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2023 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 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 2: reasoning (overleaf)
- 1 copy of the MLP Paper 2: reasoning
- 1 model pack for question 9

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 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 paper 2 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, a pupil requires a break during the test or whether, if appropriate, to stop the test early. • This paper has two sections: an aural section and a written section. The first section includes a practice aural question followed by five aural questions. The aural section of the test should take approximately 10 minutes. • 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 mirror • 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 equipment, if this is normal classroom practice: • technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners • bilingual dictionaries or electronic translators provided they only give word-for-word translations • bilingual word lists • monolingual English electronic spell checkers Pupils are **not** allowed: • calculators • tracing paper • 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 looks at an answer again. • If the pupil requests it, you may read a question to them on a one-to-one basis. You may also read questions 6 to 32 if a pupil has difficulty in reading them for themselves. • 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. • 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 explain it, or show them related objects or pictures, or describe the context. The examples below illustrate how to deal with some common situations. **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	**Q6.** If you are reading the question to a pupil, you may read the first sentence but you must not read the numbers in figures. **Q9.** Four shapes are provided for this question. The shapes are labelled PQRS.
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 2023 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 Paper 2: reasoning. • The wording of these instructions can be adapted, provided the meaning is retained. *This is the mathematics test 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.* • Where necessary, you can show the pupils how to draw a tick, circle or cross or mark to indicate the answer. *Open your test booklet at page 3. There are six children who are in some of the questions. Their names are Ajay, Amy, Ben, Kemi, Sam and Sita.*

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 on page 4. 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.

Sita has <u>three</u> apples.

Amy has <u>two</u> apples.

Count all the apples that Sita and Amy have.

Write your answer.

Write your answer on the line.

- 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?

- 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. **Look at the dots.** [Pause] **Write the number that is <u>two less</u> than the number of dots.** Write your answer on the line.
Question 2	Look at question two. **Look at the digits.** [Pause] **Use two of these digits to make the <u>largest</u> two digit number possible.** Write your answer on the line.
Question 3	Turn to the next page. Look at question three. **Look at the coins.** [Pause] **Write the coin that has the <u>greatest</u> value.** Write your answer on the line.
Question 4	Look at question four. **Look at the fruit.** **There are <u>twelve</u> pieces of fruit.** **<u>Four</u> of them are bananas and <u>three</u> are pears.** **The rest of the fruit are oranges.** **How many <u>oranges</u> are there?** Write your answer on the line.
Question 5	Look at question five. **What is 6 <u>multiplied</u> by 10?** Write your answer on the line.

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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, cross or mark 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 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 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 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 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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