

SATs' arrangements

Keeping Materials Secure

Security

- Papers stored in locked cupboard
- Regularly checked by 2 people
- Names insert here - access only
- Cannot discuss content of tests with anyone
- Cannot publish or discuss specific content anywhere
- Cannot prepare pupils

KS1

- Not open before 3rd May
- All test materials confidential until Wednesday 1st June

KS2

- Not open before each day of the test
- All test materials confidential until Friday 20th May

Phonics

- Not open before Monday 6th June
- All test materials confidential until Monday 20th June

Before the test

All pupils working at the KS2 programmes of study should take the test

Pupils should not take the test

- If they have not completed KS2
- Working pre-key stage/ engagement model
- Unable to participate with access arrangements.

Parents should be notified

Access arrangements

- Designed for pupils with SEND
- “Small number of pupils” may need them
 - EHC plan
 - Provision in school
 - Behavioural, emotional and social difficulties
 - EAL
- Must have evidence of “normal classroom practice”

Administer tests

- Must be administered on the days specified
- Timetable variation
- Tests must be opened in front of all pupils
- Seating arrangements - cannot view each other's work
- Clock/ timer visible (iPad)
- Equipment
 - Pencil
 - Rulers
 - Protractors
 - Mirrors
 - Rubbers (but crossing out encourage for time)
- Additional paper - name, DfE no., attached to test script

Administer tests

- Test materials can be opened up to 1 hour before administration if minor modifications are required.
- Monitoring visit possible
 - Test materials stored securely
 - Administration
 - Returning
 - See evidence of access arrangements
- 2 adults per room - safeguarding and witness.

Monday	- GPS Paper 1	50	45 minutes
	- Spelling	20	15 minutes
Tuesday	- Reading	50	60 minutes
Wednesday	- Arithmetic Paper 1	40	30 minutes
	- Reasoning Paper 2	35	40 minutes
Thursday	- Reasoning Paper 3	35	40 minutes

During the test

Administer tests

- Correct equipment
- Environment/ displays covered
- Start at agreed test times
- Use equipment only listed in printed administration instructions
- Cannot indicate or hint correct/incorrect

GPS

- Pencil
- Not allowed:
 - Dictionaries
 - Spell checkers
 - Word lists etc.
- See [Notes for GPS guidance](#)
- Can explain or rephrase question but not subject-specific e.g. “insert a pair of commas”, explain “insert” but not “commas”.

GPS

Question 11: Circle all the pronouns in the sentence below.

They bought new jumpers for themselves and a warm scarf for Dad.

You may explain words to help the pupil understand the context and instructions, such as 'circle', 'jumpers', 'scarf', or explain that 'Dad' is a person's name.

You **must not** explain any subject-specific vocabulary that might give the pupil an unfair advantage, such as 'pronouns'.

You **must not** identify people's names in questions asking which word requires a capital letter or why a capital letter is needed.

Spellings

- Pencil
- Not allowed:
 - Dictionaries
 - Over emphasise words
- Correct spelling:
 - Contracted forms
 - Verb forms
 - Plurals
 - Prefixes and suffixes

Reading

- Pencil
- Not allowed:
 - Dictionaries
 - Questions read by an adult

Question: *"I do not understand the question."*

Answer: *"Read the question again and underline key words that tell you what to do."*

Mathematics 1

- Pencil
- Ruler
- Not allowed:
 - Calculators
 - Squared paper
 - Protractors
 - Mirrors
 - Tracing paper

Mathematics 1

- Pupil requests, a question can be read 1:1
- Read words, numbers but NOT symbols

Question: "Do I need to multiply when I calculate 95% of 240?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Mathematics 2 & 3

- Pencil
- Ruler
- Protractor
- Mirror
- Not allowed:
 - Calculators
 - Squared paper
 - Tracing paper

Mathematics 2 & 3

- Pupil requests, a question can be read 1:1
- Read words, numbers but NOT symbols

Question: "What does 'quadrilateral' or 'greater than' or 'less than' mean?"

Answer: "I cannot tell you but think hard and try to remember. We can talk about it after the test."

Question: "What is '0.6'?"

Answer: "That is nought point six."

You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

Mathematics 2 & 3

Question 8: This graph shows the temperature in six cities on one day in January. Which city was 4 degrees warmer than Kiev?

You may explain words to help the pupil understand the context, such as 'city', or clarify 'Kiev' and other names given on the graph are the names of cities.

You must not explain any subject-specific vocabulary that might give the pupil an unfair advantage such as 'temperature', 'four', 'degrees' or 'warmer'.

Issues during the test

Fire alarm:

- Stop the test and note the time
- Leave papers
- Do not talk about the test
- Continue with the remaining time.

Toilets or leaving the room

- Must be accompanied by an adult

Cheating

- Phone or smart watch
- Record details, name, test name, specific questions, who was advantaged
- Move to another location
- If advantage has been obtained, report to STA

Illness or injury

- Should not administer if they are ill.
- Can apply for timetable variation if cannot complete later.
- If ill during the test, stop the test and make note of the time.
- Give a supervised break, then complete the rest of the time when better.
- If paper ruined, give a new one - transcribe afterwards.
- If sent home, and partially completed the test, the paper is submitted.
- If injury to their hand or wrist, then a scribe can be used.
- Can get 25% extra time if it happened a week before and they are unfamiliar to a scribe.

Access arrangements

- Adjustments to support pupils
 - Additional time (apply)
 - Early opening (apply)
 - Compensatory marks for spelling (apply)
 - Scribes (notify only)
- Must be normal classroom practice
- If it is likely to disturb others, then pupils can test separately
- Monitoring visits - evidence of this (learning plans, classwork)

Additional time

- 25% additional
- May require rest breaks
- Some children have 25% extra time **ONLY**, some have extra time **AND** scribe/reader

Early opening

- Up to one hour without permission
- Enlarge text
- Change to coloured paper
- Prepare equipment
- Prepare translator - preparing a written or oral translation of the **maths** test

Scribes

- Someone who writes answers dictated by the pupil during.
- Cannot use a word processor, difficulty writing or experiences fatigue.
- Must:
 - Work at pupil's pace
 - Subject knowledge
 - Follow instructions precisely to draw or add diagrams, charts and graphs in maths
 - Only make corrections if pupil asks

- GPS
 - Spellings: pause for each spelling word.
 - All language, punctuation and phrasing must be the pupil's own.
 - Correct spelling:
 - Contracted forms
 - Verb forms
 - Plurals
 - Prefixes and suffixes
- Reading & Maths
 - Do not pause for spelling words unless pupil usually works this way

Transcript

- Must be done before they leave the test room.
- Stay in test conditions
- Separate from rest of the cohort
- Coloured pen (green), not red
- Transcribe alongside pupil's answers (if only part needs it)
- Make extensive or full on new test paper.
- Pupil and transcript attached.
- Keep it as per their answers (i.e. not moving commas etc.)

Translations

- Can prepare written or oral translations of the maths test.
- Translation does not provide additional support or explanation of maths terms.
- Pupils may write their responses in English or their own language
- If in own language, translator must make a transcript.
- Alternatively, translator can scribe answers in English.
- 1 hour before the test if written translation is required.
- GPS & reading - only for directions and instructions, not for understanding.

Readers

- Supported in GPS and Maths
- Reading age usually considerably lower.
- One-to-one basis
- Can read back pupil's response if they request it.
- Know the format
- Need to know what can and cannot be read
- Can be used if you are a scribe too.

Readers - GPS

- Read in neutral tone
- Not to overemphasise unless they are **bold** or underlined
- Names of punctuation not read aloud (pause in their place).
- Not explain what word classes are etc.
- Say 'blank' if filling in missing words.
- Multiple choice - do not repeat sentences with each option inserted.
- Q5 & 6 - rephrase (must provide all alternatives together)
- Matching words (read one word + all options)

Readers - Reading

- Can read directions e.g. “*Question 1-15 is about...*”
- Cannot read the text, questions or any part of the pupil’s response back to the pupil.
- Specific instructions are included in the pack.

Readers - Mathematics

- Clarify instructions but no additional information.
- Read but not clarify subject-specific vocabulary

Rest breaks

- Most shouldn't need it
- Supervised may be appropriate for pupils with fatigue.
- Must stay under test conditions
- No discussion with the pupils
- Require the same overall time as the cohort.
- If the test is split into sections, consider:
 - Plan with the pupil when to break before they have started
 - Keep questions in the same order
 - Give them opportunity to attempt all parts of the paper

Prompters

- Keep pupil's attention on the test paper
- Not help them answer the questions
- May tap on the desk or say the pupil's name (normal classroom practice)
- Should
 - Agree with the pupil the best way to prompt
 - Know the pupil
 - One-to-one
- Not
 - Over-aid
 - When to move onto the next one
 - Advise about the order
- If pupil finds it difficult to focus, can use stickers to cover other questions on the page (but reveal whole part of the question they are working on)

Maladministration

- Investigation if failure to access arrangements appropriately
 - Failure to make application
 - Early opening without permission from STA
 - Anything interpreted as over-aiding
 - Not having evidence to reflect normal practice

- Majority of papers marked on screen
- Pencils
- Cross out answer rather than rub out (if possible)
- If drawing, then rub it out completely.
- Must not colour or write on barcodes

Key stage 2 mathematics paper

24

15.4 – 8.88 =

Pupils must not write in the grey margin area. This area is trimmed during preparation for marking and pupils' answers written here will be lost.

1 mark

25

1 3 | 3 0 1 6

Show your method

Pupils must not write on or around the lines at the top and bottom of a page.

2 marks

Pupils must not colour in or write on the barcodes positioned at the base of each page.

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EXAMPLE BARCODE

After the test

Returning the scripts

- Collate all test scripts
 - These will be placed in order of names on attendance register
- Check name matches register
- Standard test scripts (not modified) on transparent inner bag
- Each part of a paper packed separately (e.g. Paper 1 only)
- Transcripts stapled together with pupil's original (green inner bags)
- Test scripts await for Parcelforce collection

KS1

- All test materials confidential until Wednesday 1st June

KS2

- All test materials confidential until Friday 20th May
- Results published 7:30am 5th July

Phonics

- All test materials confidential until Monday 20th June

2022 Key Stage 2 test administration guidance

2022 Key Stage 2 Access Arrangements Guidance

2022 Key Stage 2 Assessment and reporting arrangements

Notes for GPS guidance

How to keep test materials secure

Ensuring test scripts can be marked on screen

2019 KS2 attendance register and test script dispatch instructions

KS1/2 : investigating allegations of maladministration

Special consideration