THURSDAY 14 MAY 2026

2026 national curriculum tests

Key stage 2

Mathematics

Administering Paper 3: reasoning

CONFIDENTIAL

Please read the 2026 test administration guidance before opening this pack on **Thursday 14 May 2026**.

You may open it up to 1 hour before test administration to adapt the papers to meet your pupils' needs.

Written STA approval is required to open it earlier.

Keep these materials secure until **Friday 22 May 2026**.

Pack contents:

- Administration instructions for the key stage 2 mathematics test Paper 3: reasoning (overleaf)
- Pack of Paper 3: reasoning

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Key stage 2 mathematics test

The key stage 2 mathematics test consists of 3 papers. The papers must be administered in order.

The scheduled day for the administration of Paper 3 is Thursday 14 May.

Paper 3: reasoning

The following information explains how to administer the key stage 2 mathematics test Paper 3: reasoning.

If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format	• Paper 3: reasoning consists of a single test paper. • Pupils will have 40 minutes to complete Paper 3 by answering the questions in the test paper.
Equipment	• Each pupil will need the equipment specified below: - a dark pencil or blue or black pen - a sharp, dark pencil for mathematical drawing - a ruler (showing centimetres and millimetres) - an angle measurer or protractor (papers 2 and 3 only) - a mirror (papers 2 and 3 only). • Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out. • Pupils may use the following equipment, if this is normal classroom practice: - monolingual English electronic spell checkers - bilingual word lists - bilingual dictionaries or electronic translators, provided they only give word-for-word translations - highlighter pens. • Pupils are **not** allowed: - calculators - squared paper - tracing paper.

Assistance	• You may use photocopying to enlarge pages from the test papers as part of the access arrangements for specific pupils. • You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again. • 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. • For pupils with hearing impairment, be careful when signing numbers, mathematical signs and words. In particular, be careful when signing the following: **Q12b:** Do not sign *right-angled triangle*. You may point to the word or finger spell it. **Q21:** Take care if signing the word *area*, but do not compromise what is being assessed. If signing, sign *area* away from the diagram. • Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs. • 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 following examples illustrate how to deal with some common situations. **Question:** What does 'quadrilateral' or '>' or '<' mean? **Answer:** I can't tell you, but think hard and try to remember. We can talk about it after the test. **Question:** What is '0.6'? **Answer:** That's nought point six. • You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.
Before the test begins	• Review the list of pupils with any particular individual needs, for example, pupils who are allowed additional time, who need support from a scribe or who may need a transcript made at the end of the test. • It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can remind the pupil to write the correct name on their test paper. • Write the school's name and DfE number on a board that is visible to all pupils. • Leave space on the board to write the start and finish times of the test.
What to do at the start of the test	• Check seating is appropriately spaced and that no pupil can see another pupil's test paper. • Check pupils do not have mobile phones or other disruptive items. • Check pupils do not have any materials or equipment that may give them extra help. • Ensure each pupil has a copy of Paper 3: reasoning. • Write the start and finish times on the board so that all pupils can see them.

How to introduce the test	• It is important to brief pupils fully at the start of each test. You should use this script to introduce mathematics Paper 3: reasoning. *This is the key stage 2 mathematics Paper 3: reasoning.* *You should have Paper 3: reasoning in front of you.* *You will need a blue or black pen, a dark sharp pencil, a ruler, a protractor and a mirror.* *Write your name, date of birth, school name and DfE number on the front of your test paper.* [If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.] *Open your test paper to page 3. I will read the instructions to you.* *You **must not** use a calculator to answer any questions in this test.* *You have **40 minutes** to complete this test.* *Follow the instructions for each question.* *Work as quickly and as carefully as you can.* *If you need to do working out, you can use the space around the question.* *Do not write over any barcodes.* *Some questions have a method box. For these questions, you may get a mark for showing your method.* *If you cannot do a question, **go on to the next one**. You can come back to it later if you have time.* *If you finish before the end, **go back and check your work**.* *The number under each line at the side of the page tells you the number of marks available for each question.* *To make sure your answers can be marked, don't write in the grey areas, on the barcode or on the lines at the top and bottom or the edge of the page and don't crumple your test paper.* *If you want to change your answer, put a line through the response you don't want the marker to read.* *If you want to change a drawing, you should either put a line through the response you don't want the marker to read, or use a rubber.* *If you have to use a rubber, make sure you rub out your answer completely before writing a new one.* *Remember to check your work carefully.* *If you have any questions during the test, you should put your hand up and wait for someone to come to you. Remember, I can't help you to answer any of the test questions.* *You must not talk to each other.* *Are there any questions you want to ask me now?* *I will tell you when you have 5 minutes left.* *I will tell you when the test is over and to stop writing.* *You may now start the test.*

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, group of pupils 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 room - 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 pupils have to leave the room, ensure they do not talk about the test - speak to your test co-ordinator or a senior member of staff for advice about what to do next - consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. • You should brief your headteacher on how the incident was dealt with once the test is over.
What to do at the end of the test	• If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and pupils' answers are not corrected or amended. • Ensure that you inform your senior member of staff or test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so that they can complete the appropriate online notification. • Make sure you have collected every test script, including any unused test materials. Return them immediately to the senior member of staff who is responsible for collating the tests. • Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results may be annulled. • Do not keep or photocopy test scripts for any reason. • Ensure that any unused test materials are stored securely until Friday 22 May.

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Administering Paper 3: reasoning
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If you have any queries regarding these test materials, please contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

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