

Key stage 1

Mathematics

Administering the braille version of Paper 1: arithmetic

Key stage 1 tests are designed to be taken at the end of the key stage 1 programme of study. It is suggested that schools administer the tests during **May**, to help inform the support that can be given to pupils ahead of their transition to key stage 2.

Schools may choose to administer the non-statutory key stage 1 tests under test conditions. To help maintain the integrity of the tests for those doing so, we ask that all schools treat all test materials as confidential until **June 2025**.

Pack contents:

- Administration instructions for the braille version of the key stage 1 mathematics Paper 1: arithmetic (overleaf)
- One copy of the braille Paper 1: arithmetic
- One copy of the printed transcript of the braille version of the mathematics Paper 1: arithmetic

For test administration

Key stage 1 mathematics test

The key stage 1 mathematics test consists of 2 papers. The papers should be administered in order. Pupils do not have to sit both tests 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 braille version of the key stage 1 mathematics Paper 1: arithmetic. Modified test administration guidance is available at www.gov.uk/sta.

Format	<ul style="list-style-type: none">• Paper 1: arithmetic consists of a single braille question booklet.• There is a printed transcript of the braille booklet to help test administrators.• 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.• 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.• Changes have been made to the layout of some parts of the standard test paper to create the braille version.• You should refer to the printed transcript rather than the standard test questions when administering this test.
Equipment	<ul style="list-style-type: none">• Each pupil will need the equipment specified below:<ul style="list-style-type: none">- 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- braille paper (if the pupil is brailleing their responses)- a suitable tactile ruler.• Pupils are not allowed:<ul style="list-style-type: none">- calculators- number apparatus, for example, base ten materials and number squares.
Assistance	<ul style="list-style-type: none">• You should 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 them 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. <p>The examples below illustrate how to deal with some common situations.</p> <p>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.</p> <p>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.</p> <p>Question: What does 'of' mean? (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.</p>
Guidance for specific questions	No additional guidance is needed for this test paper.

Before the test begins	<ul style="list-style-type: none"> • Make sure you have the printed transcript of the braille booklet. • Review the list of pupils with any particular individual needs, pupils who may 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. Please refer to the key stage 1 access arrangements guidance.
What to do at the start of the test	<ul style="list-style-type: none"> • Check seating is appropriately spaced. • 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 a braille version of mathematics Paper 1: arithmetic.
How to introduce the test	<ul style="list-style-type: none"> • It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 1: arithmetic. • The wording of these instructions can be adapted, provided the meaning is retained. <i>This is the key stage 1 mathematics Paper 1: arithmetic. You should have a test booklet in front of you.</i> <i>Write your name at the top of your braille paper.</i> <i>Open the test booklet at page 1. We'll do one practice question together and then you'll need to complete the rest of the test by yourself.</i> • Find the practice question on page 1. Read the practice question. <i>The practice question says:</i> <i>Five take away one equals...</i> <i>Write your answer.</i> • Give pupils the opportunity to answer the question. 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. • Tell the pupils that: <i>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.</i> <i>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.</i> <i>Your answers should be numbers, not number sentences. For example for the practice question, your answer should be '4', not '2 add 2'.</i> <i>Remember to check your work carefully.</i> <i>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.</i> <i>You need to work on your own. You need to think of your own answers and you shouldn't talk about them with anyone else.</i> <i>Do you have any questions?</i> <i>Find question 1; it is on page 1.</i> <i>Now start the test.</i>

What to do at the end of the test	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use the key stage 1 test mark schemes to mark Paper 1: arithmetic, following both the general guidance and any specific guidance for each question. There are no amendments to the standard mark schemes for Paper 1: arithmetic.

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Standards
& Testing
Agency

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For more copies

Additional copies of this braille print test paper can be ordered by contacting the national curriculum assessments helpline on 0300 303 3013. A transcript can be downloaded from www.primaryassessmentgateway.education.gov.uk during May 2025, or afterwards from www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials.

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