



Standards  
& Testing  
Agency

# **Key stage 1: modified test administration guidance**

**Administering modified large print  
versions of the 2016 national curriculum  
tests**

**April 2016**

# Contents

Introduction	3
Planning for the tests	4
Access arrangements	4
Additional time	4
Scribes	4
Readers	4
Equipment for the tests	5
Use of rooms for modified tests	5
Preparing administrators	6
Administering the tests	7
When to open test materials	7
Making further adaptations to the tests	7
Highlighting questions	7
Pupils' responses	7
English tests	7
Mark scheme information	7
English reading test	8
English grammar, punctuation and spelling test	8
Mathematics test	8
Paper 2: reasoning	8
After the tests	10
Marking	10

## Introduction

The 'Test administration guidance' (TAG), available at [www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag) provides guidance for schools administering the 2016 key stage 1(KS1) national curriculum tests.

This guidance will help you prepare for administering the modified large print (MLP) versions of the KS1 tests. You should follow it to ensure that pupils using the MLP versions of the tests can access them properly and that they are not at a disadvantage.

The information in this guide builds on section 6 of the 2016 KS1 'Assessment and reporting arrangements' (ARA), available at [www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara).

You should use this guidance together with the:

- 2016 KS1 test administration guidance (TAG)
- printed instructions that accompany the test papers.

The printed instructions include information about what you should do before, during and after each test. Please follow them carefully in order to avoid accusations of maladministration.

The instructions are not on GOV.UK because they contain information which must stay confidential until the test period is over. Schools should use the KS1 sample test administration instructions, available at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials), to help prepare.

# Planning for the tests

## Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the assessment needs of each pupil and the support given as part of normal classroom practice. There is guidance about using access arrangements in the KS1 tests at [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements). Please note the following specific guidance for using the MLP versions of the tests.

## Additional time

Pupils using the MLP tests may need up to 100% additional time. You should use your discretion about whether to use the full amount of additional time, for example with pupils who tire quickly. You should tell the pupils how much time they will be given, including any additional time, before each test starts.

## Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil.

In addition to the KS1 'Access arrangements' guidance available at [www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements), you should follow the specific guidance below.

- If a scribe is used, the scribe must ensure that all the language, punctuation and phrasing are the pupil's own.
- Where a scribe supports a pupil with a visual impairment, it must be clear to the marker what work the scribe has done and what work is the pupil's own. On diagrams requiring completion, it must be clear where the pupil has indicated the answer.
- Any diagram which has been transcribed must show evidence of the pupil's work.

## Readers

Readers can be used in the tests, but only with pupils who are not capable of accessing the materials independently and who are supported by a reader in normal classroom practice.

## English reading test

Readers cannot be used during the reading tests, except where the test administration instructions allow.

## **English grammar, punctuation and spelling test**

Readers should read the prompts to the pupil in full. Readers may also read any part of the pupil's response back to them.

## **Mathematics**

Readers should read the prompts to the pupils in full and refer to test-sensitive guidance provided with the modified test materials.

## **Using technological and electronic aids and word processors**

Pupils who normally use technological and electronic aids in the classroom, including low-vision aids such as closed-circuit television or JOCR scanners, may use these for the tests. You do not need to request permission from us or your local authority.

## **Equipment for the tests**

The MLP versions of the tests are designed so that standard classroom equipment can be used.

The printed information provided with the test materials will list specific equipment needed for each test. You can use the 2016 sample test materials, available at [www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials), to prepare.

For all tests, pupils will need a suitable recording implement (such as a pen, pencil or word processor).

## **Mathematics tests**

Pupils will need the following:

- A means of drawing. As drawing can be particularly difficult for pupils with a visual impairment, methods should be determined in advance.
- A mirror, angle measurer or protractor and a ruler showing centimetres, if appropriate for the pupil.

## **Use of rooms for modified tests**

You should consider administering the MLP versions of the tests to pupils in a separate room to other pupils sitting the tests. The instructions and content of the tests are slightly different. Using separate rooms will avoid distracting pupils using different versions of the tests.

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

## **Preparing administrators**

You should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements should be in place should a pupil need to be removed, for example if they are disruptive or become ill.

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

## **Administering the tests**

### **When to open test materials**

It says on the front of each test pack when the test materials can be opened to prepare for the administration of the tests.

You must not open the test packs early to familiarise yourself with the test content. This could lead to allegations of maladministration.

### **Making further adaptations to the tests**

Where appropriate, changes will have been made to the wording and layout of test questions in the MLP versions.

If you make further adaptations, take care to ensure that 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.

There may be questions in the MLP versions of the mathematics tests that are unsuitable for further enlargement. These will be listed in the instructions included in each test pack.

### **Highlighting questions**

You may highlight questions on the MLP papers with a coloured pen if this helps pupils to recognise them more easily. You must take care not to invalidate the assessment by drawing the pupil's attention to the correct response.

### **Pupils' responses**

Pupils using MLP test papers will usually answer on the test paper in the spaces provided, but they may use separate sheets of paper if required.

### **English tests**

#### **Mark scheme information**

Mark scheme information boxes are printed on the back cover of the test papers to avoid confusion for pupils with a visual impairment. Tell pupils that they don't need to write anything on the back cover of the paper.

## English reading test

Make sure that pupils using the MLP versions of the tests can recognise the details in all pictorial representations and photographs. You may help pupils to identify details on all pictures, but you mustn't help them to read any text. You may stop the clock where pupils with severe visual impairment need additional time to interpret the pictures and diagrams.

## English grammar, punctuation and spelling test

### Spelling tasks

The instructions for administering the MLP version of the spelling task are the same as the instructions for the standard version of the test.

The spelling task materials will include an MLP version of the spelling task answer sheet. Pupils may write the target spellings in a numbered list form on plain paper if they prefer this approach.

The answer lines in the spelling task answer sheet are numbered to aid pupils with a visual impairment. You should use these numbers to help pupils to locate the correct line to write on, before reading aloud the sentence including the target spelling.

Pupils mustn't use spell checkers in the spelling task.

## Mathematics test

### Paper 2: reasoning

Mathematics Paper 2: reasoning contains a number of diagrams, graphs and pictures. Where necessary, we have 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 the standard versions of the tests, some non-essential diagrams and illustrations may have been omitted from the MLP versions of the test papers. In the MLP papers, diagrams are printed within the text.

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

### Models

Models are provided with MLP mathematics Paper 2: reasoning.

You may wish to provide real objects which look like those illustrated in the tests. Take care to use shapes identical to those drawn and to keep relative sizes the same. Pupils must not experiment with these objects.



You are advised to indicate on the test paper where models are available for pupils to handle or look at.

## After the tests

### Marking

Refer to the 'Test administration guidance' (TAG), available at [www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag) for general information about marking the tests.

Mark schemes will be published on the 'Test orders' section of the NCA tools website at <https://ncatools.education.gov.uk/> from Tuesday 3 May 2016.

You will need to refer to the standard mark schemes in order to mark MLP versions of the tests. You will also need to use modified mark scheme amendments for some test components. These will help you to mark questions that have been amended or replaced in the MLP versions of tests.



Standards  
& Testing  
Agency

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: ISBN: 978-1-78644-251-2 STA/16/7706/e



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)