

2019 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the braille version of Paper 1: questions

MONDAY 13 MAY 2019

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Monday 13 May 2019**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

Pack contents:

- An overview of the braille version of the English grammar, punctuation and spelling Paper 1: questions (overleaf)
- 1 copy of the braille tactile version of the English grammar, punctuation and spelling Paper 1: questions
- 1 copy of the printed transcript of the braille version of the English grammar, punctuation and spelling Paper 1: questions

For test administration

2019 Key stage 2 English grammar, punctuation and spelling test

The following information explains how to administer the braille version of the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. 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 2 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

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. There is no braille version of Paper 2: spelling. You should use the standard version of the test to administer that component if appropriate. Pupils may have a break between the papers.

Paper 1: questions consists of a braille question booklet.

There is a printed transcript to help test administrators.

Pupils will have 45 minutes, plus up to 100% additional time, to answer the questions in the booklet.

Minor changes have been made to the text and layout of the braille booklet, compared with the standard version.

You must refer to the printed transcript rather than the standard test questions when administering the test.

Equipment

Each pupil will need the equipment specified below:

- a suitable way of recording their answers, such as a braille, blue/black pen, dark pencil or word processor (i.e. the usual way they write in class)
- braille paper (if the pupil is brailleing their responses)

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.

No additional equipment is allowed.

Assistance

- You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.
- You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to 'rewrite the sentence below in the passive', 'rewrite' may be explained, but not 'passive'.
- You must not give alternative explanations, e.g. explain 'inverted commas' as 'speech marks', or name punctuation.
- If a pupil asks a question about test content, you must not explain subject-specific terms or expressions.

The examples below illustrate how to deal with some common situations:

Q. I don't understand the question.
A. Read the question again and pay attention to the key words that tell you what to do.

Q. What does 'comma' mean?
A. I can't tell you, but think hard and try to remember. We can talk about it after the test.

- You must not explain any subject-specific terminology. If any other word in a question is unfamiliar, you may explain it or show them objects to help them understand.

Guidance for specific questions

There is no additional guidance needed to administer the braille version of Paper 1: questions.

Before the test begins

Write the pupil's name, school name and DfE number at the top of every sheet of braille paper used (this is so that markers are able to identify the paper).

Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2019 key stage 2 access arrangements guidance.

What to do at the start of the test

Check that seating is appropriately spaced.

Check that pupils do not have mobile phones or other disruptive items.

Check that pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has 1 braille copy of Paper 1: questions.

Tell the pupils the duration of the test.

How to introduce the test

It is important to brief pupils fully at the start of each test. Use this script to introduce Paper 1: questions.

This is the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. You should have Paper 1: questions in front of you.

You will need to record your answers the same way as you do in class (braille, word processor etc).

Open your question booklet to page 1. I will read the instructions to you.

There are different types of question for you to answer in different ways.

You should try to answer all of the questions. If you cannot answer a question, move on and return to it later.

You have up to 90 minutes to complete the test. This includes your additional time allowance.

Pay particular attention to any instructions within test questions.

If you want to change your answer, put a line through the response/use a series of 'for' signs (full 6 dot cells) to delete the answer you don't want the marker to read.

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, I can't help you answer any of the test questions.

You must not talk to each other.

Are there any questions you want to ask me now?

I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.

You may 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 for each individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the dots have been printed incorrectly
- 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 need 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.

What to do at the end of the test

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. Do not transcribe pupils' brailled answers onto standard test scripts.

Ensure you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test script including any unused test material and any additional paper which pupils have recorded their answers on.

Make sure each sheet of paper has the pupil's name and the school's DfE number clearly written on it.

Return the test scripts, and any additional paper, immediately to the senior member of staff who is responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so they can collate the pupils' responses correctly.

Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers in test scripts, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including printed transcripts and any unused test papers, must be stored securely until Monday 3 June 2019.

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