

**Timing of assessments** – To what extent were you able to use professional judgement to determine the timing of the assessments with a view to supporting the learning of individuals and groups of children?

## **ABERDEEN**

I was told I had to complete the SNSA by the end of March. This is before I had taught a whole term's worth of material, so my pupils were at a big disadvantage.

I wasn't asked my opinion at all. My children were all taken from me, one at a time, to sit and do these assessments with the Senior Early Years Practitioner from our nursery. One child wasn't taken at all because it was considered she would not 'do well' in the assessments due to having English as a second language. Two further children were not taken because they were new to the school.

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I was not able to use any judgement. I was given a window of time to complete the tests.

The tests were too early for P1; there was still a whole term and a bit left where lots of the more practical aspects of maths are taught. May / June would mean more had been taught and would have given an accurate representation of where children are, at the end of early level.

We were told which month to administer the tests.

## **ABERDEENSHIRE**

Two tests each took at least 30-40 minutes.

It took 70 minutes per pupil to complete each test. 56 P1 pupils in our school required 1-1 support to complete their tests on an iPad. Cover was required for teachers to support individual children through each test.

Aberdeenshire Council provided dates within which the assessments had to be completed. These dates were in term 4 for P1.

Aberdeenshire determined 'windows' when assessments should take place. Tests were done as late as possible within the given window (after Easter until 31 May).

There has been a huge number of standardised tests this year between SNSA and INCAS, with short windows to achieve each before moving onto to the next batch. Internet reliability is a problem for us which made it very stressful.

I am a teacher in a rural school teaching a P1-3 class. At that time I only had 1 P1 pupil and my Head Teacher made herself available to carry out the assessment. However, this still took a significant length of time for each assessment. We did say that we were glad we didn't have a class full of P1s as we would not know where the time would come from. I know my friends who teach whole P1 classes have had to use their non-class contact time.

I was told when our SNSAs were supposed to be completed. It was a month or two we were allocated. one paragraph redacted - out of scope

Literacy assessments ranged from 45 minutes to 1.5 hours per child. Numeracy assessments were 30-45 minutes.

Management gave us a timetable and told us when we were supervising our classes doing the assessment. I had no input into the timing.

No input. Timings were set out by the local authority.

No, none.

None.

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Not at all as predetermined times were decided by our local authority.

Not really at all - only within a couple of weeks. Timings were set by the Council.

Professional judgement did not come into it. As the ASL teacher for a large school I was given a window when to carry out all the P7 then P4 and P1 SNSAs and norming studies.

Schools were told by Local Authority when the tests had to be carried out. Timings of the tests were not decided by individual teachers.

The literacy test took between 30-40 minutes, if attempting all reading. Numeracy took around 20 minutes, which is too long for P1 to stay focused.

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The timetable was given to us in the form of windows when the assessments were to be administered. This did not take into account whether the pupils were at the end of a level or whether the school had the resources or staff to conduct the assessments.

Timing appeared to be dictated by local authority.

Timing for use was dictated by council.

Timing was out with my control as a time period was specified.

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We had a slight say but time was very much set.

We had a time 'window ' imposed upon us in which to complete all of the tests.

This did not support children's learning but disrupted it. All children had to be taken out of class to a quiet room with a teacher 1 to 1 to ensure the best environment for them to take the test.

We were given a slot of around 6 weeks from after Easter until 25th May in which they had to be completed.

We were given a window to complete them in.

We were told by management when we would do the assessments.

We were told when we had to sit them with a timeframe of 3 weeks.

## **ANGUS**

Assessments were completed in May for all P1 children in our school. The timing completely undermined the learning and progress of some children in our care who are not developmentally ready for an assessment of this length and complexity.

None - tests have to be done in May.

None whatsoever.

Not at all. Assessments are being carried out after final reports have been submitted.

P1 assessments had to be completed on a one to one basis with pupil and class teacher.

P1 has to be completed within May.

The assessments, even when supported, took roughly 20 mins to 30 mins for each part. Children were talked through the task by a member of staff. Early Level children would not have managed without support.

There were parts of the testing that were ridiculously hard and impossible for 5/6 year olds.

We were told by the authority when to complete the assessments.

We were told they had to be completed in May.

### **ARGYLL & BUTE**

It was explained to us that we had to have them completed by mid-May. No other guidelines were given.

None. I was told to do them by SMT. I had no warning. I just came in on the first Monday after the Easter holidays and was told to do them.

I was told to do them during usual May testing period.

Our Senior Management team waited till the last minute to tell us to oversee the tests.

We were told by the authority when to do them (May 2018). They were to be completed by all children at the same time with a deadline of mid-May.

While sitting with children doing assessments, I felt sad that the children's concentration level was a fraction of the time it took to do the assessment. A child's concentration span for doing anything like this is approximately 20 minutes. It saddened me to think anyone could think this appropriate.

I feel the tests are wrong for this age group. We cannot judge them on this.

### **CLACKMANNANSHIRE**

The decision was out of my control and the authority decided when they were to be completed by.

### **DUMFRIES AND GALLOWAY**

30-40 mins were required for each primary one pupil test, and they had to be done with one-to-one support.

The tests took about 40 minutes for literacy and 20 minutes numeracy for P1.

All P1 children were required to complete these assessments in May, even though I knew that two of the children would be repeating P1 next year because of their

needs. This caused undue stress for them in answering questions that were far too difficult for them.

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Dumfries and Galloway Council gave no instructions as to when we had to complete the SNSAs, only guidance. My Headteacher decided we would complete the P1 assessments as late as possible.

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I had to carry out tests with an autistic child on a 1:1 basis during my RICCT as I felt he'd benefit from me doing the test with him rather than a bought-in member of staff!

I was given the day and time that my pupils were sitting the test.

I wasn't able to input at all at all as my children were taken by management.

I was told I had to blanket test the whole class regardless of whether I thought they were ready for the test or not. I said this was against Scottish Government advice and was told that the Local Authority said we had to blanket test the whole class by end of May.

None at all. We were told to do them at the end of year.

None. We were to do them all at the same time.

Not at all. We just had to do them in time.

Not at all. I was told they had to be done inside a 2-week period for whole class.

There was only a short window of opportunity to administer the assessments and each P1 child had to sit through the assessment in full. If there had been an opportunity I would rather have given the children a break, as they found the tests very strenuous, particularly the literacy assessment.

Our Senior Management Team and Learning Assistants carried out SNSAs with my P1 class. I had no say as to when children were taken or in which order. School or LA decided the time.

Senior managers decided assessment timings.

These assessments were in no way timed to benefit the children in my class.

None of the questions appear to align with the benchmarks or the play-based approach I am taking with my class. Complete and utter waste of time! A short time to complete time-consuming tests in an already full curriculum.



The timing was directed by the local authority.

The timing was set by the Head Teacher.

I was told to do it with whole class.

I was given a time slot to complete assessments during May. The end date was set by the authority.

We had to complete the assessments in May.

We were just told that they had to be completed by the end of May and no training was given.

We were made to have an assessment window and have all pupils sit the tests at the same time. This meant my First Level ASN kids were sitting tests designed for end of Second Level. It was soul destroying for them.

Whole year groups were assessed in a designated week, as close to the end of the assessment window as possible. This was an instruction from the HT, and therefore was not based on teachers' professional judgements.

## **DUNDEE**

The tests are far too long for pupils to keep concentration and hard to navigate.

They took so long. The timing was given as and when it could be, to each teacher.

Not at all.

These assessments were extremely time consuming taking up to 50 minutes per child. This is far too long for any 5-year-old to sit at a computer and be asked to read such challenging texts! These tests do not reflect the Early Level benchmarks at all!

We had no option. SMT administered the assessments. Individuals who were absent on the day(s) of the assessments did not complete their assessments until many weeks after the other children, again because SMT had other priorities/commitments. This was my first year of working with a class doing these assessments and there really has to be a better way of managing them.

We were told we had to do them half way through the year which meant lots of learning had not been covered. The children were therefore at a disadvantage.

## **EAST AYRSHIRE**

All tests were administered within the month of May.

The SNSAs were briefly discussed at a meeting that the P1 teacher (myself) was not even at. No information followed after the meeting. We received an email from the authority saying training would be available, with a link to the practice assessments. My colleague and I then emailed our HT to ask for assistance to complete these and also for training on how to do it. We did not get a response and tried speaking to our HT but did not get an answer. Therefore, we have been doing it the last week because we were told by management they needed them ASAP. We did not use teacher judgement at all as to when we should do them. It was a last-minute decision because nothing was put in place beforehand.

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The deadline was given by the LA. Staff training was only given approximately weeks before the deadline giving very little time to complete for such a large school.

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I was given the assessments to complete 4 weeks before the end of term therefore it felt rushed. Pupils completed Literacy and Numeracy straight after each other as a result, therefore they were tired, and they struggled. P1 pupils took an average of 75 minutes to complete it fully. I was not given the time or space to be able to use my professional judgement. Parents were not given the option to opt their child out of the assessment either.

I was not given the opportunity to give input as to when the SNSA was implemented and with which children. It was decided at management level that all the P1 children would sit the SNSA in May which in my opinion did not give the children time to inform their next steps for Early Level.

I was told when to do them and computers were timetabled so I had to go.

Any professional judgment was limited due to the late introduction and therefore availability of the system. I believe it would've best been done earlier in the academic year – pre-Christmas.

None. I was told to do them before 18th May. I was really pushed for time and ICT resources.

Not good.

I was told term four.

Timing of the assessments was not within my control.

Timing of the assessments was made by the management team to ensure the authority's deadline was met.

Timing varied from child to child. P1s took over an hour to complete.



Timing was dictated by management.

I was told everyone had to do them whether they were ready or not, and had to do them for a specific date in March rather at the end of Primary 4.

We were told we had one week to get all of our P1, 4 and 7 pupils through all the assessments. We are a 4-stream school meaning there are around 100 pupils at each stage. It was far too pressured on us and the children were put under even more pressure due to the time limits being far too tight. We were told all children should sit the tests however I used my teacher judgement to remove one child who was not emotionally capable of facing the tests. The children were supported by older buddies to help us get through the tests in the time frame, however this meant that the children did not receive adequate reassurance/support from their teacher. This left a lot of children overly anxious and upset during and after the tests.

### **EAST DUNBARTONSHIRE**

It was quite a pressure to complete the P1 tests which obviously took much longer to administer.

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Tests were administered either in one go or in two. The P1 reading assessment could take up to an hour. It was painstaking. If the pupil had had enough, we could use professional judgement to stop testing and try again at another date. The tests are too lengthy for the age of pupil, especially when active learning is what they are used to.

I was not given sufficient advance notification of the tests to allow me to support any individual groups.

We were told to do it between October and February but as a school decided to leave it as late as possible.

### **EAST LOTHIAN**

It took 40 mins minimum per child. A huge amount of time being wasted!

All children were assessed irrespective of ability. All children in Primary 1 were assessed 1:1.

We had no choice as the whole year cohort were tested at same time without consultation.

There was no choice. SMT made the decision when to test the cohort of 135 P1 children in school. It was all done in a fortnight.

No clear guidance was provided by my local authority for this year; I'm unsure if it will be similar next year. My HT and I discussed what we think the best timings



for these assessments will be, but are unsure if we will be allowed the autonomy to decide this or not.

None. We were instructed by the authority when to assess.

P1 assessments took a long time per child - this ate into a lot of support time which had to be taken away from other pupils.

The assessments are at a crucial and busy time of year. I teach P1 and am expected to complete these tests within class time. I have to do the tests individually and each literacy and numeracy one takes approximately an hour to complete. So for me that's 24 hours spent on individual children and leaving the rest of the class to 'get on with things'.

This was limited to the third term for us as we did not have the **port unity** to have the phase B training prior to third term.

We were presented with the tests at the end of April and told all children in P1 were to be tested before the end of the session.

We were told by our local authority to complete the assessments after an inspection from HMIE. There was no discussion and we still do not know how these will be used to support the learning of our children.

We were told to carry out assessments by the end of June so there was no scope for us to decide when to do the assessments.

## **EAST RENFREWSHIRE**

A six-week window was given for the assessments.

We were given time slots by management, with no say in timing at all.

I was not involved in determining the timing of the assessments at all. All ICT sessions were cancelled for several weeks while each class sat the tests. These were timetabled according to the availability of staff to supervise small groups of children.

If I had not heard from other practitioners, I would not have been aware a P1 paper would take on average 50 minutes to complete in full.

Some pupils were working for over 2 hours with only their morning break to split up the time. This was an excessive amount of time to spend on one task and caused some stress and upset to individual pupils.

Timing was determined by the authority during a 6-week period.

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We were shown the practice tests but, as ICT was cancelled to allow the assessments to take place, the children couldn't try it out for themselves. There

was no discussion, we were simply told to complete the task and given a few days to complete it.

## **EDINBURGH**

As I had participated in the P1 norming study I knew to estimate 25 mins per child for Numeracy and 40 mins per child for literacy. I knew they had to be administered individually due to the fact the tests themselves were not intuitive for P1 children.

As the tests were not timed the children took as long as they needed. On average it took about 45 mins for the literacy and 30 mins for the maths. We had children who got tired or their attention wandered. It took an awful lot of time to administer the P1 tests as we did these one-to-one with each child. We only have one class of P1s so I can only imagine how long this took for a school which has three P1 classes!

Assessments took on average 1 hour 40 minutes per child.

The authority wanted them done in May.

Both assessments where too long by a few questions, especially the literacy which in some instances took over 30 mins.

City of Edinburgh Council limited the time to May.

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I was given the assessment dates by my Senior Management Team with no personal choice.

I was not able to use any judgement about the timing of the assessments - they were made available in April and we were asked to have them completed by 25th May! There was also talk about us being provided with 'many practise assessments' to get the kids used to the whole thing but actually the practise assessment was provided AFTER the actual assessment was provided and was basically a guide to how to press the buttons!

No clear time scale given. We usually complete assessments around this time of the year. Found out a week ago that we have a deadline of the 1st of June. More time needed to ensure that primary 1 children have sufficient time to complete them.



No consultation at all even though the trainers told us they could be completed at any time during the school year. We were sent a deadline on an email regarding a different matter. Very upsetting for all staff involved at my school, especially P1, as they then had to stop learning and teaching until the SNSAs were completed to the deadline.

No guidance given

None as we had to rush through them in order to meet our LA's deadline. We managed to secure EAL support for our Polish-speaking children.

None we were told which month to test.

None! Was told they all had to complete it by end of May! It literally took hours for all the Promaty 1's! We chose to do it 1:1 but glad we did despite the amount of time it took!!

None.

Not at all.

Not at all. First, the authority told us when we could test from (post April) and then the whole year group was blanket tested at the same time. This was arranged by the school business manager, not by teachers.

Not at all. Senior Management sent down a decree of when the assessments would be and that was the end of the matter.

Our p1 pupil had to sit with an adult on a 1-1 basis and they were unable to use the ICT to support this. This took a huge amount of adult support. (2 weeks to complete) one sentence redacted - out of scope

To no extent.

Told to complete them by a deadline.

We completed the assessment in Term 4 of the session. I think this worked best for the Primary 1 pupils as it enabled them more time to secure their knowledge and cover all Mathematical and Numeracy topics. I think the assessments are too long for the younger pupils, more so the literacy than the numeracy. I found children guessing answers simply to complete the test because they had lost focus or concentration.

We scheduled the assessments to be done over two weeks which was the most suitable time to conduct them but it meant almost 2 weeks of no new teaching and a big impact on time and staffing.

We were able to plan the timings of the assessments when suited us best. We were asked by our local authority to conduct the assessment for all p1, 4 and 7 pupils in May.

We were at a point where the children had covered most of the relevant content in May therefore timing was appropriate.

We were told to let all of the children go through the assessment in their own time.

Window of time given to implement assessments was relatively short however assessments did not take as long as initially anticipated. Working within a large p1 class so it was impossible to provide one on one support to all learners during assessments.

## **FALKIRK**

A deadline was given by the management team and my P1 pupils were taken out by various members of management and other staff to complete their tests, I am unsure if the support the children required was given. I feel the class teacher should be doing these tests to ensure the pupils are working to their potential.

All SNSA tests carried out by senior management, therefore have had no involvement.

All tests had to be completed for all children at the same time. I felt some children were ready to try the assessments but some were definitely not. The assessments took about 1.5hrs per child to complete.

As a primary 1 teacher the assessments were very timely for this stage. A long time for young learners to be sat at computer answering questions.

Extremely long. 45 minutes per session is completely unrealistic.

Given full scope to determine timing of assessments.

I was given a window of a month to complete the SNSA assessments, of which they took roughly 3 days. So I choose the specific days. I would have preferred to complete them much later in June (completed early May).

I was given no choice of when the assessments were able to be carried out. I was told they must be completed in the month of May- this was of no support to my understanding of pupils

I was not involved in the timing at all.

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Management decided on the timescale. There was no training provided to complete the assessments, so it was a bit rushed.



Management ran a one-hour training meeting and gave us a one-month window to complete the assessments.

None.... the timing was set by the local council.

None – we were told by management that Falkirk Council wanted the assessments to be done by June by all pupils in my P1 class.

Not at all.

Our council asked for them to be completed by the beginning of June.

Our school management team made the decision as to when the testing was to take place.

Pupils were allocated 100 minutes to complete all assessments back to back.

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The children completed the assessments within a specific time stated by the council.

The timing was dictated by the HT.

Timings were decided by the local authority.

We were not able to access SNSAs until May and have been delivering them slowly since.

We were to carry out the assessments in the final term. All pupils were to carry out the assessment at the same time regardless of their learning level.

We were told by the local authority that they all had to be completed by the 8th of June. I have had 2 weeks to try to get through 32 children using 4 iPads at 30-40 minutes each! With the less able children I sat with them so we could click things together.

## **FIFE**

All P1 pupils have to complete them in May regardless of readiness.

As it was at the start of the final term there were still some areas that were yet to be covered that arose in the test questions. This was especially apparent in the Primary 1 testing.

Assessments overall were too long. The whole idea of a P1 pupils sitting in front of a computer screen for over 40 mins is ludicrous.

The Council set out the timings.

I had no input. A decision was made by the LA and Support for Learning teacher. Some children are not at the end of Early Level yet, so I feel this group should not be tested.

We were given time frames pre-determined by Fife Council.

It was decided by management with minimum notice given to staff.

We were not allowed to decide. The Local Authority gave us dates by which the tests were to be done.

Not at all – the week was selected for me.

Not at all. There was a window of timing for all pupils in P1, P4 and P7. No professional judgement was taken into account.

I was not really given a choice. The dates were set for us.

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If it's truly standardised, then surely a time limit should be in place? I don't agree with the tests but don't see how they can be called standardised when pupils can take as long as they need.

The tests took too long and with a full class it took weeks to manage each year group.

The timing of assessments for Primary 1 is terrible. It is towards the end of the school year when children are tired and hot.

Timing was a management decision as per a directive from Fife Council as far as I know. I had no influence over the timing.

A suggested time line was given.

There was very little input from me. We were given a short window in which to administer the tests. They were locked until then.

We were given a window by the council for each year group. If the true purpose of the assessments was to inform the teacher, they should have been done near the beginning of the year so that interventions could be made where needed.

We were given suggestions of when to carry out the SNSAs with each stage.



We were told on the Friday that the following week the assessments had to all be completed. 2 x assessments per child, 40 children, 5 days. We also had to teach within this time. We felt pressured, which no doubt impacted on the children.

We were told when they had to be done by Fife Council.

## **GLASGOW**

All tests were carried out in 4th term. Although there are a number of children who I have identified as not being at the end of first level, they all had to sit the assessments regardless.

All stages P1, P4 and P7 were instructed to complete assessments in Term 4.

I had already completed the achieving the level data prior to the assessments and did not find out anything new from completing the assessments. However due to lack of fine motor/computer skills and read abilities, we did not think it was suitable to complete the assessments at the beginning of P1.

As a probationer with no experience of standardised testing, I used my extra time out of class (part of probation programme) to work 1-2-1 with children. Timing varied between 20 mins a pupil to 45 mins. I then started to use i-pads in groups. The tests were hard to implement with little equipment and the need for an internet connection – which we don't always get. Also when working on a desk top there is no guidance as to whether a teacher can move the mouse if a pupil points. It took up a lot of time which could have been better used for planning lessons. I also had other testing to do in school (MALT).

As we do not have WiFi in this school this was very tricky as children were based on computers scattered throughout the school, meaning I had no way of supervising them or telling them to stop if I felt they had been struggling for too long.

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Considering our school has a very limited set of hardware our choice about when students take these tests is not within our control, nor is when we as professionals would like our students to take them, i.e., after all teaching has been covered to enhance our students' chances of success.

Each assessment takes about 30-40 mins for able pupils and 45-50 for less able. I have been asked to assess all P1, P4 and P7 pupils during end May / start June with no individualisation of timing to meet pupil's needs.

In my school the teacher had no input on when these tests should be conducted. I was told when they were to start, and it was a member of management that conducted the tests.

I was instructed to carry out tests in a given week. I have supported P1, P4 and P7 assessments.



It was agreed with my HT that most P1 pupils in my class would need the full session to have covered the benchmarks at Early Level in numeracy and literacy. This resulted in all P1 children having to be assessed in the final few weeks of the session.

Management decided when testing would be carried out.

Management stated that the class was to be tested in term 4.

My Head Teacher suggested that the SNSAs should be done in Term 4.

None really. Management instructed us as to timing as we were short staffed.

No input from teachers – it was decided by SMT.

None. Tests were imposed to the whole cohort and testing was done with whole classes during May, not when the child is ready to sit the test. This included ASD learners, where it was originally stated these learners would either be exempted or at least be tested as individuals as the experience would be too stressful for these them. Both first level reading and writing tests did not consider children with reading and writing difficulties when attempting to produce a set of accurate results and instead guessed at selecting an answer giving them a 1 in 4 chance of selecting the correct answer. Guessing answers or finger in the air is not a way to ensure children's understanding. A differentiated test would have more fairly represented and included these young learners, instead of setting them up to fail. The existing assessment materials used to evidence young learners' standards of work (excluding SNSAs) allow young people to feel they have an ability to succeed. It is awful for teachers to look at the faces of anxious wee people who are wondering why this stress has been imposed on them.

Tests were rushed through at the end of the year so management can attempt to 'pockle' the results as much as possible.

The assessments do not, in my opinion, support the learning of the children at all. The content is not in keeping with early level benchmarks, nor does it support or enhance the concrete approach to numeracy at Early Level recommended by Glasgow Counts. The Literacy content is not relevant to the children. This abstract assessment told me no more about my children than I already knew, in fact in many cases it reflected negatively on their abilities in comparison to what they can do day in day out in the context of their classroom learning environment.

The content of the assessments was very difficult and out-of-step with the P1 curriculum. Each child had to complete the assessment in a quiet room. It was impossible in the classroom. Only the placement of a student teacher in May enabled the class teacher to remove children to complete the assessments.

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Time constraints in terms of being able to support children with the practicalities of the tests meant that I had to do it when I was told - trying to get 3 stages of learners through tests which take about 45 mins each has been time- and personnel-heavy.

Time for assessments was decided by SMT. Class teachers were not advised or asked about the implementation of assessments.

It took so long for most children to sit the 3 tests together that it has taken much longer than anticipated.

I was given a specific short period in term 4.

We are testing all P1, P4 and P7 children now in May.

We could choose a time to complete but not all children were ready for this.

We had to allow an hour per pupil in P1.

We had to complete the tests within a 2-week period as that was when cover was available. We had PGDE students in who were teaching full time, allowing the class teachers to cover our classes while we took small groups to the ICT suite to complete the tests.

We had to do the tests ourselves due to staff shortages and that meant not teaching in the afternoon for 2 weeks. There are only 16 children in my class. They had to play while I spent a minimum of 40 minutes with each child. I have only managed literacy so far.

We were asked to complete the SNSAs in May as quickly as possible. This was not the best time for our children.

We were told when testing would occur with no options to delay. For P1 this means not all content of Early Level has been covered.

We were told when to implement the assessments and not given a say in anything with regards to this.

## **HIGHLAND**

We were asked to administer tests in March.

I feel that the assessments are aimed at the end of a level so should be at the end of the school year but this was not the case with our local authority guidance.

I was told by SMT that the testing was happening to all P1s as soon as we returned to school after the Easter Holidays.

I didn't know about the tests until the week before they happened.

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I had no chance to use my judgement.

None. The whole school sat them on demand.

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The timing was not great. It should've been nearer the end of the year.

There was no choice at all with regards to the timing of these assessments. My HT said they all had to be done by the end of April as dictated by the authority. It was a rush to get through all the P1s and I needed help from the PEF teacher meaning both they and myself (ASN) were unable to continue with our actual jobs until these assessments were completed.

Timing of the assessments was not in my control.

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We were told when the tests had to be done. It was before the end of April, so not even a full year in school for the P1 pupils.

We were told when we had to have them done by - end of Feb for older ones and end of March for younger ones.

## **INVERCLYDE**

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This was dictated by our local authority.

I had no say over the timing of assessments. In April, we were instructed to have them done by the end of the school year and since the PIPs assessments were still to be carried out by June, we had to administer the SNSAs before Easter, the reason being testing takes up so much time.

I was told by management that these tests must be started as soon as possible as we were already aware of how long it would take to get through them with three sets of Primary one children. I have a class of 22 and it took 8 full school days of constant testing (classroom assistant and I). During this time, no formal teaching took place. Each child took roughly 20 minutes to complete Numeracy and 40-45 minutes for Literacy. This was time spent after having a formal whole school Assessment Week.

I had no say at all, but was dictated to by the Head of Education Ruth Binks who told schools which month they had to do it.



None. Timings were decided by management with no warning.

SMT decided- class teachers weren't consulted. Children were even removed from nurture class to be assessed.

SMT defined the timing. I would have liked more time to support individuals as tests were carried out.

Times were decided by SMT.

We were told by the LA to test in the final term.

The tests were very problematic - each P1 pupil had to be done individually with an adult.

The whole year group were tested together en masse in May for Numeracy, Writing and Reading, which is totally against the whole ethos of what they were meant to be about. Some pupils had to be rushed through and completed all 3 in a single period.

## **MIDLOTHIAN**

The Council gave us a window but HT tried to support us with timings. There was still some pressure though.

No input at all.

These were blanket assessments which took place over a period of time which was not decided upon by the class teachers.

Timing of our assessments was decided at local authority level.

We were given a week per year group to do all the tests in our hall-cum-computer suite. We sent them in small groups or as individuals, according to support needs. They were tested throughout the day and throughout the week.

We were given a window to complete the assessments.

We were informed of a week in which the assessments were to be carried out for each year group. Due to the short time for this, assessments were carried out all day whenever possible.

## **MORAY**

No professional judgement was able to be applied. Moray Council took the decision to dictate timing for all SNSA.

None - all children had to be tested in May. One child with exceptional needs did not sit it.

Our authority had pre-selected for all our tests to be taken at the same time. We were told by the authority when to do it.

### **NORTH AYRSHIRE**

It was an authority decision for May.

Some children needed far more support and this was difficult to manage while ensuring appropriate length of tasks for others.

There was little flexibility.

Management took all pupils last week and tested them over a period of two days. I, as class teacher, had no professional judgement with regards to timings.

This year we took part in the November and March norming studies with 4 pupils. We were then asked to complete the P1, P4 and P7 assessments this year at the same time - May 2018. However, it had been discussed at training meetings that an evaluation would be made regarding timing of assessments and when children would be ready – which didn't happen.

We were asked to complete the assessments in May.

We were told to administer the assessment by the HT, with all classes within a given time period in April/May. This included administering GL assessments in Literacy, Numeracy and Health and Wellbeing for the classes not doing SNSAs so we were scrambling for laptop time to have them completed. 9 out of 26 of my children have covered our school's maths programme completely, 14 a good bulk and 3 not nearly enough to sit the test. So we are not assessing as and when we think the children are ready. It came across as though the tests and passwords had just been issued the week before, and they had to be done there and then, and although I read the information, there is no point in arguing with the HT.

### **NORTH LANARKSHIRE**

Children were tested en masse as decided by the cluster.

Language assessment was far too long for P1, especially as the reading activities were very challenging for the pupils. I felt I had to continue with each test until the end, otherwise the data collected would not have been valid. In some cases the pupils were clicking on any answer rather than reading the texts and answering, as they had lost interest in the process.

No professional judgement was involved.

A timeframe was given in which to complete them and they were carried out when possible in class.

### **ORKNEY**



As HT, I chose to do them as late as possible in the year, because I wanted the children to do well in them in case the results were used for school accountability in any way (by the LA or HMI).

### **PERTH AND KINROSS**

All tests were done in a big 'job lot' in January. The council decided on the 'window' in which they had to be done. Pupils did all 3 tests back to back - not good practice! The logistics in a secondary school are a nightmare - computer rooms only hold 20 pupils and we have classes of 32.

one sentence redacted - out of scope

The assessment window was given by the local authority.

Tests were carried out as and when we had support to work with the P1 pupils, causing disruption to the class and pulling support from where it was needed. We had to work hard and fast to get them done before the deadline.

I was given a 2-3-week window in which to complete the assessments. This was during February/March.

There was no option to assess individuals at a time appropriate to their development.

Tests were done in March 2018 when the children still had months of teaching time which would have impacted the results, especially in Primary 1. Next year I will teach all of maths before the assessment because this year we hadn't covered time or money.

one paragraph redacted - out of scope

No professional judgement was allowed.

None. It was all decided by the authority then the school management team.

None. Tests were all done in a window set by the local authority. Practically, this meant everyone did them over a two-week period.

None. I found a post-it note on my desk telling me the "to be done by" date.

Professional judgment on timing was not permitted.

Our local authority had set a time limit of when ours had to be completed by. I feel some of these assessments were quite lengthy to complete in the time given

with some children as sometimes we had to stop the assessment midway through to give them a break.

The timing of assessments in PKC was set by the authority. Staff were not consulted on this.

This was decided by the local authority.

Timing was set by LA, not teachers.

We were asked to do them over a period of weeks set by the SLT.

We were given a window of time in which the assessments had to be done. I think it was 8 weeks.

We were told to have them done by the end of February.

## **RENFREWSHIRE**

We were asked to test within a window by local authority.

Averaging 40 mins per child. Total time taken was 29 hours and 20 minutes for all P1 children to complete.

We had to be flexible in order to get assessments completed.

one sentence redacted - out of scope

I was instructed to conduct the assessments during a three-week window in May. This meant the assessments had a negative impact on my teaching time. Furthermore, as I am teaching P7 I now have no time left to use the results to support teaching and learning.

I was merely informed that the assessments had to be carried out. They are impractical and in no way age appropriate for P1.

There was no opportunity to use professional judgement. We were given a window by the authority of when the assessments were to be carried out. May was when we were told to do them.

No option of using judgement.

None! Tests were to be completed with all children within a 3-week time slot. This meant fitting them in whenever possible. Core work had to be suspended.

one sentence redacted - out of scope

Not at all. Timing was determined by SMT.

Not at all. The window for testing was issued by the LA.



The Council advised us to have assessments completed by 31st May. For most children this was fine, however some may have benefited from assessments in June.

The P1 assessments we did were only done once at the end of the year. No baseline assessments were done. Baseline data may have been useful to help support learners earlier. Assessment data collected from the May assessment merely restated, in the most part, what I already knew, and support for individuals and groups was already in place. In fact, some of that support time was lost due to the excessive length of time it took to complete the assessments and the impact that had on staffing.

I was told assessments were to be done in May so there was no other choice.

We were given a short window in which to complete the tests.

When I planned my long-term outcomes I had planned on teaching the children about symmetry, positional language (left and right) and halving amounts in term 4, so to have the assessments in May was too soon. The children hadn't been taught everything and they hadn't had enough time to consolidate previous learning. It would have been better to test at the start of June.

### **SCOTTISH BORDERS**

Assessments took place in May 2018. one sentence redacted - out of scope

P1 timing needs to account for the fact that the required IT skills are relatively high. Some pupils struggle with mouse or mouse pad coordination. All pupils in P1 had to work with the class teacher on a 1 to 1 or 2 to 1 basis. Close support was needed from an IT skills point of view. one sentence redacted - out of scope

The authority stated which term to use them in.

The Council told the school and hence management told us exactly when they were to be completed. All children P1, P4 and P7 were to complete assessments during the first 4 weeks of the summer term.

My school tested during the month of May. I was not aware that we had any choice about the timings of the assessments.

None - we were advised of when the assessments were to take place.

None at all. Everything was rushed in at the last minute. Our school did not even trial the new tests, so we had no idea of how to undertake them. We tried to watch the webinar, but it did not work.

There was no room for professional judgement at all.

None really.

Not really. The pressure was on to complete the tests quickly.

Professional judgement didn't even remotely play a part. They were to be done, end of. Supporting learning? What do these assessments do to support learning? Nothing. There's nothing those assessments would tell a teacher that they didn't already know and couldn't evidence through robust assessment procedures and evidence already in place in schools.

The assessments have been left to the final 2 weeks of the summer term which is certainly not beneficial to the children or teachers. It would have been more useful to use the assessments in March/April to help to plan appropriate challenge and support.

The time we had meant it was very rushed though that might have been the fault of our SMT passing on the required information very close to timetable change.

Obviously, it had to be carried out when we were asked by SMT.

We were told to test in the last 2 weeks of May.

We had very little time as the school had forgotten they had to be done! I did decide which children required reading etc to help them but that was AFTER they had all sat the reading one as no guidance was given.

## **SHETLAND**

P1 tests both for Numeracy and Literacy took between 30 and 40 minutes each. This was done on iPads and in small groups of 2 or 3 children. The practice assessment took 10 minutes both in literacy and numeracy. The pressure was on to get assessments completed so as not to 'drag' them out over such a long period of time and also not to use up other staff's time when covering my class.

The assessments were quite long for my Primary 1s, so it was essential for us to be able to stop throughout the assessments to ensure the pupils could have their full attention on the task, giving the most realistic results possible. I found the pupils who found some of the questions more challenging were not too keen when I took them out to do some more, and that others didn't mind. I wanted to give them plenty of thinking time on questions I felt may be too challenging.

The Local Authority gave us a window during term 3 (Jan-Mar) to complete SNSA testing. Within that I could choose when to assess my class. There was some dispute with management over whether professional judgement had any bearing on timing at all.

## **SOUTH AYRSHIRE**

The tests took 40 minutes.



I firmly believe that not all P1s should have sat the SNSA assessments and that teachers' professional judgements should have determined and identified the individuals ready to complete the assessments. The assessments should be completed when the child is ready whether this is P1 or P2. The level of questions was extremely challenging for many pupils and impacted on their confidence in answering them. They were also asked to complete lengthy assessments taking 20-50 mins depending on the individuals and these won't be the normal expectations of P1s to sit and complete one task over that amount of time.

The literacy assessment for P1 children was extremely lengthy and, in my opinion, far too challenging. We did seek advice from the helpline and were told we could read the passages to the children if they were beyond their ability level.

## **SOUTH LANARKSHIRE**

We were able to use the tests at end of academic year in May/June.

Absolutely zero input from us. South Lanarkshire Council decreed that every school in the Authority must carry out the tests in May, regardless of Scottish Government advice.

Assessments were completed far too late in the school year to have any bearing on my judgements.

There was authority agreement on the use of them in April/May.

We had to complete assessments as a block, 2 children at a time, so very time consuming.

The HT initially asked for assessments to be completed in March ~ I have P1 children and felt this was too early in the session to make this kind of judgement on children's understanding. This instruction then changed, and we were informed that assessments had to be completed by end of May. I was given no choice in the administration of this assessment, and there are a few children who could not cope with the assessment, particularly the Literacy assessment.

I didn't feel these assessments gave appropriate timings or scope to support children who needed it

I was given a set week in May to do the assessments. This coincided with assessment week that we normally have.

I was not able to use professional judgement. I was told when they would take place.

I was under direction from management that my assessments for P1 must be completed during a week in May.

Individuals had the length of time they required to complete them provided it was within the 1-day time slot my class had been given. The level of visible distress for learners was uncomfortable.

There was maybe not enough time in the 6-week window as teachers found it very time consuming to complete with 70 P1 children. With all authorities doing it at different times where is the consistency with results?

None

one paragraph redacted - out of scope

None. As a class teacher, I was told by SMT that they had to be completed over the next 2 weeks. It took three.

None... I was told when to do them.

All assessments took longer than planned with children needing more support.

Our LA advised these were to be completed in April- May.

one paragraph redacted - out of scope

SLC chose a time scale of April-May.

The assessments needed to be completed in a short time frame so there was limited scope to stop and start the assessments due to pupils' needs. There was also a severe lack of staff to administer these, therefore 17 children at a time were doing them at the ICT suite.

The window for completion was issued by the local authority and with a large volume of children and no computer suite the experience was very time consuming and the negative impact on support for learning was significant. The pressure of the completion date was bad.

There was no professional judgement used. Assessments were allocated and all children in P1, P4 and P7 completed the test.

The timing was difficult as I was not sure what pathway children would be put on. We are a small school and this consumed 3 full days where I was given time out of class and someone was paid to cover.

I was unable to choose when to test my children as I was told to test them all within a given 6-week block. All children were tested regardless of ability.

We had a meeting (under 50 mins) to discuss what it was for, and 1 period to allow the pupils a practice. SMT competed the test out with my class. We had 1 period to go over results.

We were told the assessments were being done on P1, P4 and P7 on the same day. one sentence redacted - out of scope



We were told when to assess so you are not really taking into account professional judgement.

### **STIRLING**

A deadline was agreed by the authority.

There was no choice. The Council told every school to use a particular 'window' of two months' length to do them. Teachers were told by SMT their children had to take the tests. No professional choice/decision-making was involved.

We were just told what week we were to do the assessments with no prior preparation.

We were told when the tests had to be administered. Whole classes were tested at the same time (the time frame was set by the council). P1s were tested in pairs and supervised by a member of staff.

### **WEST DUNBARTONSHIRE**

All assessments were completed in May and June. The assessments were not supporting learning. Pupils were taken out of class in groups to be tested.

one paragraph redacted - out of scope

I was not asked for my judgements. We had to test all the children in our school within a 2-week window running end of May to the start of June.

The timing was decided by the Headteacher. It was left until the last week in May for all children.

We were just told that they must be completed by the end of May.

We began the assessments after Easter, as this was when I was able to be released from my timetable to administer them across the 3 stages. I am still to complete the P1 assessments.

We were given from the beginning of May.

You need to work through the assessment with each individual. It is not possible to adjust it. At Early Level it requires one-to-one support for most learners.

### **WEST LOTHIAN**

At my school we had no say in determining the timing of these assessments.

It was an authority decision about when these should be done - one sentence redacted - out of scope

I was not able to decide on the timing of the assessments. I was told when to administer the tests for my class and West Lothian placed a deadline on when assessments were to be completed.

It was difficult for Primary 1 as they needed 1-on-1 and out of a distracting environment. Our Council had to extend the timeline for Primary 1 due to the time it took for them to complete.

The local authority gave a 3-week period when tests had to be carried out.

No, our authority set a window for these to be completed.

None.

Not at all. We were told we had to do them between October and November.

Not at all, we were told when to do them.

SNSA tests were carried out in April. Large portions of the curriculum had not been covered, especially in Maths and Numeracy. This therefore resulted in pupils not being able to answer many questions. Having administered several of the tests personally, I can confidently say that the multiple-choice aspect of the tests meant that many answers were guessed haphazardly, therefore resulting in inaccurate data.

The timescales were so tight, particularly for the P1 assessments, that they had to be carried out as quickly as possible. It was not therefore possible to use any professional judgement to determine the timing of assessments.

The window for P1 assessments was quite short for our school so it did feel like we were churning them out, sending children to complete them at all different times.

We had a time limit to complete them in.

We had no influence on timing. The Head Teacher was given a deadline to meet.

We were given a time period of several weeks to complete the tests with each year group.

We were given a time by which the assessments had to be completed, so were unable to determine the timing of assessments.

We were given a two-week window for them to be completed and PSWs were taken off timetable to take groups of children to complete them.

## **WESTERN ISLES**

The tests took 40-50 minutes depending on ability.