for each subject.

3 2022 key stage 2 tests

Details of the types of school and pupils required to participate in the tests are included in section 14.1 of the KS2 ARA.

3.1 Test timetable

The KS2 test timetable is as follows:

Date	Test
Monday 9 May	English grammar, punctuation and spelling Paper 1: questions English grammar, punctuation and spelling Paper 2: spelling
Tuesday 10 May	English reading
Wednesday 11 May	Mathematics Paper 1: arithmetic Mathematics Paper 2: reasoning
Thursday 12 May	Mathematics Paper 3: reasoning

KS2 tests must be taken on the dates specified in the timetable and papers for each subject must be administered in order. Schools can choose their own start times for each test and where possible, should administer them to the whole cohort at the same time.

If required, schools can administer the tests in multiple sittings between 7am and 7pm so an individual pupil or group can take a test on the scheduled date but at a different time from the rest of the cohort. Pupils who have taken a test must not have contact with those pupils waiting to take it.

3.2 Timetable variations

Schools must submit an application for a [timetable variation](#)⁵ on the [Primary Assessment Gateway](#)⁶.

If a pupil is absent, schools must have an approved timetable variation application to move a test up to 5 school days after the scheduled test date.

⁵ www.gov.uk/guidance/key-stage-2-tests-varying-the-test-timetable

⁶ www.primaryassessmentgateway.education.gov.uk

In the case of twins, or 2 pupils living in the same household, if one pupil is absent on the day of a test but their sibling is in school (and the school intends to administer the test to both pupils), the school should consider delaying the test for both pupils. This is to ensure the integrity of the test is maintained.

4 Headteachers' responsibilities

As the headteacher at a school administering the KS2 tests, you have specific responsibilities, as detailed in section 4.1 of the KS2 ARA.

It is your responsibility to:

- identify which pupils will take the KS2 tests
- ensure test administrators are appropriately trained, and administer the tests according to the published guidance
- ensure all staff are fully briefed and aware of the KS2 test timetable before the tests are administered
- ensure sufficient staff are available to administer tests
- administer all tests according to the published timetable, unless the Standards and Testing Agency (STA) has approved a timetable variation
- explain to all staff, participating pupils and their parents, how the tests will be administered
- keep all test materials secure and treat them as confidential before, during and after the test period until Friday 20 May
- ensure pupils have the correct materials and equipment for the tests
- ensure that pupils are in a fit physical and mental state to take the tests
- ensure the tests are administered according to the published guidance, including the correct use of any [access arrangements](#)⁷
- ensure specific content of test materials is not used to prepare pupils taking the tests in later sittings
- know what to expect should you receive a [monitoring visit](#)⁸ and co-operate with any monitoring visit requests, including visits by STA or local authority (LA) representatives
- notify STA of any issues that may have affected the integrity, security or confidentiality of the tests
- submit aid notifications and notifications of pupils identified as having cheated on the Primary Assessment Gateway (if required)
- submit the KS2 headteacher's declaration form (HDF) on the Primary Assessment Gateway, after all test scripts have been collected for marking by Friday 20 May

Schools not complying with these requirements could be subject to a [maladministration investigation](#)⁹.

⁷ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

⁸ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

⁹ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

5 Demonstrating correct test administration

STA recommends inviting a governor, a trusted member of the school community or a staff member from a nearby secondary school, who is not otherwise involved in administering the tests, to observe their administration.

An independent observer can provide support, and at the same time, improve their understanding of test administration. Anyone observing the tests must be familiar with this guidance, the modified test administration guidance and the KS2 ARA. STA recommends observers attend any training your school or LA is running for staff.

Observers should expect to see the complete administration of the test, or tests, they are observing. They should check:

- all test administrators are familiar with the procedures, including what is and is not permitted during the administration of all tests
- test packs are stored securely in a locked cupboard and have remained unopened, either before the published test date or more than one hour before the test taking place, unless STA has approved an early opening application
- pupils are suitably seated and supervised, and classroom displays have been removed or covered, as appropriate
- the school is administering the tests in the order published in the test timetable and access arrangements are being used correctly
- test scripts are collected from the test room immediately after the test and packaged securely in a locked cupboard until they are dispatched for marking
- any unused test papers are accounted for and stored securely until Friday 20 May

Invited observers do not replace monitoring visits. A sample of 10% of schools will receive a monitoring visit from the LA. Schools should refer to the [monitoring visits guidance](#)¹⁰, that gives information about what LAs will look for during their visits.

5.1 Maladministration

In relation to the KS2 tests, the term maladministration refers to any act that:

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

¹⁰ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

- could lead to access arrangements, additional time or special consideration being incorrectly applied

Your school could be subject to a [maladministration investigation](#)¹¹ if it does not comply with the following:

- this test administration guidance
- 2022 KS2 [ARA](#)¹²
- 2022 KS2 [modified test administration guidance](#)¹³
- 2022 KS2 [access arrangements guidance](#)¹⁴
- the guidance on [keeping materials secure](#)¹⁵
- 2022 guidance on [returning test scripts](#)¹⁶
- test administration instructions provided with the test materials
- 2022 KS2 [special consideration guidance](#)¹⁷

You should consider taking steps to protect staff involved in administering the tests. Misinterpretations about correct test administration can lead to allegations of maladministration. To avoid this, ensure all staff, participating pupils and parents understand:

- how the tests will be administered
- the date each test should be administered
- what assistance is and is not allowed in the tests
- how any access arrangements will be used
- how timetable variations can be used

Concerns about the administration of the tests, or any allegations of maladministration (which could include cheating), should be reported to STA by contacting the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

¹¹ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

¹² www.gov.uk/government/publications/2022-key-stage-2-assessment-and-reporting-arrangements-ara

¹³ www.gov.uk/government/publications/key-stage-2-tests-modified-test-administration-guidance-mtag

¹⁴ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

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

¹⁶ www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts

¹⁷ www.gov.uk/government/publications/key-stage-2-tests-special-consideration-guidance

6 Preparing test administrators

Headteachers will need to consider the staff resource required to administer the tests. Anyone administering a test on their own is vulnerable to allegations of maladministration. Therefore, STA recommends having at least 2 test administrators in each test room.

Arrangements should also be in place in case a pupil needs to leave the test room, for example, if they are disruptive or begin to feel unwell.

Test administrators will usually be headteachers, teachers or teaching assistants. Test administrators must be trained in how the tests will be administered. This will help avoid misunderstandings about test administration and misinterpretation of valid access arrangements or assistance.

If a test administrator is a relative of a pupil they are supervising, there must be at least one other test administrator (not related to the pupil) present at all times.

STA encourages schools to hold training sessions for those involved in administering KS2 tests. If schools have arranged independent observation of the tests, observers should also attend this training. Test administrators should familiarise themselves with this guidance and with:

- section 7 of the 2022 KS2 ARA
- past papers available in the [practice materials](#)¹⁸ collection
- which test is being administered on each day, as detailed in the test timetable
- access arrangements guidance and those pupils needing arrangements
- test administration instructions provided with test materials, including:
 - what equipment is required for a particular test
 - the length of the test
 - what assistance is allowed for each test
- [Notes for readers in the English grammar, punctuation and spelling test](#)¹⁹, which gives guidance on how particular question types should be read
- guidance to ensure [test scripts can be marked on screen](#)²⁰

¹⁸ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

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

²⁰ www.gov.uk/government/publications/key-stage-2-tests-ensuring-test-scripts-can-be-marked-on-screen

7 Receiving and storing test materials

Headteachers should consider where the test materials will be stored. You must ensure you have adequate space to store them securely. STA will deliver materials to school addresses taken from [Get Information About Schools](#) (GIAS)²¹ so you must ensure your school's details are up to date by logging into GIAS via [DfE Sign-in](#)²².

Schools will receive KS2 test materials and stationery materials, including any modified test orders, in the week beginning Monday 25 April.

The headteacher is responsible for checking their school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they must delegate this responsibility to a senior member of staff who understands the process (see section 7.1).

If you have not received your test materials by Friday 29 April, if a delivery is incomplete or if test packs are unsealed or damaged on arrival, you should contact the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of any damaged packages.

You must keep test materials secure and treat them as confidential from the point they are received in school until Friday 20 May, the day after the last test can be administered using a timetable variation.

7.1 How to check your delivery

STA recommends 2 members of school staff undertake this check together. The inner packs of test papers must remain unopened.

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

- the school's details are correct, and the delivery is for your school
- the boxes for any damage
- the number and type of test packs received against the accompanying delivery note and annotate it accordingly
- the details on your attendance registers are correct

The delivery note will be included in the first box of each consignment. You should use it to ensure you have received the correct number of boxes and all materials. Make a note

²¹ www.get-information-schools.service.gov.uk

²² <https://services.signin.education.gov.uk/>

of your checks on the delivery note. Ensure you check all boxes thoroughly as packs of tests may be split between boxes.

When you have finished your checks, ensure all materials are stored in a locked cupboard. Keep your annotated copy of the delivery note somewhere accessible in case you receive a [monitoring visit](#)²³.

7.2 Stationery materials

Test attendance registers, script return bags, labels and [returning test scripts guidance](#)²⁴ will be delivered to schools with their 2022 test materials. This will reduce the number of deliveries to schools and the amount of packaging used. As a result, delivery boxes may be larger than previous years.

There will be one attendance register for each test paper (6 in total) rather than one for each subject. Your test attendance registers will be included in consignment 1 of your delivery.

7.3 Security of test materials

Headteachers must ensure the security and confidentiality of the KS2 tests are maintained from when they are received until Friday 20 May, this includes unused test papers. Practical advice on keeping materials secure is available in the [test security guidance](#)²⁵.

Test materials must be stored securely, in a locked cupboard. The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff not directly involved with the administration of the tests. This member of staff should take responsibility for the storage of test materials and the cupboard key. They should also keep a log of requests for access to the materials.

Teachers and test administrators must not discuss the content of the test papers with anyone. Specific content that could compromise a test must not be discussed on social media or published online.

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

²⁴ www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts

²⁵ www.gov.uk/government/publications/key-stage-1-and-2-tests-and-phonics-screening-check-security-advice

8 Preparing to administer the tests

8.1 Pupil registration

You should have registered and confirmed all pupils who are at the end of KS2 on the Primary Assessment Gateway by Friday 11 March. However, it is important you amend your school's data to reflect any pupils who have left or joined your school after the deadline. You can make amendments to the 'Manage pupil registration' form on the Primary Assessment Gateway until the end of test week. It is essential you add any pupils who join the school after Friday 11 March including those not taking the tests, for example because they are working below the standard.

8.2 Access arrangements

Test administrators should have a list of pupils requiring access arrangements and must follow the [access arrangements guidance](#)²⁶. 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. If you use access arrangements inappropriately, this could lead to a maladministration investigation.

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

8.3 Preparing test rooms

Schools should prepare the test rooms to ensure a quiet space is available to all pupils. If a pupil is supported with an access arrangement that may disturb or aid other pupils, you should consider administering the tests to those pupils in a separate room.

In order to prepare any rooms where tests will take place, you should:

- remove or cover any displays or materials that could help pupils, including removing items that could help in the spelling test
- ensure seating arrangements will allow all pupils to work quietly and independently
- ensure pupils will not be able to view each other's test papers

²⁶ www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

- ensure a clock is visible to pupils to help them pace themselves

Test administrators should write the full school name and DfE number on a board at the front of the class. Pupils should copy this on to their answer booklet or test paper and any additional paper used. This information will make it easier to track test scripts during the marking process. The test administrator should also write the start and finish times of the tests on the board.

8.4 Equipment

Pupils will require:

- blue or black pens, dark pencils and pencil sharpeners
- rulers (showing centimetres and millimetres)
- angle measurers or protractors
- mirrors

A specific list of equipment needed for each test is detailed in sections 10 to 13.

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

Pupils must not write their answers using glitter pens or other coloured pens. These do not show up when scanned for on-screen marking.

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.

Word processors, dictionaries and other reference material

If it is normal classroom practice, pupils may use word processors or other technical or electronic aids in the tests, provided the functionality does not give the pupil an advantage. Bilingual word lists, electronic translators and electronic spell checkers can only be used as shown in sections 10 to 13, providing this is normal classroom practice. Pupils must not use a dictionary during any of the tests.

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.

Squared paper

Mathematics test papers include space for working out, with gridlines included where these are useful to pupils. 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, it can be used as an access arrangement and must be attached to the pupil's test script. 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 test script.

9 Administering the tests

9.1 At the start of a test

Two members of staff should collect the test packs from your secure storage. This should be recorded in the log. If there is more than one test paper to be administered on the same day, packs for a particular test should only be collected when you are ready to administer that test.

You must ensure that nothing you say or do during the tests could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again.

Test packs should be opened in front of the pupils in the rooms where they are being administered immediately before the administration of the test. You should do this with another member of staff present. If tests are being administered in different rooms, schools should open packs in one room and then take pupils and their papers to the other rooms to administer them.

You should take care to ensure the correct test packs are opened. If an incorrect test pack is opened, you must reseal the pack immediately and phone the national curriculum assessments helpline on 0300 303 3013 for advice.

Once the test pack has been opened, until Friday 20 May, teachers and test administrators must not:

- discuss the content of the test papers with anyone
- publish or discuss specific content that could compromise the test on social media or online
- use question-specific information to prepare pupils for the tests
- leave unused test papers unsecured

This is to help ensure the security and confidentiality of the tests is maintained until the end of the timetable variation period so that no pupil has an advantage over another.

9.2 Additional test materials

Schools requiring additional KS2 test materials should contact the national curriculum assessments helpline on 0300 303 3013 as soon as possible to arrange a delivery. Schools must not photocopy test papers without permission from STA.

9.3 Early opening of test packs

Information about when you can open test materials is included on the front sheet of each test pack. You must not open the test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration and the potential annulment of pupils' results.

Test packs can be opened up to one hour before the start of a test, without approval, if:

- a written translation is required for a mathematics test
- a translator or signer is making preparations
- a test paper needs to be adapted to meet the needs of individual pupils
- preparing equipment

Schools needing to open test packs more than one hour early to make modifications should have made applications for early opening on the Primary Assessment Gateway by Friday 11 March.

10 Test administration on Monday 9 May

10.1 English grammar, punctuation and spelling Paper 1: questions

Format

Paper 1: questions consists of a single test paper and pupils have 45 minutes to complete it.

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

Assistance

There is no specific hearing impairment guidance for this test but if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

[Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling test](#)²⁷ gives examples of how to read particular types of question.

If a pupil asks a question about test content, 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’.

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

²⁷ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

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.

This example is taken from the 2016 sample KS2 English grammar, punctuation and spelling Paper 1: questions:

Question 11: Circle all the pronouns in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

You may explain words to help the pupil understand the context and instructions, such as 'circle', 'jumpers', 'scarf', or explain that 'Dad' is a person's name. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage, such as 'pronouns'. You must not identify people's names in questions asking which word requires a capital letter or why a capital letter is needed.

10.2 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, by writing the 20 missing words in the answer booklet. The test is not strictly timed.

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

Assistance

Pupils should not require any assistance during the administration of Paper 2: spelling.

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

There is no specific hearing impairment guidance for this test but if signing, be careful to ensure you do not convey information that would give pupils an advantage. If this paper is presented through sign language, finger spelling must not be used.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

11 Test administration on Tuesday 10 May

11.1 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 will have a total of one hour 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, working through one text and answering the questions before moving on to the next.

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 to highlight text (not for providing answers)

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 rephrase the explanations provided in the test instructions on page 3 of the reading answer booklet to ensure all pupils understand them. No other part of the reading answer booklet or reading booklet may be read to pupils or rephrased.

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

There is no specific hearing impairment guidance for this test but if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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."

12 Test administration on Wednesday 11 May

12.1 Mathematics Paper 1: arithmetic

Format

Paper 1: arithmetic consists of a single test paper and pupils will have 30 minutes to complete it.

Equipment

Each pupil will need:

- a blue or black pen or a dark pencil
- a ruler

Pupils are not allowed:

- calculators
- squared paper
- other mathematical equipment, such as angle measurers or mirrors
- 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 unfair advantage by having the function inadvertently explained by reading its name.

There is no specific hearing impairment guidance for this test, but be careful if signing numbers, mathematical symbols and words. Ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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."

12.2 Mathematics Paper 2: reasoning

Format

Paper 2: reasoning consists of a single test paper and pupils will have 40 minutes to complete 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 and millimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- 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
- squared paper
- 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 unfair advantage by having the function inadvertently explained by reading its name.

For pupils with a hearing impairment, be careful if signing numbers, mathematical symbols and words. Guidance on any specific words that should be signed in a particular way are included in the standard test packs.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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.

This example is taken from the 2016 sample KS2 mathematics Paper 2: reasoning:

Question 8: This graph shows the temperature in six cities on one day in January.

Which city was 4 degrees warmer than Kiev?

You may explain words to help the pupil understand the context, such as 'city', or clarify 'Kiev' and other names given on the graph are the names of cities. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage such as 'temperature', 'four', 'degrees' or 'warmer'.

13 Test administration on Thursday 12 May

13.1 Mathematics Paper 3: reasoning

Format

Paper 3: reasoning consists of a single test paper and pupils will have 40 minutes to complete 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 and millimetres)
- an angle measurer or protractor
- a mirror

If it is normal classroom practice, pupils may use:

- 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
- squared paper
- 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 unfair advantage by having the function inadvertently explained by reading its name.

For pupils with a hearing impairment, be careful if signing numbers, mathematical symbols and words. Guidance on any specific words that should be signed in a particular way are included in the standard test packs.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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.

14 Problems or queries during test administration

14.1 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action taken, pupil safety and wellbeing must always be your first consideration. This section provides guidance on what to do in certain situations. If any unexpected situations occur during a test, you should brief your headteacher on how the incident was dealt with once the test is over.

If a fire alarm goes off

Stop the test and note the time. Evacuate the room following school procedures. Pupils should be supervised at all times to ensure they do not talk about the test. The test papers should be left in the test room.

Once safe, pupils may continue with the test using the correct amount of remaining time. If pupils do talk to each other about the test, you must phone the national curriculum assessments helpline on 0300 303 3013 for advice before you continue.

If a pupil is unwell

If staff have reason to believe a pupil is feeling unwell or is not in a fit state to take the tests, the test should not be administered. The school could administer the test later in the day when the pupil is feeling better or apply for a timetable variation to administer the test on a different day.

If a pupil becomes unwell during a test, stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, they should be given the correct amount of remaining time to continue with the test. The test must be completed on the same day. If the pupil is too ill to continue the test, the partially completed test script must be sent for marking. If the pupil leaves the school, they will have left test conditions and must not be allowed to continue the test.

If the test script is spoiled, give the pupil a new one to continue. A member of staff should make a transcript by copying the answers from the spoiled test script onto the new test paper (see section 14.2). You should do this once the pupil has completed the test and is still under test conditions. If the test script is unreadable, ask the pupil for their answers at the end of the test and record them in a different colour on the new test paper. Do not send the spoiled test script for marking. You must make a notification of the use of a transcript on the Primary Assessment Gateway.

If other pupils have been disturbed, you may stop the test for all pupils in the room. Make a note of the time so pupils receive the correct amount of remaining time. If necessary, move the pupils to another room.

If a pupil needs to leave the test room

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

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

You should also consider test administrators who administer tests on their own are more vulnerable to allegations of maladministration as they do not have another adult to verify the test administration procedures.

If a pupil is found using a mobile phone or smart watch

Pupils must not have any items that may cause disturbances during the tests. You should collect all mobile phones and smart watches from pupils before the tests.

If a pupil is found using a mobile phone or smart watch, it should be removed from the pupil. After the test, follow the school's own behaviour and disciplinary procedures.

If a pupil is identified as cheating

If you identify a pupil cheating, or if a pupil has gained an advantage from using a mobile phone or smart watch, you should record the details, including the pupil's name, the name of the test and any specific questions in which the pupil was advantaged by cheating. If appropriate, move the pupil to another location for the remainder of the test.

If you believe the pupil has gained an advantage as a result of cheating, notify STA using the 'Notification of pupil cheating' form on the Primary Assessment Gateway.

By completing the form, the headteacher agrees to either:

- the removal of marks by STA for the specific questions where the pupil has gained an advantage
- the annulment of the pupil's result in that test by STA

The pupil's test script must be collated with the other pupils' test scripts. Do not enclose any information regarding the incident when sending the test scripts for marking.

You do not need to notify STA if the pupil gained no advantage from their actions. You should follow your school's behaviour policy in dealing with such incidents.

If any allegations of pupils cheating are received after Friday 27 May, you should contact us on the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

If a pupil is being disruptive

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil. Decide whether the disruptive pupil should continue the test in a separate room. If the test is not completed, the partially completed test script must be sent for marking.

Give the other pupils a few moments to refocus and then continue the test with the correct amount of remaining time.

If test papers are incorrectly collated or the print is illegible

Stop the test for the affected pupils, making a note of the time and tell them you will organise replacement papers. The pupils must not discuss test content while the replacement papers are being arranged. Once the replacements are provided, give the pupils the correct amount of time they have remaining to complete the test. Pupils must not be allowed to start the test again.

Schools receive additional copies of each test paper. If there are insufficient additional copies you should contact the national curriculum assessments helpline on 0300 303 3013 for approval to make a photocopy. At the end of the test, insert the replacement test paper inside the original incorrect paper and inform the headteacher of the action you took.

Schools are responsible for ensuring any modifications made to the tests are done correctly. When photocopying the papers, ensure no pages are omitted or duplicated. STA will not make allowances for pupils where schools have incorrectly modified test papers.

If a pupil asks for additional paper

The test papers and answer booklets have been designed so most pupils will have enough room to record their answers. You may give pupils additional paper if they need more space for their answers. Ensure the pupil's name and school DfE number are written on any additional paper used and the paper is attached or put inside the pupil's test script.

If an incorrect test has been administered

If a test has been incorrectly administered before the scheduled test date you must keep the pupils under test conditions and immediately contact the national curriculum assessments helpline on 0300 303 3013 for advice.

14.2 Transcribing test scripts

If it would be difficult for a marker to read a pupil's writing, you can transcribe all or part of the pupil's test script alongside their work.

Test administrators should know those pupils likely to need a transcript before administering the tests.

A transcript can be made on the pupil's test script or on a separate script or sheet of paper. Unless it has been spoiled, the pupil's original test script must also be sent for marking, along with the transcript. Transcripts must be clipped or stapled to the pupil's original test script.

The pupil should be kept under test conditions until the transcript is complete. Test administrators must adhere to section 4.2 of the access arrangements guidance. If the marker can read the pupil's writing, they will mark the original work.

You must make a notification of the use of a transcript on the Primary Assessment Gateway.

Braille test scripts must not be transcribed.

15 After the tests

15.1 Attendance registers and packing tests scripts for marking

Test administrators should return test scripts to the headteacher immediately after each test. Headteachers should emphasise that test administrators must not review pupils' answers unless they are making a transcript.

Instructions for completing attendance registers and packing scripts for marking are provided in the guidance on [returning test scripts](#)²⁸.

Completed test scripts must be dispatched as soon as possible and unused test materials must be kept secure until Friday 20 May.

15.2 The headteacher's declaration form

After all test scripts have been collected for marking, headteachers must complete and submit the KS2 HDF on the Primary Assessment Gateway, as detailed in Section 5 (4) of the [Education \(National Curriculum\) \(Key Stage 2 Assessment Arrangements\) Order 2003](#)²⁹. The form confirms either you have administered the tests according to the published guidance, or you have reported any issues to STA and should be completed once all the relevant notifications have been made.

The KS2 HDF will be available from 5pm on Thursday 12 May and must be submitted by Friday 20 May.

If you cannot complete the HDF, you should notify the national curriculum assessments helpline on 0300 303 3013. Once submitted, you cannot amend the HDF so any mistakes should be reported to the national curriculum assessments helpline.

Failure to complete the HDF by the deadline may result in a maladministration investigation.

²⁸ www.gov.uk/government/publications/key-stage-2-tests-returning-test-scripts

²⁹ www.legislation.gov.uk/uksi/2003/1038/contents/made

16 Further information

16.1 General enquiries

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

16.2 Message us

Message us forms can be found on the [Primary Assessment Gateway](#)³⁰.

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.

³⁰ www.primaryassessmentgateway.education.gov.uk



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