



Standards  
& Testing  
Agency

# **Key stage 2: modified test administration guidance**

**Administering modified large print (MLP)  
versions of the 2017 national curriculum  
tests**

**March 2017**

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## Introduction

The [key stage 2 test administration guidance](#)<sup>1</sup> provides guidance for schools administering standard versions of the 2017 key stage 2 (KS2) national curriculum tests.

This guidance will help you prepare for administering modified large print (MLP) versions of the KS2 tests to pupils. You should follow it to ensure that pupils using 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 [2017 KS2 assessment and reporting arrangements](#)<sup>2</sup>.

You should use this guidance together with the:

- 2017 KS2 test administration guidance
- printed test administration instructions provided with the MLP 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](#), potentially resulting in the annulment of KS2 test results.

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](#)<sup>3</sup> to help prepare.

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<sup>1</sup> [www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag)

<sup>2</sup> [www.gov.uk/government/publications/2017-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2017-key-stage-2-assessment-and-reporting-arrangements-ara)

<sup>3</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://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 should refer to the [KS2 access arrangements guidance](#)<sup>4</sup> for further information. Please note the following specific guidance for using the MLP versions of the tests.

### 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, for example with pupils who tire quickly. You should tell the 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 KS2 access arrangements guidance 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

You do not need to request permission from STA or your local authority when using a scribe. At the end of each test, test administrators should make a note of which pupils used a scribe and give the information to their headteacher. The headteacher must use this information to complete an online notification on [NCA tools](#)<sup>5</sup>.

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<sup>4</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements](http://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements)

<sup>5</sup> <https://ncatools.education.gov.uk>

## 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 reading test.

### English grammar, punctuation and spelling

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 test](#)<sup>6</sup> gives examples of how to read particular types of question in Paper 1: questions.

### 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.

## Using technical or electronic aids and word processors

Pupils who normally use 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. You do not need to request permission from STA or your local authority but schools must notify us of their use in the 'Access arrangements' section of [NCA tools](#)<sup>7</sup>, by Friday 19 May.

## Squared paper

The MLP mathematics test papers include space for working, but do not include gridlines. We discourage 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 a specific access arrangement.

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<sup>6</sup> [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)

<sup>7</sup> <https://ncatools.education.gov.uk>

## 1.2 Equipment

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

The printed instructions provided with the MLP test materials will list specific equipment needed for each test. You can use the [practice materials](#)<sup>8</sup> to prepare.

For all tests, pupils will need suitable equipment to record their answers (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

## 1.3 Use of rooms for modified tests

You should consider administering MLP versions of the tests to pupils in a separate room from other pupils sitting the tests. The instructions and content of the MLP tests are slightly different from standard versions. 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.

## 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 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.

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<sup>8</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

## **Section 2: Administering the tests**

### **2.1 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 the test packs early to familiarise yourself with the test content. This is maladministration and could result in the annulment of pupils' results.

### **2.2 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 of the tests.

If you make further adaptations to the MLP versions of the tests, 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. If enlarging mathematics test papers, do not enlarge any questions which require that the pupil measures a length or width.

#### **Highlighting questions**

You may highlight whole 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 test by drawing the pupil's attention to the correct response.

### **2.3 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.

### **2.4 English tests**

#### **English reading**

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.

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

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 grammar, punctuation and spelling**

### **Paper 2: spelling**

Instructions for administering the MLP version of the spelling paper are the same as the instructions for the standard version.

Test materials will include a MLP version of the spelling answer sheet. Alternatively, pupils may write their answers in a numbered list on plain paper if they prefer this approach.

The answer lines in the spelling 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 missing word for pupils to spell.

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

## **2.5 Mathematics tests**

Mathematics Paper 2 and Paper 3 contain 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 MLP versions of the test papers. In the MLP papers, diagrams are printed within the text.

Pupils will need to draw in response 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 may be provided with the MLP version of mathematics Paper 2: reasoning.

You may wish to provide real objects which look like those illustrated in Paper 2 and Paper 3. 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.



## Section 3: After the tests

### 3.1 Packing and sending test scripts for marking

You should follow the guidance for returning MLP scripts for marking provided in the [2017 attendance register and test script dispatch instructions](#)<sup>9</sup>.

### 3.2 Amendments to mark schemes

In some cases, the MLP version of the tests contains changes to the standard questions. 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 questions which will be available to download with the test materials from [GOV.UK](#)<sup>10</sup> after the test period.

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<sup>9</sup> [www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch](http://www.gov.uk/government/publications/key-stage-2-attendance-register-and-test-script-dispatch)

<sup>10</sup> [www.gov.uk/sta](http://www.gov.uk/sta)



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