



Standards
& Testing
Agency

Key stage 1: test administration guidance

March 2019

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1: About this document

This guidance is for schools administering the 2019 key stage 1 (KS1) national curriculum tests. The information expands on section 7 of the [2019 KS1 assessment and reporting arrangements](#)¹ (ARA).

It includes guidance to ensure that schools can:

- understand the statutory requirements for the KS1 tests
- plan for the tests
- receive and securely store test materials
- administer the tests correctly
- mark the tests
- convert raw scores into scaled scores
- use the results of the English reading and mathematics tests to inform teacher assessment (TA) judgements

Test administration instructions are included with all test packs. There are separate instructions provided for the standard, modified large print and braille versions of the tests. [Modified test administration guidance](#)² is also available.

There are no significant changes to KS1 test administration from previous years.

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-modified-test-administration-guidance-mtag

2: 2019 key stage 1 tests

Details of the types of school and pupils required to participate in the tests are included in section 13.1 of the 2019 KS1 ARA.

The KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

The Standards and Testing Agency (STA) will not send you printed mark schemes. These will be published in the 'Test materials' section of [NCA tools](#)³ on Wednesday 1 May.

2.1 Optional English grammar, punctuation and spelling test

Schools may choose to administer the optional KS1 English grammar, punctuation and spelling test and use the results to inform English writing TA judgements, but there is no requirement for them to do so. STA will not send standard versions of the test to schools.

Any school that requires modified versions of the optional English grammar, punctuation and spelling test, and did not place a test order, should contact the modified test agency on 0300 303 3019.

2.2 Test administration window

Schools must administer the English reading and mathematics tests during May 2019, but there are no set dates for their administration. Schools may choose to administer the tests to individual pupils, or groups of pupils, over a number of days.

Headteachers and test administrators should agree their own timetable for KS1 tests, taking into account any pupils requiring [access arrangements](#)⁴.

Important dates relating to the KS1 tests are published in section 3 of the KS1 ARA.

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

⁴ www.gov.uk/government/publications/key-stage-1-tests-access-arrangements

3: Headteachers' responsibilities

As the headteacher at a school administering the KS1 tests you have specific responsibilities, detailed in section 4.1 of the 2019 KS1 ARA.

In summary, it is your responsibility to:

- identify which pupils will take the KS1 tests
- keep all test materials secure and treat them as confidential until Monday 3 June
- ensure test administrators are appropriately trained
- ensure pupils have the correct test materials and equipment
- ensure the correct use of any access arrangements
- ensure the English reading and mathematics tests are administered during May
- ensure that the specific content of test materials is not used to prepare pupils taking the tests in later sittings
- ensure pupils' responses are marked accurately and consistently
- notify STA of any issues that may have affected the security, confidentiality or integrity of the tests
- ensure that the test results for English reading and mathematics are used to inform TA judgements and submit data to the local authority
- complete and submit the KS1 headteacher's declaration form (HDF) by Thursday 27 June

Schools that do not comply with these requirements could be subject to a [maladministration investigation](#)⁵.

⁵ www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration

4: Maladministration

The term maladministration refers to any act that:

- affects the security, confidentiality or integrity of the national curriculum assessments
- could lead to results that do not reflect pupils' unaided work

Your school could be subject to a maladministration investigation if it does not comply with the following:

- this test administration guidance
- 2019 KS1 ARA
- 2019 KS1 modified test administration guidance
- 2019 KS1 access arrangements guidance
- the guidance on [keeping test materials secure](#)⁶
- test administration instructions provided with the test materials

You should consider taking steps to protect staff involved in administering the tests. Misunderstandings about correct test administration can lead to allegations of maladministration. To avoid this, make sure all staff, participating pupils and their parents understand:

- how the tests will be administered
- the school's test timetable
- what assistance is allowed in the tests
- how any access arrangements will be used

Anybody with concerns about the administration of the tests, or any allegations of maladministration (which could include cheating), should report them to STA by contacting the national curriculum assessments helpline on 0300 303 3013 or assessments@education.gov.uk.

⁶ www.gov.uk/government/publications/key-stage-2-tests-and-phonics-screening-check-keep-materials-secure

5: Preparing test administrators

Headteachers will need to consider what staff resource is required to administer the tests. Anyone administering a test on their own is more vulnerable to allegations of maladministration. Therefore, STA recommends having at least 2 test administrators in each test room.

Arrangements should also be in place in case a pupil needs to leave the test room, for example, if they are disruptive or feel unwell.

Test administrators will usually be headteachers, teachers or teaching assistants. Test administrators must be trained in how the tests will be administered, what assistance is allowed and how any access arrangements will be used. This will help avoid any misunderstandings about test administration and misinterpretation of valid access arrangements or appropriate assistance.

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.

STA encourages schools to hold training sessions for those involved in administering KS1 tests. Test administrators should familiarise themselves with this guidance and with:

- section 7 of the 2019 KS1 ARA
- sample tests and past papers available in the [practice materials](#)⁷ collection
- which test is being administered on each day, as detailed in the school's KS1 test timetable
- access arrangements guidance and which pupils need these arrangements
- test administration instructions provided with test materials, including:
 - what equipment is required for a particular test
 - the length of the test
 - what assistance is allowed for each test
- [Notes for readers in the English grammar, punctuation and spelling tests](#)⁸, which gives guidance on how particular question types should be read, if you choose to administer this test

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

⁸ www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

6: Receiving and storing test materials

Headteachers should think about where the test materials will be stored. You will need to ensure that you have adequate space to store test materials securely. STA will deliver materials to school addresses taken from [Get Information About Schools](#)⁹ so you must make sure that your school details are up to date by logging in to Get Information About Schools via [DfE Sign-in](#)¹⁰.

Schools will receive KS1 English reading and mathematics test materials, including any modified test orders, in the week beginning Monday 25 March.

The headteacher is responsible for checking their school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the headteacher is not available, they must delegate this activity to a senior member of staff who understands the process.

If you have not received your test materials by Friday 29 March, if a delivery is incomplete, or if test packs are unsealed or damaged on arrival, you should contact the national curriculum assessments helpline on 0300 303 3013. You may be asked to send a photograph of any damaged packages.

6.1 How to check your delivery

STA suggests that 2 members of school staff undertake this check together. The inner packs of test papers must not be opened.

You should check your delivery as soon as you receive it. You should:

- check the school's details are correct and that the delivery is for your school
- check the boxes for any damage
- check the number and type of test packs received against the accompanying delivery note and annotate it accordingly

The delivery note will be included in the first box of each consignment. You should use it to make sure you have received the correct number of boxes and all of the materials. Make a note of your checks on the delivery note. Ensure you check all boxes thoroughly as packs of tests may be split between boxes.

⁹ <https://get-information-schools.service.gov.uk/>

¹⁰ <https://sa.education.gov.uk/>

When you have finished your checks, make sure you reseal the boxes and secure them in a locked cupboard.

Keep your annotated copy of the delivery note somewhere accessible in case you receive a [monitoring visit](#)¹¹. If your school receives a monitoring visit during May for the administration of key stage 2 tests, you will also be asked to show the monitoring visitor how you are storing KS1 materials.

6.2 Security of test materials

Schools must ensure that the security and confidentiality of the KS1 tests are maintained until Monday 3 June. This includes electronic versions downloaded from NCA tools. Practical advice on keeping materials secure is available in the [test security guidance](#).

Test materials must be stored in a secure, locked cupboard. The headteacher should allocate responsibility for overseeing the storage of test materials to a member of staff who is not directly involved with the administration of the tests. This member of staff should take responsibility for the cupboard key and logging requests for access to the materials.

Teachers and test administrators must not discuss the content of the test papers with anyone. Specific content that could compromise a test must not be discussed on social media or published online.

¹¹ www.gov.uk/guidance/key-stage-2-tests-and-phonics-screening-check-monitoring-visits

7: Preparing to administer the tests

7.1 Access arrangements

Test administrators must follow the access arrangements guidance and have a list of which pupils require them. Relatives, carers or guardians must not be involved in administering tests to pupils who need access arrangements.

You do not need to request permission to use access arrangements in KS1 tests, but you must ensure that any arrangements used do not advantage or disadvantage individual pupils. If you use access arrangements inappropriately, this could lead to a maladministration investigation.

You should also consider explaining to all parents and pupils what support is allowed in the tests. This should help to avoid any misinterpretation of valid access arrangements, which could lead to allegations of maladministration.

7.2 School-based modifications

Electronic copies of test materials will be available to download from NCA tools from Wednesday 1 May. Schools can prepare adaptations or modify the printed test papers in order to:

- provide pupils with test materials on coloured paper
- make enlarged copies of the tests (if enlarging mathematics test papers, do not enlarge any questions that require the pupil to measure a length or width)
- prepare translations (mathematics tests only)

Do not open the packs of test materials to make modifications before the school's first administration of a test.

7.3 Preparing test rooms

Schools should consider the test rooms where they will administer tests when planning their test timetable to ensure a quiet space is available to pupils, whether administering to a whole class, small groups or individuals. If you use access arrangements, you should consider whether it would be necessary to administer the tests to pupils in a separate room.

In order to prepare any rooms where tests will take place, you should:

- remove or cover any displays or materials that could aid pupils
- ensure seating arrangements allow all pupils to work quietly and independently
- make sure pupils will not be able to view each other's test papers

7.4 Equipment

Pupils will require:

- blue or black pens, pencils and pencil sharpeners (rubbers optional)
- rulers (showing centimetres and millimetres)
- mirrors

A specific list of equipment needed for each test is detailed in sections 9 to 11.

Rubbers are optional but if not provided, pupils should cross out any answers they wish to change. Pupils may use highlighter pens to highlight sections of the English reading booklet, if this is normal classroom practice.

Word processors, dictionaries and other reference material

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 them an unfair advantage. Bilingual word lists, electronic translators and electronic spell checkers can only be used as set out in sections 9 to 11, providing that this is normal classroom practice. Pupils must not use a dictionary during any of the tests.

Squared paper

Mathematics test papers include space for working out. STA discourages 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, it can be used as an access arrangement.

8: Administering the tests

Headteachers and test administrators should agree their own timetable for the KS1 tests, taking into account any pupils requiring specific access arrangements. It is at your discretion to choose when, or if, a pupil requires a break during the test. You also have the discretion to decide whether it is appropriate to stop the test early.

Test papers can be administered to the whole class, groups of pupils or on an individual basis. Schools may choose to administer the tests to individual pupils, or groups of pupils, over a number of days.

Test packs must not be opened until pupils are in the test room ready to complete the first administration of the test. Unused test papers from an opened pack may then be used for subsequent administrations (for example, if a group of pupils takes the test on day 1 and then another group is going to take it on day 2). There is no need to open a new test pack for each test administration.

Each subject has 2 papers that must be administered in order, but they do not need to be administered on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Pupils must only be allowed to take each test once.

8.1 Insufficient test papers

If you do not have sufficient copies of the test materials, you can download and print additional copies from NCA tools from Wednesday 1 May. If additional modified tests are required, you should contact the modified test agency on 0300 303 3019. English grammar, punctuation and spelling test materials, including mark schemes, will only be available to download from NCA tools from Wednesday 1 May.

8.2 Administering tests away from school

In exceptional circumstances, and at the headteacher's discretion, tests may be administered to one or more pupils away from the school at an alternative location to the rest of the cohort.

This could be at another school, the pupil's home, a hospital or a pupil referral unit. The headteacher is responsible for ensuring the security of the tests is maintained and the tests are administered in accordance with the test administration guidance. No notification to STA is required.

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

9: Administering the English reading test

9.1 Paper 1: combined reading prompt and answer booklet

Format

Paper 1 consists of a combined reading prompt and answer booklet. It is expected that the test will take approximately 30 minutes to complete, but it is not strictly timed.

The paper includes a list of useful words and some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow approximately 15 minutes before the test begins to go through the useful words and practice questions with pupils.

Equipment

Each pupil will need a blue or black pen or a pencil.

Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words. They can also use highlighter pens, if this is normal classroom practice. Pupils must not use a dictionary.

Assistance

The English reading tests must not be read to individuals or to a group, except for the practice page and practice questions.

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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.

The example below illustrates how to deal with a common situation.

Question: "I do not understand the question."

Answer: "Read the question again and underline key words that tell you what to do."

9.2 Paper 2: reading booklet and reading answer booklet

Format

Paper 2 consists of a reading booklet and a separate reading answer booklet. All pupils must be given an unused reading booklet. Do not reuse reading booklets if you administer the test to groups of pupils at different times.

It is expected that Paper 2 will take approximately 40 minutes to complete, but it is not strictly timed.

There are no practice questions or lists of useful words provided in this paper.

In Paper 2 only, each question has a page number above it in brackets. This is the page in the reading prompt where the pupil can find the information they need to answer the question.

Equipment

Each pupil will need a blue or black pen or a pencil.

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 not use a dictionary.

Assistance

The English reading test must not be read to individuals or to a group, except for the general instructions.

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

If a pupil asks a question about test content, you must not explain any words or expressions. The example below illustrates how to deal with a common situation.

Question: "I do not understand the question."

Answer: "Read the question again and underline key words that tell you what to do."

10: Administering the mathematics test

10.1 Mathematics Paper 1: arithmetic

Format

Paper 1: arithmetic consists of a single test paper.

It is expected that the test will take approximately 20 minutes to complete, but it is not strictly timed.

Equipment

Each pupil will need a blue or black pen or a pencil and a ruler.

Pupils are not allowed calculators, or number apparatus, for example, base ten materials or number squares.

Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis. However, you can only read words and 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.

There is no specific hearing impairment guidance for this test but be careful if signing numbers and mathematical signs. You must ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

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

Question: "What does this sign here mean?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

Question: "Does this mean 'take away'?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

Question: “What does ‘of’ mean?” (Such as if a pupil asks about an everyday word that has a mathematical meaning within the question, for example, ‘What is half of 8?’).

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

10.2 Mathematics Paper 2: reasoning

Format

Paper 2: reasoning consists of a single test paper.

It is expected that Paper 2 will take approximately 35 minutes to complete, but it is not strictly timed.

This paper has 2 sections: an aural section and a written section. The first section starts with a practice aural question followed by 5 aural questions.

After the aural questions, the pupils are presented with written questions. The time for the written questions should be approximately 30 minutes.

Equipment

Each pupil will need:

- a pencil or a blue or black pen
- a sharp, dark pencil for mathematical drawing
- a ruler (showing centimetres and millimetres)
- a mirror

If it is normal classroom practice, pupils may use:

- bilingual dictionaries or electronic translators, provided they only give word-for-word translations
- bilingual word lists
- monolingual English electronic spell checkers

Pupils are not allowed:

- calculators
- tracing paper
- number apparatus, for example, base ten materials, number squares

Assistance

If a pupil requests it, a question may be read to the pupil on a one-to-one basis. You can also read text within questions in the written section if a pupil has difficulty reading them.

If reading to a pupil, you can read words and numbers but not mathematical symbols. You may point to parts of the test paper such as charts, diagrams, statements and equations but you must not explain the information, or help the pupil by interpreting it.

This is to ensure pupils are not given an unfair advantage by having the function inadvertently explained by reading its name.

This example is taken from the [2016 sample KS1 mathematics Paper 2: reasoning](#)¹²:

Question 16: Sita cuts a pizza into four equal slices. She eats one slice.

What fraction of the pizza does she eat?

You may explain words to help the pupil understand the context, such as 'pizza', 'cuts', 'slices', 'eats', or clarify that 'Sita' is a child's name. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage, such as 'four', 'one', 'equal', 'fraction'.

For pupils with hearing impairments, be careful if signing numbers and mathematical symbols. Signing guidance for specific questions will be provided in the test administration instructions for Paper 2: reasoning, included in the test pack.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

For Paper 2, there is an optional pupil aural script, that you may provide to pupils to access this part of the test. This should only be used if pupils need extra visual support to access the aural questions and you are confident it will not confuse them. Pupils should use the script when listening to the aural questions read by the teacher. If you need to use this with any pupils, you can open the test administration instructions up to one hour early on the day of the administration to photocopy the transcript. Guidance on how to use this document is included in the test administration instructions in the test pack.

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.

¹² www.gov.uk/government/publications/2016-key-stage-1-mathematics-sample-test-materials-mark-schemes-and-test-administration-instructions

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

Question: "What does 'fraction' mean?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

Question: "What does '>' or '<' mean?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

11: Administering the optional English grammar, punctuation and spelling test

Schools may choose to administer the optional KS1 English grammar, punctuation and spelling test and use the result to inform TA judgements, but there is no requirement for them to do so. Standard test materials, including mark schemes, will only be available to download from NCA tools from Wednesday 1 May.

11.1 English grammar, punctuation and spelling Paper 1: spelling

Format

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 the test pack.

It is expected that the test will take approximately 15 minutes to complete, but it is not strictly timed.

Equipment

Each pupil will need a blue or black pen or a pencil.

Pupils are not allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Assistance

Pupils should not require any assistance during the administration of Paper 1: spelling.

You should take care not to overemphasise spelling when reading out the words that pupils need to spell.

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that could give pupils an advantage. If this paper is presented through sign language, finger spelling must not be used.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

11.2 English grammar, punctuation and spelling Paper 2: questions

Format

Paper 2: questions consists of a single test paper.

It is expected that the test will take approximately 20 minutes to complete, but it is not strictly timed.

Equipment

Each pupil will need a blue or black pen or a pencil.

Pupils are not allowed dictionaries, electronic spell checkers, bilingual word lists or electronic translators.

Assistance

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you 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.

This example is taken from the [2016 sample KS1 English grammar, punctuation and spelling paper 2: questions](#)¹³:

Question 3: Tick one box to show where a comma should go in the sentence below.

Aisha found some red blue and purple beads in the box.

You may explain words to help the pupil understand the context and instructions, such as 'tick', 'beads', 'box', or clarify that 'Aisha' is a child's name. You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage, such as 'comma'. You must not identify people's names in questions asking which word requires a capital letter or why a capital letter is needed.

¹³ www.gov.uk/government/publications/2016-key-stage-1-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions

There is no specific hearing impairment guidance for this test but, if signing, be careful to ensure you do not convey information that would give pupils an advantage.

Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.

[Notes for readers in the English grammar, punctuation and spelling tests](#) gives examples of how to read particular types of questions in Paper 2.

The following examples illustrate how to deal with some common situations.

Question: "I do not understand the question."

Answer: "Read the question again and underline key words that tell you what to do."

Question: "What does 'comma' mean?"

Answer: "I cannot tell you, but think hard and try to remember. We can talk about it after the test."

12: Problems or queries during test administration

12.1 Dealing with issues during the tests

It is impossible to plan for every scenario. Whatever action you take, pupil safety and wellbeing must always be your first consideration. This section provides guidance on what to do in certain situations. If any of these situations occur during a test you should brief your headteacher on how the incident was dealt with once the test is over.

If a fire alarm goes off

Stop the test and note the time. Evacuate the room following school procedures. Pupils should be supervised and asked to not talk about the test. The test papers should be left in the test room.

Once it is safe to do so, pupils may continue with the test using an appropriate amount of time to continue.

If a pupil is unwell

If a pupil complains of feeling unwell before the start of the test, arrangements should be put in place for them to take it later in the day or on a different day.

If a pupil becomes unwell once a test has started, stop the test for the individual pupil and note the time. After a rest break, if the pupil is well enough, they should be given an appropriate amount of time to continue the test. The test should be completed on the same day. If the pupil is too ill to continue and they have not seen the questions later in the paper, you may consider completing the test on another day.

If other pupils have been disturbed, you may stop the test for all the pupils in the room. Make a note of the time so pupils receive an appropriate amount of time to complete the test. If necessary, move the pupils to another room.

If a pupil needs to leave the test room

Pupils taking the tests must be supervised at all times. If a pupil needs to leave the test room, a test administrator must accompany them.

When deciding on the number of test administrators needed to maintain adequate supervision during a particular test, you should consider the possibility that at least one test administrator might need to leave the room with a pupil.

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

If a pupil is identified as cheating

If you identify a pupil as having cheated you should record the details, including the pupil's name, the name of the test and any specific questions in which the pupil was advantaged by cheating. When marking the tests you should make appropriate adjustments to the pupil's raw score.

If a pupil is being disruptive

If a pupil's behaviour is disturbing other pupils, stop the test, note the time and remove the pupil. Give the other pupils a few moments to refocus then continue the test. You can decide whether or not to continue the test with the disruptive pupil at a later time.

If test papers are incorrectly collated or the print is illegible

Stop the test for the affected pupils, making a note of the time, and tell them you will organise replacement papers. The pupils must not discuss the test content while the replacement papers are being arranged. Once the replacements are provided, give the pupils an appropriate amount of time to complete the test. Pupils should not be allowed to start the test again.

All schools receive additional copies of each test paper. If there are insufficient additional copies, you can photocopy test papers or download and print a copy from NCA tools. You should be careful to ensure no pages are omitted or duplicated when photocopying the papers.

If a pupil asks for additional paper

The test papers and answer booklets have been designed so that most pupils will have enough room to record their answers. You may give pupils extra paper if they need additional space for their answers.

Transcribing test scripts

If it will be difficult to read a pupil's writing when marking their test script, or using it as evidence for teacher assessment, schools should consider making a transcript of the pupil's answers. See section 10 of the KS1 access arrangements guidance.

Pupils who cannot take a test on the school's planned day

If a pupil is absent on the day the school has planned to administer a particular KS1 test, the test can be administered on the pupil's return to school up to and including Friday 31 May. Permission from STA is not required.

13: After the tests

Schools should ensure that completed test scripts are stored securely and are accessible for marking. Mark schemes will be available on NCA tools from Wednesday 1 May. Downloaded or printed copies of the mark schemes must be kept secure along with all other test materials until Monday 3 June.

To avoid potential allegations of maladministration, STA recommends that mark schemes are not printed until after all pupils have taken the tests. If you download mark schemes before all pupils have taken the tests, for example in a large school where tests have been administered to one class but not another, you must not discuss their contents or use them to prepare pupils that have not taken the tests.

13.1 Marking

KS1 tests should be marked by a member of staff who is familiar with the pupil. The marker must not be a relative of the pupil.

Test administrators must ensure no changes are made to pupils' answers following the test. Pupils' completed scripts can be marked away from school, but appropriate security arrangements must be in place. This is to ensure the confidentiality of pupil data is maintained throughout the marking process.

Markers should familiarise themselves with the mark schemes, which indicate how the tests need to be marked. Mark schemes must be applied accurately and consistently. If a pupil's response does not match the mark scheme, markers should use their professional judgement.

The marks awarded for each question should be noted in the mark box provided on the test papers. The total mark for each paper should be calculated and carefully recorded on the front of the test paper, in the box provided. This is the raw score for the paper.

The total raw score for each subject should be calculated by adding together the raw scores for each paper (2 papers per subject). This total raw score should be converted to a scaled score using the raw score to scaled score conversion tables, which will be published on [GOV.UK](https://www.gov.uk)¹⁴ on Monday 3 June.

Moderation of marking

STA advises that schools undertake internal moderation to ensure the marking of KS1 tests is accurate and consistent. Where there is more than one year 2 class in a school,

¹⁴ www.gov.uk/guidance/scaled-scores-at-key-stage-1

colleagues should check each other's marking. If schools are in a federation, an academy chain, a multi-academy trust or have relationships with other schools, they may consider organising cross-school moderation of test marking.

Appropriate security arrangements must be in place during the entire test administration window, including when transporting test materials to another location to take part in moderation of marking.

13.2 Compensatory marks

For schools that have chosen to administer the optional KS1 English grammar, punctuation and spelling test to inform their TA judgements in English writing, compensatory marks will be available for pupils who cannot access the spelling paper due to a hearing impairment.

A pupil's raw score is made up of their combined score from the short answer and spelling tests. There is no need to apply for compensatory marks. The number of marks that should be awarded to these pupils will be available to schools, by request, from the national curriculum assessments helpline on 0300 303 3013 at the beginning of June.

13.3 Special consideration

A pupil's performance may be affected by extremely distressing circumstances at the time of the test. KS1 tests, if administered, should be marked in accordance with the mark schemes. In these circumstances, test outcomes should be considered in context when informing TA judgements.

13.4 Using the raw score to scaled score conversion tables

Raw score to scaled score conversion tables for the English reading and mathematics tests will be published on Monday 3 June. Teachers should use these tables to convert the total raw scores to scaled scores. The scaled scores will show whether pupils have met the 'expected standard' or not in the tests.

A conversion table will also be published for the English grammar, punctuation and spelling test for schools that have chosen to use the results of the test to inform their TA of writing.

Schools should record, for each pupil, their total raw score and their scaled score for each subject.

13.5 Using scaled scores to inform teacher assessment

The results from the KS1 English reading and mathematics tests must be used as a single piece of evidence, alongside the other evidence teachers will have gathered throughout the year, when making TA judgements. Schools will need to judge how a pupil's scaled score influences their final TA judgement. Schools may also choose to use the results from the English grammar, punctuation and spelling test to inform their TA of English writing.

A scaled score of 100 will always represent the 'expected standard' on the test. STA will not provide scores that equate to either 'working towards the expected standard' or 'working at greater depth'.

13.6 Recycling unused test materials and packaging

The Secretary of State for Education announced the [single-use plastic reduction initiative](#)¹⁵ in December 2018.

STA packages test papers in low-density polyethylene bags (marked as LDPE4). While this material is recyclable, not all local authorities will process it so schools should check their local refuse and recycling policy. Alternatively, many of the larger supermarkets offer plastic wrapping recycling facilities. Schools using an independent commercial waste disposal service should confirm recycling provision with their supplier.

The boxes containing test materials are made from recycled cardboard and can be recycled again after removing any tape. Unused test papers, and their accompanying delivery note, can be safely recycled via your local authority.

13.7 Completing the headteacher's declaration form

After the English reading and mathematics tests have taken place and you have submitted your TA judgements for all subjects, headteachers must complete and submit the KS1 HDF on NCA tools as detailed in Article 5(1) of the [Education \(National Curriculum\) \(Key Stage 1 Assessment Arrangements\) Order 2004](#)¹⁶.

Headteachers must complete and submit the KS1 HDF to confirm that:

- test materials were kept secure and treated as confidential until Monday 3 June
- tests were administered within the May 2019 test window

¹⁵ www.gov.uk/government/news/schools-challenged-to-go-single-use-plastic-free-by-2022

¹⁶ www.legislation.gov.uk/ukxi/2004/2783/contents/made

- all staff involved in the administration confirmed the tests were administered according to the statutory arrangements
- test papers were marked accurately according to the mark schemes
- any incident which may have affected the integrity, security or confidentiality of the tests was reported to STA
- the results of the English reading and mathematics tests were used to inform TA judgements
- the [TA frameworks](#)¹⁷ for 2018/19 were used to reach pupils' TA judgements
- the TA data submitted to the local authority is an accurate assessment of pupils' attainment

The KS1 HDF will be available on NCA tools from Monday 3 June. The form must be completed and submitted by Thursday 27 June.

If you cannot complete the HDF, you should notify the national curriculum assessments helpline on 0300 303 3013. Once submitted, you cannot amend the HDF so any mistakes should be reported to the national curriculum assessments helpline.

Failure to complete the HDF by the deadline may result in a maladministration investigation.

¹⁷ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

14: Further information

14.1 General enquiries

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

14.2 Message us

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



Standards
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Reference: STA/19/8323/e ISBN: 978-1-78957-233-9



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