



Standards  
& Testing  
Agency

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

**Administering braille versions**

**March 2022**

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# 1 Introduction

This guidance will help you prepare to administer braille versions of the key stage 1 (KS1) tests. You should follow it to ensure pupils using braille versions of the tests can access them properly and are not at a disadvantage.

The information in this guidance expands on section 7 of the [2022 KS1 assessment and reporting arrangements](#)<sup>1</sup> (ARA).

You should use this guidance together with the:

- 2022 [KS1 test administration guidance](#)<sup>2</sup>
- test administration instructions provided with the braille 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](#)<sup>3</sup> to help prepare for the tests.

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

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<sup>1</sup> [www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2022-key-stage-1-assessment-and-reporting-arrangements-ara)

<sup>2</sup> [www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag)

<sup>3</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>4</sup> [www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration](http://www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration)

## 2 Planning for the tests

### 2.1 Access arrangements

In addition to the [KS1 access arrangements guidance](#)<sup>5</sup>, you should follow the specific guidance below when administering braille versions of the tests. Adults administering tests to pupils who need access arrangements must not be a relative, carer or guardian of the pupil.

#### Scribes

If a scribe supports a braillist, the pupil's answers should be recorded on plain paper in a numbered list.

On diagrams, it must be clear where the pupil has indicated the answer (for example, pin marks).

#### Making further adaptations to the tests

Where appropriate, changes will have been made to the wording and layout of the standard test questions to produce the braille versions.

Braille versions of the KS1 tests are produced in uncontracted braille and include the capital letter sign. The tests may be re-brailled in a mixture of uncontracted (grade 1) and contracted (grade 2) braille and without the capital letter sign if this is the pupil's normal way of working.

If you make further adaptations to a braille version of the tests, care must be taken to ensure that the page layout and accuracy of the materials are not affected. If the corresponding text, questions or page references are adapted incorrectly, pupils may be disadvantaged.

#### Transcribing and making corrections on pupils' work

Pupils who wish to correct their work should do this as clearly as possible to assist marking. For braillists, it is recommended a series of 'for' signs (full 6-dot cells) are used to obscure the incorrect work. The revised answer should then be recorded under the first answer. If this is difficult, you should write on the pupil's braille answers, indicating

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

which response the pupil does not want to be marked. This must be done accurately, according to the pupil's instructions and before the pupil leaves the test room.

You must not transcribe or overwrite any part of a pupil's test script unless it is a correction of braille requested by the pupil. If a pupil produces unclear braille that needs to be clarified, this should be transcribed in print on the pupil's braille answers. You should clearly indicate which section of braille the annotation refers to.

It is important evidence of the pupil's own response is available to the marker.

## **2.2 Equipment for the tests**

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

In all tests, pupils will need a suitable way of recording their answers which reflects how they usually write in the classroom. If a pupil is brailleing their responses, they will need braille paper to record their answers.

You may wish to provide real objects that resemble those illustrated in the tests. Take care to use shapes identical to those drawn and to keep relative sizes the same. Pupils must not experiment with these objects. You are advised to indicate on the test paper where models were available for pupils to handle or look at.

## **2.3 Use of rooms for modified tests**

You should consider administering braille versions of the tests to pupils in a separate room from other pupils taking the tests. The instructions and content of the braille tests are slightly different from the standard versions and pupils using the braille versions are automatically entitled to up to 100% additional time. Administering the tests in separate rooms from the rest of the cohort will avoid distracting pupils using different versions of the tests. Pupils using braille versions of the tests may need more space to lay out their test papers and equipment.

## **3 Administering the tests**

### **3.1 Test materials**

The braille test pack will contain a copy of the test in Unified English Braille (UEB). You will also receive a printed transcript to help you administer the test. You should check the printed transcript carefully before starting the tests, as amendments may have been made to the wording of text and questions compared to the standard versions.

A small amount of text may be added to explain information that appears as images in the standard version to clarify visual references. Some tables, diagrams or charts may have been simplified. At a pupil's request, 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.

The capital sign, italic sign, letter sign and bracket sign may be used in all the tests. You may tell the pupil what the letters or signs represent if these are unfamiliar to the pupil. Other punctuation signs will be used in the optional English grammar, punctuation and spelling test. You must not explain any punctuation marks in this test.

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

Instructions are included on the front of each test pack detailing when the test materials can be opened to prepare for their administration.

You must not open test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration.

### **3.2 Pupils' responses**

Braillists will use separate sheets of braille paper and are not expected to record their answers on the test papers. Braille versions of the mathematics tests may include separate inserts for particular questions. These are tagged at the back of the test papers. Pupils should draw or braille on these inserts. You should ensure any separate sheets where a pupil has recorded their answers are attached to the pupil's test script at the end of the test.

### **3.3 Assistance**

You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, for example indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.

## **3.4 Instructions for mathematics**

### **Models**

Models may be provided with the braille mathematics Papers 2 and 3: reasoning, for specific questions for pupils to handle or look at. If applicable, guidance will be provided in the braille test administration instructions.

## 4 Administering the English reading test

### 4.1 Paper 1: combined reading prompt and question booklet

#### Format

Paper 1 consists of a single reading prompt and question booklet in braille.

It is expected that the standard version of the test will take approximately 30 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

In this booklet, the text and corresponding questions have been presented as facing pages wherever possible.

There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.

The braille question booklet will include an example of the multiple-choice question format. You should help pupils to identify the correct answer to this example, so they are familiar with the method of answering this type of question.

Where question responses are labelled with letters, or letters and numbers, pupils may either:

- record the letter or number as their chosen answer, for example b, d, 1c, 2a
- record the answer in full

Tactile diagrams may be provided, where appropriate, and may be included in the reading booklet. You may stop the clock while brailleists examine the diagrams, as they will need additional time to interpret them.

#### Equipment

Each pupil will need:

- a suitable way of recording their answers (such as a braille)er)
- braille paper (if the pupil is brailleing their responses)

If it is normal classroom practice, pupils may use:

- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens



Pupils must not use a dictionary.

## Assistance

You may help pupils to locate pages or paragraphs in the text, as well as the questions in the booklet. You may also help pupils to identify and interpret any tactile diagrams within the test but must not help with the reading of any text.

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

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 pay attention to key words that tell you what to do."

## 4.2 Paper 2: reading booklet and question booklet

### Format

Paper 2 consists of a reading booklet and a separate question booklet.

It is expected that the standard version of the test will take approximately 40 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, a pupil requires a break during the test or whether to stop the test early.

This paper does not include practice questions or lists of useful words. In paper 2, 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 that they need to answer the question.

There are printed transcripts of the braille booklets to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.

### Equipment

Each pupil will need:

- a suitable way of recording their answers (such as a braille)
- braille paper (if the pupil is brailleing their responses)

If it is normal classroom practice, pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words

Pupils must not use a dictionary.

## **Assistance**

You may help pupils to locate pages or paragraphs in the text, as well as questions in the reading question booklet. You may also help pupils to identify and interpret any tactile diagrams within the test but must not help with the reading of any text.

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

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 query.

Question: "I do not understand the question."

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

## 5 Administering the mathematics test

### 5.1 Paper 1: arithmetic

#### Format

Paper 1: arithmetic consists of a single braille question booklet.

It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

The test materials consist of a braille test paper that contains an uncontracted braille version of the questions.

Some braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the braille dots. These should be removed before the test paper is given to the pupil.

The Standards and Testing Agency (STA) uses established UEB code to indicate missing words, letters or expressions. The braille code for missing numbers is given in the instructions section of the mathematics papers.

You must provide each pupil with blank sheets of braille paper for their answers.

There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.

#### Equipment

Braille test materials may include diagrams on film, brailion or swell paper, but pupils may still require assistance in drawing and labelling.

Each pupil will need:

- a suitable way of recording their answers (such as a brailier)
- braille paper (if the pupil is brailleing their responses)
- a suitable tactile ruler

Pupils are not allowed:

- calculators
- 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 may only read numbers and not mathematical symbols. This is to ensure that pupils are not given an advantage by having the function inadvertently explained by reading its name.

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

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?" (For example, if the question 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."

## 5.2 Paper 2: reasoning

### Format

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.

It is expected that the standard version of the test will take approximately 35 minutes to complete, including 5 minutes for the aural questions, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

There is a printed transcript of the braille booklet to help test administrators.

The test materials consist of:

- a braille test paper, which contains an uncontracted braille version of the questions

- any additional stimulus material necessary for pupils to access the questions

Models may be provided (in the braille administration pack) for use in specific questions. If applicable, guidance will be provided in the braille test administration instructions.

Some questions may be accompanied by stimulus material presented on separate braille sheets or separate inserts for particular questions. These are tagged at the back of the test papers. Pupils may need to draw or braille on these inserts.

Some braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the braille dots. These should be removed before the test paper is given to the pupil.

STA uses established UEB code to indicate missing words, letters or expressions. The braille code for missing numbers is given in the instructions section of the mathematics papers.

You must provide each pupil with blank sheets of braille paper for their answers.

## **Drawings, diagrams and tables**

Mathematics Paper 2 contains diagrams, graphs and pictures. Where necessary, STA has simplified or adapted these for pupils with a visual impairment, but they might still need help locating diagrams or clarifying their layout. Compared with standard versions of the tests, some non-essential diagrams and pictures may have been omitted from the braille test papers.

### **Drawings**

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method they think is most appropriate. For example, the area covered by the shape may be shaded, marked or indicated by pins (if used), so it can be easily marked.

Where braille students need to draw on plastic film, spare copies of the diagrams are provided so they can make a second attempt, if necessary. Where appropriate, you should encourage pupils to use a ruler when drawing a straight line on film. You may need to assist the pupil when labelling these diagrams. You should ensure the diagrams are attached to the pupil's test script at the end of the test.

Pupils may draw using one, or a combination, of the following techniques:

- with a stylus on plastic film (a jelly mat to place the plastic film on is essential)
- with pins and bands made by the pupil on either the thermoform or a plastic film sheet, or points shown with adhesive putty—you should mount the diagram on a corkboard if pins will be used, and you will remove the pins and bands, or adhesive putty, then indicate their positions by marking or drawing on the sheet

(preferably with a permanent marker)—labels should be transcribed as positioned by the pupil

- by placing cardboard shapes in a particular position—when a diagram is created with several shapes, you should show the outline of the individual components as well as the outline of the whole shape created (for example, a shape made up of 4 triangles should show the 4 triangles and not just the outline of the completed shape)

## Diagrams

Some diagrams may be tagged separately at the back of the test booklet. These are for use on a graph board or jelly mat, or are for pupils to braille on directly. You should detach these diagrams before administering the test so you can prepare them appropriately. Keep spare copies of the diagrams separate in case they are needed during the test.

You may stop the clock if pupils with severe visual impairments need time to interpret diagrams. You can help the pupil identify key features of the diagram, but you must not explain the information or help the pupil by interpreting it.

## Tables

If a pupil has to fill out a table, STA will either provide:

- labels for pupils to put into the cells of the table
- a separate copy of the table, which pupils should use their brailers to complete

You may help the pupil align their responses within the table.

## Equipment

Each pupil will need:

- a suitable way of recording their answers (such as a brailler)
- braille paper (if the pupil is brailleing their responses)
- a suitable tactile ruler

If it is normal classroom practice, pupils may use:

- pins and bands to help record responses on diagrams
- stylus and jelly mat to help with drawing on plastic film
- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators provided they only give word-for-word translations with no definitions

Pupils are not allowed:

- calculators
- tracing paper
- 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. You can also read from question 6 onwards in the written section if a pupil has difficulty in reading the questions for themselves. However, you may only read numbers and not mathematical symbols. This is to ensure that pupils are not given an advantage by having the function inadvertently explained by reading its name.

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 to help them understand.

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

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.

## **6 Administering the optional English grammar, punctuation and spelling test**

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.

Pupils should use uncontracted braille to spell the target words. If any pupil is unable to record their answers using uncontracted braille, they should be asked to spell the word orally and a scribe should record their answers. If any pupil inadvertently uses a braille contraction in their spellings, test administrators may check the pupil's spelling of the word orally and annotate the paper accordingly.

If the test administrator suspects that a brailist has used a braille reversal in their answer, they may ask the pupil to spell the word orally and annotate the paper accordingly.

### **6.1 Paper 1: spelling**

A braille version of this paper is not produced. Instructions for administering this paper to pupils with a visual impairment are the same as the standard instructions. You should use the test transcript from the standard version and pupils should spell the target words in list form in braille.

### **6.2 Paper 2: questions**

Paper 2: questions consists of a single question booklet. Pupils should work through the question booklet provided, recording their responses on separate sheets of braille paper.

For some questions, pupils will be able to record just the letter of the correct answer. For other questions a word, sentence or phrase may be required.

It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time. It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.



## Equipment

Each pupil will need:

- a suitable way of recording their answers (such as a braille)
- braille paper (if the pupil is brailleing their responses)

No additional equipment is allowed.

## 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 to help them understand.

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

[Notes for readers in the English grammar, punctuation and spelling tests](#)<sup>6</sup> gives examples of how to read particular types of questions in Paper 2.

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

Question: "I do not understand the question."

Answer: "Read the question again and pay attention to 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."

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<sup>6</sup> [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)

## 7 Marking

Mark schemes will be published on the [Primary Assessment Gateway](https://www.primaryassessmentgateway.education.gov.uk)<sup>7</sup> on Tuesday 3 May.

Refer to the KS1 test administration guidance for general information about marking the tests.

You will also need to use the amendments to mark schemes, which will be published on the Primary Assessment Gateway, for some braille test questions. These will help you to mark questions that have been amended or replaced in the braille versions.

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<sup>7</sup> [www.primaryassessmentgateway.education.gov.uk](https://www.primaryassessmentgateway.education.gov.uk)

## 8 Further information

### 8.1 Modified tests

Schools can discuss the suitability of, and order, braille and modified large print versions of KS1 tests by contacting the national curriculum assessments helpline on 0300 303 3013 or email [modifiedtestshelpline@pia.co.uk](mailto:modifiedtestshelpline@pia.co.uk).

### 8.2 General enquiries

For general enquiries about test administration at KS1, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

### 8.3 Message us

Message us forms can be found on the [Primary Assessment Gateway](#)<sup>8</sup>.

For queries relating to access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form.

For general enquiries about test administration at KS1, schools and local authorities can use the 'Message us – general enquiry' form.

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<sup>8</sup> [www.primaryassessmentgateway.education.gov.uk](http://www.primaryassessmentgateway.education.gov.uk)



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