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2019 national curriculum tests

Key stage 1

Mathematics

Administering the braille version of Paper 1: arithmetic

CONFIDENTIAL

The mathematics test must be administered during **May 2019**. This pack must be kept secure and unopened until **Wednesday 1 May**. The pack must not be opened until the pupils are in the test room ready to complete your school's first administration of the test.

Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the braille version of the key stage 1 mathematics Paper 1: arithmetic (overleaf)
- 1 copy of the braille Paper 1: arithmetic
- 1 copy of the printed transcript of the braille version of the mathematics Paper 1: arithmetic

For test administration

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2019 key stage 1 mathematics test

The key stage 1 mathematics test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both tests 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. Test packs must not be opened until the pupils are in the test room ready to complete your school's first administration of the test. All test materials, including unused test papers, must be stored securely until Monday 3 June.

Paper 1: arithmetic

The following information explains how to administer the braille version of the key stage 1 mathematics Paper 1: arithmetic. Modified test administration guidance is available at www.gov.uk/sta. 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 to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format	• Paper 1: arithmetic consists of a single braille question booklet. • There is a printed transcript of the braille booklet to help test administrators. • 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, if appropriate, to stop the test early. • You must refer to the printed transcript rather than the standard test questions when administering this test.
Equipment	Each pupil will need the equipment specified below: • a suitable way of recording their answers, such as a brailler, blue/black pen, dark pencil or word processor (i.e. the usual way they write in class) • braille paper (if the pupil is brailling their responses) • a ruler • a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. Pupils may use the following, if this is normal classroom practice: • technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners. Pupils are **not** allowed: • calculators • number apparatus, e.g. base ten materials, number squares, etc.
Assistance	• 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 may 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. The examples below illustrate how to deal with some common queries. **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. **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. **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.

Guidance for specific questions	No additional guidance is needed for this test paper.
Before the test begins	• Make sure you have the printed transcript of the braille booklet. • Review the list of pupils with any particular individual needs, pupils who may need support from a scribe or a transcript made at the end of the test. • Ensure you know how to administer any access arrangements correctly. Please refer to the 2019 key stage 1 access arrangements guidance.
What to do at the start of the test	• Check that seating is appropriately spaced. • Check that pupils do not have mobile phones or other disruptive items. • Check that pupils do not have any materials or equipment that may give them extra help. • Ensure each pupil who needs it has a braille version of mathematics Paper 1: arithmetic.
How to introduce the test	• It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 1: arithmetic. • The wording of these instructions can be adapted, provided the meaning is retained. *This is the key stage 1 mathematics Paper 1: arithmetic. You should have a test booklet in front of you.* *Write your name at the top of your braille paper.* *Open the test booklet at page 1. We'll do one practice question together and then you'll need to complete the rest of the test by yourself.* • Find the practice question on page 1. Read the practice question. *The practice question says:* ***Two plus five equals...*** *Write your answer.* • Give pupils the opportunity to answer the question. If any pupil is not sure what to do, explain what they need to do to answer the question. Check that all pupils are clear about what they need to do before continuing. • Tell the pupils that: *You should try to answer all of the questions. If you can't answer a question move on to the next one and come back to that question later on if you have time.* *If you want to change an answer, you should put a line through the answer that you don't want to be marked or use a series of 'for' braille signs (all 6 dots) to cross out the answer.* *Your answers should be numbers, not number sentences. For example for the practice question, your answer should be '7', not '10 take away 3'.* *Remember to check your work carefully.* *If you have any questions during the test, you should put your hand up and wait for me/someone to come over to you. Remember that I/we can't help you to answer any of the test questions.*

This section continues on the next page.

How to introduce the test (continued)	*You need to work on your own. You need to think of your own answers and you mustn't talk about them with anyone else.* *Do you have any questions?* *Find question 1; it is on page 1.* *Now start the test.*
How to deal with issues during the test	It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort: • test papers are incorrectly collated or the dots have been printed incorrectly • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the room • a pupil is caught cheating. If you need to stop the test: • make sure the pupils are kept under test conditions and that they are supervised • if the pupils have to leave the room, ensure they do not 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. You should brief your headteacher on how the incident was dealt with once the test is over.
What to do at the end of the test	• Follow your school's procedure for collecting and storing the pupils' test scripts. • If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended. • All test materials, including printed transcripts, must be stored securely until Monday 3 June.
Marking the tests	• Use the key stage 1 test mark schemes to mark Paper 1: arithmetic, following both the general guidance and any specific guidance for each question. There are no amendments to the standard mark schemes for Paper 1: arithmetic.

Administering the braille version of Paper 1: arithmetic
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