

2019 national curriculum assessments

# Key stage 2

# 2019 access arrangements guidance

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Standards  
& Testing  
Agency

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# 1. Introduction

This guidance details the access arrangements available for pupils participating in the 2019 key stage 2 (KS2) national curriculum tests.

Some pupils with specific needs may need additional arrangements so they can take part in the KS2 tests. Access arrangements are adjustments that can be put in place to support those pupils. Headteachers and teachers must decide whether pupils will need access arrangements before they administer the tests.

Access arrangements should be based primarily on normal classroom practice and the support given must never advantage or disadvantage the pupil. The support given must not change the test questions and the answers must be the pupil's own. Failure to use, notify the Standards and Testing Agency (STA) of, or apply for access arrangements appropriately could result in a maladministration investigation and the pupil's results may be amended or annulled.

It may be helpful to use KS2 [practice materials](#)<sup>1</sup> with pupils before administering the tests. This will enable schools to identify where additional support is needed and if any adaptations will need to be made, either to the test materials or to their administration.

Section 6.3 of the [2019 key stage 2 assessment and reporting arrangements](#)<sup>2</sup> (ARA) provides a summary of who access arrangements are for and how they can be used.

Access arrangements might be used to support pupils who have:

- difficulty reading
- difficulty writing
- difficulty concentrating
- processing difficulties
- a hearing impairment
- a visual impairment
- English as an additional language

Due to the diversity of pupils' needs, this guidance does not list every circumstance where it would be appropriate to use access arrangements. When planning for the tests, schools should think of any needs their pupils have and whether they receive

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<sup>1</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>2</sup> [www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2019-key-stage-2-assessment-and-reporting-arrangements-ara)

additional support as part of normal classroom practice. Some pupils may not be able to access the tests, despite the provision of additional arrangements.

During a monitoring visit, local authorities may ask to see evidence that any additional support provided in the tests is also regularly provided as part of normal classroom practice. Evidence will vary according to the type of arrangement and the tasks it is required for. Evidence may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork, to demonstrate the type of support provided in the classroom.

## Arrangements requiring applications

Schools must apply to STA, in advance, to request permission to use the following access arrangements:

Access arrangement	Application window opens	Deadline for applications	Notification of outcomes
Compensatory marks for spelling	Monday 28 January	Monday 25 February	Monday 8 April
Early opening	Monday 28 January	Monday 25 February	Monday 8 April
Additional time	Monday 28 January	Monday 29 April	On submission of the application

Application forms are available in the 'Access arrangements' section of [NCA tools](https://ncatools.education.gov.uk)<sup>3</sup>. Schools may choose to print applications for their own use, but there is no requirement to do so. Schools must not send copies of application forms with the test scripts as this will slow down the marking process.

Schools should check the status of their application(s) in the 'My applications' section of NCA tools as STA may request more information to support the application.

Failure to make an application for these access arrangements could lead to a maladministration investigation and the pupil's test results could be amended or annulled.

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<sup>3</sup> <https://ncatools.education.gov.uk>

## Arrangements requiring notifications

The following access arrangements do not require an application, but schools must notify STA of their use:

Access arrangement	Notification form available	Deadline for submitting notifications
Use of a scribe	Thursday 16 May	Friday 24 May
Use of a transcript	Thursday 16 May	Friday 24 May
Use of a word processor or other technical or electronic aid	Thursday 16 May	Friday 24 May

At the end of each test, test administrators should make a note of which pupils used a scribe, transcript, word processor or electronic or technical aid and give the information to their headteacher so that they can make the notifications for each pupil. The information provided should also include the name of the scribe and whether they were used for part or all of the tests.

Notification forms are available in the 'Access arrangements' section of NCA tools. The forms must be submitted before the headteacher's declaration form (HDF) and by Friday 24 May, at the latest. Schools may choose to print notifications for their own use, but there is no requirement to do so. Schools must not send copies with the test scripts as this will slow down the marking process.

Failure to notify STA about these access arrangements could lead to a maladministration investigation and the pupil's test results could be amended or annulled.

## School delegated arrangements

All other access arrangements may be used without prior approval or the need to notify STA providing their use in the tests reflects normal classroom practice:

- written or oral translations
- readers
- prompters
- rest breaks
- accessibility objects in the mathematics tests (see section 15 for further guidance)

- administering the tests at an alternative location

## **2. Changes for 2018/19 academic year**

### **Alternative location notifications no longer required**

At the headteacher's discretion, tests may be administered to one or more pupils at an alternative location from the school, for example at a pupil referral unit. In previous years, schools were required to submit a notification form to STA. From 2018/19 onwards, schools are no longer required to inform STA if any of their pupils take the test at an alternative location away from the school.

The headteacher is responsible for ensuring that the security and confidentiality of the tests is maintained and the tests are administered according to the test administration guidance (see section 15).



### 3. Important dates

Activity	Date
'Access arrangements' section of NCA tools opens for applications for early opening, compensatory marks for spelling and additional time.	Monday 28 January
Deadline for schools to submit applications for early opening and compensatory marks for spelling.	Monday 25 February
Schools notified of the outcome of their applications for early opening and compensatory marks for spelling.	By Monday 8 April
Deadline for schools to make applications for additional time.	Monday 29 April
Online notification form for the use of a scribe, transcript and word processor or other technical or electronic aid opens on NCA tools.	Thursday 16 May
Deadline for submitting notifications of a scribe, transcript and word processors or other technical or electronic aids.	Friday 24 May
Deadline for schools to submit the KS2 HDF on NCA tools.	Friday 24 May

## 4. Additional time

Pupils automatically qualify for additional time if they:

- have an Education, Health and Care (EHC) plan
- use the modified large print (MLP) or braille versions of the tests

Pupils with an EHC plan are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the MLP or braille versions of the tests are automatically allowed up to 100% additional time. Schools do not need to complete an application for additional time for these pupils. However, applications do need to be made for pupils that are waiting for an EHC plan to be confirmed.

Additional time to complete the tests may be appropriate for other pupils who:

- require additional time under test conditions to properly demonstrate their knowledge and understanding
- use the standard or enlarged print versions of the tests

Some pupils should not be given additional time as they should not be taking the tests. These pupils will be:

- working below the standard of the tests
- working at the standard of the tests, but still unable to participate despite the range of access arrangements

Schools should consider whether the use of rest breaks during the test would be more beneficial to pupils than additional time (see section 13).

Local authorities do not make decisions about applications for additional time, although they will be able to view schools' completed applications. Applications cannot be amended or deleted after submission.

Schools must have evidence to justify their responses to the application questions in case they receive a monitoring visit. Evidence may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork to demonstrate that the pupil needs additional time in test scenarios in the classroom.

If a school allows a pupil additional time inappropriately this could lead to a maladministration investigation and could lead to the pupil's result being amended or annulled.

## Applying for additional time

Applications must be made through the 'Access arrangements' section of NCA tools. The application form will be available from Monday 28 January until Monday 29 April.

Applications made after the deadline of Monday 29 April will only be considered under exceptional circumstances. Examples of exceptional circumstances are where a pupil's needs have changed or a pupil joins the school after 29 April 2019. In such cases, schools should contact STA using 'Message us' in the 'Access arrangements' section of NCA tools to discuss the pupil's requirements.

Applications should be made by a teacher who has a good knowledge of the particular pupil's needs and abilities. The outcomes of applications are determined only by the teacher's responses to the questions. Reports from educational psychologists or other education professionals are not required. This is because pupils who do not hold such a report may still be eligible for additional time. Where a report is already in place, teachers might choose to use it to inform their responses about the pupil.

Schools will need to respond to each of the following 7 questions about the pupil. These questions draw on the teacher's knowledge of the pupil and their assessment of the pupil's particular abilities or needs:

1. Can the pupil respond appropriately to a simple request or instruction given in English, without being prompted or aided by an interpreter or translator?
2. Does the pupil have a hearing impairment that prevents them from being able to respond appropriately to a simple question or instruction given in English, without being prompted or aided by a communicator or sign language interpreter or having to lip read?
3. Does the pupil need braille and/or enlarged print in order to read and understand text?
4. Can the pupil focus on a task, which requires them to work independently and without interruption, for at least 15 minutes without being prompted to stay on task?
5. Is the pupil prevented from being able to write independently at a speed of more than 10 words per minute by a physical, motor skill or learning disability?
6. Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words)?

7. Does the pupil have difficulty processing information, which prevents them from being able to answer questions on practice key stage 2 tests, even when they are allowed to refer back to the questions?

Schools need to answer all questions before submitting the form. They will then be given information about the use of additional time and/or any alternative access arrangements for the pupil, based on their responses to the questions.

If additional time has not been awarded, it is because the pupil does not meet the criteria. In these circumstances, the school may wish to consider alternative access arrangements for the pupil. Advice about this will be provided in the application outcome.

## Application outcomes

Additional time is not cumulative. If a pupil qualifies for additional time for more than one reason on the application form, they are only allowed 25% additional time.

However, a pupil who qualifies for additional time for 2 reasons may be allowed the use of an aid as well as 25% additional time. For example, a pupil who is a slow reader, as well as a slow writer, could use a scribe for writing and still qualify for 25% additional time if they are reading independently.

## Pupils qualifying for additional time under one question

There are certain questions where additional time is awarded 'with restrictions', these 'restrictions' are dependent on whether the pupil works independently without an aid.

If a pupil qualifies for additional time under question 1 (English as an additional language) they can only have additional time in the mathematics tests and only if the standard version of the test is used and it has not been translated.

If a pupil qualifies for additional time under question 5 (slow writing) they can only have additional time if they write their own answers. If they use a scribe, they do not qualify for additional time.

Similarly for question 6 (slow reading), if a pupil reads the questions themselves they would qualify for additional time. If they use a reader, they do not qualify for additional time. Please remember that the English reading test must not be read to the pupil.

A pupil who qualifies for additional time under question 7 (difficulty processing information) has no restrictions, so the pupil can have additional time in all the tests.

### **Pupils qualifying for additional time under 2 questions**

If a pupil qualifies for additional time under both questions 5 and 6, they can have either:

- a scribe (question 5) and additional time as they'll be reading the questions themselves
- a reader (question 6) and additional time as they'll be writing the answers themselves

If the pupil uses both a scribe (question 5) and a reader (question 6), they do not qualify for additional time as well.

If the pupil qualifies under questions 5 and 7 they can have a scribe (question 5) and additional time (question 7). Similarly, if they qualify under question 6 (reader) and question 7 (additional time) they can have a reader and additional time too.

### **Pupils qualifying for additional time under 3 questions**

Where a pupil qualifies for additional time under questions 5, 6 and 7, they could, in theory, have a scribe (question 5) a reader (question 6) and additional time (question 7).

## 5. Early opening

Schools may open test papers, including modified test papers, up to one hour before a test is due to start without seeking permission from STA. This flexibility is designed to help schools that need to make small adaptations for their pupils, for example, photocopying test papers onto coloured paper, enhancing diagrams or enlarging text.

If schools need to open test papers, including modified test papers, more than one hour early to start to make more complex adaptations, they must submit an application for early opening and wait for approval. Permission is required in all cases.

STA will only allow schools to open standard test materials more than one day before the scheduled date of a test, or modified materials more than 2 days before the scheduled date, in exceptional circumstances. Schools must provide justification within their early opening application. Early opening must not be used to administer tests earlier than the date specified in the statutory test timetable.

Subject-specific guidance and models (if applicable), which are provided with the MLP and braille tests, can be opened as stated on the test packs and do not require permission for early opening.

Schools are responsible for ensuring that any modifications made to the tests are done correctly. STA will not compensate, or give special consideration, where test papers have been incorrectly modified.

### Applying for early opening

Schools must make an application for early opening in the 'Access arrangements' section of NCA tools by Monday 25 February.

Applications made after the deadline of Monday 25 February will only be considered under exceptional circumstances. Examples of exceptional circumstances are where a pupil's needs have changed or a pupil joins the school after 25 February 2019. In such cases, schools should contact STA using 'Message us' in the 'Access arrangements' section of NCA tools to discuss the pupil's requirements.

All schools that apply for early opening will be notified of the outcome of their application on NCA tools by Monday 8 April.

The headteacher is responsible for ensuring the security and confidentiality of test materials before the administration of tests, and of the scripts until they are

dispatched for marking. If a school applies for early opening inappropriately this could lead to a maladministration investigation and test results may be amended or annulled.

## When schools can open test papers early

Schools will only be given permission to open test materials more than one hour before the start of a test if they need to prepare apparatus or make adaptations to a test. Early opening may be appropriate when:

- preparations need to be made to use MLP or braille versions of the tests, such as setting up visual scanning equipment or preparing tactile diagrams
- some, or all, of a test paper needs to be enlarged to a particular font size for a pupil with a visual impairment or specific special educational need and the modification cannot be done in the hour before the start of the test
- communicators or sign language interpreters need to co-ordinate the presentation of a test to pupils with a hearing impairment and/or pupils who use sign language
- a pupil uses apparatus or adaptations to text as part of normal classroom practice that cannot be prepared in the hour before the start of the test

These pupils will usually be those:

- with an EHC plan
- for whom provision is being made in school using the SEN support system and whose learning difficulty or disability significantly affects their ability to access the tests

Schools must receive approval from STA before opening test materials more than one hour early. Only the headteacher or a person making adaptations to the text should have access to test papers that have been opened early.

## Circumstances when early opening is not appropriate

Early opening to prepare apparatus or make adaptations to text is not appropriate when a pupil:

- is working below the standard of the test and would not benefit from taking part, even with access arrangements
- does not use apparatus or have adaptations made to text as part of normal classroom practice

## 6. Compensatory marks for the spelling paper

Compensatory marks may be awarded to pupils who cannot access the spelling paper due to a profound hearing impairment and do not use lip-reading, sign language or can only use finger-spelling signing. They are available for the spelling paper of the English grammar, punctuation and spelling test. Compensatory marks are based on the average raw score achieved by pupils who take the test. Awarding compensatory marks allows pupils to receive an overall scaled score for the English grammar, punctuation and spelling test.

### Applying for compensatory marks

Schools must make applications for compensatory marks in the 'Access arrangements' section of NCA tools. The application form is available from Monday 28 January until Monday 25 February.

Applications made after the deadline of Monday 25 February will only be considered under exceptional circumstances. Examples of exceptional circumstances are where a pupil's needs have changed or a pupil joins the school after 25 February 2019. In such cases, schools should contact STA using 'Message us' in the 'Access arrangements' section of NCA tools to discuss the pupil's requirements.

All schools that apply for compensatory marks will be notified of the outcome of their application on NCA tools by Monday 8 April.

### Administering the test to a pupil awarded compensatory marks

A pupil should not take the spelling paper of the English grammar, punctuation and spelling test if the application for compensatory marks has been approved by STA. If a pupil incorrectly takes the spelling paper when compensatory marks have already been approved, the script must be returned and the pupil will be awarded marks based on their performance in the test. The pupil will not be awarded the compensatory marks.

If an application for compensatory marks has been approved by STA, the pupil should be marked absent (A) for the spelling paper on the attendance register. The pupil should still take the English grammar, punctuation and spelling test Paper 1: questions.



## 7. Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil. Before deciding to use a scribe, schools should consider whether the pupil should use a word processor, or making a transcript of the pupil's writing after the test. A scribe should only be used if other options are not appropriate and if it is part of normal classroom practice for that pupil.

Schools must have evidence to show that resources are routinely used to support the pupil, except in the case of injuries, when the pupil is unable to write and where a scribe would not be part of normal classroom practice. Evidence may include notes recorded in teaching plans, individual pupil support plans or a pupil's classwork.

A scribe can be used when a pupil is:

- unable to write their own answers or use a word processor
- unable to write following an injury
- able to write but has a motor impairment that causes physical discomfort when writing
- able to write but writes very slowly
- able to write but finds writing very difficult

Schools should arrange for a scribe in advance if they are aware that a pupil might need to start using a scribe part way through the test. A scribe might be needed for a pupil:

- who is known to experience fatigue
- with a visual or motor impairment and who writes over their own handwriting, which needs to be made clear

In these circumstances, the pupil may start the test as normal and begin to use a scribe when needed.

If a pupil needs a scribe because of an injury that occurred in the week before the tests, schools may allow up to 25% additional time as well as the use of the scribe. This is only for circumstances where the pupil is unfamiliar with working with a scribe. Schools do not need to apply for additional time in this instance, but should be prepared to explain the arrangement in the event of a monitoring visit. The school would still need to notify STA of the use of a scribe by completing the online notification form on NCA tools.

If a pupil uses a scribe when they have been awarded additional time due to their writing speed, then the additional time application will no longer apply.

## Role of a scribe

Scribes must be able to write legibly and at a reasonable speed. They should have a working knowledge of the subject. Scribes may also act as a reader for the English grammar, punctuation and spelling and mathematics tests only. They must not be another pupil or a relative, carer or guardian of the pupil.

The scribe must:

- work at the pupil's pace and not hurry them if they need time for reflection, rest or reading
- follow the pupil's instructions precisely to draw or add to diagrams, charts and graphs in the mathematics tests
- only make a correction on a test script if asked to do so by the pupil
- not transcribe a braille script to print (as the braille version will be marked)

For the mathematics and English reading tests, the scribe should not pause for spellings to be dictated, unless the pupil usually works in this way.

For the English grammar, punctuation and spelling test Paper 1: questions, correct spelling is required for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes. The scribe must pause for relevant spellings to be dictated and all language, punctuation and phrasing must be the pupil's own.

For the English grammar, punctuation and spelling test Paper 2: spelling, the scribe must pause for each spelling to be dictated.

## Making a scribe notification

Schools do not need to request permission from STA, or their local authority, when using a scribe, but they do need to complete the online notification form in the 'Access arrangements' section of NCA tools. This is available from Thursday 16 May. Schools may choose to print a copy of the notification form for their own records, but there is no requirement to do so. Schools must not send notification forms with test scripts, as this will slow down the marking process.

At the end of each test, test administrators should make a note of which pupils used a scribe, the name of the scribe, whether the whole test or part of the test was scribed and give the information to their headteacher. The headteacher must

complete an online notification form in the 'Access arrangements' section of NCA tools once all tests have been taken. It must be submitted before the HDF is completed and by Friday 24 May at the latest.

## 8. Transcripts

A transcript is a copy of a pupil's answers, made by an adult to improve the legibility. Schools can transcribe all or part of a pupil's test script. If the marker can read the pupil's writing, they will mark the original work. The adult making the transcript must not be another pupil or a relative, carer or guardian of the pupil. Approval is not required but schools must notify STA of their use in the 'Access arrangements' section of NCA tools.

When transcribing a pupil's work, schools must remember that:

- the pupil should be kept separate from the rest of the cohort after the test until the transcript is complete
- a transcript can only be made at the end of the test
- the test administrator should transcribe the work with the pupil present before the pupil leaves the test room
- a different coloured pen, but not red, must be used to transcribe onto the pupil's script
- care must be taken to ensure that the pupil's original answers are not changed (this includes the positioning of commas and decimal places in the mathematics tests)
- they must not correct the pupil's spelling in either part of the English grammar, punctuation and spelling test
- punctuation and phrasing must be the pupil's own
- extensive or full transcripts should be transcribed onto a new test paper
- the pupil's original test script must be sent to the marker along with the transcript in the inner return bag with the green panel

Pupils who cannot read their own writing should use a word processor or scribe, if this is normal classroom practice.

Braille test scripts should not be transcribed, as STA will make appropriate marking arrangements for these scripts.

### Making a transcript notification

Schools do not need to request permission from STA, or their local authority, to make a transcript of a pupil's script, but they do need to complete the online notification form in the 'Access arrangements' section of NCA tools. This will be available from Thursday 16 May until Friday 24 May.

Schools may choose to print the notification form for their own records, but there is no requirement to do so. Schools must not send notification forms with test scripts, as this will slow down the marking process.

At the end of each test, test administrators should make a note of which pupils used a transcript, the name of the adult who made the transcript and whether the whole test or part of the test was transcribed. The headteacher must use this information to complete an online notification form in the 'Access arrangements' section of NCA tools. The form should be completed once all tests have been completed and must be submitted before the HDF and by Friday 24 May, at the latest.

## 9. Word processors or other technical or electronic aids

If it is normal classroom practice, pupils may use word processors or other technical or electronic aids in the tests, provided the functionality does not give the pupil an unfair advantage.

Schools must test the functionality of the equipment by using the KS2 practice materials. If there is functionality that cannot be turned off that would provide the pupil with an unfair advantage, the pupil must not use the equipment in the test. The school may arrange for the test to be read to the pupil or for a scribe to record the pupil's answers instead.

Schools are responsible for ensuring that pupils regularly save their work. Pupils are not allowed to restart a test and STA will not compensate, or give special consideration, if work is lost. Any partially completed tests must be sent for marking.

### Mathematics and English grammar, punctuation and spelling

Pupils may use word processors or other technical or electronic aids during the mathematics and English grammar, punctuation and spelling tests provided that:

- it is normal classroom practice and schools have evidence to show this
- the equipment does not read mathematical symbols in the mathematics tests or punctuation in the English grammar, punctuation and spelling tests
- any spell check function is turned off for the English grammar, punctuation and spelling tests
- the equipment is used on a one to one basis, preferably in a separate room to the rest of the cohort

### English reading

Word processors or other technical or electronic aids may be used to record pupils' answers in the English reading test. They must not be used to provide reading support, other than to read the general instructions on page 3 of the reading answer booklet.

Inappropriate use of equipment may lead to a maladministration investigation and amendment or annulment of the pupil's results.

## Making an aid notification

The online notification form in the 'Access arrangements' section of NCA tools is available from Thursday 16 May. Schools may choose to print a copy of the notification for their own records, but they must not be sent with test scripts, as this will slow down the marking process.

At the end of each test, test administrators should make a note of which pupils used a word processor or electronic or technical aid and give the information to their headteacher. Headteachers must use this information to complete the form in the 'Access arrangements' section of NCA tools. The form should be completed once all tests have been completed. It must be submitted before the HDF and by Friday 24 May, at the latest.

## 10. Written or oral translations of the tests

### Mathematics

Schools do not require approval, nor are they required to notify STA, if they are making written or oral translations, but the arrangement must reflect normal classroom practice.

Written translations of the mathematics test should be made during the hour before the test is due to start. If, due to exceptional circumstances, it is not possible to do this, an application for early opening must be made (see section 5).

Oral translations of the mathematics tests may be given by a translator at the time of the tests. This must be on a one to one basis. If a pupil answers orally this must also be on a one to one basis. If several pupils require a translator but only one is available, the school should stagger the time the pupils take the test or apply for a timetable variation to administer the test on a different day.

The pupil may write their responses in English or in their chosen language. If the pupil's answers are not in English, a transcript should be made by the pupil's usual translator. The pupil's original test script must be sent for marking along with the translated test script. The school also needs to complete the online notification form to indicate that there is a transcript (see section 8).

Translators should be aware that pupils with English as an additional language may not be familiar with some subject-specific vocabulary and technical terms. A translator must not be another pupil or a relative, carer or guardian of the pupil.

### English reading and English grammar, punctuation and spelling

Translations cannot be made for the English reading and the English grammar, punctuation and spelling tests, other than any directions that are not part of the actual questions.

No help may be given with reading or understanding the questions or passages of text on which questions are based.

Inappropriate use of translators may lead to a maladministration investigation and amendment or annulment of the pupil's results.



## 11. Readers

The use of a reader in the tests must be based on normal classroom practice. They must not be another pupil or a relative, carer or guardian of the pupil. Readers must not be used with pupils who are capable of reading the test materials themselves. If a pupil requests it, the reader may also read back any part of a pupil's written response to a question.

Local authorities will monitor schools during the test period to make sure readers are used correctly. The inappropriate use of a reader may lead to a maladministration investigation and the amendment or annulment of the pupil's results.

### Using a reader

Schools do not need to notify, or receive approval from, STA but the use of a reader in the tests must reflect normal classroom practice. Schools must have evidence to show that readers are routinely used to provide this support. In most cases, this will apply to pupils whose reading age is considerably lower than their actual age. A reader must only be used on a one to one basis in the tests. Where a reader is provided, schools should note the name of the reader used by each pupil for their own records.

Any pupil may ask the administrator to read a question to them from the English grammar, punctuation and spelling and mathematics tests.

Readers:

- should be able to read accurately and at a reasonable speed
- must not be another pupil or a relative, carer or guardian of the pupil
- do not need to be specialists in the subject being tested
- may also act as a scribe if the pupil is not writing for themselves (see section 7)

Before the test period, readers must understand:

- the test format
- their role, and what may or may not be read to a pupil in particular tests
- any subject-specific issues that might occur

Schools should consider testing pupils in a separate room if they need more than single words or sentences read to them. For example, a pupil's individual education

plan may show that they need the whole question paper read to them so that they can access the test.

If a pupil uses a reader when they have been awarded additional time due to their reading difficulties, then the additional time application will no longer apply.

## English grammar, punctuation and spelling

Readers are allowed for the English grammar, punctuation and spelling test if it is part of normal classroom practice. [Notes for readers in the English grammar, punctuation and spelling test](#)<sup>4</sup> gives examples of how particular types of questions should be read aloud to a pupil. Readers should make sure they understand the guidance so that they read each question type correctly, in particular questions with multiple choice answers. This is so they do not give pupils an unfair advantage by reading questions in a particular way.

## English reading

As the English reading test is designed to allow pupils to demonstrate reading skills as well as comprehension, readers may only help pupils to read the general instructions. This includes information on the front cover of the test paper and any directions that are not part of the actual questions. For example, the reader may say 'Questions 1 to 15 are about The Panda Bear (pages 4 to 5)', but the reader must not read the texts, questions or any part of a pupil's response back to the pupil. Please refer to the specific instructions that are included in the test pack.

## Mathematics

A reader may help a pupil to read the mathematics tests. They may:

- clarify instructions, as long as no additional information is given which could invalidate the test
- read, but not clarify, subject specific vocabulary
- refer a pupil back to the previous part of the question in multi part questions

If a mathematics question is read to a pupil the reader may read words and numbers, but not mathematical symbols. This is so that the function of a mathematical symbol is not inadvertently explained by reading its name.

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<sup>4</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)

## 12. Prompters

A pupil with severe attention problems may be supported by a prompter. Schools do not need to notify, or receive approval from, STA if they are using prompters, but the arrangement must reflect normal classroom practice.

In the event of a monitoring visit, schools must:

- have evidence to show that each pupil using a prompter has severe attention problems
- be able to show that resources are routinely committed to providing this support

Prompters should:

- agree the best way to prompt the pupil before the test begins
- be known to the pupil
- be used on a one to one basis

Prompters must:

- only be used to draw the pupil's attention back to the task
- not do anything that could be interpreted as over aiding the pupil, as this could lead to allegations of maladministration
- not advise the pupil which questions to answer or when to move on to the next question
- not advise or guide the pupil about the order in which they should attempt the questions
- not be another pupil or a relative, carer or guardian of the pupil

If a pupil finds it difficult to concentrate on individual questions, the school may choose to use adhesive notes or stickers to cover other questions on the page. In these circumstances, the whole question the pupil is currently working on should remain uncovered. This should only be done when it is in line with the support the pupil normally receives in class.

## 13. Rest breaks

The majority of pupils should be able to complete the tests without a break. However, rest breaks can be appropriate for a pupil who finds it difficult to concentrate or who may experience fatigue. Schools do not need to notify, or receive approval from, STA if they are using rest breaks, but the arrangement must reflect normal classroom practice.

During a rest break the pupil must be kept under test conditions ensuring no contact with pupils who have taken the test and no discussion of test content.

Rest breaks can be provided by splitting the tests into sections or stopping the clock. The test must be completed on the same day that it was started. Any partially completed tests must be sent for marking.

### Using rest breaks

There is no specific guidance for using rest breaks in the mathematics or the English grammar, punctuation and spelling tests.

If a school decides to split a test, they should:

- divide the test into sections during the hour before it is due to start
- keep the questions in the same order
- give the pupil an opportunity to attempt all parts of a paper, so that the outcome of the test properly reflects their knowledge and understanding
- make sure the pupil has the same overall time to complete the test as those who take the test in one sitting
- administer all sections of the test on the timetabled day

If the clock is stopped for a pupil to take a rest break, the school must make sure that they do not give any unauthorised additional time.

Rest breaks can be used at any point during the English reading test. However, schools might consider stopping the test once the pupil has either read a particular text or answered the questions for that text, before moving onto the next text.

## 14. Illness or injury at the time of the tests

Pupils who are ill on the day of a test should not take them. Schools should consider applying for a [timetable variation](#)<sup>5</sup> if it is a minor illness and the pupil is not able to take the test on the published test date. Pupils who were ill, but still took the test, do not qualify for special consideration, as they should not have taken the test if they were unwell.

In the event that a pupil sustains an injury that affects their ability to take a test, for example if they break their writing arm or hand, the school can provide them with additional support. Pupils with injuries who take the tests do not qualify for special consideration, as alternative access arrangements are available. This could include a scribe or use of a word processor. Schools do not need approval for an injured pupil to use a scribe or word processor but they must notify STA by completing the notification form in the 'Access arrangements' section of NCA tools.

Where the pupil has not had at least one week to become familiar with working with any additional support provided, they may also be allowed up to 25% additional time for the test(s) at the school's discretion. Schools do not need to apply for additional time in this instance, but should be prepared to explain the arrangement in the event of a monitoring visit.

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<sup>5</sup> [www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation](http://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-timetable-variation)

## 15. Other arrangements

### Administering the tests at an alternative location

At the headteacher's discretion, schools can administer the tests at an alternative location to the rest of the cohort away from school, for example at a pupil referral unit.

The headteacher is responsible for ensuring that the security and confidentiality of the test(s) is maintained and the test(s) are administered according to the test administration guidance. Failure to do so could result in a maladministration investigation at the school and test results may be amended or annulled.

If schools need specific advice or additional information on administering the tests at an alternative location, they should contact STA using 'Message us' in the 'Access arrangements' section of NCA tools.

### Use of accessibility objects in the mathematics test

Schools don't need to notify or receive approval from STA, if they are using accessibility objects in the mathematics tests, but the arrangement must reflect normal classroom practice.

If a pupil has difficulty accessing two-dimensional diagrams, schools may give them real objects that look like those illustrated in the mathematics tests.

Test administrators may indicate on the test papers where real objects are available for pupils to look at. Shapes should be identical to those drawn and relative sizes should be the same.

Number apparatus, counters or number squares must not be used.

## 16. Further information

### Modified tests

Schools can discuss the suitability of, and order, braille, enlarged print and modified large print versions of KS2 tests by contacting the modified test agency:

Email: [Modifiedtestshelpline@pia.co.uk](mailto:Modifiedtestshelpline@pia.co.uk)

Phone: 0300 303 3019

### Help and support

For general enquiries about access arrangements, contact the national curriculum helpline:

Phone: 0300 303 3013

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

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>6</sup>.

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<sup>6</sup> <https://ncatools.education.gov.uk>



Standards  
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