

National curriculum tests

Key stage 1

Mathematics

Administering the braille (UEB)
version of the key stage 1 mathematics
Paper 1: arithmetic

SAMPLE MODIFIED TEST

Published December 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable and has not been included.

Some of the documents or procedures mentioned in these instructions, such as when the test must be administered, the opening instructions and the completion of the attendance register, will be applicable to a live test scenario only.

Further information is available on GOV.UK at www.gov.uk/sta.

For test administration

2016 Key stage 1 mathematics sample test

The key stage 1 mathematics sample test consists of 2 papers. The papers must be administered in order. Pupils can have a break between the papers. However, test packs for each test must not be opened until the pupils are in the test room ready to complete the test.

Paper 1: arithmetic

The following information explains how to administer the braille version of the mathematics Paper 1: arithmetic. There is additional information on www.gov.uk about administering braille tests to pupils. If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before the test is administered.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered.

<p>Format</p>	<ul style="list-style-type: none"> • This braille version of the key stage 1 mathematics Paper 1: arithmetic comprises of a single UEB braille script plus a text transcript. • It is expected that the test will take approximately 20 minutes, plus up to 100% additional time allowance, to complete (not strictly timed). • It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early. • Please refer to the braille transcript rather than the standard test questions when administering this test.
<p>Equipment</p>	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> • a suitable implement (such as a braille, blue / black pen, dark pencil or word processor) and a pencil sharpener and rubber where applicable • braille paper (if the pupil is brailleing their responses). <p>Pupils are not allowed the following equipment in the test:</p> <ul style="list-style-type: none"> • calculators • rulers • number apparatus e.g. ten base materials, number square, number lines etc.
<p>Assistance</p>	<p>You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage.</p> <p>If a pupil requests it, a question may be read to the pupil on a one-to-one basis. However, you can only read numbers and not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name. The examples below illustrate how to deal with some common situations.</p> <p>Q. What does this sign here mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. Does this mean take away? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'of' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>
<p>Guidance for specific questions</p>	<p>None required for Paper 1: arithmetic.</p>
<p>Before the test begins</p>	<ul style="list-style-type: none"> • Review the list of pupils with any particular individual needs, e.g. how much additional time pupils are allowed or who may need a transcript made at the end of the test. Ensure you know how to administer these access arrangements correctly. • Check that there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least 1 test administrator needing to leave the room with a pupil. • Ensure you understand how to deal with issues during the tests.

<p>How to deal with issues during the test</p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> • test papers are incorrectly collated or the print is illegible • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the test room during the tests • a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> • make a note of the time • make sure pupils are kept under test conditions and that they are supervised • if they have to leave the room, ensure they don't talk about the test • speak to your test co-ordinator or a senior member of staff for advice on what to do next. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> • Check that seating is appropriately spaced. • Ensure each pupil has the correct version of mathematics Paper 1: arithmetic.
<p>What to say at the start of the test</p>	<p>It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 1: arithmetic.</p> <p>The wording of these instructions can be adapted, provided the meaning is retained.</p> <p>Explain to the pupils that this is the key stage 1 mathematics Paper 1: arithmetic test. Tell the pupils they should have a test booklet in front of them.</p> <p>Tell the pupils to open their test booklet at page 1. Explain that you will do one practice question with them, and then they will complete the rest of the test by themselves.</p> <p>Find the practice question on page 1. Read the practice question.</p> <p><i>The practice questions says:</i></p> <p>$4 + 2 = \underline{\quad}$</p> <p><i>Now, write your answer.</i></p> <p>Give pupils the opportunity to answer the question. If any pupil is not sure what to do, explain what they need to do to answer the question.</p> <p>Explain to the pupils that they are now ready to start the test and answer the questions by themselves.</p> <p>Tell the pupils that they should try to answer all of the questions. Explain that, if they can't answer a question, they should move to the next one and they can come back to that one later.</p> <p>Tell the pupils that if they want to change an answer, they should put a line through the response they don't want to be marked or use a series of 'for' braille signs (all 6 dots).</p> <p>Remind the pupils to check their work carefully.</p> <p>Explain to the pupils that, if they have any questions during the test, they should put their hand up and wait for someone to speak to them. Remind the pupils that you can't help them answer any of the test questions.</p> <p>Tell the pupils that they must not talk to each other.</p> <p>Ask the pupils if they have any questions they want to ask you now.</p> <p>Tell the pupils to find question 1.</p> <p>Start the test.</p>

<p>What to do at the end of the test</p>	<ul style="list-style-type: none"> • If any pupil needs a transcript, complete it with the pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended.
<p>Marking the tests</p>	<ul style="list-style-type: none"> • Use the key stage 1 sample test mark schemes to mark Paper 1: arithmetic, as well as the modified mark scheme amendments, following both the general guidance and any specific guidance for each question.

Sample 2016 key stage 1 mathematics: Administering the braille (UEB) version of the key stage 1 mathematics Paper 1: arithmetic
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