



Standards  
& Testing  
Agency

# Key stage 1: modified test administration guidance

Administering braille versions of the  
2018 national curriculum tests

March 2018

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## Introduction

The [key stage 1 test administration guidance](#)<sup>1</sup> provides guidance for schools administering standard versions of the 2018 key stage 1 (KS1) national curriculum tests.

This document will help you to prepare to administer braille versions of the KS1 tests. You should follow it to ensure that pupils using braille versions of the tests can access them properly and that they are not at a disadvantage.

Braille versions of the KS1 tests are available in Unified English Braille (UEB). You will also get a printed transcript of each paper. You must make sure all materials remain secure until Friday 1 June.

The information in this guidance builds on section 6 of the [2018 KS1 assessment and reporting arrangements](#)<sup>2</sup>.

You should use this guidance together with the:

- 2018 KS1 test administration guidance
- test administration instructions provided with the braille test materials

The test administration instructions include information about what you should do before, during and after each test. Schools should also use [practice materials](#)<sup>3</sup> to help prepare for the tests.

Headteachers are responsible for the test administration arrangements within their school. Failing to adhere to the statutory requirements detailed within this guide could lead to a [maladministration investigation](#)<sup>4</sup>.

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<sup>1</sup> [www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag)

<sup>2</sup> [www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara](http://www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara)

<sup>3</sup> [www.gov.uk/government/collections/national-curriculum-assessments-practice-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials)

<sup>4</sup> [www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures](http://www.gov.uk/government/publications/key-stage-1-and-2-maladministration-investigation-procedures)

# Section 1: Planning for the tests

## 1.1 Access arrangements

Teachers should decide whether any access arrangements are appropriate, taking into account the needs of each pupil and the support given as part of normal classroom practice. You do not need to request permission from the Standards and Testing Agency (STA) or your local authority when using access arrangements in KS1 tests. You should refer to the [KS1 access arrangements guidance](#)<sup>5</sup> for further information. Note the following specific guidance for using braille versions of the tests.

### Additional time

Although the KS1 tests are not strictly timed, you should consider providing pupils using the braille tests with up to 100% additional time. You can use your discretion about whether to use the full amount of additional time. You should tell pupils how much time they are allowed, including any additional time, before each test starts. If pupils use additional time, they may also require rest breaks. Rest breaks can be provided by splitting the tests into sections or stopping the clock.

### Scribes

In addition to the KS1 access arrangements guidance, you should follow the specific guidance below:

- Where a scribe supports a pupil with a visual impairment, it must be clear to the person marking the test which responses are the pupil's and which have been written by the scribe.
- All language, punctuation and phrasing must be the pupil's own. Particular care should be taken when transcribing the English grammar, punctuation and spelling test papers. The scribe must pause for all spellings to be dictated in Paper 1: spelling, and for relevant spellings to be dictated in Paper 2: questions.
- On diagrams, it must be clear where the pupil has indicated the answer. Any diagram that has been transcribed must show evidence of the pupil's work (for example, pin marks).
- Where a scribe supports a brailist, the pupil's answers should be recorded on plain paper in a numbered list.

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<sup>5</sup> [www.gov.uk/government/publications/key-stage-1-tests-access-arrangements](http://www.gov.uk/government/publications/key-stage-1-tests-access-arrangements)

## Readers

Readers can only be used to support pupils who are not capable of accessing the materials independently even when all reasonable adjustments have been made and who are supported by a reader in normal classroom practice.

### English reading

Readers must only read the general instructions, which include information on the front cover of the test paper and any directions that are not part of the actual questions. Readers must not read any other part of the English reading test.

### Mathematics

If a pupil asks for a mathematical question to be read, the question must be read in full apart from mathematical symbols. Mathematical symbols must not be read to the pupil. Readers should also refer to the test administration instructions provided with the modified materials.

### English grammar, punctuation and spelling (optional)

Readers should read the questions to the pupil in full. Readers may also read any part of the pupil's response back to them if the pupil requests this. [Notes for readers in the English grammar, punctuation and spelling tests](#)<sup>6</sup> gives examples of how to read particular types of question in Paper 2: questions.

## Word processors or other technical or electronic aids

Pupils who normally use word processors or other technical or electronic aids in the classroom, including low-vision aids such as closed-circuit television or JOCR scanners, may use these for the tests. You do not need to request permission from STA or your local authority.

## 1.2 Equipment for the tests

Braille versions of the tests are designed so that standard classroom equipment can be used. The test administration instructions provided with the braille test materials will list specific equipment needed for each test.

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<sup>6</sup> [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)

For all tests, pupils will need a suitable way of recording their answers, to reflect how they usually write in class, such as a blue/black pen, dark pencil or word processor. If a pupil is braille their responses, then they will need braille paper to record their answers.

## **Mathematics**

Pupils will need the following:

- a sharp pencil and rubber, if appropriate for the pupil
- a means of drawing (methods should be determined in advance)
- pins and a ruler, if appropriate for the pupil

Braille test materials may include diagrams on film, braille or swell paper, but pupils may still require assistance in drawing and labelling.

### **1.3 Use of rooms for modified tests**

You should consider administering braille versions of the tests to pupils in a separate room from other pupils taking the tests. The instructions and content of the tests are slightly different from the standard versions. Using separate rooms will avoid distracting pupils using different versions of the tests.

Pupils using braille versions of the tests will need more space to lay out their test papers and equipment, where applicable.

### **1.4 Preparing administrators**

You should consider the number of test administrators that will be needed for each room where the tests are being administered. Arrangements should be in place in case a pupil needs to leave the room, for example if they are disruptive or become ill. Relatives, carers or guardians of pupils who need access arrangements must not be involved in administering the tests to those pupils.

You should also consider that test administrators who administer tests on their own are more vulnerable to allegations of maladministration as they would not have another adult to verify the test administration procedures.

## Section 2: Administering the tests

### 2.1 Test materials

The braille test pack will contain a copy of the test in UEB. You will also get a printed transcript in the pack to help you administer the test. You should check the printed transcript carefully before starting the tests as amendments may have been made to the wording of text and questions compared to the standard versions.

A small amount of additional text may be added to explain information that appears as images in the standard version to clarify visual references and some tables, diagrams or charts may have been simplified. 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.

The capital sign, italic sign, letter sign and bracket sign may be used in all the tests. You may tell the pupil what the letters or signs represent if these are unfamiliar to the pupil. Other punctuation signs will be used in the optional English grammar, punctuation and spelling test. You must not explain any punctuation marks in the English grammar, punctuation and spelling test.

### When to open test materials

It says on the front of each test pack when the test materials can be opened to prepare for their administration. You must not open test packs early to familiarise yourself with the test content. This can lead to allegations of maladministration.

You must keep all materials secure until Friday 1 June.

### 2.2 Making further adaptations to the tests

Where appropriate, changes will have been made to the wording and layout of the standard test questions to produce the braille versions of the tests.

Braille versions of the KS1 tests are produced in uncontracted braille and include the capital letter sign. The tests may be re-brailled in a mixture of uncontracted (grade 1) and contracted (grade 2) braille and without the capital letter sign, if this is the pupil's normal way of working.

If you make further adaptations to a braille version of the tests, care must be taken to ensure that the page layout and accuracy of the materials are not affected. If the corresponding text, questions or page references are adapted incorrectly, pupils may be disadvantaged.

## 2.3 Pupils' responses

Braillists will use separate sheets of braille paper and are not expected to record their answers on the test papers. Braille versions of the mathematics tests may include separate inserts for particular questions. These are tagged at the back of test papers. Pupils should draw or braille on these inserts. In order to use double-page spreads, braillists will need sufficient space to lay out their test papers and equipment, where applicable.

## 2.4 Transcribing and making corrections on pupils' work

Pupils who wish to correct their work should do this as clearly as possible to assist marking. For braillists, it is recommended that a series of 'for' signs (full six-dot cells) are used to obscure the incorrect work and record the revised answer under the first answer. If this is difficult, you should write on the pupil's braille answers, indicating the response that the pupil does not want to be marked. This must be done accurately, according to the pupil's instructions, and before the pupil leaves the test room.

You must not transcribe or overwrite any part of a pupil's test script unless it is a correction of braille requested by the pupil. If a pupil produces unclear braille that needs to be clarified, this should be transcribed in print on the pupil's braille answers. You should clearly indicate which section of braille the annotation refers to.

It is important that evidence of the pupil's own response is available to the marker.

## 2.5 English reading

The braille question booklet will include an example of the multiple choice question format. You should help pupils to identify the correct answer to this example so they are familiar with the method of answering this type of question.

Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may either:

- record the letter and/or number as their chosen answer, for example, b, d, 1c, 2a
- record the answer in full

Tactile diagrams may be provided where appropriate and may be included in the reading booklet. You may stop the clock while braillists examine the diagrams, as they will need additional time to interpret them.



## 2.6 Mathematics

The test materials consist of:

- a braille test paper which contains an uncontracted braille version of the questions from the standard version of the test
- any additional stimulus material necessary for pupils to access the questions

Some questions may be accompanied by stimulus material presented on separate braille sheets or separate inserts for particular questions. These are tagged at the back of test papers. Pupils may need to draw or braille on these inserts.

Some braille test papers may have loose sheets of plain paper inserted between facing page diagrams and the text to protect the braille dots. These should be removed before the test paper is given to the pupil.

STA uses established UEB code to indicate missing words, letters or expressions. The braille code for missing numbers is given in the instructions section of the mathematics papers.

You must provide each pupil with blank sheets of braille paper for their answers.

### Models

Models may be provided with the braille mathematics Paper 2: reasoning.

You may wish to provide real objects that look like those illustrated in the tests. Take care to use shapes identical to those drawn and to keep relative sizes the same. Pupils must not experiment with these objects.

You are advised to indicate on the test paper where models are available for pupils to handle or look at.

### Pupils' responses

Pupils shouldn't respond on the braille question booklet itself. You must give each pupil blank sheets of braille paper for their answers.

For some questions, pupils may need to respond using the stimulus material or inserts tagged at the back of the test papers. You must ensure that any inserts are attached to the pupil's brailled test scripts at the end of the test so that they can be marked.

### Drawings, diagrams and tables

Mathematics Paper 2: reasoning contains a number of diagrams, graphs and pictures. Where necessary, we have simplified or adapted these for pupils with a visual impairment, but they might still need help locating the correct diagrams or clarifying their

layout. Compared with standard versions of the tests, some non-essential diagrams and pictures may have been omitted from the braille test papers.

Make sure any separate sheets where a pupil has recorded their answer are attached to the pupil's test script at the end of the test.

## Drawings

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method that they think is most appropriate. For example, the area covered by the shape may be shaded, marked or indicated by pins (if used), so that it can be easily marked.

Where braillists need to draw on plastic film, spare copies of the diagrams are provided so that they have the opportunity to make a second attempt if necessary. Where appropriate, you should encourage pupils to use a ruler when drawing a straight line on film. You may need to assist the pupil when labelling these diagrams. Make sure the diagrams are attached to the pupil's test script at the end of the test.

Expected forms of response are as follows:

- a drawing with a stylus on plastic film (a jelly-mat to place the plastic film on is essential)
- a drawing with pins and bands made by the pupil on either the thermoform or a plastic film sheet, or points shown with adhesive putty. You will remove the pins and bands, or adhesive putty, and indicate their positions by marking/drawing on the sheet (preferably with a permanent marker). Labels should be transcribed as positioned by the pupil
- a drawing made by placing cardboard shapes in a particular position. When a diagram is created with several shapes, you should show the outline of the individual components as well as the outline of the whole shape created. For example, a shape made up of 4 triangles should show the 4 triangles and not just the outline of the completed shape
- a combination of the above activities

You should mount the diagram on a cork board if pins will be used.

## Diagrams

Some diagrams may be tagged separately at the back of the test booklet. These are for use on a graph board or jelly-mat, or are for pupils to braille on directly. You should detach these diagrams before administering the test so that you can prepare them appropriately. Keep spare copies of the diagrams separate in case they are needed during the test.

You may stop the clock if pupils with severe visual impairment need time to interpret diagrams. You may also help the pupil to identify key features of the diagram but you must not explain the information or help the pupil by interpreting it.

## Tables

If a pupil has to fill out a table, STA will either provide:

- labels for pupils to put into the cells of the table
- a separate copy of the table which pupils should use their brailers to complete

You may help the pupil to align their responses within the table.

## 2.7 English grammar, punctuation and spelling (optional)

### Paper 1: spelling

A braille version of Paper 1: spelling is not produced. Instructions for administering this paper to pupils with a visual impairment are the same as the standard instructions. You should use the test transcript from the standard version and pupils should spell the target words in list form in braille.

Pupils should use uncontracted braille to spell the target words. If any pupil is unable to record their answers using uncontracted braille, they should be asked to spell the word orally and their answers should be recorded by a scribe. If any pupil inadvertently uses a braille contraction in their spellings, test administrators may check the pupil's spelling of the word orally and annotate the paper accordingly. If the test administrator suspects that a brailist has used a braille reversal in their answer, they may ask the pupil to spell the word orally and annotate the paper accordingly.

### Paper 2: questions

Pupils should work through the question booklet provided, recording their responses on separate sheets of braille paper.

For some questions, pupils will be able to record just the letter of the correct answer. For other questions a word, sentence or phrase may be required.

## Section 3: Administering the English reading test

### Paper 1: combined reading prompt and question booklet

<b>Format</b>	<p>Paper 1 consists of a single reading prompt and question booklet in braille.</p> <p>It is expected that the standard version of the test will take approximately 30 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p> <p>In this booklet, the text and corresponding questions have been presented as facing pages wherever possible.</p> <p>There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a suitable way of recording their answers, such as a braille, blue/black pen, pencil or word processor</li><li>• braille paper (if the pupil is brailleing their responses)</li></ul> <p>Pupils may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none"><li>• technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners</li></ul> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens if this is normal classroom practice.</p> <p>Pupils must <b>not</b> use a dictionary.</p>

<p><b>Assistance</b></p>	<p>You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.</p> <p>You may help pupils to locate pages or paragraphs in the text, as well as the questions in the booklet.</p> <p>The English reading test must not be read to individuals or to a group, except for the general instructions, the practice text and practice questions.</p> <p>If a pupil asks a question about test content, you must not explain any words or expressions. However, explanations regarding words or expressions from the 'Useful words' list for Paper 1 can be given before the start of each section of the test.</p> <p>The example below illustrates how to deal with a common situation:</p> <p><b>Q. I don't understand the question.</b></p> <p><b>A.</b> Read the question again and pay attention to key words that tell you what to do.</p> <p>Further guidance for any specific questions is included in the braille test packs.</p>
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## Paper 2: reading booklet and question booklet

<p><b>Format</b></p>	<p>Paper 2 consists of a reading booklet and a separate question booklet.</p> <p>It is expected that the standard version of the test will take approximately 40 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time.</p> <p>It is at your discretion to choose when, or if, a pupil requires a break during the test or whether to stop the test early.</p>
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	<p>Paper 2 does not include practice questions or lists of useful words.</p> <p>There are printed transcripts of the braille booklets to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a suitable way of recording their answers, such as a braille, blue/black pen, pencil or word processor</li> <li>• braille paper (if the pupil is brailleing their responses)</li> </ul> <p>Pupils may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none"> <li>• technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners</li> </ul> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens if this is normal classroom practice.</p> <p>Pupils must <b>not</b> use a dictionary.</p>
<b>Assistance</b>	<p>You may help pupils to locate pages or paragraphs in the text, as well as the questions in the reading question booklet, but you must be careful that nothing you say, or do, 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.</p> <p>The English reading test must not be read to individuals or to a group, except for the general instructions.</p> <p>If a pupil asks a question about test content, you must not explain any words or expressions.</p> <p>The example below illustrates how to deal with a common query:</p>

	<p><b>Q. I don't understand the question.</b></p> <p><b>A.</b> Read the question again and pay attention to the key words that tell you what to do.</p> <p>Further guidance for any specific questions is included in the braille test packs.</p>
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## Section 4: Administering the mathematics test

### Mathematics Paper 1: arithmetic

Format	<p>Paper 1: arithmetic consists of a single braille question booklet.</p> <p>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.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p> <p>There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.</p>
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a suitable way of recording their answers, such as a braille, blue/black pen, dark pencil or word processor</li><li>• braille paper (if the pupil is brailleing their responses)</li><li>• a ruler</li><li>• a rubber (optional)</li></ul> <p>If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</p> <p>Pupils may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none"><li>• technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners</li></ul> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>• calculators</li><li>• number apparatus, for example, base ten materials or number squares</li></ul>
Assistance	<p>You must ensure that nothing you say, or do, during a test could be interpreted as giving pupils an advantage, for</p>



	<p>example, indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</p> <p>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.</p> <p>The examples below illustrate how to deal with some common queries.</p> <p><b>Q. What does this sign here mean?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q. Does this mean 'take away'?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q. What does 'of' mean?</b> (for example if the question asks about an everyday word that has a mathematical meaning within the question, for example 'What is half of 8?')</p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Further guidance for any specific questions is included in the braille test packs.</p>
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## Mathematics Paper 2: reasoning

Format	<p>Paper 2: reasoning consists of a single question booklet.</p> <p>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.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p>
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	<p>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.</p> <p>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 30 minutes, plus up to 100% additional time.</p> <p>There is a printed transcript of the braille booklet to help administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.</p>
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a suitable way of recording their answers, such as a braille, pencil or blue/black pen or word processor</li> <li>• braille paper (if the pupil is brailleing their responses)</li> <li>• a suitable tactile ruler to measure centimetres</li> <li>• a rubber (optional)</li> </ul> <p>If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</p> <p>Pupils may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none"> <li>• pins and bands to help record responses on diagrams</li> <li>• stylus and floppy mat to help with drawing on plastic film</li> <li>• technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners</li> </ul> <p>Pupils may use the following equipment, if this is normal classroom practice:</p> <ul style="list-style-type: none"> <li>• monolingual English electronic spell checkers</li> <li>• bilingual word lists</li> <li>• bilingual dictionaries or electronic translators provided they only give word-for-word translations</li> </ul>

	<p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• tracing paper</li> <li>• number apparatus, for example base ten materials or number squares</li> </ul>
Assistance	<p>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.</p> <p>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.</p> <p>The examples below illustrate how to deal with some common queries.</p> <p><b>Q. What does this sign here mean?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q. Does this mean 'take away'?</b></p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p><b>Q. What does 'of' mean?</b> (for example if the question asks about an everyday word that has a mathematical meaning within the question, for example, 'What is half of 8?')</p> <p><b>A.</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Further guidance for any specific questions is included in the braille test packs.</p>

## Section 5: Administering the optional English grammar, punctuation and spelling test

Schools may choose to administer the optional 2018 English grammar, punctuation and spelling test and use the result to inform teacher assessment of writing, but there is no requirement to do so.

### English grammar, punctuation and spelling test Paper 2: questions

<b>Format</b>	<p>The KS1 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order.</p> <p>There is no braille version of Paper 1: spelling. You should use the standard version of the test to administer that component, if appropriate. Pupils may have a break between the papers.</p> <p>Paper 2: questions consists of a single question booklet.</p> <p>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.</p> <p>It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.</p> <p>There is a printed transcript of the braille booklet to help test administrators. You must refer to the printed transcript rather than the standard test questions when administering this test.</p>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a suitable way of recording their answers, such as a braille, blue/black pen, dark pencil or word processor</li><li>• braille paper (if the pupil is brailleing their responses)</li></ul>

	<p>Pupils may use the following, if this is normal classroom practice:</p> <ul style="list-style-type: none"> <li>• technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners</li> </ul> <p>No additional equipment is allowed.</p>
<p><b>Assistance</b></p>	<p>You must ensure that nothing you say, or do, during the test could be interpreted as giving pupils an advantage, for example indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.</p> <p>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 to help them understand.</p> <p>You must not give alternative explanations, for example explain ‘commands’ as ‘instructions’ or name punctuation.</p> <p><a href="#">Notes for readers in the English grammar, punctuation and spelling test</a><sup>7</sup> gives examples of how to read particular types of question in Paper 2.</p> <p>The examples below illustrate how to deal with some common situations:</p> <p><b>Q. I don’t understand the question.</b></p> <p><b>A.</b> Read the question again and pay attention to key words that tell you what to do.</p> <p><b>Q. What does ‘comma’ mean?</b></p> <p><b>A.</b> I can’t tell you, but think hard and try to remember. We can talk about it after the test.</p>

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<sup>7</sup> [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)

If any pupil inadvertently uses a braille contraction in their spellings, test administrators may check the pupil's spelling of the word orally and annotate the paper accordingly.

If the test administrator suspects that a brailist has used a braille reversal in their answer, they may ask the pupil to spell the word orally and annotate the paper accordingly.

Further guidance for any specific questions is included in the braille test packs.

## Section 6: After the tests

### 6.1 Marking

Refer to the [key stage 1 test administration guidance](#)<sup>8</sup> for general information about marking the tests.

Mark schemes will be published in the 'Test materials' section of [NCA tools](#)<sup>9</sup> from Tuesday 1 May.

You will need to refer to the standard mark schemes in order to mark braillists' tests. You will also need to use the amendments to mark schemes, which will be published on NCA tools, for some braille test questions. These will help you to mark questions that have been amended or replaced in the braille versions of tests.

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<sup>8</sup> [www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag](http://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag)

<sup>9</sup> <https://ncatools.education.gov.uk>

## Section 7: Further information

### 7.1 General enquiries

For general enquiries about test administration and access arrangements:

National curriculum assessments helpline: 0300 303 3013

Email: [assessments@education.gov.uk](mailto:assessments@education.gov.uk)

### 7.2 Modified tests

Schools can discuss the suitability of, and order, braille and modified large print versions of KS1 tests by contacting the modified test agency:

STA modified test helpline: 0300 303 3019

Email: [staconflog.mailbox@nib.org.uk](mailto:staconflog.mailbox@nib.org.uk)

### 7.3 Message us

For queries relating to access arrangements to meet a pupil's specific needs, schools can 'Message us' via the 'Access arrangements' section of [NCA tools](https://ncatools.education.gov.uk)<sup>10</sup>.

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<sup>10</sup> <https://ncatools.education.gov.uk>



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write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

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Reference: STA/18/8138/e ISBN: 978-1-78644-904-7



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