



Standards
& Testing
Agency

Key stage 1: modified test administration guidance

**Administering braille versions of the
2017 national curriculum tests**

March 2017

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Introduction

The [key stage 1 test administration guidance](#)¹ provides guidance for schools administering standard versions of the 2017 key stage 1 (KS1) national curriculum tests.

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

Braille versions of KS1 tests are available in Unified English Braille (UEB). You will also get a printed transcript of each paper. Make sure all materials remain secure until the end of May.

The information in this guide builds on section 6 of the [2017 KS1 assessment and reporting arrangements](#)² (ARA).

You should use this guidance together with the:

- 2017 KS1 test administration guidance
- printed test administration instructions provided with the braille test materials

The printed instructions include information about what you should do before, during and after each test. Please follow them carefully in order to avoid potential allegations of maladministration. Headteachers are responsible for the test administration arrangements within their school. Failing to adhere to the statutory requirements detailed within this guide could lead to a [maladministration investigation](#)³.

The printed instructions provided with the test materials are not published on GOV.UK because they contain information that must stay confidential until the test period is over. Schools should use [practice materials](#)⁴ to help prepare.

Schools may choose to administer the optional 2017 English grammar, punctuation and spelling test and use the result to inform teacher assessment (TA) for English writing, but there is no requirement to do so.

¹ www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag

² www.gov.uk/government/publications/2017-key-stage-1-assessment-and-reporting-arrangements-ara

³ www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures

⁴ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Section 1: Planning for the tests

1.1 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. You do not need to request permission from STA or your local authority when using access arrangements in KS1 tests. You should refer to the [KS1 access arrangements guidance](#)⁵ for further information.

Please note the following specific guidance for using braille versions of the tests.

Additional time

Although the KS1 tests are not strictly timed, you should consider providing pupils using the braille tests with 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 pupils how much time they are allowed, 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, you should follow the specific guidance below:

- if a scribe is used, the scribe must ensure that all 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 person marking the test what work the scribe has done and what work is the pupil's own. On diagrams, it must be clear where the pupil has indicated the answer
- any diagram which has been transcribed must include evidence of the pupil's work (for example, pin marks)
- where a scribe supports a brailist, the pupil's answers should be recorded on plain paper in a numbered list. Diagrams showing evidence of the pupil's work should be attached to the scribe's test script (answer booklets or test papers containing pupil's answers) so that they may be marked

⁵ www.gov.uk/guidance/key-stage-1-tests-how-to-use-access-arrangements

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

Readers can only read the general instructions, which include information on the front cover of the test paper and any directions that are not part of the actual questions.

Readers must not read any other part of the English reading test.

Mathematics

Readers should read the prompts to the pupils in full and refer to test-specific guidance provided with the modified test materials. If a pupil asks you to read a mathematics question you may read words and numbers but not mathematical symbols.

English grammar, punctuation and spelling (optional)

Readers should read the prompts to the pupil in full. Readers may also read any part of the pupil's response back to them. [Notes for readers in the KS1 and KS2 English grammar, punctuation and spelling tests](#)⁶ gives examples of how to read particular types of question in Paper 2: questions.

Using technical or electronic aids and word processors

Pupils who normally use technical 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 STA or your local authority.

1.2 Equipment

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

The printed instructions provided with the braille test materials will list specific equipment needed for each test. You can use [practice materials](#)⁷ to prepare.

For all tests, pupils will need a suitable way of recording their answers, such as a braille, blue/black pen, dark pencil or word processor (whichever way they usually write in class)

⁶ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

⁷ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

and a pencil sharpener and rubber, where applicable. If a pupil is brailleing their responses, then they will need braille paper to record their answers.

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. The braille test materials may include diagrams on film, braillon or swell paper, but pupils may still require assistance in drawing and labelling
- pins and a ruler, if appropriate for the pupil

1.3 Use of rooms for modified tests

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

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

1.4 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 in case a pupil needs to be removed, for example if they are disruptive or become ill.

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

Section 2: Administering the tests

2.1 Test materials

Your braille test pack will contain a copy of the test in UEB. You will also get a printed transcript in your pack to help you administer the test. You should check the printed transcript carefully before starting the tests as amendments may have been made to the wording of text and questions in the braille versions. A small amount of additional text may be added to explain information that appears as images in the standard version, to clarify visual references.

The capital sign, italic sign, letter sign and bracket sign are used in all the tests. You may tell the pupil what the letters or signs represent if these are unfamiliar to the pupil. Other punctuation signs will be used in the optional English grammar, punctuation and spelling test. You must not explain any punctuation marks in the English grammar, punctuation and spelling test.

When to open test materials

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

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

2.2 Making further adaptations to the tests

Braille versions of the tests are produced in uncontracted braille. The capital letter sign is used within the braille materials. These materials may be re-brailled in a mixture of uncontracted (grade 1) and contracted (grade 2) braille and without the capital letter sign, if this is more suited to normal classroom practice.

If you make further adaptations to a braille version of the tests, care must be taken 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.

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

2.3 Pupils' responses

Braillists will use separate sheets of braille paper and are not expected to record their answers on the test papers. Braille versions of the mathematics tests may include separate inserts for particular questions. These are tagged at the back of test papers. Pupils should draw or braille on these inserts. In order to use double-page spreads, braillists will need sufficient space to lay out their test papers.

2.4 Transcribing and making corrections on pupils' work

Pupils who wish to correct their work should do this as clearly as possible to assist marking. For braillists, it is recommended that a series of 'for' signs (full six-dot cells) are used to obscure the incorrect work and record the revised answer under the first answer. If this is difficult, you should write on the pupil's braille answers, indicating the response that the pupil does not want to be marked. This must be done accurately, according to the pupil's instructions, and before the pupil leaves the test room.

You should not transcribe or overwrite any part of a pupil's test script unless it is a correction of braille requested by the pupil.

If a pupil produces unclear braille that needs to be clarified, this should be transcribed in print on the pupil's braille answers. You should clearly indicate which section of braille the annotation refers to.

It is important that evidence of the pupil's own response is available to the marker.

2.5 English reading

The braille question booklet will include an example of the multiple choice question format. You should help pupils to identify the correct answer to this example so they are familiar with the method of answering this type of question.

Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may either:

- record the letter and/or number as their chosen answer, for example, b, d, 1c, 2a
- record the answer in full

Tactile diagrams may be provided where appropriate and are included in the reading booklet. You may stop the clock while braillists examine the diagrams, as they will need additional time to interpret them.

2.6 Mathematics

Test materials

The test materials consist of:

- a braille test paper which contains an uncontracted braille version of the stimulus material from the standard pupil answer sheet
- any additional stimulus material necessary for pupils to access the questions

Some questions may be accompanied by stimulus material presented on separate braille sheets or separate inserts for particular questions. These are tagged at the back of test papers. Pupils may need to draw or braille on these inserts.

Some braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the braille dots. These should be removed before the test paper is given to the pupil.

You must provide each pupil with blank sheets of braille paper for their answers.

We use established UEB code to indicate missing words, letters or expressions. The braille code for missing numbers is given in the instructions section of the mathematics papers.

Models

Models may be provided with the braille 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.

Pupils' responses to the braille test papers

Pupils shouldn't respond on the braille question booklet itself. You must give each pupil blank sheets of braille paper for their answers.

For some questions, they may need to respond using the stimulus material or inserts tagged at the back of the test papers. You must ensure that any inserts are attached to the pupil's brailled test scripts at the end of the test so that they can be marked.

Drawings, diagrams and tables

Paper 2 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 standard versions of the tests, some non-essential diagrams and illustrations may have been omitted from the braille test papers.

Make sure any separate sheets where a pupil has recorded their answer are attached to the pupil's test script at the end of the test.

Drawings

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method that they think is most appropriate. For example, the area covered by the shape may be shaded, marked or indicated by pins (if used), so that it can be easily marked.

Where braillists need to draw on plastic film, spare copies of the diagrams are provided so that they have the opportunity to make a second attempt if necessary. Where appropriate, you should encourage pupils to use a ruler when drawing a straight line on film. You may need to assist the pupil when labelling these diagrams. Make sure the diagrams are attached to the pupil's test script at the end of the test.

Expected forms of response are as follows:

- a drawing with a stylus on plastic film (a jelly-mat to place the plastic film on is essential)
- a drawing with pins and bands made by the pupil on either the thermoform or a plastic film sheet, or points shown with adhesive putty. You will remove the pins and bands, or adhesive putty, and indicate their positions by marking/drawing on the sheet (preferably with a permanent marker). Labels should be transcribed as positioned by the pupil
- a drawing made by placing cardboard shapes in a particular position. When a diagram is created with several shapes, you should show the outline of the individual components as well as the outline of the whole shape created. For example, a shape made up of 4 triangles should show the 4 triangles and not just the outline of the completed shape
- a combination of the above activities

You should mount the diagram on a corkboard if pins will be used.

Diagrams

Some diagrams may be tagged separately at the back of the test booklet. These are for use on a graph board or jelly mat, or are for pupils to braille on directly. You should detach these diagrams before administering the test so that you can prepare them appropriately. Keep spare copies of the diagrams separate in case they are needed during the test.

You may stop the clock if pupils with severe visual impairment need time to interpret diagrams. You may also help the pupil to identify key features of the diagram.

Tables

If a pupil has to fill out a table, we will either provide:

- labels for pupils to put into the cells of the table
- a separate copy of the table which pupils should use their brailers to complete

You may help the pupil to align their responses within the table.

2.7 English grammar, punctuation and spelling (optional)

Paper 1: spelling

A braille version of Paper 1: spelling is not produced. Instructions for administering this paper to pupils with a visual impairment are the same as the standard instructions. You should use the test transcript from the standard version and pupils should spell the target words in list form in braille. Pupils should use uncontracted braille for the spellings, but if contractions are used, the pupils should be asked to spell the word orally. You should also check orally if braille reversals occur. The pupils' work should be annotated accordingly.

Paper 2: questions

Pupils should work through the question booklet provided, recording their responses on separate sheets of braille paper.

For some questions pupils will be able to record just the letter of the correct answer. For other questions a word, sentence or phrase may be required.

Section 3: After the tests

3.1 Marking

Refer to the [key stage 1 test administration guidance](#)⁸ for general information about marking the tests.

Mark schemes will be published in the 'Test materials' section of [NCA tools](#)⁹ from Tuesday 2 May.

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

⁸ www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag

⁹ <https://ncatools.education.gov.uk>



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