

# The Medway Test 2025

**(2026 Admissions)**

**Special Arrangements Guidance for pupils from Medway and Non-Medway schools sitting the Medway Test**

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## Changes for 2025:

* Inclusion of test structure and timings
* Additional items added to Resources/Aids that do not require a request
* Clarification on:
  + 25% additional time alongside other requests
  + Stop the Clock requests
  + Use of EpiPens/medication in test centres
  + Reader and oral translator guidance with regards to answer sheets
  + Availability of modified test paper formats
* New criteria to:
  + requesting therapeutic aids
  + parent/carer on site
* New section on:
  + supported aids
  + EHCPs
  + Group size
* New layout to request form to align with guidance

## Section 1: The Submission Process

1.1 A pupil must be registered to sit the Medway Test to be considered for special arrangements.

1.2 Medway Council strongly advises schools to discuss with parents/carers whether their child would require support using special arrangements to sit the Medway Test, well in advance of the deadline for the request(s).

1.3 **Submission closing date is Monday 23 June 2025.**

1.4 **A late submission is not permitted.**

1.5 **Notification of outcome decisions will be posted** to parent/carers via Royal Mail and copied to schools via direct email address from 22 July.

1.6 Due to the logistical organisation and printing by an external provider of the test, the council is unable to accept request forms after this date. This is an absolute deadline. If you believe the pupil will become eligible e.g. they are awaiting a diagnosis, please complete the form, giving as much detail as possible and submit it by the closing date.

1.7 The school (not parent/carer) must obtain the request form directly from Medway Council via [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk)

1.8 The school must complete the request form, provide all supporting evidence and return it to Medway Council via:

Email: [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk)

Post: Medway Test, Medway Council, Dock Road, Chatham, Kent, ME4 4TR

1.9 The email address provided on the form must be a direct email address. Shared mailboxes or correspondence sent via Egress is not permitted.

1.10 There is no acknowledgement of receipt for any request form and/or evidence. Automatic replies are sent in response to all emails [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk) receives.

1.11 Requests direct from parents/carers are not permitted.

1.12 The panel may decide to grant the use of all/some/none of the arrangements requested depending on the evidence provided. Special arrangements granted by Medway may be different to those granted by other local authorities.

1.13 There is no review of the decision that is granted, and no changes can be made to the special arrangements that have been granted by the independent panel.

1.14 Panel will **only review** arrangements where evidence has been submitted.

## Section 2: Test Structure and Timings

**Table 1:** Standard test timing

|  |  |  |  |
| --- | --- | --- | --- |
| **Test paper** | **English** | **Mathematics** | **Reasoning** |
| **Number of practice questions** | 3 | 2 | * Spatial Reasoning/ Non-Verbal Reasoning: 4 * Verbal Reasoning: 2 |
| **Time taken to answer practice questions** | 5 minutes | 2 minutes | * Spatial Reasoning/ Non-Verbal Reasoning: 30 seconds each. * Verbal Reasoning: 2 minutes |
| **Overall duration of the timed test that is marked (excluding administration and practice questions)** | 30 minutes | 50 minutes | * Spatial Reasoning/ Non-Verbal Reasoning: 20 minutes * Verbal Reasoning: 25 minutes   Total timed test: 45 minutes |
| **Test elements** | * Comprehension * Punctuation * Grammar | * Mathematical elements | * Spatial Reasoning * Non-Verbal Reasoning * Verbal Reasoning |
| **Timed sections?** | No. The whole test must be completed in the 30 minutes. | No. The whole test must be completed in the 50 minutes. | Yes. Four timed sections for Spatial Reasoning/Non-Verbal Reasoning and one timed section for Verbal Reasoning |

## Section 3: Completing the Request Form

3.1 The form can only be submitted once and further submissions will not be accepted, unless ‘yes’ has been indicated on the request form for awaiting a diagnosis (see section 4).

3.2 All arrangements requested for the pupil must be ticked on the form which is included with this guidance. **Any special arrangements not ticked will not be considered by the panel**.

3.3 For any arrangement to be confirmed, all relevant sections of the request form must be completed by the school only.

3.4 An explanation must be provided as to why each individual special arrangement is being requested.

3.5 Provide details of the evidence being submitted for each individual special arrangement being requested. Details must include document name and page number(s) which refer to highlighted section(s) within the document.

3.6 Evidence must be submitted in PDF form to support **each** special arrangement requested with relevant sections highlighted.

3.7 By signing the form, the school and parent **declare, confirm, acknowledge, and accept** that no further evidence can be submitted for further review, unless ‘yes’ has been indicated on the request form for awaiting a diagnosis (see Section 4).

3.8 The content of the request form and supporting evidence submitted alongside is in agreement between the parent/carer and the school. Therefore, the form cannot be accepted without **both** school and parent/carer signature. If the parent/carer is not able to be present in school to sign the form in person, the school must obtain parent/carer confirmation in writing by email to [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk)

## Section 4: Awaiting medical diagnosis

4.1 Where a pupil is awaiting a medical diagnosis that will require special arrangements and the appointment(s) is after Monday 23 June 2024, consideration will be given to the late submission of medical evidence for the diagnosis.

4.2 The table below provides the deadlines for submitting the medical evidence for the diagnosis.

|  |  |  |  |
| --- | --- | --- | --- |
| **Medical Appointment** | **Medical Evidence submission deadline (see 17.3)** | **Email Notification of Panel’s decision** | **Test with school peers** |
| Between 23 June 2025 and 29 August 2025 | 29 August 2025 | 8 September 2025 | Yes with or without special arrangements |
| Between 30 August 2025 and 19 September 2025 | 19 September 2025 | 13 October 2025 | No with or without special arrangements. |

4.3 **You must still complete and submit the request form by Monday 23 June** 2025.

4.4 The completed form **must** state all requests including those that the medical diagnosis may support.

## Section 5: Injury/surgery/unexpected medical treatment/bereavement

5.1 Where a pupil is marked in as present at registration on test day, this confirms they are mentally and physically fit to sit on their allocated test date. However, children sometimes sustain injuries or require surgery or undergo unexpected medical treatment which may impact them accessing the test.

5.2 Should a pupil sustain an injury, require surgery or undergo unexpected medical treatment prior to or on 19 September, which will require special arrangements to enable the pupil to access the test, the parent/carer must:

* Notify [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk) as soon as possible and before their allocated test day to obtain a copy of the **Medway Test Section 5 Form**
* Provide details to the school who must complete Sections A and B of the form and submit to [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk)

The school must:

* Complete the form even if a request for special arrangements has already been submitted for the pupil.
* Return the completed form by the dates outlined in 5.
* 5.3 To be considered for special arrangements as a result of injury/surgery/unexpected medical treatment, and to ensure appropriate testing arrangements are put in place, the parent/carer and/or school must provide details where appropriate of:
* Discharge notification/summary
* Medication and pain management
* Referral letter/GP and/ or hospital letter/reports
* Return date to school
* Recovery time
* Regular updates on the pupil’s recovery/ongoing treatment

5.4 Requests can be made and will be considered for the following **special arrangements**:

* Scribe
* 25% additional time
* Stop the clock
* Reader
* Medical aid
* Page turner
* Access to pain management/medication
* Other access requests that reflect classroom provision

5.5 The panel will consider the request but there is no guarantee the arrangement(s) will be granted.

5.6 By submitting the Medway test Section 5 Form and based on the nature of the injury/surgery/unexpected medical treatment, evidence submitted and recovery time, Medway Council, in conjunction with the independent panel, will decide which test date your child will sit. This will be a different date to their peers to allow for recovery time.

5.7 The request form must be obtained from Medway and submitted by the following dates if the injury/surgery/unexpected medical treatment requires special arrangements:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Injury/surgery/unexpected medical treatment occurs… | Form submission deadline | Email Notification of Panel’s decision | Test with school peers | Additional information |
| Up to or on 19 September | by 19 September 2025 | by 13 October 2025 | No | The final date for notification of any changes is 3 November 2025 |

5.8 The school and parent/carer will be notified by email (owing to time constraints) of the panel’s decision.

5.9 The pupil will sit all 3 test papers in one day either in a Medway school or a Test Centre.

5.10 All pupils sit the same Medway test papers. There are no changes to the layout, number or sequence of questions, or order the test papers are administered in. See Section 2, tables 1 and 2 for test time.

5.11 Failure to notify Medway Council before the allocated test date that the pupil is not physically and mentally fit to sit the test or requires special arrangements for an injury/surgery/unexpected medical treatment will result in the pupil sitting the test with their peers. Medway test results cannot be changed. There is no academic assessment review, remark, resit or appeal for any test paper/result for the Medway Test.

5.12 If the pupil suffers a bereavement of a family member, friend, pet or someone at school and this has occurred within year 5 or first term of year 6 and may affect them accessing the test, or has a parent or sibling who is receiving palliative care which may impact them accessing the test, please contact [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk)

## Section 6: Resources/Aids that do not require a special arrangements request

6.1 Alongside items allowed in the test room, a pupil can take and use the following during the test day without submitting a request:

* Antihistamines
* Coloured overlay
* Ear defenders
* Eczema cream
* Hearing aids
* Inhaler
* Pencil grip
* Prescription glasses
* Sloping board
* Therapeutic aid, see Section 15.3 for criteria requiring a request form
* Tinted glasses

6.2 The use of EpiPens, prescribed medication/painkillers:

* Medway school pupil: a request form is not required.
* Pupil sitting in a test centre: a request form must be submitted if the pupil is not able to administer their own EpiPen/prescribed medication and/or painkillers themselves. See Section 15.1.3.3.

6.3 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them any resources or aids from the list in Section 6.1. If item(s) are unavailable for the pupil, they can choose to sit the test without the resource/aid or not sit the test.

6.4 If the pupil arrives at a test centre with their own EpiPen/prescribed medication and/or painkillers that they cannot administer themselves and a special arrangements request form has not been submitted, the pupil will not be allowed to sit the test.

6.5 If a pupil arrives at a test venue with a supportive aid see Section 15 and a special arrangements request form has not been submitted, the pupil will not be allowed to sit the test.

6.6 Items not allowed in the test room are listed in the test day information sheet and pupils will be reminded of these at the start of each test. A copy is also provided with the pupil’s test invite at the end of August. If these items are found with the pupil, they will be confiscated, and the pupil will be disqualified from the Medway Test.

## Section 7: Creating an Appropriate Testing Environment

7.1 Medway Council expects all pupils to demonstrate appropriate behaviour in the test environment. This is so all pupils have a calm and safe environment for their test.

7.2 In a few circumstances, requests are submitted to support the pupil’s behaviour and/or assist with their medical need. This may require additional arrangements for a calm and safe test environment that will also limit distraction and disruption to other pupils sitting the test. Examples of evidence required for such requests include but are not limited to:

* A detailed pupil plan
* Description of the pupil’s behaviour
* Behaviour management strategies
* Medical intervention provision
* Medical evidence/referral for anxiety, medical condition etc which a testing environment could impact upon.

7.3 If the pupil is sitting the test in a **Medway school** and behaviour becomes such that the school’s behaviour policy or the pupil plan needs to be implemented, a record will be made on the incident report form by invigilation staff and the staff manual will be followed. This could lead to the pupil being removed from the test.

If the pupil is sitting the test in a **test centre** and behaviour becomes disruptive, a record will be made on the incident report form by invigilation staff and the staff manual will be followed. This could lead to the pupil being removed from the test. The parent/carer will be contacted who will need to collect their child from the test centre.

7.4 Where the pupil is sitting the test in a **test centre**, the panel requires the evidence set out in Section 8 to consider if the pupil’s parent/carer must stay on site for the duration of the test day for medical circumstances, the safety of their child, peers and invigilation staff. The parent/carer will be informed of this in the decision outcome letter

7.5 It is mandatory that the parent/carer must stay on site for the duration of the test day should the panel grant the arrangement stated in Section 7.4. If the parent decides not to stay on site, their child cannot sit the test on their allocated test day.

7.6 Without the evidence set out in Section 8, arrangements cannot be put in place for the pupil to access the test.

7.7 Further information on creating an appropriate testing environment can be found in the test day information sheet available from August.

## Section 8: Evidence Overview

8.1 Special arrangements are used to enable a pupil to access and/or participate in the Medway Test and must be part of normal classroom practice.

8.2 Special arrangements may be appropriate for pupils who have:

* an Education, Health and Care Plan (EHCP) or receive SEN Support.
* a learning difficulty and/or disability which significantly affects their ability to access the tests such as a hearing impairment, a visual impairment, processing difficulties, physical / motor difficulty.
* Medical condition that requires management during the test
* Emotional, social and behavioural difficulties.
* English as an additional language (EAL) and limited fluency in English.

8.3 Special arrangements must not advantage or disadvantage the pupil and the answers in **all** tests must be the pupil’s own.

8.4 To maintain a consistent and fair process of granting arrangements to all registered pupils, some arrangements require specific examples of evidence which are set out in this guidance.

8.5 All requests **must** be supported with evidence from the school that best illustrates the pupil’s learning need for each arrangement requested. Where this is not provided and/or the form is returned with no supporting evidence, the Panel will not grant the request(s).

8.6 The school must select the most appropriate arrangement(s) for the pupil’s learning need(s) which the evidence submitted also supports.

8.7 Parents/carers must provide the school with relevant evidence that the school may not have to support the request and check this has been included with the submission before signing the request form.

8.8 Evidence includes but is not limited to:

* Professional assessment/diagnosis of disability, health condition, difficulty or support learning need
* Referral letter confirming agreement to assess if the pupil is awaiting an assessment.
* Assessments carried out by qualified assessors (not parent, carer, relative of the pupil) e.g. dyslexia, supported with recognised standardised scores where required (see details from Section 4.3)
* EHCP **and** the most recent Person Centred Annual Review (PCAR) (See details from 8.2.1)
* School based provision map or support plan.
* School assessments with recognised standardised scores e.g. end of year test papers (refer to 8.3.3 for further details on submitting this type of evidence)
* Examples of everyday learning from literacy and maths in Year 5
* Inclusive practices that are part of normal classroom practice in Year 5

## Section 8.1: Medical Reports and Assessments

8.1.1 Where a pupil has a chronic medical condition e.g. diabetes, this must be supported by a medical diagnosis. Evidence of a diagnosis can be older than two years as some medical conditions are long term.

8.1.2 A diagnosis does not automatically qualify the pupil for a special arrangement.

8.1.3 If a medical report linked to a medical condition is to include standardised scores or a recent change in condition which is being relied upon as evidence for a specific arrangement, the evidence must not be older than two years.

8.1.4 Learning difficulties and disorders such as but not limited to Dyslexia, ADHD and ASD require evidence in the form of a medical and/or professional’s report. Confirmation of the difficulty and/or disorder can be more than 2 years old. Evidence which includes standardised scores or a recent change in condition which is being relied upon as evidence for a specific arrangement, this evidence must not be older than two years.

8.1.5 A medical report does not automatically qualify the pupil for a special arrangement.

8.1.6 Practitioner / medical letters and/or reports stating or recommending that the pupil requires certain arrangements for tests will not be accepted.

8.1.7 Supporting documents will not be accepted if they are older than two years i.e. carried out before summer term (July 2023).

8.1.8 Where a pupil has been accepted for or is awaiting an assessment, including an EHCP, the school can submit evidence of measures/support/interventions that they are implementing as part of normal classroom practice. A letter confirming the appointment is not sufficient evidence on its own and must be submitted alongside the school evidence. This does not cover requests for 25% additional time.

## Section 8.2: Evidence for pupils with an EHCP

8.2.1 Where a pupil has a (draft) EHCP/PCAR, school must still request special arrangements if these are required including 25% additional time see 8.2.2 below.

8.2.2 Pupils with an EHCP (including draft form) are automatically granted 25% additional time. Evidence of recognised standardised scores is not required but a special arrangements form must still be submitted indicating that 25% additional time is being requested.

8.2.3 The school must submit the pupil’s EHCP and the most recent Person Centred Annual Review (PCAR).

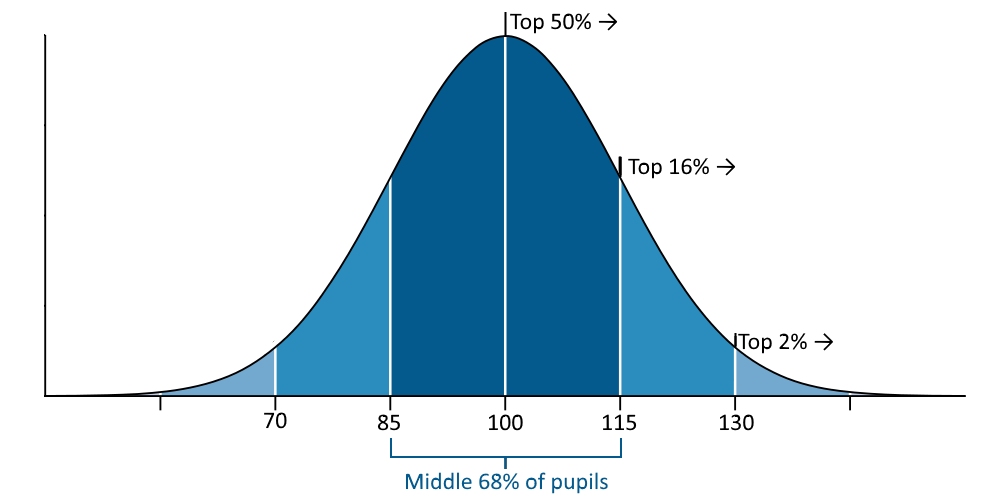
8.2.4 School has the option to not request 25% additional time for a pupil with an EHCP if the additional time is not suitable for the pupil and must indicate this on the form.

8.2.5 Other arrangements must be requested using the special arrangements form and supported with evidence for consideration by panel. This can include the EHCP/PCAR as well as other supporting evidence.

## Section 8.3: Recognised Standardised Scores

8.3.1 When reviewing standardised scores for requests for 25% additional time or reader, the panel refer to the following information:

* Pupils can be above average in most academic areas but have specific difficulties identified in assessments with standardised scores.
* The diagram below shows that standardised scores from 85 to 115 represent most pupils in the average range.
* Standardised scores below 85 (below the threshold) indicate low average scores.
* Pupils scoring below 85 may need special arrangements to support with specific difficulties.



8.3.2 Recognised standardised score assessments submitted as evidence must be no older than two years (i.e. since summer term Year 3) **and** have been carried out by a qualified practitioner/assessor or qualified teacher who is not a parent/carer or relative of the pupil.

8.3.3 Dyslexia diagnosis reports **must include** current, recognised standardised scores and assessments completed within the last **two** years. Where the dyslexia report falls outside of the 2 years, it is recommended that standardised scores from published test papers are submitted, see point 8.3.5.

8.3.4 GL rapid tests will not be considered on their own and must be supported by other assessments that provide recognised standardised scores.

8.3.5 School can use published test papers that convert raw scores to standardised scores. These must have been carried out in the last term of Year 4 or during Year 5 and must be submitted with the standardised scores achieved by the pupil clearly showing that 25% additional time **has not been added**.

8.3.6 The standardised scores must be related to the specific reason(s) for the request e.g.:

* Information processing speed: Cognitive Processing Assessment
* Reading speed

## Section 9: Requests for 25% additional time

9.1 25% additional time may be suitable for a pupil who has difficulty with:

* reading
* calculations involving number and problem solving
* processing information or
* an EHCP (including draft form)

9.2 Mandatory evidence for 25% additional time for pupils without an EHCP must fulfil the criteria below:

* a minimum of one recognised standardised score below 85 in the area of need
* from an assessment that must have been completed within the last two years
* include an assessment type as set out in points 8.3.3 - 8.3.5

9.3 Two requested arrangements, where one is 25% additional time, will not be granted for the same need. It is the school’s and parent/carer’s decision as to whether 25% additional time or a different arrangement is more appropriate to meet the pupil’s learning need(s) in a test environment. A request can be made for a reader or 25% additional time but not both. If the form requests both and the need is the same, panel will decide based upon the evidence submitted\*, which arrangement will be granted. \*Where evidence to support 25% additional time meets the criteria in this guidance.

9.4 25% additional time will be considered alongside other arrangements if for a separate need and supported by the relevant evidence e.g. a minimum of one recognised standardised score below 85 in the separate area of need.

9.5 25% additional time is **not granted** for:

* oral translation
* colour blindness
* writing speed
* concentration/focus/fatigue
* anxiety
* behaviour management
* pain management
* medical condition e.g. diabetes

Other arrangements such as oral translator, scribe, prompt, stop the clock or test on own should be considered as more appropriate for the pupil rather than additional time.

9.6 Where 25% additional time is granted, the pupil may test on their own or in a small group. Therefore, where it may be suitable for a pupil to test on their own, this must be made as a separate request (see section 13: Group size).

9.7 Additional time is not accumulative and is limited to 25%.

## Section 10: Requests for a reader (See Appendix A for definition)

10.1 A reader maybe suitable for a pupil who has:

* a reading difficulty
* a reading age that is significantly lower than their chronological age
* visual impairment

10.2 Examples of evidence required for this request include but are not limited to:

* dyslexia screening if a reader is requested due to the pupil's phonological awareness/reading processing speed
* EHCP/PCAR (including draft form)
* in school assessment with recognised standardised scores see Section 8.3 or other assessments that provide a standardised score or reading age if the request is due to the pupil having reading difficulties or a reading age significantly lower than their chronological age
* diagnosis of visual impairment, e.g. medical report

10.3 Where a reader is granted, the pupil will test on their own. Should it be appropriate for a pupil to test on their own for another reason e.g. behaviour, this must be made as a separate request (see Section 13 Group size).

10.4 **Important note: No part of the comprehension section of the English test can be read to the pupil with the exception of the test instructions.**

10.5 See 9.4 above if requesting 25% additional time alongside the request for a reader.

## Section 11: Requests for a scribe (See Appendix A for definition)

11.1 The Medway Test does not include any questions that require either a single word written response or a sustained written response. Pupils will need to mark their responses on an answer sheet using a pencil to draw a clear, thin horizontal line through a small box beside the selected answer. An example of how to mark answers on an answer sheet can be found in the Familiarisation Guide. Answer sheets are marked by computer.

11.2 A scribe may be suitable for a pupil who would find it difficult to mark responses on the answer sheet. This may include pupils who have:

* fine motor skill difficulties
* a physical impairment/need
* visual impairment
* injury that affects their writing hand and/or vision

11.3 A scribe is not granted for a pupil who has slow handwriting speed.

11.4 Examples of evidence required for this request include but are not limited to:

* supporting medical evidence of the condition/impairment and/or
* day to day classroom work that shows the pupil would have difficulties with marking their responses on the answer sheet.
* EHCP/PCAR (including draft form)

11.5 Where scribe is granted, the pupil will test on their own. Where it may be suitable for a pupil to test on their own for another reason e.g. behaviour, this must be made as a separate request (see Section 13 Group size).

11.6 See 9.4 above if requesting 25% additional time alongside the request for a scribe.

## Section 12: Requests for stop the clock (see Appendix B)

12.1 Stop the clock testing is considered where a pupil has a condition that:

* Requires treatment for an ongoing medical condition or following injury/ surgery/treatment
* Requires interventions to manage a specific need e.g. fatigue, visual stress, diabetes, anxiety, pain management, panic attacks, Tourette’s Syndrome

12.2 Examples of evidence for a stop the clock request include but are not limited to:

* medical report, diagnosis or referral
* School Health Care Plan
* EHCP/PCAR
* support plan which illustrates that the use of movement breaks/sensory circuits/exit pass is an implemented strategy in normal classroom practice
* In addition, see Section 15: Requests for Supportive aid if relevant

12.3 Evidence not considered for stop the clock requests include annotations or notes made on any test papers/assessments, timetables and documents detailing special/access arrangements for tests or assessments.

12.4 There are natural breaks within the test but where stop the clock is granted, these pauses are usually pupil led but can be adult initiated unless otherwise stated on the pupil’s decision letter.

12.5 Pupils are not allowed to use their own countdown timer to assist with managing test time.

12.6 Pupils with stop the clock will be given the same overall test time as their peers.

12.7 Stop the clock testing is not granted for:

* oral translation
* managing behaviour
* focusing on task

Other arrangements such as prompt and test on own should be considered as more appropriate for the pupil rather than stop the clock.

12.8 Where stop the clock is granted, the pupil will test on their own. Where it may be suitable for a pupil to test on their own for another reason e.g. behaviour, this must be made as a separate request (see Section 13 Group size).

12.9 During stop the clock, a pupil can leave their seat and move around if they feel it will help them but they must not leave the test room.

12.10 Where stop the clock testing has been granted, the test taking time per test will not exceed the times published before the test sat in September 2025. Each test is stopped after this time to support the pupil’s well-being. This has been put in place to ensure a pupil does not sit a test for too long a period.

12.11 Where 25% additional time and stop the clock testing has been granted, the test taking time per test will not exceed the times published before the test sat in September 2025. Each test is stopped after this time to support the pupil’s well-being. This has been put in place to recognise 25% additional time and to ensure a pupil does not sit a test for too long a period.

## Section 13: Requests for Group size

13.1 Test on own must be requested if requesting:

* Scribe
* Stop the clock
* Reader
* Supportive aid(s) and or therapeutic that are a distraction to others (see Section 15)
* Behaviour needs
* Medical needs

13.2 Test in small group must be requested if requesting:

* 25% additional time
* Prompt
* Behaviour needs

13.3 Examples of evidence for a group size request includes but are not limited to:

* Evidence submitted to support other arrangements e.g. scribe, reader, stop the clock
* Medical report
* Support plan
* School Health Care plan
* Confirmation that the supportive and/or therapeutic aid distracts others.

13.4 Panel will consider other reasons for group size if supported by evidence.

13.5 An explanation as to the reason for requesting group size must be provided on the request form.

13.6 Pupils granted testing on their own, may be tested on a different day to their peers.

13.7 At times, small group testing will not be possible even though this has been granted by the panel because there are no other pupils with the same arrangement. In this instance, the pupil will be tested on their own.

13.8 On occasion, it may be necessary for pupils where a request for test on own has been submitted to be tested in a small group due to room limitations and test venue availability. Careful consideration by panel is given should this circumstance occur and notification will be provided in the outcome decision letter.

## Section 14: Requests for modified test papers

14.1 Where **coloured paper** is requested, the school must provide examples of:

* Year 5 literacy/maths work to evidence the use of coloured paper
* medical evidence and/or school plan

14.2 It is mandatory for x130 A4 sheets (A3 if enlarged papers requested) of the required colour paper to be included with the request form. When completing the form, state the colour of the paper used by the pupil and submit the mandatory number of sheets to Medway Council, School Services, Gun Wharf, Dock Road, ME4 4TR by Friday 27 June.

14.3 If coloured paper is not supplied and labelled with the pupil’s name, the test materials will not be provided on coloured paper. If the request is not granted, the coloured paper will be returned to the school.

14.4 If coloured paper is granted, the pupil will be provided with a printed question booklet and answer sheet on coloured paper provided by the school.

14.5 Should the pupil bring to the test tinted glasses and/or coloured overlay, they will not be provided with a standard, white printed question booklet and answer sheet. Instead, they will used the coloured test paper granted.

14.6 Where **enlarged test papers** are requested, the school must provide examples of:

* Year 5 literacy/maths work to evidence the use of enlarged paper and/or
* increased font size on handouts and/or use of a magnifier as part of normal classroom practice
* medical evidence and/or school plan

14.7 Where a pupil has a visual impairment, enlarged test papers can be requested. These are formatted to A3 sized paper, size 17 font for question booklets and A3 sized paper, size 12 font for answer sheets. These are the maximum sizes that can be used in order to prevent distortion of formatting and layout. Therefore, paper size and font size cannot be changed.

14.8 If the font size of the:

* Answer sheet is too small, a request can be made for a scribe to complete the answer sheets. Evidence must be provided to support the need for a font size more than 12.
* Question booklet is too small, a request can be made for a reader. Evidence must be provided to support the need for a font size more than 17. However, in the comprehension section of the English test, a reader cannot be used for either the text, questions or answer options. The school must contact [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk) directly to discuss appropriate arrangements.

14.9 Where a pupil is **colour blind** a request cannot be submitted as the question booklet and answer sheet have been designed to address this need in the following ways:

* Colour is not used in any of the charts and images should they be in the test questions
* In all instances where colour is used, there is sufficient contrast between the text and background for the text to be distinguishable

14.10 **Modified large print** question booklets and answer sheets are not available formats for the Medway Test. Any pupil who would require such papers can access a reader, scribe, and additional time. The school must contact [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk) directly to discuss appropriate arrangements

14.11 **Braille** question booklets and answer sheets are not available formats for the Medway Test. Any pupil who would require such papers can access a reader, scribe, and additional time. The school must contact [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk) directly to discuss appropriate arrangements.

## Section 15: Supportive Aids

See 6.1 above for items that do not require a special arrangements request.

### Section 15.1: Requests for Prescribed Medication and/or Medical Need

15.1.1 If a pupil has a medical condition that may require intervention during the test time, school must consider if the pupil will require stop the clock and/or test on their own alongside this request

15.1.2 Requests for medication and/or to manage a medical need must be supported with medical evidence. Examples include but are not limited to:

* Medical diagnosis/report recommending that the device is for medical need/management
* School Health Care Plan which details steps for providing medical intervention

15.1.3 **The use of EpiPens/medication/painkillers**

15.1.3.1 Medway school pupils: a request for prescribed medication and/or medical need is not required unless the pupil is requesting stop the clock and/or test on their own alongside this arrangement.

15.1.3.2 Pupils allocated a test centre will be responsible for retaining and administering their own medication during the test day. It is the responsibility of the parent to notify test staff on the pupil registration form during registration if their child has an EpiPen or other medication that they will have with them throughout the day.

15.1.3.3 For pupils who have been allocated a Test Centre a completed request form is required for:

* EpiPens that **cannot** be administered by the pupil themselves. Medway Council will require the parent to remain on site. See 7.1 and 7.5 for further guidance regarding parent remaining on site.
* Prescribed medication/painkillers that **cannot** be administered by the pupil themselves. Medway Council will require the parent to remain on site. See 7.4 and 7.5 for further guidance regarding parent remaining on site.

15.1.3.4 If the pupil arrives to register at a test centre with medication that they cannot administer by themselves and a special arrangements request form has not been submitted, the pupil will not be allowed to sit the test.

15.1.4 **The use of devices for diabetic management**

15.1.4.1 Information must be submitted:

* On the type of device and how it is used to monitor glucose levels including alarms, WiFi connectivity, mobile phone app and/or readings device
* If the pupil is able to interpret and respond independently to an alert or if they require adult intervention
* About the types of food/drink/medication required when experiencing low blood sugar symptoms or monitor indicates a low reading

15.1.4.2 Pupils who require a mobile phone/electronic device to monitor glucose levels must take their device into the test room and this must remain with the invigilator during the test unless the request states it should remain with the pupil. If a reading is required, the pupil must be supervised by the invigilator to ensure the mobile phone/electronic device is being used solely for this purpose.

15.1.4.3 For pupils who have been allocated a Test Centre, Medway Council may require the parent to remain on site. See 7.4 and 7.5 for further guidance regarding parent remaining on site.

15.1.5 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them the granted medication, food and drink and/or device(s) to sit the test.

15.1.6 See 9.4 if requesting 25% additional time alongside the request for the device(s).

### Section 15.2: Requests for adaptations e.g. magnifiers, reading ruler, wheelchair access

15.2.1 If a pupil has an adaptation that causes a distraction to other pupils during the test time, stop the clock must be requested alongside the request for the supportive aid(s). If granted, the pupil will test on their own.

15.2.2 Requests for adaptations must be supported with medical evidence. Examples include but are not limited to:

* Medical diagnosis/report recommending that the device is for the adaptation needed to access the test
* Details on the type of device, how it is used and reasons for its use

15.2.3 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them the granted device(s) to access the test.

15.2.4 Devices that are not permitted for the Medway test:

* Speech to text
* Electronic bilingual dictionaries
* Translation tools or internet-based application/website e.g. Google translate. If the pupil requires a translation, please see Section 15.6
* Wi-Fi functionality that cannot be switched off
* Grammar and spell check functionality that cannot be switched off

15.2.5 Should a device require Wi-Fi to function, the school must select alternative arrangements on the request form.

15.2.6 See section 9.4 if requesting 25% additional time alongside the request for the device(s).

### Section 15.3: Requests for Therapeutic aid(s)

15.3.1 Pupils can take a maximum of 4 therapeutic aids into the test room without a special arrangements request.

15.3.2 A form must be submitted if one or both of the following apply:

* The aid produces/carries/transmits sound, creates a visual distraction, produces a scent
* The pupil will have with them more than 4 aids

15.3.3 Where the criteria in 15.3.2 applies the pupil will test on their own and this will be confirmed in the decision letter.

15.3.4 It is the responsibility of the school and/or parent/carer to ensure that the pupil has their therapeutic aid(s) to sit the test.

### Section 15.4: Requests for a prompt (See Appendix A for definition)

15.4.1 A pupil who finds it difficult to concentrate for periods of time, may be supported by a prompt.

15.4.2 A prompt is considered where a pupil may require support with:

* concentration
* managing behaviour
* focusing on task
* anxiety
* fatigue

15.4.3 Examples of evidence for a prompt request includes but are not limited to:

* Provision map or support plan illustrating strategies to maintain the pupil’s focus
* Medical report
* EHCP/PCAR (including draft form)

15.4.4 The school must select on the request form which room arrangement is most appropriate for the pupil, the school having discussed this with the parent/carer. The size of the test room/rooms and distractions will need to be considered. Room arrangements are:

* test in main group back of test room
* test in small group back of test room
* test on own
* option not listed above and specify request

15.4.5 In some instances, a prompt may be supporting a maximum of 2 pupils.

15.4.6 Pupils granted a prompt may be tested on a different day to their peers.

15.4.7 At times, small group testing will not be possible even though this has been granted by the panel because there are no other pupils with the same arrangements. In this instance, the pupil will be tested on their own.

### Section 15.5: Requests for Supported Communication

15.5.1 Where a pupil is hard of hearing and uses sign supported communication, or has complex communication difficulties such as selective mutism and uses flashcards (symbols to represent actions e.g. toilet breaks, stop the clock) to communicate, a request form must be submitted.

* Examples of evidence for a supported communication request includes but are not limited to:
* Medical evidence
* Provision map or support plan
* EHCP/PCAR (including draft form)

If a pupil attends a Medway school, the person who works alongside the pupil for their specific need can support the pupil during the test. This must not be a relative/parent/carer/friend or other pupil and they must not provide support that would over aid the pupil. If the Medway school cannot provide an appropriate support they must notify [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk)

15.5.4 Medway Council will provide an appropriate person for Non-Medway pupil’s who require a signer. If Medway is unable to source a person for this request, Medway will contact the school directly. This may result in the pupil sitting the test without their peers on a different test date.

School must state on the special arrangements form if the pupil is testing in the main test room, a small group or on their own.

15.5.6 It is the responsibility of the school and/or parent/carer to ensure that the pupil has their flashcards to sit the test.

### Section 15.6: Requests for Translation (See Appendix C)

15.6.1 Please note that the test provider will only provide test papers in English and does not allow a written translation of the question booklets and answer sheets into any other language. Therefore, requests for translation can only be for an oral translation or use of bilingual dictionary.

15.6.2 An oral translation is appropriate for a pupil for whom:

* English is not their first language and,
* has access to an oral translator as part of normal classroom practice or
* uses an electronic or internet-based translation tool e.g. google translate

15.6.3 Electronic or internet-based translation tools are not permitted.

15.6.4 If requesting an oral translator, use of a bilingual dictionary is not allowed. If both are requested on the form, neither will be granted.

15.6.5 Examples of evidence to support the request for an oral translator includes but are not limited to:

* school support plan
* schoolwork evidence e.g. English, Mathematics, worksheets and test papers/assessments that have been annotated to show where an oral translation has been provided into the pupil’s preferred language.

15.6.6 Medway Council will provide an oral translator for the pupil’s preferred language where this is not English if a translator can be sourced. An adult who translates for the pupil in school and who is not a relative/parent/carer/friend or other pupil is allowed to be the oral translator if Medway is unable to source a person for this request, Medway will contact the school directly.

15.6.7 See Appendix C for further information regarding this special arrangement request including which sections of the question booklets can be orally translated and how to administer this arrangement.

15.6.8 25% additional time and/or stop the clock testing is not granted as part of the oral translation special arrangement. However, 25% additional time and/or stop the clock testing can be requested if the pupil requires this for a different learning need (See Section 9 and Section 12).

### Section 15.7: Requests for Bilingual dictionaries

15.7.1 Evidence **mus**t be submitted to show that the pupil uses a bilingual dictionary as part of normal classroom practice eg:

* school support plan
* schoolwork evidence e.g. English, Mathematics, worksheets and test papers/assessments have been translated by the pupil into their preferred language.

15.7.2 Only a paper based bilingual dictionary in the pupil’s preferred language is allowed.

15.7.3 If the pupil uses/relies upon an electronic source or internet-based application/website e.g. google translate then a request for an oral translator may be considered by the school.

15.7.4 If requesting a bilingual dictionary, use of an oral translator is not allowed. If both are requested on the form, neither will be granted.

15.7.5 It is the responsibility of the school and/or parent/carer to ensure that the pupil has with them their bilingual dictionary.

### Section 15.8: Requests for seating arrangements

15.8.1 Schools can request specific seating arrangements in the test room to meet a pupil’s needs. Examples include but are not limited to:

* sit near windows to manage visual stress
* sit at front near invigilator to manage auditory needs

15.8.2 Examples of evidence for a seating arrangement request includes but are not limited to:

* Medical evidence
* Provision map or support plan
* EHCP/PCAR (including draft form)

## Section 16: Special Arrangements Test Venue Allocation:

Section 16.1: Multiple siblings

16.1.1 To maintain consistency in testing, Medway’s preference is for same year group siblings and/or other children living with a pupil who are also sitting the test, to sit the test on the same day if not all of them are sitting the test with special arrangements. This means the school will need to allocate staff and a test room on the same day as standard testing to accommodate the sibling(s).

16.1.2 Medway schools host the test over 2 days or 4 days for pupils granted special arrangements. The school decides if the test will be over 2 days or 4 days dependent upon the availability of test rooms and school based invigilators. This may mean that pupils with special arrangements will not be sitting the test with their peers. The parent/carer will need to discuss with the school regarding the test dates the school has agreed with Medway Council.

Section 16.2: Non-Medway Pupils sitting the test with special arrangements

16.2.1 Pupils attending non-Medway schools who have been granted special arrangements will sit their test in a different test venue to those pupils without special arrangements. Parents are not permitted to contact the test centre directly.

16.2.2 Visits to the test centre before the test day are not permitted.

16.2.3 Familiarisation walks around the test centre during registration or any other time on test day are not permitted.

## Section 17: Withdrawing special arrangements

17.1 If a parent/carer wishes to withdraw all or some of their child’s granted special arrangements, they must do so in writing to [medwaytest@medway.gov.uk](mailto:medwaytest@medway.gov.uk). This can be following submission of the request form or upon receipt of the decision letter. The school cannot withdraw all/some of the pupil’s arrangements.

17.2 Following a parental request to withdraw all or some of their child’s special arrangements, a revised decision letter will be sent to the parent/carer and school.

17.3 If a pupil refuses any granted arrangements during their test, this will be recorded by the invigilator, and the parent/carer will be notified after the test day. A further opportunity to sit the test with special arrangements is not permitted.

## Appendix A: Definitions

### Readers

A pupil who has a reading difficulty or visual impairment may be supported by a reader. A reader may read parts of the question booklet and answer sheet for the English, Mathematics and Reasoning tests that the pupil requests to have read to them.

Readers must understand:

* the test format and style
* their role and what may or may not be read to a pupil in particular tests
* any subject-specific issues that might occur
* other special arrangements the pupil has been granted
* Readers:
* do not need to be specialists in the subject being tested
* must read accurately, clearly and at a reasonable speed
* must not be another pupil at the school or a relative, carer or guardian of the pupil or who has a child sitting the test
* must know which test(s) they can read for the pupil

A reader cannot act as a scribe and/or prompt unless these arrangements have been granted.

### The English (E) Test

A reader if requested by the pupil can:

* read the instructions and/or the questions as they appear in the question booklet and the instructions on the answer sheet, but must not clarify the meaning of any words and they must not provide any additional information which could invalidate the test
* read but not clarify subject-specific vocabulary used in the questions
* repeat back any part of the instructions and questions
* Reading the comprehension:
* Only the instructions from the transcript for the comprehension section of the test can be read by the Reader.
* The practice text and practice questions cannot be read by the Reader.
* The question text itself cannot be read by the Reader nor can the questions or any words on the answer sheet.
* The comprehension section is the only section of the English test that cannot be read to the pupil.

### Mathematics (M) Test

A reader if requested by the pupil can:

* read the instructions and/or the questions as they appear in the question booklet and the instructions on the answer sheet, but must not clarify the meaning of any words and they must not provide any additional information which could invalidate the test
* read but not clarify subject-specific vocabulary used in the questions
* repeat back any part of the instructions and questions

If a mathematics question is read to a pupil the reader must say words and numbers but not mathematical symbols and fractions e.g., ½ < >. The reader should say ‘this mathematical symbol’ or ‘this fraction’ so that the function of a mathematical symbol/fraction is not inadvertently explained by reading its name. Should there be questions which include digital time e.g. 9:15, then the reader can say ‘9:15’ but cannot say ‘quarter past nine’.

### The Reasoning (R) Test

A reader if requested by the pupil can:

* read the instructions and questions as they appear on the question booklet and/or answer sheet but not clarify the meaning of any words and they must not provide any additional information which could invalidate the test
* read the instructions for each section in the question booklet
* repeat back any part of the instructions and questions

### All Tests

If a pupil asks for a part of the test to be explained, tell the pupil that you cannot do this for them, but you can re-read that part of the test if the pupil would like this to happen. This point does not apply to the comprehension section in the English test. (See above)

### Scribes

A pupil who has a visual / motor impairment or who becomes fatigued, may be supported by a scribe who, during the test, marks the pupil’s oral responses to questions on their answer sheet and/or the pupil’s ‘workings out’ in the question booklets.

Scribes:

* must be able to write legibly
* must be able to write at a reasonable speed
* are aware that the pupil may use a scribe for all of the test, or part of the test, as indicated by the pupil
* must not be another pupil at the school or a relative, carer or guardian of the pupil or who has a child sitting the test
* should have a working knowledge of the subject
* other special arrangements the pupil has been granted
* The scribe must:
* work at the pupil’s pace and not hurry them if they need time for reflection, rest or reading
* follow precisely the pupil’s instructions
* know which test(s) they can scribe for the pupil

A scribe cannot act as a reader and/or prompter unless these arrangements have been granted

### English test

* scribe the pupil’s responses on to the pupil’s answer sheet
* highlight/underline any parts of the text as requested by the pupil
* follow precisely the pupil’s instructions when recording annotations in the question booklet
* make a correction to annotations in the pupil’s question booklet and/or answers recorded on the answer sheet if asked to do so by the pupil

### Mathematics test

* scribe the pupil’s responses on to the pupil’s answer sheet
* follow precisely the pupil’s instructions to draw or add to diagrams / charts and graphs, and write any ‘workings out’ in the pupil’s question booklet
* make a correction to ‘workings out’ in the pupil’s question booklet and/or answers recorded on the answer sheet if asked to do so by the pupil

### Reasoning test

* scribe the pupil’s responses on to the pupil’s answer sheet
* follow precisely the pupil’s instructions when recording annotations in the question booklet
* make a correction to annotations in the pupil’s question booklet and/or answers recorded on the answer sheet if asked to do so by the pupil

### Prompts

A pupil who finds it difficult to concentrate for periods of time, may be supported by a prompt. Verbal prompting may be used where this is in line with the support the pupil normally receives in class.

Prompts should:

* agree with the pupil the best way to prompt before the test begins
* be the pupil’s own learning support assistant, where appropriate (not applicable to Test Centres)
* Prompts must:
* not have responsibility for being the prompt for more than 2 pupils.
* only be used to draw a pupil’s attention back to the test papers
* not advise the pupil on which questions to do or when to move on to the next question
* not help the pupil on the order they should attempt the questions
* be careful not to do anything that could be interpreted as over-aiding pupils
* not be another pupil at the school or a relative, carer or guardian of the pupil or who has a child sitting the test
* know which test(s) they can be a prompt for the pupil
* other special arrangements the pupil has been granted
* A prompt cannot act as a reader and/or scribe unless these arrangements have been granted.

## Appendix B: Guidance for Stop the Clock testing using a mobile phone

A pupil who requires interventions to manage a specific need e.g. ongoing medical condition or fatigue may be supported by stop the clock testing.

* Stop the clock requests are usually pupil led but can be adult initiated unless otherwise stated on the pupil’s decision letter.
* There is no limit on the number of stop the clock requests and/or the duration of each pause during the timed test element. However, the test taking time per test will not exceed the times published before the test sat in September 2025.
* Each test is stopped after this time to support the pupil’s well-being. This has been put in place to ensure a pupil does not sit a test for too long a period.
* The pupil should be encouraged to re-commence the test as soon as possible.
* The decision letter which is enclosed in the invigilation envelope, provides the reason for stop the clock and this arrangement should not be used for any other purpose.
* The clock is not stopped for toilet breaks. Only pupils granted stop the clock for toilet breaks can have the clock stopped for this purpose.
* Pupils who require stop the clock in order to use a mobile phone/electronic device for medical reasons i.e. diabetes management, must take their device into the test room and this must remain with the invigilator during the test unless the request states it should remain with the pupil. If a reading is required, the pupil must be supervised by the invigilator to ensure the mobile phone/electronic device is being used solely for this purpose
* The test booklet must be closed, and the answer sheet must be turned over whilst stop the clock is in progress
* During stop the clock, a pupil can leave their seat and move around if they feel it will help them but they must not leave the test room
* Invigilators must ensure that no other children are disturbed in other rooms.
* Invigilators must not talk to each other during the actual test or stop the clock including whispering, unless essential and relevant to the test or the actions of the pupil.
* The pupil must have time to resettle and open their question booklet and turn over their answer sheet before the test is resumed.
* The test room must display a clock that the pupil has sight of. It must be used for the start and finish times of the actual test, and these times displayed on the whiteboard or flip chart at the start of the test.
* If stop the clock is utilised during the test, the invigilator adjusts the times displayed on the board and the pupil will be advised on how much time is left.
* To assist with managing stop the clock testing, the invigilator can use a stopwatch provided by the school or the stopwatch function in the clock app on their own mobile phone. Invigilators must ensure that the mobile phone used for stop the clock timing is on silent without any vibrate active.
* The phone should be fully charged, but a charger can be taken into the test room if needed.
* Pupils are not allowed to use their own countdown timer to assist with managing test time

### Timings for Stop the Clock requests must be recorded by following these steps:

|  |  |
| --- | --- |
| Step 1 | When stop the clock is requested, the invigilator starts the stopwatch. |
| Step 2 | Record the time on the orange timing log form using the clock in the test room when stop the clock started. |
| Step 3 | Pause the stopwatch when the test resumes. |
| Step 4 | Record the time the test resumes on the orange timing log form. |
| Step 5 | Record the new finish time on the whiteboard/flip chart paper by adding the time displayed on the stopwatch. |
| Step 6 | Reset the stopwatch. |
| Step 7 | Repeat steps 1 to 6 for each stop the clock request. |

## Appendix C: Translation Guidance

The test provider will only provide test papers in English and does not allow a written translation of the question booklets and answer sheets into any other language. Therefore, requests for translation can only be for an oral translation.

An oral translation is appropriate for a pupil for whom English is not their first language and who either has access to an oral translator as part of normal classroom practice or who uses an electronic or internet-based translation tool e.g. Google translate.

Medway Council will provide an oral translator for the pupil’s preferred language where this is not English if a translator can be sourced. An adult who translates for the pupil who is not a relative/parent/carer is allowed to be the oral translator if Medway is unable to source a person for this request. Medway will contact the school or parent directly if this is the case.

The oral translator will be given permission to open their own copy of the test paper up to 1 hour before the test is administered to familiarise themselves with the test paper. The oral translator may use a bilingual dictionary (paper based or digital) during the 1 hour before the test being administered to support with the translation.

If the translator is not known to the pupil, time will be given to the oral translator before test commences to meet with them.

The translator is not an invigilator. The school/Medway Council must provide an invigilator for the pupil who will test on their own. It is the responsibility of the invigilator and not the oral translator to administer the test and respond to the pupil’s questions.

If the pupil asks a question in their preferred language, the translator will tell the invigilator what the pupil has said. The invigilator will respond to the question, and this will be translated back to the pupil.

The oral translator will ask if the pupil wants the instructions and questions translated. The pupil can read them independently if they prefer. The pupil may attempt this first and then ask for an oral translation to be made. The pupil can ask the translator to repeat any translation that has been made as often as they need.

The pupil can have word(s) in the questions and multiple-choice answer options read to them in English as well as their preferred language (see exceptions below).

The invigilator and oral translator must not clarify the meaning of any words in English or their preferred language, and they must not provide any additional information which could invalidate the test.

The invigilator and oral translator must not provide support on how to answer questions in any of the tests.

25% additional time and/or stop the clock testing is not included as part of the oral translation special arrangement. The pupil will be given the same timings as standard testing including time allowed for practice questions and examples in all tests. 25% additional time may be requested if the pupil has a specific learning need.

The pupil is not permitted to use a bilingual dictionary where an oral translation has been granted. The oral translator will not be permitted to use a bilingual dictionary (paper based or digital) during any test.

### English Test

In the English test, oral translations can only be given for instructions.

Comprehension text, questions, example and practice question must not be orally translated or read to the pupil in English.

Other sections of the English test and answer sheet must not be translated but can be read in English if requested by the pupil. This will be illustrated in the test materials for the invigilator.

The invigilator and oral translator must not provide support for any questions that the pupil may ask e.g. the use of grammar, punctuation, meanings of words or how they are expressed in English.

If the pupil asks for a word(s) to be translated outside of the instructions, the oral translator will remind the pupil that they cannot do this for them in this test.

### Mathematics Test

The Mathematics test, including the answer sheet, can be orally translated with the exception of mathematical symbols and fractions e.g., ½ < >. The oral translator will say ‘this mathematical symbol’ or ‘this fraction’.

Should there be questions which include digital time e.g. 9:15, then the oral translator will say ‘9:15’ but cannot say ‘quarter past nine’. Where the translation provides a literal meaning e.g. ‘identify the hexagon’ translates to ‘identify the 6 sided shape’, the oral translator must not translate this word (e.g. hexagon) and instead will explain that this must not be translated and instead say the word in English.

The translator is not allowed to translate the multiple-choice answer options unless the answer contains a written word e.g. ‘minutes’.

### Reasoning Test

In the Reasoning test, oral translations can only be given for instructions.

Questions, answers, and words on the answer sheet can be read in English if requested by the pupil. This will be illustrated in the test materials for the invigilator.

If the pupil asks for a word(s) to be translated outside of the instructions, the oral translator will remind the pupil that they cannot do this for them in this test.