National Reading and Numeracy Tests – Test administration handbook 2014

Guidance
document no: 135/2014
Date of issue: March 2014
Audience: Headteachers, teachers, practitioners, governing bodies of mainstream and special schools; local authorities; church diocesan authorities; national bodies with an interest in education.

Overview: This handbook sets out the arrangements for the National Reading and Numeracy Tests to be taken by all learners in Years 2 to 9 in 2014. It provides guidance on administration of tests and access and disapplication arrangements.

Action required: Headteachers, test administrators and teachers should refer to this handbook for information on the dates of tests, test duration, conditions for administering tests, receipt and storage of tests, personnel administering tests, marking tests and data input.

Further information: Enquiries about this document should be directed to:
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Additional copies: This document can be accessed from the Learning Wales website at learning.wales.gov.uk
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Introduction

This handbook forms the National Tests administration handbook (‘NT administration handbook’) for the purposes of the Education (National Curriculum) (Assessment Arrangements for Reading and Numeracy) (Wales) Order 2013. The assessment timetable given below is the National Tests assessment timetable (‘NT assessment timetable’) for the purposes of the above regulations. The NT administration handbook sets out the arrangements for the administration of the National Reading and Numeracy Tests to all learners in Years 2 to 9 in 2014. Unlike in 2013, the handbook includes the access and disapplication arrangements at Annex 5. Schools may also wish to refer to the support and sample test materials available via the Learning Wales website.

National tests assessment timetable

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test administration handbook published</td>
<td>March 2014</td>
</tr>
<tr>
<td>Schools access sample/support materials*</td>
<td>From February 2014</td>
</tr>
<tr>
<td>Schools plan test timetables</td>
<td>From February 2014</td>
</tr>
<tr>
<td>Tests dispatched to schools</td>
<td>Week beginning 28 April 2014</td>
</tr>
<tr>
<td>Familiarisation with test requirements</td>
<td>From receipt of tests</td>
</tr>
<tr>
<td>Schools administer tests</td>
<td>7–13 May 2014</td>
</tr>
<tr>
<td>Marking</td>
<td>By date set by local authority for the NDC</td>
</tr>
<tr>
<td>Data uploaded as part of NDC (all tests)</td>
<td>As set by local authority, but by 6 June 2014</td>
</tr>
<tr>
<td>Results to schools for provision to parents and carers</td>
<td>By the end of the summer term</td>
</tr>
</tbody>
</table>

*Items in italics are suggested timings only.

Relationship of the National Reading and Numeracy Tests to proprietary tests

The Welsh Government intends that all eligible learners in maintained schools will sit the National Reading and Numeracy Tests (‘the Reading and Numeracy Tests’). The Welsh Government in implementing the tests requires that they replace rather than supplement any proprietary reading and numeracy tests currently used for annual, summative purposes in schools in Wales.
Planning for test administration

Learners are required to take the National Reading Test, the National Numeracy Test (Procedural) and the National Numeracy Test (Reasoning). Tests must be taken during the period 7–13 May. Planned test dates must be shared in advance with the local authority/regional consortium, and should be notified to parents/carers and learners.

The tests should normally be administered to whole classes. The National Reading Test and National Numeracy Test (Procedural) may be administered to a whole class in the classroom or to larger groups in larger rooms, e.g. to a year group in the school hall. The National Numeracy Test (Reasoning), however, must be administered in an environment that allows every learner to readily see and hear the presentation of the stimulus materials that precede each test. This is likely to preclude the use of examination rooms or school halls.

To avoid sharing of information about the test content, under normal circumstances schools should administer the tests so that sittings of an individual test (e.g. the Year 2/3 Reading Test, the Year 8 Numeracy Procedural Test, etc.) take place on the same day. The Numeracy Procedural and Numeracy Reasoning Tests for a year group should not be taken on the same day, to avoid test overload for learners.

Each test will come with easy to follow test administration guidance.

Tests in Welsh-medium settings

Learners in Years 2 and 3 who are following the Welsh programme of study are only required to sit the Welsh National Reading Test, with the English National Reading Test available as an additional option to those in Year 3 only. Learners in Years 4 to 9 who are following the Welsh programme of study are required to sit both the Welsh and English National Reading Tests for their year group.

The Numeracy Test (Reasoning) and the Numeracy Test (Procedural) for each year group are available in either English or Welsh. The content of the Welsh and English versions is identical so that learners can access the tests in the language that is most appropriate for them.

Test duration

Figure 1 gives information on the test duration for each test and year group. Further detail on managing time in the tests and on rest breaks is included in the test administration guidance provided for each test and summarised in Annexes 2, 3 and 4.
Figure 1: Duration of the National Reading and Numeracy Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Preparation time</th>
<th>Test duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Reading Test Years 2–3</td>
<td>25 minutes</td>
<td>60 minutes</td>
<td>Rest break must be given between sections</td>
</tr>
<tr>
<td>National Reading Test Year 4</td>
<td>20 minutes</td>
<td>60 minutes</td>
<td>Rest break may be given</td>
</tr>
<tr>
<td>National Reading Test Years 5–9</td>
<td>20 minutes</td>
<td>60 minutes</td>
<td>Test to be taken in one sitting</td>
</tr>
<tr>
<td>National Numeracy Test (Procedural) Years 2–3</td>
<td>10 minutes</td>
<td>30 minutes</td>
<td>Rest break must be given between sections</td>
</tr>
<tr>
<td>National Numeracy Test (Procedural) Year 4</td>
<td>10 minutes</td>
<td>30 minutes</td>
<td>Rest break may be given</td>
</tr>
<tr>
<td>National Numeracy Test (Procedural) Years 5–9</td>
<td>10 minutes</td>
<td>30 minutes</td>
<td>Test to be taken in one sitting</td>
</tr>
<tr>
<td>National Numeracy Test (Reasoning) Years 2–3</td>
<td>10–15 minutes for each part of the test</td>
<td>30 minutes</td>
<td>Rest break must be given between parts</td>
</tr>
<tr>
<td>National Numeracy Test (Reasoning) Year 4</td>
<td>15 minutes</td>
<td>30 minutes</td>
<td>Rest break may be given</td>
</tr>
<tr>
<td>National Numeracy Test (Reasoning) Years 5–9</td>
<td>15 minutes</td>
<td>30 minutes</td>
<td>Test to be taken in one sitting</td>
</tr>
</tbody>
</table>

Access arrangements and guidance on disapplication

The tests have been designed to make them accessible to the majority of learners. However, a proportion of learners may need some form of access arrangement to enable them to demonstrate their best attainment on the tests and a small number of learners may, exceptionally, be unable to access them notwithstanding the access arrangements available. Annex 5 has full details of access and disapplication arrangements.

Any test-specific considerations for access arrangements are included in the test administration guidance booklets which accompany the tests and in Annexes 2, 3 and 4.
Delivery of test materials to schools

During the week beginning 28 April 2014 all schools will receive packs of materials containing everything necessary for test administration. The test packs will be assembled using the information that was submitted by schools to the test order line in December 2013.

The packs will contain National Reading and Numeracy Test booklets for your learners, test administration guidance and markschemes, as ordered:

- National Reading Tests – English
- National Reading Tests – Welsh
- National Numeracy Tests (Procedural) – English
- National Numeracy Tests (Procedural) – Welsh
- National Numeracy Tests (Reasoning) – English
- National Numeracy Tests (Reasoning) – Welsh

Modified tests and associated materials, if ordered, will be delivered separately.

Receiving and opening test materials

When the test materials, including any modified materials, are received in the week commencing 28 April 2014, the headteacher or their delegate (such as an examinations officer or delegated administrator) must check the delivery against the delivery note to ensure that the correct number of test packs has been received. If a delivery is incomplete, a member of staff should contact the Welsh Government Test Order helpline on 01753 637270 to arrange for the correct number of test packs to be sent to the school. If materials have not arrived by 2 May 2014 schools must contact the Welsh Government Test Order helpline on 01753 637270.

Once the delivery has been checked, the test administration guidance for each test and the disk and teacher scripts for the numeracy reasoning tests should be issued to the member of staff who will be responsible for test administration for each class/year group. These materials are packed in clear film separately from the test booklets and markschemes so that they can be easily identified.

Secure storage of test materials

The test booklets and the markschemes must remain confidential until the tests are due to be taken. Once the delivery has been checked against the delivery note, schools must reseal the box(es) containing these materials, and store them in a secure place. No learner should have access to or sight of the test content in advance of the test session.

Once administered, the test papers and materials should be kept under secure conditions for at least a year and then the school must arrange for the test papers to be disposed of securely.
Test familiarisation

The test-specific administration guidance should be read and/or reviewed in advance of the test administration.

An essential part of the Numeracy Test (Reasoning) will be the delivery of stimulus materials to inform and support the response to test questions. Those delivering the stimulus sessions must familiarise themselves with these in advance of the test. A script is provided to accompany the visual input, which consists of a PowerPoint presentation. Delivery of the stimulus materials is likely to take 5–10 minutes depending upon the presenter’s delivery and the degree of learner interaction.

Information in Annexes 1, 2, 3 and 4 of this document summarises the requirements for test administration across all tests and year groups.

Test administrators will also need to be aware of access arrangements agreed for any learners for whom they will be responsible. Permissible access arrangements are set out in Annex 5: Access and disapplication arrangements.

Sample test questions for reading and numeracy (procedural) are available to assist in familiarisation with the approach taken in the tests and the type of questions used. As the tests for numeracy reasoning are new this year, a suite of support materials have been developed to introduce the features of the tests. The sample questions and support materials are available on the Learning Wales website at www.learning.wales.gov.uk.
Taking the tests

Conditions for administering tests

The tests must be administered under appropriate test conditions to ensure all schools are administering them to agreed national standards. These conditions and standards are as follows. Schools should:

- ensure learners can work undisturbed and individually;
- ensure learners do not have access to materials that could, with reference to the test content, give them an unfair advantage, e.g. wall displays or similar classroom resources;
- ensure learners do not take any recording media into the examination, including mobile telephones;
- ensure learners are reminded that the work they produce in the tests must be their own and that they should not discuss questions or copy answers;
- ensure learners are given the appropriate length of time to complete the test, with reference to the timings given in the test-specific guidance provided in Annexes 2, 3 and 4;
- ensure learners understand that they should not discuss the content of the tests or the answers outside the immediate peer group with which they sat the test;
- ensure that there is appropriate supervision at all times proportionate to the number of learners being supervised;
- ensure learners have the test materials and all necessary resources;
- ensure that tests are introduced and administered according to the guidance given in this handbook and with regard to the information in the test-specific guidance supplied for each test (see also summary provided in Annexes 2, 3 and 4);
- ensure no additional support, information or help is given to learners with the content of the tests, other than in line with the provisions of the access and disapplication arrangements (please refer to Annex 5);
- ensure that learners do not return to and/or revise their answers to the tests after the allotted time has passed.

Scope for delivering tests in parts: Years 2 to 4

During the National Reading and Numeracy Tests, breaks must be provided for learners in Years 2 and 3, to allow them to perform to the best of their ability.

Details of how to schedule these breaks are provided in the test-specific test administration guidance (Annexes 2, 3 and 4).

Schools must, however, ensure that the overall time that learners spend working on the test does not exceed that allotted, and that the test is completed in a single day. In between test sittings, part-completed answer booklets/tests must be kept where they cannot be accessed by learners. Year 4 learners should normally take the tests in one sitting but may exceptionally sit
the tests in chunks if the school feels that this is necessary to allow them to do their best work. The same conditions as above apply. Learners in Years 5 to 9 must normally take the tests in one continuous sitting.

**Absence during the test period**

Learners who are absent on the scheduled test date must be allowed to take the test within the remaining portion of the specified test window.

If a learner is absent for part of the test and is unable to complete the rest of the test at a later point in the test window, the school should still mark the test script. The school will be able to use the learner’s results to inform reports to parents/carers.

Learners who arrive late for the National Numeracy Tests (Reasoning) and who miss the delivery of the stimulus materials will not be able to join in the test at that time. Arrangements must be made for them to take the test at a later date within the test window. Years 2 and 3 learners who arrive late may be able to access the second section of the test, so long as they are present for the delivery of the second set of stimulus materials.

Learners missing the entire test period must be reported as absent when entering/uploading the test results via the relevant system, i.e. school Management Information System (MIS).

**Persons administering the tests**

Many schools are likely to have well-established protocols in place for annual testing of learners and should consider whether these arrangements are appropriate for application, with or without modifications, to the National Reading and Numeracy Tests. When making or modifying such arrangements schools must be mindful of the provisions of the Department for Education’s School Teachers’ Pay and Conditions Document 2013 (‘STPCD 2013’) or in the case of Support Staff the National Joint Council (NJC) terms and conditions (or relevant terms and conditions where they are not part of the NJC).

Where schools are administering both the Welsh-medium and English-medium National Reading Tests, careful consideration should be given to ensuring a fair distribution of administration and marking duties so that these do not fall disproportionately on small groups or single members of staff.

Schools have discretion as to which of their staff administer the tests but must be mindful of the provisions of STPCD 2013 in making any decisions in this regard. Where the tests are administered in class bases, broadly in the context of normal timetabled teaching time, it may be reasonable to ask teachers to administer them, by analogy with paragraph 93 of Section 4 of STPCD 2013.

Conversely, where the tests are sat in conditions which replicate those for external examinations, out of normal teaching time and in discrete examination conditions, such as on a year group basis in an examination hall, schools should be aware that they are likely to fall under paragraph 52.11 of Section 2:

> Participating in arrangements for preparing pupils for external examinations does not require a teacher routinely to participate in any arrangements that do not call for the
exercise of a teacher’s professional skills and judgement, such as invigilation.

Where tests are administered on this basis, paragraphs 94 and 95 of Section 4 are relevant:

In this context, it is a reasonable expectation that, subject to the agreement of the head of centre (usually the headteacher); a teacher should be present at the beginning of an external examination in their subject area to check the paper and to ensure that there are no problems with it. Those invigilating the examination should be made aware of the procedure for dealing with emergencies and for contacting a teacher in the subject area under examination should any candidate raise a concern or problem with the paper which requires their professional judgement. It may also be appropriate for a teacher to be present at the end of an external examination to ensure its efficient conclusion.

When carrying out such tasks, teachers should not be expected to stay in the examination hall/room for any longer than is necessary to perform them.

Schools may employ external invigilators if they so wish.

Where support staff are used to administer and/or mark the tests, schools must ensure that these tasks are appropriate to their level and job description.

With the Numeracy Reasoning Tests, and particularly in relation to the younger year groups, it is important that the stimulus materials that precede the test are presented by someone who the learners are comfortable with, and who also has an ability to engage learners and ensure their understanding of the stimulus context. Schools should take steps to ensure this and therefore may feel it appropriate for these tests to be administered by teachers or teaching assistants known to learners.
After the tests have been taken

Marking the tests

Markschemes will be supplied with the test packs. Marks are recorded directly onto the test papers. Schools should retain papers once marked and may wish to refer to them for diagnostic purposes. Diagnostic toolkits to support question by question analysis will be available and these may also be useful when marking. The toolkits will be published on the Learning Wales website at the beginning of the test window.

Schools have discretion as to which of their staff mark the tests. Markschemes have been designed to be quickly and easily applied and, wherever possible, to minimise the need for professional judgement but there will remain the need for some judgement to be applied in particular situations. The markschemes for the numeracy and reading tests also provide a guide to interpreting and building on learner and class performance and schools should be mindful of this, and of the aforementioned provisions of paragraph 52.11 of Section 2 of STPCD 2013, in making any decisions as to who should mark the tests.

It is at schools’ discretion whether they choose to give markers dedicated time for the task of marking.

All test papers must be marked by 6 June 2014 for the National Data Collection (NDC) in order to allow for timely uploading of scores. Local authorities may have arrangements in place for an earlier completion date.

Malpractice

If an instance is found where a learner’s script does not represent that learner’s own work (for instance where learners have copied from one another) the headteacher must be informed and a record kept of which questions and responses might have been affected for the information of the marker, the local authority and any subsequent investigation by the Welsh Government. The headteacher or an appropriate delegate must then contact the relevant local authority to notify them and for guidance on the actions that should be taken. The final decision on results in cases where they are in doubt, or appear inaccurate or incorrect, rests with the Welsh Ministers.

Data input and reporting

For information regarding data submission please refer to the National Data Collection and reporting arrangements 2013/14. This will be available on the Welsh Government website in the spring term, before the testing begins.

Local authorities will be informed when this document is available.

Upon receipt of the raw scores from the tests, and following standardisation, learner level reports for each test will be created and provided to schools. These reports must be shared with parents/carers as part of the normal reporting process.
Pupil results sheets

The pupil results sheets will give a standardised score and a progress score for each of the tests sat by learners. Scores that are very high or very low are not always reliable; there is considerably more statistical variation at the end of the score ranges than in the middle, and so learners’ abilities are not estimated very reliably here. This is because data at the ends of the score ranges are much sparser.

In a few cases the range of difficulty of the questions in the test may mean that it is not possible to register a standardised score for a learner whose reading or numeracy skills are developing more slowly than would be expected. In these cases, the score can only be given as ‘less than 70’. Similarly, very high achievers can only be given a standardised score of ‘more than 140’.

The progress score measures learners’ improvement in reading and numeracy from one year to the next. The scales are created using statistical models that take account of the level of difficulty of each individual question across all the tests. Statistical opinion is that a single value should not be attributed for a progress score for learners scoring zero; equally, a numerical progress score should not be attributed to those learners who achieve the maximum score. In these instances a progress score will not be shown on the pupil results sheets.

The Welsh Government's Reading and Numeracy Tests in Wales: Information for parents/carers Years 2–9 will provide further information on the scoring of the tests. The guide will set out that each test is designed to measure achievement across the range expected for each year group and that they will not always give reliable information for learners who are working at the extremes of the range for their age. In these instances parents/carers will be encouraged to discuss their child’s progress with their school. All schools use a range of methods to assess how these learners skills are developing and will report learners’ progress to parents/carers.

Headteacher’s declaration

Within seven school days of the final date for data submission, the headteacher must sign and submit a declaration to the relevant local authority or regional consortium according to the applicable local arrangements, confirming that the test packs were received and stored securely, that the tests were administered correctly according to the requirements set out in the NT administration handbook (this handbook), and that the tests were marked in accordance with the markscheme. A downloadable declaration will be available from the Learning Wales website.

Monitoring of assessment arrangements

Local authorities have a statutory responsibility to monitor the assessment arrangements in at least 10 per cent of their schools. The local authority must ensure that assessment arrangements are in accordance with the test administration timetable, test administration

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3 The pupil results sheets for the National Numeracy Tests (Reasoning) will not give a progress score in 2014; this is because learners will sit this test for the first time this year.
guidance, and guidance included in this handbook. Each year the local authority or regional consortium will carry out a programme of monitoring visits to a sample of schools. The visits may take place during any of the following periods:

- The week before the tests are administered to learners.
- The period during which the tests are administered to learners.
- Up to 20 school days after the last day on which any of the tests have been administered to learners.

Where visits take place either during the test administration period or after testing is complete, the local authority representatives must also ensure that the learners’ written responses represent their own work and that the tests have been marked in accordance with the relevant markscheme.

Following any monitoring visit, the outcome of the visit will be discussed with the headteacher. If the local authority or regional consortium has any concern that the assessment arrangements are not in accordance with the published guidance or that the learners’ responses do not represent their own work, they will bring the matter to the attention of the headteacher and report the matter to the Welsh Government.

Headteachers and governing bodies have a duty to permit the local authority or regional consortium to access school premises, to inspect or take copies of any documents in relation to the assessment arrangements for the tests and to provide them with relevant information as requested.

**Support**

To answer any queries about information in this handbook, schools can contact the Welsh Government Test Support helpline on 01753 637270 or at welsh-test-orders@nfer.ac.uk.
Annex 1: National Reading and Numeracy Tests – general test administration guidance

This general test administration guidance should be read in conjunction with the test-specific guidance presented in Annexes 2, 3 and 4.

Note: Test administration guidance giving full details of how to administer each test will be provided to schools with the test materials.

It is very important that tests are administered in standardised conditions to ensure that the results are reliable and a fair reflection of learners’ abilities.

Learners should complete the test using a pencil or pen, depending on usual classroom practice.

Before starting a test

Before a test begins the requirements of that specific test should be addressed (as summarised in Annexes 2, 3 and 4 and set out in full in the test administration guidance provided with the test papers).

Preparations to meet any access arrangements should be agreed in advance for individual learners (see access and disapplication arrangements guidance in Annex 5).

Administering the test

Explain to the learners:

- that they must work individually
- that they must not talk to, or copy, each other
- that they should make sure their answers are clear, and should change their answers, if necessary, by crossing out or erasing errors
- that if they have problems, they should ask for help by raising their hand
- that if they find a question too hard, they should have a go and then move onto the next one
- the time they have available to complete the test
- if they are being given a break within the test period
- that when they have finished, they should go back and try any questions not yet attempted. Then they should check their work (this should be emphasised).

Give each learner a copy of the test booklet and ask learners to complete the front cover with the following details:

- first name
- last name
- class
- school
- date of birth (an accurate date of birth is needed to calculate age-standardised scores)
- date of test (an accurate date of test is needed to calculate age-standardised scores).

For learners in Years 2 and 3, for reasons of accuracy, you may wish to complete some of the learners' details yourself (e.g. school, date of birth, date of test).

As the learners are working their way through the test, you should check periodically that they understand what they need to do and are working through all the questions.

Learners who finish early should be advised to check their work, but then be allowed to read silently, if this is felt to be appropriate.

Access arrangements

The tests have been designed to make them accessible to the majority of learners in the recommended year groups. However, a small number of learners may need some form of access arrangement to enable them to demonstrate their best attainment on the tests. These are set out in full in Annex 5: Access and disapplication arrangements.

During test administration, access arrangements agreed in advance for individual learners must be taken into consideration.

Questions and answers

Do all learners in the class have to take the test?

The decision that a learner should not sit the tests is for the headteacher to make, having had regard to the guidance made available (please refer to the access and disapplication arrangements in Annex 5).

Do the tests have to be delivered to learners in one sitting, or can learners have rest breaks?

For older learners, the tests should be achievable in one sitting, so no breaks are allowed, unless they are given within the context of the specific needs of the individual learner (please refer to the access and disapplication arrangements in Annex 5).

However, for younger learners in Years 2 and 3, it is possible that test performance might be adversely affected by fatigue or lack of concentration. For that reason, teachers should give learners in those year groups a short break at appropriate points in the tests (see Annexes 2, 3 and 4 for what this means in relation to the individual Reading and Numeracy Tests).

A rest break is optional for learners in Year 4, at the teacher's discretion.

Where rest breaks are given, it is important to ensure that:
• the rest break is sufficient to refresh learners
• no more than the designated total time for each test is given
• the learner is given the opportunity to attempt all parts of the paper, so the test properly reflects their attainment
• no information is given to learners during the break that could influence their test performance
• learners are discouraged from discussing the test during a break
• learners are reminded of key points, such as the importance of checking their work, before re-starting the test after a break.

What do I do if there is a fire alarm during the test?

Ideally, a fire alarm practice should not be scheduled during the testing period. However, if this is unavoidable or if a real fire alarm occurs during the test, then the test must be stopped. If it is possible, note how much of the testing period remains at the point when the test is stopped. When the situation returns to normal, the test can be reconvened and the remaining time made available. Learners should be encouraged not to talk about the test content until after the test is completed.

What do I do if a learner arrives late for the test?

Ideally, the tests should be carried out when the whole class is present and there are no interruptions. For example, the test should be scheduled when none of the learners are due to attend a music lesson. However, if the late arrival is unavoidable, and the test has not been underway for more than a few minutes, then you may wish to ask the learner to take the test alongside his/her peers and then provide the additional few minutes at the end of the test period. Alternatively, it may be preferable to ask the learner to engage in another quiet activity and then take the test on another occasion. If this is the case, then the learner should take the test as soon as reasonably possible (ideally on the same day) and should be encouraged not to discuss the test content with his/her peers until after the event.

It is important to note, however, that if latecomers to the National Numeracy Tests (Reasoning) miss the delivery of the stimulus materials that start the test, they will be unable to continue at that time and arrangements will need to be made for them to sit elsewhere during the test, then take it at a later date.

What do I do if a learner asks me a question?

Try to pre-empt any questions about pencils and erasers by telling learners how to obtain extra supplies. In general, follow your usual classroom practice.

Genuine questions asking for clarification of what to do may be answered at the beginning of the test. Once the test is under way, only respond to children who put up their hand. Go over to them and answer their question privately.
If every learner hears the instructions it should not be necessary to repeat them more than once or twice. If you feel that there are learners who are prone to worry, station yourself near them and answer any questions quietly.

For more detailed and specific guidance on answering questions during the National Reading and Numeracy tests, please refer to Annexes 2, 3 and 4 or the test specific test administration guidance provided to schools with the test materials.
Annex 2: National Reading Test – test administration guidance

This guidance relates to the specific requirements of administering the National Reading Test and should be read in conjunction with the general test administration guidance presented in Annex 1.

Structure of the test

The sentence completion exercise (Years 2 and 3 only), reading texts and associated questions are presented in the same test booklet. Learners are required to respond in a variety of ways to a range of different question types.

Practice questions

A set of ‘Practice questions’ is provided for learners to complete prior to taking the test. Evidence from the trials shows that learners may not be familiar with some of the question types used in these tests. It is **vital**, therefore, that you spend time familiarising learners with this section so that they will not be disadvantaged in any way and will be able to demonstrate their best attainment.

For learners in Years 2 to 6, it is recommended that you read the practice text and questions aloud and work through each question, checking that learners are clear about how to complete each item.

For learners in Years 2 and 3, there are two ‘Practice questions’ sections – one for sentence completion and one for the questions about the texts.

For learners in Years 7 to 9, you do not have to read the practice text aloud but you must ensure that learners are clear about how to complete each of the different types of question and should discuss the most appropriate answer for each of them.

Resources

Each learner will need a pen or pencil (depending on what they usually write with in class) and a copy of the test booklet. You may also wish to supply an eraser.

Learners must **not** use dictionaries or thesauri.

Timing and rest breaks

Information from the trials of the tests indicates that most learners should be able to complete the test within **60 minutes**.

In addition you should allow up to 25 minutes prior to the test to give test instructions, distribute the booklets and complete the practice questions.
The following timings should be used for this test.

<table>
<thead>
<tr>
<th>Years 2 and 3</th>
<th>Years 4 to 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>- give test instructions and distribute test booklets: up to 5 minutes</td>
<td>- give test instructions and distribute test booklets: up to 5 minutes</td>
</tr>
<tr>
<td>- review and complete sentence completion practice questions: up to 5 minutes</td>
<td>- review question types and complete practice questions: up to 15 minutes</td>
</tr>
<tr>
<td>- learners do sentence completion task: 10 minutes</td>
<td>- learners complete test: up to 60 minutes</td>
</tr>
<tr>
<td>- review question types and complete practice questions: up to 15 minutes</td>
<td></td>
</tr>
<tr>
<td>- learners complete the two texts/test sections: 50 minutes (split into two 25 minute sessions)</td>
<td></td>
</tr>
</tbody>
</table>

Please note: if learners have not completed a section of the test when you stop the class to move onto the next section, then they may return to it later if they have time.

**Administering the test**

This test-specific guidance should be read in conjunction with the general test administration guidance for the National Tests, presented in Annex 1.

Explain to learners the information presented in the test administration guidance ‘Before starting the test’.

Give each learner a copy of the test.

If appropriate, ask learners to complete the cover of the booklet (see Annex 1).

**For learners in Years 2 and 3**

- Explain that the test booklet consists of several sections, and contains a number of different types of question. Ask learners to open to the first page of the test booklet.
- Read the instructions aloud; you can rephrase the explanation to ensure all learners understand.
- Ask learners to complete the practice questions; you should read the questions aloud, discuss what to do and which of the options is the most appropriate.
- Ensure that learners are clear about how to complete the sentence completion questions.

In your own words, describe the work entailed in the booklet, but include the following points.
• Learners should work through the next two pages of the answer booklet answering as many questions as they can until they reach the end of the first section; they should stop at this point (point out where the first section ends – page 5).
• If they find a question too hard, they should have a go and then move on to the next one.
• If they have problems, they should ask for help by raising their hand.
• They have 10 minutes to complete this part of the test.
• Take a note of the time and start the test.

Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer.

• After 10 minutes, ask the group or class to stop.

You may wish the learners to have a short break at this point.

• Ask the learners to turn to page 6.
• Read the instructions aloud; you can rephrase the explanation to ensure all learners understand.
• It is vital that time is spent looking at the practice questions – you should read the text aloud and work through each of the questions checking to ensure that learners know how to complete them. You should read the questions aloud and discuss the appropriate responses.
• You should model how to locate the answer and how to respond.

In your own words, describe the work entailed in the booklet, but include the following points.

• Learners should work through their test booklet answering as many questions as they can until they reach the end of the first section.
• Explain that learners should read all of the boxed text before starting to answer the questions (hold up a test booklet and point to each of the pages with boxed text to show what they need to do – you should just point out one text to start with).
• Once they have read all of the text, they should return to the beginning and start to answer the questions.
• If they find a question too hard, they should move on to the next one and come back to it later.
• Learners can look at the reading text as often as they wish when they are answering the questions.
• If they have problems, they should ask for help by raising their hand – however, you may not read the text or questions to the learners.
• Take a note of the time and start the test.
• Allow learners 25 minutes to read and answer the questions on the first text.
Learners must have a short break at this point.

- After a break, learners should read and answer questions about the second text.
- Again, they should read all of the boxed text before starting to answer the questions (hold up a test booklet and point to each of the pages with boxed text to show what they need to do).
- Once they have read all of the text, they should return to the beginning and start to answer the questions.
- If they find a question too hard, they should move on to the next one and come back to it later.
- Learners can look at the reading text as often as they wish when they are answering the questions.
- If they have problems, they should ask for help by raising their hand – however, you may not read the text or questions to the learners.
- Take a note of the time and start the test.
- Allow learners 25 minutes to complete this part of the test.

Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.

For learners in Years 4 to 9

Explain that the test booklet consists of several sections each with a variety of different questions.

- Ask learners to turn to the first page of the test booklet.
- Read the instructions aloud; you can rephrase the explanation to ensure all learners understand.
- It is vital that time is spent looking at the practice questions.

After learners have completed the practice questions and you are satisfied that any queries have been dealt with, continue to the main test administration.

In your own words, describe the work entailed in the booklet, but include the following points.

- Learners should work through their answer booklet answering as many questions as they can until they reach the end.
- If they find a question too hard, they should have a go and then move on to the next one.
- Learners should look at the reading text as often as they wish when they are answering the questions.
- If they have problems, they should ask for help by raising their hand.
They have up to 60 minutes to complete the test.

Take note of the time and ask learners to begin the test. Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer. Remind them they can go back to them at the end if they have time.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.

**Responding to questions**

You should not read any part of the text or questions to the learners other than the ‘Practice questions’ section. In monitoring learners as they are doing the test, no help should be given in reading the text or locating the correct answers.

You should answer questions such as ‘Is this the right one?’ by saying ‘Tick the one you think is the correct one’, or, ‘I can’t tell you – you need to choose for yourself’.

**Access arrangements**

This test does not require learners to undertake any extended writing in order to answer the questions. However, for learners with impaired motor control it may be beneficial to provide someone to write down their answers as the learner points to, or otherwise indicates, a specific answer option.

Readers can only help a learner to read general instructions and locate the pages to which they are referred in the questions. No other help with reading should be given.
Annex 3: National Numeracy Test (Procedural) – test administration guidance

This guidance relates to the specific requirements of administering the National Numeracy Test (Procedural) and should be read in conjunction with the general test administration guidance presented in Annex 1.

Structure of the test

Learners are provided with one test booklet.

Resources

Each learner will need a pen or pencil (depending on what they usually use in class), a copy of the test booklet, ruler and eraser.

Learners must not use calculators for this test.

Timing and rest breaks

The test must take no more than 30 minutes in total.

10 minutes should be allowed prior to the test to give test instructions and distribute the booklets.

Where a break is given, booklets should be collected in and returned to learners when the test reconvenes.

Learners who finish early should be advised to check their work, but then be allowed to read silently, if the teacher feels this to be appropriate.

For learners in Years 2 and 3

The test period of 30 minutes must be broken into two 15 minute sessions, to prevent fatigue or loss of concentration. The length of this break is at the discretion of the teacher but should be sufficient to ensure learners are refreshed before they embark on the second part of the test. Please ensure that during the break no input is given to learners that could influence their test performance. Discourage discussion about the test.

For learners in Year 4

The test period of 30 minutes may be broken into two 15 minute sessions, to prevent fatigue or loss of concentration if the teacher considers that this is appropriate. The length of this break is at the discretion of the teacher but should be sufficient to ensure learners are refreshed before they embark on the second part of the test. Please ensure that during the break no input is
given to learners that could influence their test performance. Discourage discussion about the test.

For learners in Years 5 to 9

The test should be undertaken in one sitting.

Administering the test

Explain to learners the information presented in the test administration guidance ‘Before starting the test’.

Give each learner a copy of the test.

If appropriate, ask learners to complete the cover of the booklet (see Annex 1).

Explain to the learners (using your own words):

- you cannot help them answer any of the questions, but if they need help in reading a question, they should raise their hand
- they should always show their working (this should be emphasised)
- if they find a question too hard, they should have a go and then move on to the next one
- they have 30 minutes to complete the test (where a rest break is being given, tell them when this will be)
- when they have finished, they should go back and try any questions not yet attempted. They should check their work and only then indicate, by raising their hand that they have completed the test.

Take note of the time and start the test.

As the learners are working their way through the test, you should check periodically that they understand what they need to do and are working through all the questions.

Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.

Responding to questions

During the test, help may be given to learners in reading the text but not in providing any explanation of numerical meaning.

You should answer questions such as ‘What does xxx mean?’ by saying ‘What do you think? –
see if you can work it out for yourself.'

**Access arrangements**

This test does not require learners to undertake any extended writing in order to answer the questions. However, for learners with impaired motor control it may be beneficial to provide someone to write down their answers as the learner dictates their response.

Providing a reader for learners who have difficulty reading is acceptable for the National Numeracy tests. Readers must, however, ensure they limit their support to reading the text: care must be taken not to inadvertently help learners understand or respond to the numeracy that is being assessed.
Annex 4: National Numeracy Test (Reasoning) – test administration guidance

This guidance relates to the specific requirements of administering the National Numeracy Test (Reasoning) and should be read in conjunction with the general test administration guidance presented in Annex 1.

It is very important that schools are fully aware of the implications of this guidance in terms of preparing for the tests: delivery of the stimulus materials that start each test requires careful planning and preparation by the test administrator.

Structure of the test

Learners are provided with one test booklet.

For Years 2 and 3 only, the test booklet is split into two sections, each relating to a separate set of stimulus materials presented to learners immediately before they embark on the linked questions.

For Years 4 to 9, the initial group of questions link to the stimulus materials presented to learners at the start of the test. There are then further questions with independent contexts.

Resources

Each learner will need a pen or pencil (depending on what they usually use in class), a copy of the test booklet, ruler and eraser.

<table>
<thead>
<tr>
<th>Years 2 to 4</th>
<th>Learners must not use calculators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 5 to 9</td>
<td>Learners are permitted to use calculators, and should be encouraged to use them when appropriate.</td>
</tr>
</tbody>
</table>

Timing and rest breaks

The test must take no more than 30 minutes in total.

Up to 15 minutes should be allowed prior to the test (or part of the test) to give test instructions, distribute the booklets and present the stimulus materials.

Where a break is given, booklets should be collected in and returned to learners when the test reconvenes.

Learners who finish early should be advised to check their work, but then be allowed to read silently, if the teacher feels this to be appropriate.
For learners in Years 2 and 3

The test period must be broken into two 15 minute sections to coincide with the two sets of stimulus contexts and questions. In between sections, learners should be given a short break in order to prevent fatigue or loss of concentration. The length of this break is at the discretion of the teacher, but should be sufficient to ensure learners are refreshed before they embark on the second section of the test. Please ensure that during the break no input is given to learners that could influence their test performance. Discourage discussion about the test.

For learners in Year 4

The test period may be broken into two 15 minute sections to prevent fatigue or loss of concentration, if the teacher assesses this as appropriate. The length of this break is at the discretion of the teacher, but should be sufficient to ensure learners are refreshed before they embark on the second section of the test. Please ensure that during the break no input is given to learners that could influence their test performance. Discourage discussion about the test.

For learners in Years 5 to 9

The test should be undertaken in one sitting.

Preparing for the test

In advance of the test, schools must ensure:

- they can access the stimulus materials on the disk provided (please see Annex 6: Technical guidance on accessing stimulus materials for National Numeracy Test (Reasoning))
- the member of staff presenting the stimulus materials has read through and assimilated the script provided, in conjunction with the presentation on the disk
- the test venue is appropriate for the delivery of the materials, the means for projecting the stimulus materials (computer not CD player) is present and fully operational, and that each learner can see and hear the presentation, yet work individually once the test has started.

During the presentation of the stimulus materials, learners may sit together, e.g. on the floor, but must move to their allocated place to complete the test.

Administering the test

Explain to learners the information presented in the test administration guidance 'Before starting the test'.

Give each learner a copy of the test.
If appropriate, ask learners to complete the cover of the booklet (see Annex 1).

Explain to the learners (using your own words):

- you cannot help them answer any of the questions, but if they need help in reading a question, they should raise their hand
- they should always show their working (this should be emphasised)
- if they find a question too hard, they should have a go and then move on to the next one
- they have 30 minutes to complete the test (where a rest break is being given, tell them when this will be)
- when they have finished, they should go back and try any questions not yet attempted. They should check their work and only then indicate, by raising their hand that they have completed the test.

For Years 2 and 3 it is important to ensure that learners are aware that they should not move into the second section of the booklet until they are told to do so. Explain that for the first section of the test, they will only be answering questions up to page 4. Ask them to open their booklets to page 5 and make sure they understand that they should stop at this point and why.

**Presenting the stimulus materials**

Go through the presentation, using the script provided (for Years 2 and 3, there are two separate presentations linked to the two sections of the test). This should be presented with interest and enthusiasm.

You can use your own words to expand the script if you wish, as it is very important that learners understand and are fully engaged with the scenario.

Also encourage engagement with the presentation through questions and peer discussion as appropriate. However, it is essential that this does not inadvertently lead to help being given to learners in the test questions themselves, so please take care to restrict your discussion at this stage (and during the test itself) to the context and content of the actual stimulus materials.

**No help can be given with the numeracy that is to be assessed.**

Once you have completed the presentation, including the notes within the script reminding learners to show their working, check their work and so on, make a note of the time and start the test.

Learners who finish early should be advised to check their work, but then be allowed to read silently, if the teacher feels this to be appropriate.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.
Responding to questions

Encourage learners to ask questions during the delivery of the stimulus materials: it is important that they understand the context, so they can readily access the test questions that follow. You should, however, take care not to give them information that directly links to the numeracy that is being tested.

During the test, help may be given to learners in reading the text but not in providing any explanation of numerical meaning. You can remind them of contexts but you should answer questions such as 'What does xxx mean?' by saying 'What do you think? – see if you can work it out for yourself.'

Access arrangements

As indicated in Annex 5, some learners may benefit from working in a separate room.

It is important to remember, however, that arrangements must be made in advance to ensure the learner can access the stimulus materials, either within the large group before moving to a separate room, or individually within the alternative accommodation.

This test does not require learners to undertake any extended writing in order to answer the questions. However, for learners with impaired motor control it may be beneficial to provide someone to write down their answers as the learner dictates their response.

Providing a reader for learners who have difficulty reading is acceptable for the National Numeracy tests. Readers must, however, ensure they limit their support to reading the text: care must be taken not to inadvertently help learners understand or respond to the numeracy that is being assessed.
Annex 5: Access and disapplication arrangements

The National Reading and Numeracy Tests are designed to support both pedagogy and school improvement, generating data from which teachers can gain an accurate picture of where a learner is in terms of their skills and ability compared to other learners. The tests are also intended to provide summative, highly reliable, comparable data to allow measurement of progress and performance at national level.

The tests, which are taken by learners in Years 2 to 9 in all maintained schools in Wales, have been designed with learners’ access in mind. It is expected that nearly all learners will be able to access them without special arrangements. Schools have some discretion as to how they administer the tests, and further guidance on this is provided in Annexes 1, 2, 3 and 4.

We recognise, however, that some learners may face challenges in accessing the tests, and that for some learners it will not be possible to do so. The purpose of this guidance is to assist headteachers and schools in three areas.

- Understanding what arrangements they can make to help their learners access the tests.
- Understanding the range of modified test papers available.
- Identifying and making judgements about those learners who, for a variety of reasons, will not be able to access the tests even with full use of the modifications available.

Proper consideration of the factors laid out in this guidance will enable schools to support as many of their learners as possible to access the tests and to make proper, evidenced decisions in relation to those who cannot.

Access arrangements

Learners who may need access arrangements

The tests are intended to assess learners’ ability in a fair and comparable way, with as many learners as possible having access to them. The tests are designed so that many learners with special educational needs (SEN) or disabilities can undertake them in their standard format. However, administrators may need to adapt the administrative arrangements for some learners so that they can fully demonstrate what they know and can do.

Access arrangements are adjustments based primarily on normal classroom practice for particular needs. They should neither advantage nor disadvantage individual learners, nor change the demands of the assessment. Those administering the tests should decide whether any access arrangements are appropriate by carefully considering the assessment needs of individual learners.

A learner who is disabled within the meaning of the Equality Act 2010, and at a substantial disadvantage in comparison with a learner who is not disabled, is entitled to a reasonable adjustment to remove or, if that is not possible, to reduce the disadvantage.
For simplicity, in this guidance the term ‘access arrangements’ is used to cover both arrangements for learners without disabilities and reasonable adjustments for learners with disabilities.

Access arrangements may be appropriate for learners:

- with a statement of SEN as described in the SEN Code of Practice;
- for whom provision is being made in school using School Action or School Action Plus and whose learning difficulty or disability significantly affects access to the tests;
- with a disability that does not give rise to a special educational need but requires alternative access arrangements;
- who are unable to sit and work at a test for a sustained period because of a disability or behavioural, emotional or social difficulty;
- for whom English/Welsh is an additional language and who have limited fluency in English/Welsh.

**Adaptations to the tests**

Due to the wide range of learners’ needs and circumstances, it is not possible to provide exhaustive rules governing the use of adaptations. Those administering the tests should use their knowledge of individual learners in deciding which adaptations to make, bearing in mind the nature and level of support that these learners receive as part of normal classroom practice. The test handbook and guidance provided to those ordering modified papers give specific advice for particular needs, for example visual or hearing impairment needs.

Permissible adaptations include photocopying the tests onto coloured paper, or enlarging any format of the test to a particular size. However, schools should take particular care when modifying papers where there are references to other pages in the tests, or where diagrams have been drawn to scale. Coloured overlays and coloured filter lenses may also be used in the case of learners with dyslexia if this is the normal classroom practice.

**Scribes**

Scribes may be used for any test for learners who would normally receive this type of support in a classroom setting or have the need for a scribe as a result of a recent impairment. A scribe should only be used to support a learner who meets one of the following criteria.

- The learner is a Braillist.
- The learner is physically unable to write down their answers and is unable to use a word processor; or they have a motor impairment or experience physical or mental discomfort when writing; or their writing is extremely slow.

Where a scribe is used a note to this effect should be put on the learner’s paper(s).

**Readers**

In the numeracy tests, readers may be used in accordance with the test administration guidance supplied with the tests.

In the reading tests, readers can only help a learner to read general instructions and locate the pages to which they are referred in the questions. No other help with reading should be given.
**Mechanical and/or technological aids**
Learners can use their mechanical or technological aids in the tests if that is their normal classroom practice, and provided these do not reduce the level of the demand in the tests. Learners must not use screen-reader software or a spell-checker program in the **reading** test; under the same principle, in the **numeracy** test counting aids are not permitted.

**Additional time**
**Certain learners may have extra time where this follows from either the modified papers they are to use or their normal classroom practice.**

Learners using the Braille and modified large print (MLP) versions of the tests can have up to 100 per cent additional time, at the discretion of the school. Learners who are not using the Braille or MLP versions of the tests can have the amount of additional time specified for their normal classroom work, up to 100 per cent. For example, if a learner customarily has an extra 25 per cent of time to complete their work in class, then they can have 25 per cent of time added to the test. This would include learners such as those with language difficulties or with hearing impairments which lead to the need for additional processing time. Schools should have evidence that learners are normally allowed additional time if it is to be allowed in the tests. **No other learners are allowed additional time for the tests.**

**Separating tests into sections and provisions of rest breaks where learners have difficulty concentrating or experience fatigue**
Some learners may have an additional learning need which involves difficulty concentrating or leads them to experience fatigue, due to a health problem or to a difficulty in processing information, for example flowing from a hearing impairment. In such cases, the tests may be split into coherent sections (‘chunked’) as they would be for younger learners, or the clock may be stopped, to allow for rest breaks. This may, if necessary, be combined with the ‘additional time’ provision discussed above.

**Use of prompters for learners with severe attention challenges**
Learners with severe attention challenges may be supported by a prompter where this is normal classroom practice. Where a prompter is used, the test should be taken in a separate room. The prompter may only draw the learner’s attention back to the test; no support or guidance may be given as to the method of taking the test.

**Use of separate rooms for one-on-one support**
Separate rooms should be used for learners whose additional learning need warrants this, and also in cases where the nature of a learner’s support risks distracting or advantaging other learners taking the test.

**Environmental and delivery considerations relevant to learners with additional learning needs**
Where schools are administering the tests to learners with additional learning needs (ALN), especially those with hearing impairments or on the autistic spectrum, it is particularly important that the tests are administered in a room with good acoustic quality, to enhance their ability to take in instructions. Such learners may also need additional processing time in order to understand and recall these instructions and test administrators should check that they have understood the requirements before proceeding with the test.
Additional considerations for learners with sign language support
Learners who use sign language to access the curriculum may have sign language support in the tests. For the reading tests all the instructions and the practice questions may be signed to ensure the learner understands the procedures. As the reading tests are assessing reading skills, the questions and texts may not be signed. The learner shall normally write their own responses; if they have a scribe under no circumstances may the learner’s responses be corrected in transcription. In numeracy tests, the complete test may be signed by/communicated to the learner. The learner may sign their responses to be transcribed by the communicator. Learners must not be in a position to see other learners’ signed responses.

Support for learners who find difficulty in engaging with the tests or experience distress
It is good practice to allow learners who are likely to finish the tests early to bring with them a reading book or a suitable piece of work to occupy themselves with whilst the others in the class or test group finish the test session.

If a learner has been entered for the tests and, notwithstanding having been properly prepared and supported, becomes distressed, then the practitioners administering the tests should support them in the same way as they would if they became upset over a piece of class work. This could include allowing them to resume sitting the test at a later date within the test window, if appropriate.

Provision of modified tests
Modified tests are available to support learners with visual impairment or learners who normally use large print as part of their normal classroom practice.

The following modified tests are available.

- **Braille** – Braille grade 2. Diagrams may be provided on brailon, film or swell paper.
- **Modified large print** – B4-sized, 18 point font, in black and white.
- **Enlarged print** – B4-sized, 14 point font, in black and white.

The language of the tests and learners’ response language
The English and Welsh reading tests are designed to test learners’ ability to read in English and Welsh. The test must be conducted in English or Welsh and learners must respond in English or Welsh, as appropriate.

In numeracy, the tests are designed to test learners’ numerical knowledge, skills and understanding. Teachers and/or language support staff may translate the test or learners’ responses.

Translation of instructions for reading tests
It is permissible for the general instructions for the reading test to be translated. This may be done in writing, in advance, or by a reader/translator provided for the purpose. Readers or translators may not translate the texts and related questions, or provide assistance in interpreting them.

Translation of numeracy test papers
Schools may translate whole numeracy test papers for English as an Additional Language and Welsh as an Additional Language (EAL/WAL) learners and for those who regularly have their work translated. However, the use of written or oral translations for children with English
or Welsh as an additional language must be normal classroom practice. Schools must be able to justify the decision to provide translation, with reference to evidence to show that resources are routinely committed to providing this support. If translations are provided orally, the test administration guidance must be followed. Headteachers are responsible for making arrangements to assure the quality of any translation made. The use of free web-based translation services is not recommended.

Those administering the tests should also bear in mind that learners for whom Welsh or English is an additional language (EAL/WAL), or who use British Sign Language (BSL) or other sign-supported communication, may not be familiar with some subject vocabulary and technical terms in their preferred language.

**Mechanical and technical aids and other assistance for EAL/WAL learners**

EAL/WAL learners may use dictionaries and electronic translators, where this is normal classroom practice, in relation to the numeracy tests only. Dictionaries and electronic translators may not be used in the reading tests unless, exceptionally, to help learners understand the general instructions.

**Entering learners for tests other than those for their national curriculum year group**

Some learners with **significant additional learning needs** who would be disapplied from one or more of the tests for their national curriculum year group may be able to register some attainment against the tests if they take the reading or numeracy test for the national curriculum year group which best matches their attainment against the annual expectations set out in the Literacy and Numeracy Framework. However, test results for a learner taking an ‘out of year’ test cannot be included in the school’s data submission. Schools would be able to use the look-up tables which will be published on the Learning Wales website after the test window to calculate progress scores (and, in some cases, age standardised scores) for these learners and to report to parents/carers. Such a decision should be made in the light of advice from the relevant local authority and recorded prior to the delivery of the test packs.

Learners may not take the National Reading and Numeracy Tests for a higher national curriculum year group.

**Administering additional, ‘out of year’ tests to learners for diagnostic purposes**

If schools are using spare papers to administer additional, ‘out of year’ tests to specific learners for diagnostic purposes, this may only be done outside the National Reading and Numeracy Test cycle and results **cannot** be included with the data submitted by schools.

**Modified tests**

**What are the modified tests?**

Modified tests are available to support learners with visual impairment or learners who **normally use large print as part of their normal classroom practice**. There is also guidance to support those administering the modified tests to learners with a hearing impairment.

The following modified tests are available.

- **Braille** – Braille grade 2. Diagrams may be provided on either brailon, film or swell paper.
What are enlarged print test papers and which learners will need them?
Learners with visual impairment or other special educational needs may need enlarged print test papers, if that is how their class materials are generally presented. The enlarged print (EP) test papers are an exact enlargement of the standard test papers and they are intended to represent the tests as if they had been enlarged on a photocopier. The font size is approximately 14 point, and they are printed in black and white on B4 paper, and bound with wire-comb. B4 paper measures 353mm by 250mm.

What are modified large print test papers and which learners will need them?
Learners with severe visual impairment or other significant needs, such as Asperger's, autism or dyslexia may benefit from using the modified large print (MLP) versions of the tests. However, the MLP format is only suitable if learners are used to being presented with modified materials as part of normal classroom practice. The font size is 18 point, the diagrams are simplified or omitted, and they are printed in black and white on B4 paper and bound with wire-comb. B4 paper measures 353mm by 250mm.

Enlarged print tests are available for learners in Years 4 to 9.

EP/MLP papers for learners in Years 2 and 3
For learner manageability reasons, learners in Years 2 and 3 requiring enlarged print tests should use the modified large print tests.

Why are the EP and MLP tests printed on B4 paper?
EP test papers have to be on paper larger than A4 because they are enlargements of the standard papers. Similarly, MLP is on larger paper to accommodate the modified diagrams and the larger font size. For learner manageability reasons, it is not desirable to use A3 paper, so B4 is used as it is smaller than A3 but larger than A4.

Why are the MLP and EP versions in black and white rather than in colour?
While a significant number of learners with visual impairment can access black print on white paper, not all can access colour. The tests are produced in black and white to enable as many learners as possible to access the tests independently. If learners are able to access colour, the colour illustrations in the standard versions of the reading tests can be enlarged on a colour photocopier and inserted into the MLP or EP booklets.

Can we order two different versions of the tests for one learner?
Yes, you can order two versions of the same test for one learner if their normal class material is a mixture of formats. However, test administrators should note that one version may have a slightly different markscheme to the other. Care will therefore be needed while administering and marking tests where a learner has used two different formats.

How much additional time can a learner using the modified tests have?
The same arrangements that apply to takers of the standard tests apply to those taking the modified tests. Learners using the Braille and MLP versions of the tests can have up to 100 per cent additional time, at the discretion of the school. Learners using the EP versions of the tests can have the amount of additional time specified for their normal classroom work, up to 100 per cent. For example, if a learner customarily has an extra 25 per cent of time to...
complete their work in class, then they can have 25 per cent of time added to the test. Schools should have evidence that learners are normally allowed additional time if it is allowed in the tests.

Are the tests available on coloured paper for learners with dyslexia, or in other formats?
The tests are only available in Braille, MLP and EP. As noted under ‘Access arrangements’, if schools have learners that need the tests in other formats, schools may adapt the tests to suit the individual needs of their learners. This may involve photocopying the tests onto coloured paper, or enlarging any format of the test to a particular size. Coloured overlays and coloured filter lenses may also be used in the case of learners with dyslexia if this is the normal classroom practice.

Can the school make their own or further adaptations to the tests?
In exceptional cases, if the needs of a particular learner are not met by the modified tests that are available, schools can adapt the tests to suit the needs of individual learners. However, schools should take particular care where there are references to other pages in the tests, or where diagrams have been drawn to scale.

What is the format of the Braille tests?
The Braille tests are produced in fully contracted Standard English Braille or Welsh Braille. The text is embossed single-sided and Braille capitals are used. If this format does not suit an individual learner, schools may re-Braille the tests to suit the needs of any individual learner.

Learners can read in Braille and respond in print, and vice versa, if this is the usual classroom practice.

Disapplication

For the purpose of allowing learners’ progress in reading and numeracy to be tracked, even small steps of progress as measured by the tests will be meaningful. It is vital therefore, that all learners who can access the tests are allowed and supported to do so.

As a statutory part of the assessment framework, the tests have been designed to allow as many learners as possible to have access to them and there is an expectation that nearly all learners will do so. To facilitate this and extend the range of learners able to access the tests, a range of access arrangements are in place to support learners in taking the tests and a suite of modified tests is also available. There may, however, be a small number of learners who, exceptionally, are unable to participate notwithstanding these arrangements. Schools have responsibility for making arrangements to identify learners who are incapable of working at the level of the tests, and those who are working at that level but are (i) unable to access them, or (ii) able to access them but only at a considerable disadvantage. This section of the guidance is intended to assist schools in identifying such learners and discharging this responsibility.

The decision that a learner should not take the tests is for the headteacher to make, having had regard to this statutory guidance, having considered whether any of the access arrangements available would support the learners to access the tests, and having taken advice from their local authority and/or regional consortia. Unlike under former arrangements, it is not necessary for headteachers to make a direction disapplying the national curriculum in
order to do this. However, headteachers must be willing and able to explain and justify any such decision to the learners’ parents/carers and the responsible local authority, from whom advice must be sought prior to any decision to disapply. The use of this facility will be monitored and may be subject to challenge by local authorities if apparently inappropriate patterns of disapplication emerge – therefore supporting evidence must be retained for any decision.

All disapplication decisions must be made individually, rather than en bloc, and on the merits of the case. A learner disapplied from the reading test is not automatically disapplied from the numeracy tests or vice versa, neither does disapplication from the numeracy reasoning test presuppose disapplication from the numeracy procedural test. Each case must be considered on its merits, depending upon that learner’s individual needs.

**Learners who cannot access the tests even with modifications**

Some learners’ additional learning or other needs will be sufficiently significant or severe that, in the view of the headteacher, they will not be able to access one or more of the tests, or would be at a substantial disadvantage, even with full use of the modified tests available and application of the available access arrangements/making of reasonable adjustments. This is particularly likely to be the case for learners with Severe Learning Difficulties or Profound and Multiple Learning Difficulties. Headteachers may therefore determine that such learners are not required to take the tests.

For the purposes of deciding whether or not disapplication under this criterion is appropriate, schools should consider whether or not learners are able to demonstrate any of the expectations set out in the National Literacy and Numeracy Framework (LNF) for the national curriculum year group the learner is in or, in the case of the numeracy reasoning tests, the expectations for the relevant phase or key stage. If learners are judged as not being able to meet any of the relevant expectations in the LNF and to be operating at a number of years below the level appropriate for their year group, then disapplication may be appropriate. Appropriate reference can be made to the previous years’ National Reading and Numeracy Test papers for an indication of the level of challenge of the relevant paper or papers.

**Learners in relation to whom relevant sections of the national curriculum have been disapplied**

Some learners may have a Statement of Special Educational Needs which (as provided for in section 113 of the Education Act 2002) modifies or disapplies some or all of the national curriculum. In addition, under sections 113–116 of the Education Act 2002, headteachers may temporarily disapply the national curriculum for a particular learner if, for the time being, it is inappropriate to offer the national curriculum as it currently applies to them. Where such a disapplication has an effect on the literacy and/or numeracy elements of the curriculum such that the learner’s ability to undertake the tests would be adversely affected, the headteacher may determine that that learner need not take the test or tests.

**Learners entering from different education systems and whose ability to access the tests cannot be established**

If a school does not have time to determine a learner’s ability to access the tests before the testing cycle commences, for example because they have recently arrived from a different education system, the headteacher may determine that learner need not take that year’s tests. This provision applies for that year’s tests only.
Disapplication and school and local authority statistics
In the interests of inclusion, it is Welsh Government policy to include all learners in the denominator for the calculation of performance indicators, including for teacher assessment results and GCSE and A-level results. This also applies to the calculation and reporting of reading and numeracy test results. Disapplied learners will therefore be treated as having a standardised score of 85 or below for school, local authority and national reporting purposes.

Welsh Government will monitor rates of disapplication and schools that show unusual patterns of disapplication will be followed up.

Disapplication and disaggregation in relation to English or Welsh as an additional language (EAL/WAL) learners

Disapplication in relation to EAL/WAL learners
Disapplication would be appropriate for relatively few EAL/WAL learners. Any decision on disapplication in relation to EAL/WAL learners should be discussed in advance with the relevant local authority/consortium officer.

Learners who are new to the British education system
Learners from a non-English or Welsh-based education system (NEWBES) may not be disapplied from the tests solely for this reason. Such learners must sit the tests unless they cannot access them, or the school cannot assess their ability to do so, as outlined above. However, their assessment outcomes may be excluded from calculation of aggregate, published school-level and local authority-level statistics. The criteria to identify learners whose results may be excluded are:

- the learner’s first language is not English or Welsh
- the learner has arrived or recently returned from a non-English- or non-Welsh-based education system
- the learner arrived in the United Kingdom (UK) on or after the start of the school year preceding that in which the tests are sat (i.e. on or after 1 September 2012).

All three of these criteria must be satisfied.

Disaggregation of NEWBES from school- and local authority-level statistics
Provided schools have declared the relevant learner as NEWBES in their management information systems and entered a valid entry date, the Welsh Government will take this as a decision by the headteacher that the learner is to be excluded from school and local authority statistics. The learner’s results must still be submitted in the appropriate manner as part of the National Data Collection. Their results, although disaggregated from school and local authority results by this process, will be included in national level statistics.
Annex 6: Technical guidance on accessing stimulus materials for National Numeracy Test (Reasoning)

Introduction

The stimulus materials are supplied as PowerPoint files on a disk. They should be accessed using a computer (PC/Mac) not a CD player. The role of the stimulus materials is described in Annex 4 and in the test administration guidance for the relevant year group supplied with the test materials.

Each section below provides technical information on accessing a PowerPoint file through specific computer operating systems: Windows XP, Windows Vista/Windows 7, Windows 8 and Apple Mac.

Windows XP

You will need to have Microsoft PowerPoint installed on the PC in order to play the stimulus material.

In Windows XP, a disk will typically open the PowerPoint file automatically.

If the presentation doesn't launch, you must open the disk folder and double-click on the PowerPoint presentation to start the presentation.

First click on Start, and then on My Computer.

Then double-click on the disk with the PowerPoint presentation on – this will usually be labelled as drive D or drive E.
This will start the PowerPoint file.

If the PowerPoint file contains animation or video and you see an error message, it will usually be because Adobe Flash is not installed correctly. You can download a free version of the current Adobe Flash player from [http://www.adobe.com/flashplayer](http://www.adobe.com/flashplayer)

If you see a message about ‘ActiveX controls’ or ‘Macros’, you can safely enable them, as the disk has been checked for malware.

**Windows Vista/Windows 7**

You will need to have Microsoft PowerPoint installed on the PC in order to play the stimulus material.

In Windows Vista and Windows 7, a disk will usually open the AutoPlay options window.

Click on the Run program option, and the PowerPoint file will open.
If the PowerPoint file contains animation or video and you see an error message, it will usually be because Adobe Flash is not installed correctly. You can download a free version of the current Adobe Flash player from [http://www.adobe.com/flashplayer](http://www.adobe.com/flashplayer)

If you see a message about ‘ActiveX controls’ or ‘Macros’, you can safely enable them, as the disk has been checked for malware.

**Windows 8**

You will need to have Microsoft PowerPoint installed on the PC in order to play the stimulus material.

In Windows 8, the Autoplay window will appear in the start area. Click or tap on the window to open the Autoplay options window.

Click on the Run program option, and the PowerPoint file will open.
If the PowerPoint file contains animation or video and you see an error message, it will usually be because Adobe Flash is not installed correctly. You can download a free version of the current Adobe Flash player from [http://www.adobe.com/flashplayer](http://www.adobe.com/flashplayer)

If you see a message about ‘ActiveX controls’ or ‘Macros’, you can safely enable them, as the disk has been checked for malware.

**Apple Mac**

You will need to have Microsoft PowerPoint installed on the Mac in order to play the stimulus material.

Insert the disk into the drive tray and close the drive. The disk icon will appear on your desktop.

![Disk Icon](image)

Double click on the disk icon and a window will open showing the contents of the disk.

![Disk Contents](image)

You will see two files with the suffix .pps – one is the PowerPoint file English version, the other is the Welsh version. Double click on the file icon and the PowerPoint presentation will play.

Microsoft PowerPoint for Mac does not have all the functions of the Windows version and will not play animated slides or slides with video content.
Where video or animation is featured in the PowerPoint file, there is an alternative file on the disk in a format which will play on the Mac. You will see an instruction file ‘Note for Apple Mac users’ on the disk in this case.