



Standards  
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Agency

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

**Administering modified large print  
versions of the 2018 national curriculum  
tests**

**March 2018**

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# Introduction

The [key stage 1 test administration guidance](#)<sup>1</sup> provides guidance for schools administering standard versions of the 2018 key stage 1 (KS1) national curriculum tests.

This document will help you prepare to administer modified large print (MLP) versions of the KS1 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 [2018 KS1 assessment and reporting arrangements](#)<sup>2</sup> (ARA).

You should use this guidance together with the:

- 2018 KS1 test administration guidance
- test administration instructions provided with the MLP test materials

The test administration instructions include information about what you should do before, during and after each test. Schools should also use [practice materials](#)<sup>3</sup> to help prepare for the tests.

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](#)<sup>4</sup>.

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<sup>1</sup> [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)

<sup>2</sup> [www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2018-key-stage-1-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)

<sup>4</sup> [www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures](http://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures)

# Section 1: Planning for the tests

## 1.1 Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the needs of each pupil and the support given as part of normal classroom practice. You do not need to request permission from the Standards and Testing Agency (STA) or your local authority when using access arrangements in KS1 tests. You should refer to the [KS1 access arrangements guidance](#)<sup>5</sup> for further information and note the following specific guidance for using the MLP versions of the tests.

### Additional time

Although the KS1 tests are not strictly timed, you should consider providing pupils using the MLP tests with up to 100% additional time. You can use your discretion about whether to use the full amount of additional time. You should tell the pupils how much time they are allowed, including any additional time, before each test starts.

If pupils use additional time, they may also require rest breaks. Rest breaks can be provided by splitting the tests into sections or stopping the clock.

### Scribes

In addition to the KS1 access arrangements guidance you should follow the specific guidance below:

- Where a scribe supports a pupil with a visual impairment, it must be clear to the person marking the test which responses are the pupil's and which have been written by the scribe.
- All language, punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers. The scribe must pause for all spellings to be dictated in Paper 1: spelling, and relevant spellings to be dictated in Paper 2: questions.
- Any diagram that has been transcribed must show evidence of the pupil's work (for example, pin marks).

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<sup>5</sup> [www.gov.uk/government/publications/key-stage-1-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements)

## Readers

Readers can only be used to support pupils who are not capable of accessing the materials independently, even when all reasonable adjustments have been made, and who are supported by a reader in normal classroom practice.

### English reading

Readers must 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.

### Mathematics

If a pupil asks for a mathematical question to be read, the question must be read in full apart from mathematical symbols. Mathematical symbols must not be read to the pupil. Readers should also refer to the test administration instructions provided with the modified materials.

### English grammar, punctuation and spelling (optional)

Readers must read the questions to the pupil in full. Readers may also read any part of the pupil's response back to them if the pupil requests this. [Notes for readers in the English grammar, punctuation and spelling test](#)<sup>6</sup> gives examples of how to read particular types of question in Paper 2: questions.

### Word processors or other technical or electronic aids

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.

### Squared paper

The MLP mathematics test papers include space for working out and STA discourages the use of additional squared paper. This is to avoid the risk of transcription or omission errors when the pupil transfers 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)

## 1.2 Equipment for the tests

MLP versions of the tests are designed so that standard classroom equipment can be used. The test administration instructions provided with the MLP test materials will list specific equipment needed for each test.

For all tests, pupils will need a suitable way to record their answers (such as a pen, pencil or word processor), to reflect how they usually write in class.

### Mathematics tests

Pupils will need the following:

- a means of drawing (methods should be determined in advance)
- a ruler showing centimetres (showing centimetres and millimetres) if appropriate for the pupil
- a mirror

## 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 taking the tests. The instructions and content of the MLP tests may be slightly different from the standard versions. Using separate rooms will avoid distracting pupils using different versions of the tests.

Pupils using MLP versions of the tests will need more space to lay out their test papers and equipment, where applicable.

## 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 leave the room, 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. Relatives, carers or guardians of pupils who need access arrangements must not be involved in administering the tests to those pupils.

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

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

It is stated 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 can lead to allegations of maladministration.

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

Where appropriate, changes will have been made to the wording and layout of the standard test questions to produce the MLP versions of the tests. For example, some tables, diagrams or charts may have been simplified.

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. Refer to the modified test administration instructions for guidance on questions that are unsuitable for further enlargement.

### **Highlighting questions**

You may highlight whole questions on the MLP papers, for example with a highlighter pen, if this helps pupils to recognise the questions 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 reading**

Make sure that pupils using the MLP version of the test can understand all pictorial representations and photographs. You may help pupils to identify aspects of pictures, but you mustn't help them to read any text. You may stop the clock where pupils with visual impairment need additional time to interpret the pictures and diagrams.

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.

## **2.5 Mathematics**

### **Paper 1: arithmetic**

The content of the MLP version of mathematics Paper 1: arithmetic is the same as the standard version.

### **Paper 2: reasoning**

Mathematics Paper 2: reasoning may contain a number of diagrams, graphs and pictures. Where necessary, STA has 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 version of Paper 2: reasoning, some non-essential diagrams, graphs and pictures may have been omitted from the MLP version.

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 person marking the test 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 that look like those illustrated in mathematics Paper 2: reasoning. 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 were available for pupils to handle or look at.

## **2.6 English grammar, punctuation and spelling (optional)**

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. The answer lines in the spelling answer sheet are numbered. You should use these numbers to help pupils to locate the correct line to write on before reading the sentence aloud, 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.



## Section 3: Administering the English reading test

### Paper 1: Combined reading prompt and answer booklet

<b>Format</b>	<p>Paper 1 consists of a combined reading prompt and answer booklet.</p> <p>It is expected that the standard version of the test will take approximately 30 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p> <p>The layout of the MLP version of the reading booklet may vary from the standard booklet, as STA tries to ensure questions always appear on the page opposite the text for ease of reference. Minor changes have also been made to the layout and wording of some questions.</p> <p>The paper includes lists of useful words and some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow additional time to go through the practice questions and useful words with pupils.</p> <p>You must not refer to the standard test questions when administering the MLP version of this test.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a pencil or blue/black pen</li><li>• a rubber (optional)</li></ul> <p>If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</p> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens if this is normal classroom practice. Pupils must <b>not</b> use a dictionary.</p> <p>You may give pupils additional paper if they request it.</p>

<p><b>Assistance</b></p>	<p>You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, such as indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</p> <p>You may help pupils to identify and interpret any pictorial information within the booklet, and you may stop the clock while pupils examine it.</p> <p>The English reading test must not be read to individuals or to a group, except for the general instructions, the practice text and practice questions.</p> <p>If a pupil asks a question about test content, you must not explain any words or expressions. However, explanations regarding words or expressions from the 'Useful words' list for Paper 1 can be given before the start of each section of the test.</p> <p>The example below illustrates how to deal with a common situation:</p> <p><b>Q. I don't understand the question.</b></p> <p><b>A.</b> Read the question again and underline key words that tell you what to do.</p> <p>Further guidance for any specific questions is included in the MLP test pack.</p>
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## Paper 2: Reading booklet and reading answer booklet

<p><b>Format</b></p>	<p>Paper 2 consists of a reading booklet and a separate answer booklet.</p> <p>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.</p> <p>It is expected that the standard version of the test will take approximately 40 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time.</p>
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	<p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p> <p>Paper 2 does not include practice questions or lists of useful words.</p> <p>You must not refer to the standard test questions when administering the MLP version of the test.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a pencil or blue/black pen</li> <li>• a rubber (optional)</li> </ul> <p>If rubbers are not provided, you should tell the pupils that they should cross out any answers they wish to change.</p> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens if this is normal classroom practice. Pupils must <b>not</b> use a dictionary.</p> <p>You may give pupils additional paper if they request it.</p>
<b>Assistance</b>	<p>You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, such as indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</p> <p>You may help pupils to identify and interpret any pictorial information within the booklet, and you may stop the clock while pupils examine it.</p> <p>The English reading test must not be read to individuals or to a group, except for the general instructions.</p> <p>If a pupil asks a question about test content, you must not explain any words or expressions.</p>

The example below illustrates how to deal with a common query:

**Q. I don't understand the question.**

**A.** Read the question again and pay attention to the key words that tell you what to do.

Further guidance for any specific questions is included in the MLP test pack.

## Section 4: Administering the mathematics test

### Mathematics Paper 1: arithmetic

<b>Format</b>	<p>Paper 1 consists of a single MLP test paper.</p> <p>It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p> <p>You must not refer to the standard test questions when administering this test.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a pencil or a blue/black pen</li><li>• a ruler</li><li>• a rubber (optional)</li></ul> <p>If rubbers are not provided, tell the pupils that they should cross out any answers they wish to change.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>• calculators</li><li>• number apparatus, such as base ten materials or number squares</li></ul>
<b>Assistance</b>	<p>You must ensure that nothing you say, or do, during a test could be interpreted as giving pupils an advantage, such as indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</p> <p>If a pupil requests it, you may read a question to the pupil on a one-to-one basis. However, you may 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.</p>

	<p>The examples below illustrate how to deal with some common queries.</p> <p><b>Q. What does this sign here mean?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q. Does this mean 'take away'?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q. What does 'of' mean?</b> (such as if the question asks about an everyday word that has a mathematical meaning within the question, for example 'What is half of 8?')</p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Further guidance for any specific questions is included in the MLP test pack.</p>
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## Mathematics Paper 2: reasoning

<p><b>Format</b></p>	<p>Paper 2 consists of a single MLP test paper.</p> <p>It is expected that the standard version of the test will take approximately 35 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p> <p>This paper has 2 sections: an aural section and a written section. The first section includes a practice aural question followed by 5 aural questions.</p> <p>After the aural questions, the pupils are presented with written questions. The time for the written questions should be approximately 30 minutes, plus up to 100% additional time.</p>
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	<p>You must not refer to the standard test questions when administering this test.</p>
<p><b>Equipment</b></p>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a pencil or a blue/black pen</li> <li>• a sharp, dark pencil for mathematical drawing</li> <li>• a ruler (showing centimetres and millimetres)</li> <li>• a mirror</li> <li>• a rubber (optional)</li> </ul> <p>If rubbers are not provided, tell the pupils that they should cross out any answers they wish to change.</p> <p>Pupils may use the following equipment, if this is normal classroom practice:</p> <ul style="list-style-type: none"> <li>• monolingual English electronic spell checkers</li> <li>• bilingual word lists</li> <li>• bilingual dictionaries or electronic translators provided they only give word-for-word translations</li> </ul> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• tracing paper</li> <li>• number apparatus, such as base ten materials or number squares</li> </ul>
<p><b>Assistance</b></p>	<p>You must ensure that nothing you say, or do, during a test could be interpreted as giving pupils an advantage, such as indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</p> <p>If a pupil requests it, a question may be read to the pupil on a one-to-one basis. You may also read the questions in the written section if a pupil has difficulty in reading them for themselves.</p> <p>Further guidance for any specific questions is included in the MLP test pack.</p>

## Section 5: Administering the optional English grammar, punctuation and spelling test

Schools may choose to administer the optional 2018 English grammar, punctuation and spelling test and use the results to inform teacher assessment of writing, but there is no requirement to do so.

### Paper 1: spelling

<b>Format</b>	<p>Paper 1: 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 this guidance.</p> <p>It is expected that the standard version of the test will take approximately 15 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether, if appropriate, to stop the test early.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a pencil or blue/black pen</li><li>• a rubber (optional)</li></ul> <p>If rubbers are not provided, tell the pupils that they should cross out any answers they wish to change.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists or electronic translators</li></ul>
<b>Assistance</b>	<p>Pupils should not require any assistance during the administration of Paper 1: spelling. You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</p>



	You should take care not to over emphasise spelling when reading out the words that pupils need to spell.
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## Paper 2: questions

<b>Format</b>	<p>Paper 2: questions consists of a single test paper.</p> <p>It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time.</p> <p>Minor changes have been made to the layout of some parts of the standard test paper to create the MLP version. You must not refer to the standard test questions when administering this test.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether, if appropriate, to stop the test early.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a pencil or blue/black pen</li> <li>• a rubber (optional)</li> </ul> <p>If rubbers are not provided, tell the pupils that they should cross out any answers they wish to change.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"> <li>• dictionaries</li> <li>• electronic spell checkers</li> <li>• bilingual word lists or electronic translators</li> </ul>
<b>Assistance</b>	<p>You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</p> <p>You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you</p>

may explain it, or show them objects or pictures to help them understand.

You must not give alternative explanations, for example explain 'commands' as 'instructions' or name punctuation.

[Notes for readers in the English grammar, punctuation and spelling test](#)<sup>7</sup> gives examples of how to read particular types of question in Paper 2.

The examples below illustrate how to deal with some common situations:

**Q. I don't understand the question.**

**A.** Read the question again and underline key words that tell you what to do.

**Q. What does 'comma' mean?**

**A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.

Further guidance for any specific questions is included in the MLP test pack.

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<sup>7</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)

## Section 6: After the tests

### 6.1 Marking

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

Mark schemes will be published in the 'Test materials' section of [NCA tools](#)<sup>9</sup> from Tuesday 1 May. 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 amendments to mark schemes for some MLP test questions, which will be published on NCA tools. These will help you to mark questions that have been amended or replaced in the MLP version of tests.

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<sup>8</sup> [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)

<sup>9</sup> <https://ncatools.education.gov.uk>

## Section 7: Further information

### 7.1 General enquiries

For general enquiries about test administration and access arrangements:

National curriculum assessments helpline: 0300 303 3013

Email: [assessments@education.gov.uk](mailto:assessments@education.gov.uk)

### 7.2 Modified tests

Schools can discuss the suitability of, and order, MLP and braille versions of KS1 tests by contacting the modified test agency:

STA modified test helpline: 0300 303 3019

Email: [staconflog.mailbox@nib.org.uk](mailto:staconflog.mailbox@nib.org.uk)

### 7.3 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section of [NCA tools](https://ncatools.education.gov.uk)<sup>10</sup>.

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<sup>10</sup> <https://ncatools.education.gov.uk>

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