



Standards  
& Testing  
Agency

# **2020 key stage 1 access arrangements guidance**

**December 2019**

# Contents

1 Introduction	3
1.1 Overview of access arrangements	3
1.2 Evidence	3
1.3 Maladministration	4
2 Changes for 2019/20	5
2.1 Primary Assessment Gateway	5
3 Access arrangements available	6
3.1 Additional time	6
3.2 Adaptations to test papers	6
3.3 Compensatory marks for spelling	7
3.4 Scribes	7
3.5 Transcripts	8
3.6 Word processors or other technical or electronic aids	8
3.7 Written or oral translations	9
3.8 Readers	9
3.9 Prompters	11
3.10 Rest breaks	11
3.11 Accessibility objects in the mathematics tests	11
3.12 Highlighter pens	12
3.13 Administering the tests at an alternative location	12
4 Further information	13
4.1 Modified tests	13
4.2 Help and support	13

# 1 Introduction

This guidance details the access arrangements available for pupils participating in the 2020 key stage 1 (KS1) national curriculum tests.

Pupils with specific needs may require additional arrangements so they can take part in the KS1 tests. Access arrangements are adjustments that can be put in place to support those pupils. Headteachers and teachers must decide whether any of their pupils will need access arrangements before they administer the tests.

## 1.1 Overview of access arrangements

Access arrangements must never advantage or disadvantage the pupil. Any support should be based primarily on normal classroom practice. Support must not change the test questions and the pupil's answers must be their own.

It may be helpful to use KS1 [practice materials](#)<sup>1</sup> with pupils before administering the tests. This will enable schools to identify whether pupils need additional support, or adaptations, either to the test materials or to their administration.

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. Some pupils may not be able to access the tests, despite the provision of additional arrangements.

## 1.2 Evidence

During a teacher assessment moderation visit, local authorities (LAs) must be satisfied that pupils' work is independent by using the criteria in sections 5 and 6 of the [teacher](#)

---

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

[assessment guidance](#)<sup>2</sup>. If a pupil has received additional support, this should be clarified by the school.

LAs may ask to see evidence that any support given to pupils in the tests is regularly provided as part of normal classroom practice. Evidence will vary according to the type of support and may include:

- notes recorded in teaching plans
- individual pupil support plans
- a pupil's classwork

### 1.3 Maladministration

Schools could be subject to a [maladministration investigation](#)<sup>3</sup> if they fail to use access arrangements appropriately. This includes:

- opening test materials before Friday 1 May
- doing anything that could be interpreted as over-aiding pupils
- not having evidence that access arrangements used in the tests reflect normal classroom practice
- inappropriate use of a reader, prompter, translator or equipment
- allowing access arrangements to be administered by another pupil, or a relative, carer or guardian of the pupil

A maladministration investigation may lead to the pupil's result being amended or annulled.

---

<sup>2</sup> [www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance](http://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance)

<sup>3</sup> [www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration](http://www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration)

## 2 Changes for 2019/20

### 2.1 Primary Assessment Gateway

The NCA tools website has been replaced by the [Primary Assessment Gateway](#)<sup>4</sup>.

Schools can use the Primary Assessment Gateway to contact the Standards and Testing Agency (STA) via 'Message us' with queries about access arrangements.

Schools can download additional copies of KS1 test materials from Friday 1 May.

---

<sup>4</sup> [www.primaryassessmentgateway.education.gov.uk](http://www.primaryassessmentgateway.education.gov.uk)

## **3 Access arrangements available**

Schools do not need to make applications or notifications for access arrangements for the KS1 tests.

### **3.1 Additional time**

The tests are not strictly timed, so schools can give pupils the amount of time they feel is appropriate to enable them to demonstrate their knowledge and understanding.

Schools should consider each pupil's needs before making a decision about giving them additional time to complete a test.

Pupils using the modified large print (MLP) and braille versions of the tests should be given more time to complete the tests than pupils using the standard versions. Schools should consider exactly how much additional time these pupils will need before administering the tests.

Rest breaks (see section 3.10) can be used together with additional time to prevent pupils suffering from fatigue.

### **3.2 Adaptations to test papers**

STA produces modified versions of the tests. They are primarily designed for pupils with visual impairments although they may be suitable for pupils with other needs.

Schools can also make their own adaptations to test papers, where necessary, such as:

- photocopying onto coloured paper
- enhancing diagrams
- enlarging text
- making or preparing for a translation

#### **3.2.1 Early opening**

Schools do not need to request permission for early opening to modify KS1 test materials as they can be administered throughout May 2020. If schools need to make modifications to test papers to meet a pupil's needs, they must not open test materials before Friday 1 May.

Schools should consider administering the tests to pupils who need specific access arrangements after the first administration of the tests.

Alternatively, schools can modify the downloadable versions, which will be available on the Primary Assessment Gateway from Friday 1 May.

### 3.3 Compensatory marks for spelling

Pupils with a profound hearing impairment may not be able to access the spelling paper of the optional English grammar, punctuation and spelling test. Raw scores from both English grammar, punctuation and spelling papers are needed to give an overall scaled score for the test. Compensatory marks allow pupils who cannot access the spelling paper to receive an overall test outcome for the English grammar, punctuation and spelling test.

Schools can request a compensatory mark for the spelling test from the national curriculum assessments helpline on 0300 303 3013, from the beginning of June.

Schools should add the compensatory mark for spelling to the raw score from Paper 2: questions, before converting the overall raw score to a scaled score.

### 3.4 Scribes

A scribe is a writing assistant who writes out answers dictated by the pupil during the test. Schools can provide a scribe if other options to enable the pupil to work independently are not appropriate and the use of a scribe is normal classroom practice.

A scribe can be used when a pupil is:

- unable to use a word processor
- unable to write or has difficulty writing
- known to experience fatigue

#### 3.4.1 Role of a scribe

The scribe must:

- work at the pupil's pace and not hurry them if they need time for reflection, rest or reading
- have a working knowledge of the subject
- 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

The scribe should not pause for the pupil to dictate spellings of words in the mathematics and English reading tests, unless the pupil usually works in this way.

For the English grammar, punctuation and spelling test Paper 1: spelling, the scribe must pause for the pupil to dictate each spelling.

For the English grammar, punctuation and spelling test Paper 2: questions, the scribe must pause for the pupil to dictate their answers where correct spelling is required. This includes questions assessing:

- contracted forms
- verb forms
- plurals
- prefixes and suffixes

### **3.5 Transcripts**

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. This should be done:

- with the pupil present, at the end of the test
- under test conditions
- using a different coloured pen from that used by the pupil

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

### **3.6 Word processors or other technical or electronic aids**

Pupils must use equipment independently, preferably in a separate room to the rest of the cohort. Schools should ensure that pupils regularly save their work.

Schools must test the functionality of the equipment by using the KS1 practice materials. If equipment has functionality that would provide the pupil with an unfair advantage and this cannot be turned off, the pupil must not use the equipment in the test. Schools may arrange for the test to be read to the pupil or for a scribe to record the pupil's answers instead.

#### **3.6.1 English grammar, punctuation and spelling and mathematics**

The equipment must not:

- read mathematical symbols in the mathematics test
- read punctuation in the English grammar, punctuation and spelling test
- have any spell-check functionality turned on



### **3.6.2 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.

## **3.7 Written or oral translations**

### **3.7.1 Mathematics**

Written translations of the mathematics tests can be made in advance. Oral translations may be given by a translator at the time of the test. Pupils may write their responses in English or in their own language. If a pupil's answers are not in English, their usual translator should transcribe the answers into English after the test.

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

Translations can only be made to directions or instructions that are not part of the test questions.

No help may be given with reading or understanding the questions or passages of text.

### **3.7.3 Notes for translators**

Translators should be aware that pupils with English as an additional language may not be familiar with some subject-specific vocabulary and technical terms.

Translators may want to review the test paper to check for any unfamiliar vocabulary before the test is administered. Translators should take care to ensure that any translation does not provide additional support or explanation of mathematical terms.

As KS1 tests can be administered throughout May 2020, schools must not open test materials before Friday 1 May to prepare translations. Schools should consider one of the following:

- administer the mathematics tests to any pupils who need translations after the first administration of the tests
- make translations using downloadable versions, which will be available on the Primary Assessment Gateway from Friday 1 May

## **3.8 Readers**

The use of a reader in the tests should be based on normal classroom practice. Readers are usually teachers or support assistants.

Although it is preferable for readers to be provided on a one-to-one basis, KS1 test administrators may choose to read the English grammar, punctuation and spelling or mathematics questions aloud to a group of pupils. Test administrators must consider the individual needs of the pupils to ensure they are not disadvantaged by the pace at which any text is read.

If a pupil requests it, the reader may also read back any part of a pupil's written response to a question.

Readers:

- do not need to be specialists in the subject being tested
- must understand the test format
- must know what may or may not be read to a pupil in particular tests
- must understand any subject-specific issues that might occur

### **3.8.1 English grammar, punctuation and spelling**

The [notes for readers in the English grammar, punctuation and spelling tests](#)<sup>5</sup> gives examples of how particular types of questions should be read aloud to a pupil.

### **3.8.2 English reading**

As the English reading test is designed to allow pupils to demonstrate reading skills and 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 test questions. Specific instructions are included in the test pack.

### **3.8.3 Mathematics**

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

- clarify instructions, as long as no additional information is given that could invalidate the test
- read, but not clarify, subject-specific vocabulary

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.

---

<sup>5</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)

## 3.9 Prompters

A pupil who is unable to focus independently may be supported by a prompter.

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
- only be used to draw the pupil's attention back to the task

Prompters must not:

- do anything that could be interpreted as over-aiding the pupil
- advise the pupil which questions to answer or when to move on to the next question
- advise or guide the pupil about the order in which they should attempt the questions

If a pupil finds it difficult to focus on individual questions, schools could use adhesive notes or stickers to cover other questions on the page. In these circumstances, the whole question the pupil is working on should remain uncovered until the pupil indicates when they want to move on.

## 3.10 Rest breaks

The majority of pupils should be able to complete the tests without a break. However, supervised rest breaks can be appropriate for pupils who find it difficult to concentrate or experience fatigue. Rest breaks may also be beneficial to pupils who use modified versions of the tests.

Pupils using rest breaks should be given the same overall time as the rest of the cohort. Schools may want to split a test into sections for pupils who are known to need a rest break.

In extreme situations, schools may consider splitting a KS1 test over more than one day. Schools must ensure the test paper is split so the pupil does not have access to any questions that may be administered on a subsequent day. Schools do not need permission from STA to do this.

## 3.11 Accessibility objects in the mathematics tests

If a pupil is known to have difficulty accessing 2-dimensional diagrams, schools may show them real objects that look like those illustrated in the mathematics tests, so they understand the context of the question.

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

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.

The arrangement must reflect normal classroom practice. Schools may consider administering the mathematics tests to these pupils after they have been administered to other pupils. Schools can review the downloadable versions of the tests on the Primary Assessment Gateway, from Friday 1 May, so they know which questions may require support.

### **3.12 Highlighter pens**

Pupils may highlight passages of text, in all of the tests, if they do so as part of normal classroom practice. Highlighters must not be used by an adult who may be supporting the pupil.

### **3.13 Administering the tests at an alternative location**

Schools can administer the tests at an alternative location to the rest of the cohort away from school. This may include administering at a pupil referral unit or at the pupil's home, as long as the pupil is in a fit state.

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](#)<sup>6</sup>.

If schools need specific advice or additional information on administering tests at an alternative location, they should contact STA using 'Message us' in the Primary Assessment Gateway.

---

<sup>6</sup> [www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag)

## 4 Further information

### 4.1 Modified tests

Schools can order and discuss the suitability of modified large print and braille versions of KS1 tests by contacting the national curriculum assessments helpline on 0300 303 3013 (select option 3) or emailing [modifiedtesthelpline@iwanttoconnect.co.uk](mailto:modifiedtesthelpline@iwanttoconnect.co.uk).

### 4.2 Help and support

For general enquiries about access arrangements, contact the national curriculum assessments helpline on 0300 303 3013 or 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' in the Primary Assessment Gateway.



Standards  
& Testing  
Agency

© Crown copyright 2019

This publication (not including logos) is licensed under the terms of the Open Government License v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries: [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download: [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: STA/20/8506/e

ISBN: 978-1-78957-489-0



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)