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2022 national curriculum tests

Key stage 1

Mathematics

Administering the modified large print (MLP) version of Paper 2: reasoning

CONFIDENTIAL

The mathematics test must be administered during **May 2022**.
This pack must be kept secure and unopened until **Tuesday 3 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 2022 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the MLP key stage 1 mathematics test: Paper 2: reasoning (overleaf)
- 1 copy of the MLP Paper 2: reasoning

For test administration

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2022 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 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. 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 Wednesday 1 June.

Paper 2: reasoning

The following information explains how to administer the modified large print (MLP) version of the key stage 1 mathematics test Paper 2: reasoning. 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 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 2 consists of a single MLP test paper. • It is expected that the standard version of the test will take approximately 35 minutes to complete, but it is not strictly timed. Pupils using MLP versions 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. • This paper has 2 sections: an aural section and a written section. The first section includes 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 60 minutes. • You must not refer to the standard test questions when administering this test.
Equipment	Each pupil will need the equipment specified below: • a pencil or blue or black pen • a ruler • a rubber (optional) If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. Highlighter pens may be used if this is normal classroom practice. Pupils may use the following equipment, if this is normal classroom practice: • technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners • monolingual English electronic spell checkers • bilingual word lists • bilingual dictionaries or electronic translators provided they only give word-for-word translations Pupils are **not** allowed: • calculators • tracing paper • number apparatus, for example, base ten materials and number squares
Assistance	• You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again. • If a pupil requests it, you may read a question to them on a one-to-one basis. You may also read questions 6 to 31 if a pupil has difficulty in reading them for themselves.

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Assistance (continued)	• If reading to a pupil, you can read words and numbers, but 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. • 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. • You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context. The examples below illustrate how to deal with some common queries. **Question:** What does 'fraction' mean? **Answer:** I can't tell you, but think hard and try to remember. We can talk about it after the test. **Question:** What does '>' or '<' mean? **Answer:** I can't tell you, but think hard and try to remember. We can talk about it after the test.
Guidance for specific questions	There are no models for the test.
Before the test begins	• Review the list of pupils with any particular individual needs, for example, pupils who may need a rest break, 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 2022 key stage 1 access arrangements guidance.
What to do at the start of the test	• Check seating is appropriately spaced and that no pupil can see another pupil's test paper. • Check pupils do not have mobile phones or other disruptive items. • Check pupils do not have any materials or equipment that may give them extra help. • Ensure each pupil who needs it has one MLP copy of mathematics Paper 2: reasoning.

How to introduce the test	• It is important to brief pupils fully at the start of each test. Use these instructions to introduce mathematics Paper 2: reasoning. • The wording of these instructions can be adapted, provided the meaning is retained. *This is the key stage 1 mathematics Paper 2: reasoning. You should have a test booklet in front of you.* *Write your name on the front of your test booklet.* *I'm going to explain to you how to write down your answers to the questions. You'll have plenty of time to work out the answers.* *You need to work on your own. You should think of your own answers and you mustn't talk about them with anyone else.* *If you want to change an answer, you should rub it out or put a line through the answer that you don't want to be marked.* *If you need to change a diagram or graph, make sure that you completely rub out or cross out your answer before writing your new answer.* *Some questions say 'Show your working'. For these questions you should write down how you work out the answer.* • Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer. *Open your test booklet at page 3. Ajay, Amy, Ben, Kemi, Sam and Sita are children who are in some of the questions.*

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Introducing the aural questions

What to say at the start of the aural questions

Now I'm going to read aloud some questions for you to answer. I'm going to read each question twice, with a short gap in between. You need to listen very carefully when I read the questions to you.

You must work on your own and you must not call out the answers.

Look at the practice question. This is a practice question for us to do together.

- When reading the question to the pupils, remember to repeat the bold text only.
- You may help pupils locate the question where necessary.

Look at the circles.

Count how many circles there are <u>altogether</u>.

Write your answer.

- Before proceeding, ensure the pupils know where they should have written their answer and the number they should have written. Discuss methods the pupils used to work out their answer. Allow the pupils to change their answer to the correct one by crossing or rubbing out, to make sure they know how to correct errors.

Now I'm going to read out questions 1 to 5.

You should try to answer all of the questions. You should write your answers in the correct place for each question.

Remember, I can't help you with these next questions. You should try to work them out on your own.

Do you have any questions?

Look at question 1.

- Read questions 1 to 5, allowing sufficient time for pupils to write their answers before you move on to the next question. When reading the question to the pupils, remember to repeat the bold text only. Words that are underlined should be emphasised.

This section continues on the next page.

Question 1	Look at question one. **Ajay counted <u>five</u> blue cars.** **Kemi counted <u>fourteen</u> red cars.** **How many cars did they count <u>altogether</u>?** Write your answer.
Question 2	Look at question two. **I am thinking of a <u>two-digit</u> number.** **It is <u>less than</u> twenty.** **It is an <u>even</u> number.** **What number could I be thinking of?** Write the number.
Question 3	Turn to the next page. **What number is one <u>less than</u> sixty?** Write your answer.
Question 4	Look at question four. **Look at the four times.** **They are labelled P Q R and S.** **I will read the times for you.** **P quarter to three** **Q quarter past four** **R quarter past three** **S quarter to four.** **Write the letter of the time that is the <u>same</u> as three forty-five.**
Question 5	Look at question five. **Ben has <u>twelve</u> sweets.** **Amy has <u>seven</u> more sweets than Ben.** **How many sweets does Amy have?** Write your answer.

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Introducing the written questions

What to say at the start of the written questions	*For the rest of the test you will need to read the questions in the booklet yourself.* • Please note you may need to change the instruction above if you are supporting some pupils with reading. *In some places there will be an answer line. In other places you may need to write your answer on a diagram or graph.* • Where necessary, you can show the pupils how to change their answers if they think they have made a mistake. *Remember, if you want to change an answer you should put a line through the answer that you don't want to be marked.* *If you need to change a diagram or graph, make sure that you completely rub out or cross out your answer before writing your new answer.* • Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer. *You can use the white space on the page to do any working out if you need to.* *You need to work on your own. You need to think of your own answers and you mustn't discuss them with anyone else.* *If you can't answer a question, move on to the next one, and come back to that question later if you have time.* *You have around 60 minutes to complete the rest of the paper now. This includes your additional time allowance.* *Turn to the next page and start working.*
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, or for the whole cohort: • test papers are incorrectly collated or the print is illegible • 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 a note of the time • 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 about 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.

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What to do at the end of the test	• Follow your school's procedure for collecting and storing the pupils' test scripts. • All test materials, including unused test papers, must be stored securely until Wednesday 1 June. • If you need to make a transcript of a pupil's 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.
Marking the tests	• Use the key stage 1 test mark schemes and MLP modified mark scheme amendments to mark the test, following both the general guidance and any specific guidance for each question. • Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation. They may also have difficulty circling or ticking their answers. Award marks where there is a clear and unambiguous indication of the correct answer.

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Additional printed copies of this booklet are not available. It can be downloaded from https://www.primaryassessmentgateway.education.gov.uk during May 2022, or afterwards from https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials.

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