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2022 national curriculum tests

# Key stage 1

# Mathematics

## Administering the braille 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 braille version of the key stage 1 mathematics Paper 2: reasoning (overleaf)
- 1 copy of the braille Paper 2: reasoning
- 1 copy of the printed transcript of the braille version of the mathematics 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 braille version of the key stage 1 mathematics 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 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.

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| **Format** | • Paper 2: reasoning consists of a single question booklet.<br>• There is a printed transcript of the braille booklet to help administrators.<br>• 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 braille tests are automatically entitled to up to 100% additional time.<br>• It is at your discretion to choose when or if pupils require a break during the test or whether to stop the test early.<br>• 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.<br>• After the aural questions, the pupils are presented with written questions for the remainder of the paper. The time for the written questions should be approximately 60 minutes.<br>• 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:<br>• a suitable way of recording their answers that reflects the usual way they write in class, such as a brailler, electronic braille display or word processor<br>• braille paper (if the pupil is brailling their responses)<br>• a suitable tactile ruler<br>Pupils may use the following, if this is normal classroom practice:<br>• pins and bands to help record responses on diagrams<br>Pupils may use the following equipment, if this is normal classroom practice:<br>• monolingual English electronic spell checkers<br>• bilingual word lists<br>• bilingual dictionaries or electronic translators provided they only give word-for-word translations<br>Pupils are **not** allowed:<br>• calculators<br>• number apparatus, for example, base ten materials and number squares |

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| **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 review an answer again.<br>• If the pupil requests it, you may read a question to them on a one-to-one basis. You can also read questions 6 to 31 if a pupil has difficulty in reading them for themselves.<br>• If reading to a pupil, you may 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.<br>• 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.<br>• 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 or pictures to help them understand.<br>The examples below illustrate how to deal with some common situations:<br>**Question:** What does 'fraction' mean?<br>**Answer:** I can't tell you, but think hard and try to remember. We can talk about it after the test.<br>**Question:** What does '>' or '<' mean?<br>**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.<br>Specific guidance for administering the test is in the braille transcript.<br>There is a spare copy of the diagram for **question 9**. |
| **Before the test begins** | • Make sure you have the printed transcript of the braille booklet.<br>• Review the list of pupils with any particular individual needs and consider whether they may need rest breaks or other access arrangements.<br>• 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 that seating is appropriately spaced.<br>• Check that pupils do not have mobile phones or other disruptive items.<br>• Check that pupils do not have any materials or equipment that may give them extra help.<br>• Ensure each pupil who needs it has a braille version of mathematics Paper 2: reasoning. |

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| **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 2: reasoning.<br>• The wording of these instructions can be adapted, provided the meaning is retained.<br>*This is the key stage 1 mathematics Paper 2: reasoning. You should have a test booklet in front of you.*<br>*Write your name at the top of your braille paper.*<br>*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.*<br>*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.*<br>*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 six dots) to cross out the answer.*<br>*If you need to change your answer when you have marked a diagram or graph, please ask me for a new copy of the diagram or graph.*<br>*Some questions say 'Show your working'. For these questions you should write down how you work out the answer. You can also write down working out for any other questions if you need to.*<br>• Where necessary, you can show the pupils how to mark a diagram to indicate the answer.<br>*Open your test booklet at page 1.*<br>*In this booklet you will read the names of six children. They are called Ajay, Amy, Ben, Kemi, Sam and Sita.* |


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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 am 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 on page 2. 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 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.*

*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 on page 3.*

- 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.**

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


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# Introducing the written questions

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| **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.*<br>• Please note you may need to change the instruction above if you are supporting some pupils with reading.<br>*Remember, 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.*<br>• Where necessary, you can show the pupils how to change their answers if they think they have made a mistake.<br>*In some places you will need to write your answer on your braille paper. In other places you may need to mark your answer on a diagram or graph.*<br>*If you need to change your answer when you have marked a diagram or graph, please ask me for a new copy of the diagram or graph.*<br>• Where necessary, you can show the pupils how to mark a diagram or graph to indicate their answer.<br>*You can use your braille paper to write down any working that you need to.*<br>*You need to work on your own. You need to think of your own answers and you mustn't discuss them with anyone else.*<br>*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.*<br>*You have approximately 60 minutes to complete the rest of the paper now.*<br>*Turn to page 4 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.<br>In the following circumstances, you will need to stop the test either for an individual pupil, or for the whole cohort:<br>• test papers are incorrectly collated or the braille has been printed incorrectly<br>• an incorrect test has been administered<br>• a fire alarm goes off<br>• a pupil is unwell<br>• a pupil needs to leave the room<br>• a pupil is caught cheating<br>If you need to stop the test:<br>• make a note of the time<br>• make sure the pupils are kept under test conditions and that they are supervised<br>• if the pupils have to leave the room, ensure they do not talk about the test<br>• speak to your test co-ordinator or a senior member of staff for advice on what to do next<br>• consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice<br>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.<br>• All test materials, including printed transcripts, must be stored securely until Wednesday 1 June.<br>• 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. |
| **Marking the tests** | • Use the key stage 1 test mark schemes and the amended mark schemes for braille to mark the test, following both the general guidance and any specific guidance for each question. |

Administering the braille version of Paper 2: reasoning
Print version product code: STA/22/8455/p ISBN: 978-1-78957-419-7
Electronic version product code: STA/22/8455/e ISBN: 978-1-78957-429-6

Standards & Testing Agency

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