



Standards
& Testing
Agency

Key stage 1: modified test administration guidance

**Administering to pupils with a hearing
impairment**

March 2019

Contents

1: About this document	3
2: Access arrangements	4
2.1 Early opening	4
2.2 Use of communicators and sign language	4
3: Administering the tests	5
3.1 English reading	5
3.2 Mathematics	5
3.3 English grammar, punctuation and spelling (optional)	5
4: Marking	7
5: Further information	8
5.1 General enquiries	8
5.2 Message us	8

1: About this document

This document will help you prepare to administer the key stage 1 (KS1) tests to pupils with a hearing impairment. You should follow the guidance included within it to ensure that pupils with a hearing impairment can access the tests properly and that they are not at a disadvantage.

The information expands on section 7 of the [2019 KS1 assessment and reporting arrangements](#)¹ (ARA).

You should use this guidance together with the:

- 2019 KS1 [test administration guidance](#)²
- test administration instructions provided with the standard test materials

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

Headteachers are responsible for the test administration arrangements in their school. Failing to adhere to this guidance could lead to a [maladministration investigation](#)⁴.

¹ www.gov.uk/government/publications/2019-key-stage-1-assessment-and-reporting-arrangements-ara

² www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag

³ www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

⁴ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

2: Access arrangements

In addition to the [KS1 access arrangements guidance](#)⁵ you should follow the specific guidance below when administering the tests to pupils with a hearing impairment.

If a test administrator is a relative of a pupil they are supervising, there must be at least one other test administrator (not related to the pupil) present at all times. Relatives must not be involved in the administration of tests to pupils who need access arrangements.

2.1 Early opening

If schools need to make modifications to test papers to meet a pupil's needs, or if signers need access to the papers to prepare for the administration of the tests, they must not open test materials before Wednesday 1 May.

You should consider administering the tests to pupils who need specific access arrangements after the initial test administration has taken place. You can then use the opened test materials to make the necessary arrangements. Alternatively, you can use the downloadable versions that will be available on [NCA tools](#)⁶ from Wednesday 1 May.

2.2 Use of communicators and sign language

Pupils who use British Sign Language, or other sign-supported communication, may be supported in the tests if it is normal classroom practice. Section 3 provides specific guidance for each test.

⁵ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

⁶ <https://ncatools.education.gov.uk>

3: Administering the tests

3.1 English reading

You may only use sign language and give explanations to convey the general instructions. This includes the information on the front cover of the test papers and any directions that are not part of the actual questions, for example, the practice text and the practice questions for Paper 1.

3.2 Mathematics

Test administration instructions accompany the standard test materials. Use these for examples of how to make adaptations, or rephrase words and sentences, which may be signed. The instructions highlight any questions where you may need to give the pupil further clarification or exemplification.

Paper 2: reasoning

The test administration instructions include an optional script. This is for pupils who need extra visual support to access the first 5 aural questions.

Pupils should use the script alongside their test booklet when listening to the aural questions read by the teacher. Pupils using the optional pupil aural script may need support so they can manage the script and test paper while listening to the test administrator.

You should only use the optional script where you are confident that its use will not confuse pupils.

3.3 English grammar, punctuation and spelling (optional)

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

If you choose to administer this test, you can use sign language and give additional explanation:

- to convey the general instructions
- where test administrators are instructed to read the questions to the pupil
- to read, or sign back to the pupil, any part of their response

Paper 1: spelling

A communicator or sign language interpreter may be used. If the spelling paper is presented through sign language, finger spelling must not be used.

Compensatory marks for spelling

Some pupils with a hearing impairment will not be able to access the spelling paper. Raw scores from both English grammar, punctuation and spelling papers are needed to reach an overall scaled score.

A compensatory mark for the spelling test will be available to schools, by request, from the national curriculum assessments helpline on 0300 303 3013 at the beginning of June. Schools should add this compensatory mark to the raw score from the English grammar, punctuation and spelling Paper 2: questions before converting the overall raw score to a scaled score.

Paper 2: questions

You should use the [Notes for readers in the English grammar, punctuation and spelling tests](#)⁷ to help understand how to communicate particular types of questions.

⁷ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

4: Marking

Mark schemes will be published in the 'Test materials' section on NCA tools on Wednesday 1 May. You should use the standard mark schemes to mark test scripts completed by pupils with a hearing impairment. There are no amendments to mark schemes for pupils with a hearing impairment.

Information about marking the tests is provided in the KS1 test administration guidance.

5: Further information

5.1 General enquiries

For general enquiries about test administration and access arrangements, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

5.2 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section on NCA tools.



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