

2017 national curriculum tests

Key stage 1

Mathematics

Administering the modified large print (MLP)
version of the key stage 1 mathematics
Paper 2: reasoning

CONFIDENTIAL

This pack must be kept secure and unopened until
Tuesday 2 May 2017. The pack must not be opened until
the pupils are in the test room ready to complete the first
administration of the test.

Please ensure you have read and understood the 2017 test
administration guidance before opening this pack.

Pack contents:

- An overview of the MLP key stage 1 mathematics test: Paper 2: reasoning (overleaf)
- 1 copy of the MLP Paper 2: reasoning
- 1 model pack

For test administration

2017 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 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. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 2: reasoning

The following information explains how to administer the modified large print (MLP) version of the mathematics Paper 2: reasoning. There is additional information on GOV.UK about administering MLP tests to pupils. If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before the test is administered.

Administrators can stop an individual pupil at any stage of the test if they feel it is appropriate for that particular pupil.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none">• This component of the test consists of a single MLP test paper. There are 4 models with this paper.• It is expected that the reasoning paper will take approximately 70 minutes to complete (not strictly timed and includes 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.• This paper has two sections: an aural section and a written section. The first section includes a practice aural question followed by 5 aural questions.• After the aural questions, the pupils are presented with written questions for the remainder of the paper. The time for the remainder of the paper should be approximately 60 minutes.• You must not refer to the standard test questions when administering this test.
Equipment	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none">• a pencil or a blue / black pen• a sharp, dark pencil for mathematical drawing• a ruler (showing centimetres)• a mirror• a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change rather than rubbing them out. <p>Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations:</p> <ul style="list-style-type: none">• bilingual dictionaries or electronic translators• bilingual word lists• monolingual English electronic spell checkers. <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• calculators• tracing paper• number apparatus e.g. base ten materials, number squares, etc.
Assistance	<ul style="list-style-type: none">• 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.• If a pupil requests it, a question may be read to the pupil on a one-to-one basis.• You can also read questions 6 to 31 if a pupil has difficulty in reading them for themselves.• If reading to a pupil, you can 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.

Assistance (continued)	<ul style="list-style-type: none"> 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. If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context. <p>The examples below illustrate how to deal with some common situations.</p> <p>Q. What does 'fraction' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>Q. What does '>' or '<' mean? A. 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	<p>Q29. There are 4 models provided for question 29, labelled P, Q, R and S. These should be provided to the pupil when they reach question 29.</p>
Before the test begins	<ul style="list-style-type: none"> Check that the model pack contains 4 models comprising a cylinder (labelled P), a cube (labelled Q), a triangular prism (labelled R) and a tetrahedron (labelled S). Review the list of pupils with any particular individual needs, e.g. pupils who need a scribe or a transcript made at the end of the test. Ensure that you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. Ensure that you understand how to deal with issues during the tests.
How to deal with issues during the test	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>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:</p> <ul style="list-style-type: none"> 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 test room during the tests a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> make a note of the time make sure pupils are kept under test conditions and that they are supervised if they have to leave the room, ensure they don't 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. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
What to do at the start of the test	<ul style="list-style-type: none"> Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. Check that pupils don't have any materials or equipment that may give them extra help. Check that pupils don't have disruptive items, e.g. mobile phones. Ensure each pupil that needs it has 1 MLP copy of mathematics Paper 2: reasoning.

Please follow the instructions on the next page.

**What to say
at the start
of the test**

- It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 2: reasoning. The text that you need to read to the pupils is in the large font.

- **The wording of these instructions can be adapted, provided the meaning is retained.**

This is the key stage 1 mathematics 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 need to think of your own answers and you mustn't talk about them with anyone else.

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.

Some questions say 'Show your working'; for these questions you should write down how you work out the answer. There is also white space below other questions where you can do any working out if you need to.

- Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer.

Open your test booklet at page 3. Amy, Ajay, Sam, Ben, Sita and Kemi are children who are in some of the questions.

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.

Ajay has two footballs.

Amy has three footballs.

How many footballs do they have altogether?

Write your answer on the answer line.

- Before proceeding, ensure that 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 out 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. If you can't answer a question move on to the next one.

Do you have any questions that you want to ask before we start?

Now look at question 1.

- 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	<p>Ajay has <u>four</u> friends: Ben, Kemi, Sam and Sita.</p> <p>He gives <u>ten</u> pence to each friend.</p> <p>How much money does he give altogether?</p> <p>Write your answer on the line.</p>
Question 2	<p>I am counting forwards.</p> <p>When I stop counting, circle the number I should say next:</p> <p>ninety-seven, ninety-eight, ninety-nine, one hundred ...</p>
Question 3	<p>There are <u>sixty-three</u> bean bags in a sack.</p> <p>Amy takes <u>ten</u> bean bags away.</p> <p>How many bean bags are left in the sack?</p> <p>Write your answer on the line.</p>
Question 4	<p>Turn to the next page.</p> <p>Look at the array of circles. [Pause]</p> <p>Now look at the four calculations. [Pause]</p> <p>Circle the calculation that describes the array. [Pause]</p>
Question 5	<p>Look at the diagram.</p> <p>The arrow is pointing to A. [Pause]</p> <p>The arrow moves a <u>quarter of a turn clockwise</u>.</p> <p>What letter does the arrow move to?</p> <p>Write your answer on the line.</p>

Introducing the written questions

What to say at the start of the written questions	<p>For the rest of the test you will need to read the questions in the booklet yourself.</p> <ul style="list-style-type: none">• Please note you may need to change the instruction above if you are supporting some pupils with reading. <p>Remember, if you want to change an answer you should put a line through the answer that you don't want to be marked.</p> <ul style="list-style-type: none">• Where necessary, you can show the pupils how to change their answers if they think they have made a mistake. <p>In some places there will be an answer line. In other places you may need to write your answer on a diagram or graph.</p> <p>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.</p> <ul style="list-style-type: none">• Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer. <p>You can use the white space on the page to do any working out if you need to.</p> <p>You need to work on your own. You need to think of your own answers and you mustn't discuss them with anyone else.</p> <p>You have approximately 60 minutes to complete the rest of the paper now.</p> <p>Turn to page 8 and start working.</p>
What to do at the end of the test	<ul style="list-style-type: none">• Follow your school's procedure for collecting and storing the pupils' test scripts.• If any pupil needs a transcript, complete it with the pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and pupils' answers are not corrected or amended.
Marking the tests	<ul style="list-style-type: none">• Use the key stage 1 test mark schemes and MLP amendments to the mark schemes to mark the test. Follow both the general guidance and any specific guidance for each question.

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