National curriculum tests

Key stage 1

Mathematics

Paper 2: reasoning pack

Information on when the tests should be administered and instructions on opening the test packs will be provided in this space on the 2016 live tests.

SAMPLE TEST

Published July 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable.

Some of the documents or procedures mentioned in these instructions, such as when the test must be administered and the opening instructions, will be applicable to a live test scenario only.

Further information is available on GOV.UK at **www.gov.uk/sta**.

For test administration

2016 Key stage 1 mathematics sample test Paper 2: reasoning

The key stage 1 mathematics sample test consists of 2 papers. The papers must be administered in order. Pupils can have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

Paper 2: reasoning

The following information explains how to administer mathematics Paper 2: reasoning. If you have any questions, you should check with your headteacher or key stage 1 test co-ordinator before you administer the test.

Please make sure you follow these instructions correctly to ensure that the test is properly administered.

Format	• This test consists of a single test paper. It is expected that the reasoning paper will take approximately 35 minutes to complete (not strictly timed). • It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early. • The paper includes a practice question and 5 aural questions. • After the aural questions, the time for the remainder of the paper should be approximately 30 minutes.
Equipment	Pupils will need the equipment specified below: • a blue / black pen or a dark pencil • a sharp, dark pencil for mathematical drawing • rulers (showing centimetres and millimetres). Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations: • bilingual dictionaries or electronic translators • bilingual word lists • monolingual English electronic spell checkers. Pupils are not allowed the following equipment in the test: • calculators • number apparatus e.g. ten base materials, number squares, number lines etc.
Assistance	You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage. • If a pupil requests it, a question may be read to the pupil on a one-to-one basis. • If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name. • At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it. The examples below illustrate how to deal with some common situations. **Q.** What does 'fraction' mean? **A.** I can't tell you, but think hard and try to remember. We can talk about it after the test. **Q.** What does '>' or '<' mean? **A.** I can't tell you, but think hard and try to remember. We can talk about it after the test. If any everyday context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.

Before the test begins	• Review the list of pupils with any particular individual needs: e.g. pupils who may need a scribe or a transcript made at the end of the test. Ensure that you know how to administer any access arrangements correctly. • Check that there are enough administrators to maintain supervision and support for the test. You should consider the possibility of at least 1 test administrator needing to leave the room with a pupil. • Ensure that you understand how to deal with issues during the tests.
How to deal with issues during the test	It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort: • test papers are incorrectly collated or the print is illegible • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the test room during the tests • a pupil is caught cheating. If you need to stop the test: • make a note of the time • make sure pupils are kept under test conditions and that they are supervised • if they have to leave the room, ensure they don't talk about the test • speak to your test co-ordinator or a senior member of staff for advice on what to do next. You should brief your headteacher on how the incident was dealt with, once the test is over.
What to do at the start of the test	• Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. • Ensure each pupil has a copy of mathematics Paper 2: reasoning.
What to say at the start of the test	It is important to brief pupils fully at the start of each test. You should use these instructions to introduce mathematics Paper 2: reasoning. **The wording of these instructions can be adapted, provided the meaning is retained.** Explain to the pupils that this is the key stage 1 mathematics Paper 2: reasoning. Tell the pupils that they should have a test booklet in front of them. Tell the pupils to write their name on the front of their test booklet. Ask the pupils to open their test booklet at page 2. Explain that Amy and Abdul are two children who are in these questions. Explain that there are different children mentioned in other questions as well. Their names are Sam, Ben and Sita. Explain to the pupils that you will read aloud some questions for them to answer. Explain that you will read each question twice only, leaving a short gap in between. Tell the pupils that they must listen very carefully when you read the questions. Tell the pupils that you will explain how to write answers to each question and that they will have plenty of time to work out the answers. Tell the pupils that they must work on their own and they must not call out the answers. Explain to the pupils that, if they make a mistake, they should cross it out or rub it out and write their new answer clearly. Additionally, where necessary, you can show the pupils how to change their answers if they think they have made a mistake. Explain that some questions will have boxes for them to write their answers in and they can do any working out in the white spaces around the boxes, if they need to. Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer.

What to say at the start of the test (continued)	Ask the pupils to turn to page 3 of the booklet. Explain that there is a practice question on page 3. When reading the question to the pupils, remember to repeat the question. Repeat the bold text only. *This is a practice question for us to do together.* Help the pupils to locate the question where necessary. ***Look at the ladybirds.*** ***How many ladybirds are there?*** *Write your answer in the box.* Before proceeding, ensure that the pupils know where they should have written their answer and the number they should have written on and discuss methods the pupils used to work out their answer. Allow the pupils to change their answers to the correct one by crossing out or rubbing out, to make sure they know the way to correct errors. Explain to the pupils that you will now read out questions 1 to 5. Tell the pupils that they should try to answer all of the questions. If they can't answer a question, they should move onto the next one and come back to that one later. Remind the pupils that you can't help answer these next questions. Tell the pupils that they should try to work them out on their own. Ask the pupils if they have any questions they want to ask you before you start. Then read questions 1 to 5, allowing time for pupils to write their answers. When reading the question to the pupils, remember to repeat the question. Repeat the bold text only. At the end of each question, allow sufficient time for pupils to complete what they can.
Question 1	*Question 1* ***What number is one less than twenty-four?*** *Write your answer in the box.*
Question 2	*Question 2* *Turn over the page and find the answer box to question 2.* ***How many tens are there in ninety-six?*** *Write your answer in the box.*
Question 3	*Question 3* *Look at the picture of the bottle and the units in question 3.* ***Here is a bottle of water.*** ***What is the capacity of the bottle:*** ***two centimetres, two kilograms, two degrees Celsius or two litres?*** *Circle the capacity of the bottle.*
Question 4	*Question 4* *Find the answer box for question 4.* ***Amy has a sheet of paper.*** ***She cuts the sheet into halves.*** ***How many pieces of paper does she have now?*** *Write your answer in the box.*

Question 5	*Question 5* *Look at the picture of Sam and Ben in question 5.* ***Sam's arm is fifty centimetres long.*** ***Ben's arm is forty centimetres long.*** ***How much longer is Sam's arm than Ben's arm?*** *Write your answer in the box.*
What to say at the start of the test (continued)	Explain to the pupils that is the last question you will read to them all. Tell the pupils, that when you tell them, they will need to read the questions in the booklet. Explain that in some places there will be an answer box. In other places, they may need to write their answer on a diagram or picture. Explain that they can use the white spaces on the page to do any working out, if they need to. Tell the pupils that they have approximately 30 minutes to complete the rest of the paper. Tell the pupils to turn to page 6 and start working.
What to do at the end of the test	If any pupil needs a transcript, complete it with the pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended.
Marking the tests	Use the key stage 1 sample test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.

2016 key stage 1 sample mathematics Paper 2: reasoning pack
Electronic version product code: STA/15/7356/PKe ISBN: 978-1-78315-897-3

Standards & Testing Agency