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2023 national curriculum tests

Key stage 1

Mathematics

Administering the modified large print (MLP) version of Paper 1: arithmetic

CONFIDENTIAL

The mathematics test must be administered during **May 2023**.
This pack must be kept secure and unopened until **Tuesday 2 May**.

Please ensure you have read and understood the 2023 modified test administration guidance before opening this pack.

Pack contents:

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

For test administration

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2023 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.

Paper 1: arithmetic

The following information explains how to administer the modified large print (MLP) version of the key stage 1 mathematics test 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 consists of a single MLP test paper. • 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 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. • 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) Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out. Highlighter pens may be used if this is normal classroom practice. 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, 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 looks at an answer again. • If a pupil requests it, you may read a question to the pupil on a one-to-one basis. • If reading to a pupil, 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 situations. **Question:** What does this sign here mean? **Answer:** I can't 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 can't tell you, but think hard and try to remember. We can talk about it after the test. **Question:** What does 'of' mean? (i.e. 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 can't tell you, but think hard and try to remember. We can talk about it after the test.

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Guidance for specific questions	• No additional guidance is needed for this test paper.
Before the test begins	• Review the list of pupils with any particular individual needs, for example, pupils who 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 by referring to the 2023 key stage 1 access arrangements guidance.
What to do at the start of the test	• Check that 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 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 Paper 1: arithmetic. • The wording of these instructions can be adapted, provided the meaning is retained. *This is the mathematics test Paper 1: arithmetic.* *You should have a test booklet in front of you.* *Write your name on the front of the booklet. This test will take around 40 minutes. This includes your additional time allowance.* *Open the test booklet at page 3. 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 3. Read the practice question. *The practice question says:* ***Seven take away one equals...*** *Write your answer on the answer line.* • 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. Check that all pupils are clear about what they need to do before continuing.

This section continues on the next page.

How to introduce the test (continued)	• Tell the pupils: *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.* *There is space on the test paper if you need to do any working out. You should use these spaces for any written working that might help you answer the question.* *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.* *You should put your final answer for each question on the answer line or in the answer box in the test booklet. Your answers should be numbers, not number sentences. For example, for the practice question, your answer should be '6', not '8 take away 2'.* *Remember to check your work carefully.* *If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember that we can't help you to answer any of the test questions.* *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?* *Turn to page 4 and find question 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 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 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.

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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 Thursday 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 to mark the test, following both the general guidance and any specific guidance for each question. There are no modified mark scheme amendments for this component of the test. • 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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