

2016 national curriculum tests

Key stage 1

Mathematics

Administering the mathematics test
Paper 1: arithmetic

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 3 May 2016**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2016 test administration guidance before opening this pack.

Pack contents:

- An overview of the key stage 1 mathematics: Paper 1: arithmetic (overleaf)
- 10 copies of Paper 1: arithmetic

For test administration

2016 Key stage 1 mathematics test Paper 1: arithmetic

The key stage 1 mathematics test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 1: arithmetic

The following information explains how to administer mathematics Paper 1: arithmetic. If you have any questions, you should check with your headteacher or key stage 1 test co-ordinator before you administer the test.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none"> • This component of the test consists of a single test paper. • It is expected that the test will take approximately 20 minutes to complete (not strictly timed). • It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early.
Equipment	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> • a blue / black pen or a dark pencil • squared paper, if this is part of a pupil's normal classroom practice for formatting calculations or generating number squares • a ruler • a rubber (optional). If rubbers are not provided, you should tell pupils that they may cross out any answers they wish to change. <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> • calculators • number apparatus e.g. ten base materials, number square, number lines etc.
Assistance	<ul style="list-style-type: none"> • You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • If a pupil requests it, a question may be read to the pupil on a one-to-one basis. However, you can only read 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 when 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. <p>The examples below illustrate how to deal with some common situations.</p> <p>Q. What does this sign here mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. Does this mean 'take away'? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'half' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does 'of' mean? (i.e. if the question asks about an everyday word that has a mathematical meaning within the question, e.g. 'What is half of 8?') A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>

<p>Before the test begins</p>	<ul style="list-style-type: none"> • Review the list of pupils with any particular individual needs, e.g. pupils who may need more time than other pupils or who may need a scribe or a transcript made at the end of the test. • Ensure that you know how to administer any access arrangements correctly. Please refer to the 2016 key stage 1 access arrangements guidance. • Check that there are enough administrators to maintain supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. • Ensure that you understand how to deal with issues during the tests.
<p>How to deal with issues during the test</p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> • test papers are incorrectly collated or the print is illegible • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the test room during the tests • a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> • make a note of the time • make sure pupils are kept under test conditions and that they are supervised • if they have to leave the room, ensure they don't talk about the test • speak to your test co-ordinator or a senior member of staff for advice on what to do next • consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> • Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. • Check that pupils don't have any materials or equipment that may give them extra help. • Check that pupils don't have mobile phones or other disruptive items. • Ensure that each pupil has a copy of mathematics Paper 1: arithmetic test.
<p>What to say at the start of the test</p>	<p>It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 1: arithmetic.</p> <p>The wording of these instructions can be adapted, provided the meaning is retained.</p> <ul style="list-style-type: none"> • Explain to the pupils that this is the key stage 1 mathematics Paper 1: arithmetic. Tell the pupils they should have a test booklet in front of them. • Tell the pupils to write their name on the front of their test booklet. • Tell the pupils to open their test booklet at page 2. Explain that you will do 1 practice question with the pupils, and then the pupils will complete the rest of the test by themselves. • Find the practice question on page 2. Read the practice question. <p><i>The practice questions says:</i></p> <p><i>Three plus one = _____</i></p> <p><i>Write your answer in the box.</i></p> <ul style="list-style-type: none"> • Give pupils the opportunity to answer the question in their booklet. If any pupil is not sure what to do, explain what they need to do to answer the question. • Tell the pupils that they should try to answer all of the questions. Explain that, if they can't answer a question, they should move to the next one and they can come back to that one later, if they have time.

What to say at the start of the test (continued)	<ul style="list-style-type: none"> • Explain to the pupils that there is space on the test paper if they need to do any working out. Tell the pupils that there are 2 different types of 'working out' space for them to use to help them answer the question. Explain that sometimes they will have a 'blank space' and other times they will have a 'grid' to show their working. They should use these spaces to record any written working that might help them answer the question. • Tell the pupils that they should put their final answer in the answer box provided in the test booklet. Explain to the pupils that their final answer should be a number rather than a number sentence. E.g. '4' should go in the answer box for $3 + 1$, not '$2 + 2$'. • Tell the pupils, if they want to change an answer, they should put a line through the response they don't want to be marked. • Remind the pupils to check their work carefully. • Explain to the pupils that, if they have any questions during the test, they should put their hand up and wait for someone to come over to them. Remind the pupils that you can't help them answer any of the test questions. • Tell the pupils that they must not talk to each other. • Ask the pupils if they have any questions they want to ask you now. • Explain to the pupils that they are now ready to start the test and answer the questions by themselves. • Tell the pupils to turn to page 3 and find question 1. • Start the test.
What to do at the end of the test	<ul style="list-style-type: none"> • Follow your school's procedure for collecting and storing the pupils' test scripts. • If any pupil needs a transcript, complete it with the pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and pupil's answers are not corrected or amended.
Marking the tests	<ul style="list-style-type: none"> • Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.

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