

Primary 1 have basic mouse skills and are not all confident (because the focus has been on iPads more recently due to Apple roll out in 2020) so an adult had to sit with each child and go through each test.

## **HIGHLAND**

We only have 2 iPads in school. P1 did not have good enough mouse control so we had to use IT usually based in the P7 classroom. We have no ICT suite.

Too much reading involved for children of lower ability at all stages of assessment. Layout was tricky for some to understand and navigate around for many pupils at all levels but particularly in P1.

Absolutely horrendous! Not suitable for P1 at all. Too many instructions to listen to & too long an explanation of task. The PSA was told by SMT to click the answers that the children pointed to speed up the process. We did try it on a touch screen chrome book, but it didn't display the Next button without scrolling which proved very challenging for the P1s.

Completely inappropriate for age and stage. Adult input needed for every single assessment.

Not friendly for those pupils with a specific difficulty in literacy. P1 pupils needed support to use chrome books as our school has not had a long-awaited refresh of IT infrastructure.

Kept crashing and losing data during assessments.

Children were unable to use mouse control function successfully and this required an adult to do this for them, so they could fully concentrate on the questions

Assessment tasks for P1 did not reflect the benchmarks for the end of early level.

Scrolling and book were awful. Small writing. We were unsure how to change background colour. Most managed ICT skill. Did not feel content was relevant/appropriate to children e.g. hummingbirds!

These assessments were not easy for children to find.

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There was no option to have text read to children beyond P1, which totally alienated some of our able, yet dyslexic pupils. We as staff made the decision to read the information TO these pupils, but there was nowhere available to make this clear to anyone interpreting or using the printed results. A

'nature of support given' option/box would allow us to write this down and give a much truer reflection of the child's abilities.

It was a struggle for the P1 pupils.

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## **INVERCLYDE**

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This was a huge concern. Much of the test relied on excellent mouse skills, which many primary one pupils have not yet developed. The clicking and dragging was beyond them, as they are more used to using tablets and iPads with single finger touch. Similarly, we could not expect P1s to scroll down to see the whole passage, so this was done by a support assistant. The size of font used was also too small for my youngsters.

I feel the test was not user friendly as I had to do the clicking and dragging to answer questions.

P1 children unable to login, drag & drop, read, pay attention for more than 10-15 mins.

Not appropriate for P1.

Moving the page down to click 'next' was problematic for P1 pupils.

## **MIDLOTHIAN**

Assessments were completed on iPads. Screen did not fit to the page so scrolling was necessary and difficult for P1. Also, the 'next' button didn't work automatically so pupils continued to press which led to them skipping questions unintentionally and therefore inaccurate results.

Staff required 1:1 for P1s

## **MORAY**

Due to a lack of computing skills of children within our school we selected their chosen answer for them.

## **NORTH AYRSHIRE**

I am a Teacher of the Deaf supporting students with who range from moderately to profoundly deaf. Deaf children cannot fully access the recorded voice used in these assessments and find the accent of the speaker sometimes hard to understand. Deaf children are at a disadvantage with assessments that use a recorded voice. Results may not be a true reflection of their abilities.

The short stories in the reading assessments were laid out poorly. The audio instruction on the P1 literacy assessment did not explain the numbered pages and how to access each part of the story.

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If it was only available on laptops, then we would find it difficult to deliver due to less devices and reliability. Again, the Wi-Fi was working those weeks but there are days we have issues with connectivity - so it could be an issue in the future. Primary 1 assessment- too many buttons to press to hear question and answers. Children, if not supervised would not have been able to navigate. Children in the literacy section unable to read text but guessing an answer and getting it right.

I don't think many P1 children would be able to carry out the assessment without an adult beside them. The audio buttons were helpful, but some pages had various audio buttons and the children needed guidance about the order in which to click them so that they could make sense of the question.

Inputting the long web link to get onto the tests was not user friendly in anyway, nor was distributing the user name and passwords as I had to then spend time photocopying /enlarging in order to get the children online. The passwords were not user friendly either.

## **NORTH LANARKSHIRE**

As I said we had iPads, I can only imagine how difficult this would be on a laptop for a P1 particularly the hummingbird section where they were expected to join two parts together, again assessment of ICT skills rather than reading for information. Language used was not appropriate, children were asked to find the same letter from a selection below, in actual fact they should have been asked to find the uppercase of the letter, 5-year olds repeatedly told me there isn't one the same! Hummingbirds totally inappropriate for 5/6-year olds in Scotland! Bad layout and having to read the question in some parts with no voice meant children were not supported enough. Use of font was difficult for some as they look for flicks on letters.

The assessments were difficult for P1s to complete using a desktop computer.

Although many of the children in my P1 class are used to using iPads, I have discovered that they just click on any button when playing games until they achieve the desired outcome. This meant that although they could drag/drop

etc, they weren't necessarily paying attention to instructions and so I used a desktop and clicked on the button they decided to choose.

Some of the literacy questions were tricky to navigate.

Not user-friendly for P1. Texts were too difficult.

Even able pupils found reading tasks too challenging. Many just pressed next to move on.

P1 found navigating online books difficult, one sentence redacted - out of scope

## **PERTH & KINROSS**

Text on more than one page was tricky.

Felt that the assessments tested IT competence rather than academic ability. For that reason, our PSA was out of class completing assessments for 2 weeks, rather than supporting pupils in class.

Having the chance to enable the assessment to read the questions out loud would have supported the pupils with a literacy barrier as well as taken the pressure off myself in terms of trying to support large numbers of children at once.

Children struggled when text was small, so they could see all the text/options on one page without needing to scroll. Others needed it zoomed in meaning they possibly missed information.

P1 tests were far too wordy and intimidated them.

Younger children found it quite difficult.

Names in reading very challenging. Wording overall in reading tough going.

My colleague in primary 1 showed me their assessment and I thought it was maybe too tricky.

Children had to be guided through each test by a member of staff. This involved the child being taken out of the classroom. I felt that there was no way the children could have completed the test without support from an adult. The language, layout and assessment tasks bore no resemblance to anything the children had come across before. I felt that a large portion of the assessment was based on the children's ICT ability and their ability to use the technology.

Too difficult for P1. Too much language in extended texts and some of the subject matter for example hummingbirds was not particularly relevant to the stage.

Not suitable for P1s who can be 'click happy' and lack focus.

I disagree with not being allowed to go back to correct or check answers as we teachers spend a lot of our time encouraging children to do this with a view to developing their editing and reviewing skills as they go in to secondary school.

## **RENFREWSHIRE**

P1 children really struggled with the digital manipulation of the assessment. Too much text that children were expected to read. Not age and stage appropriate. With a focus on cultural capital and relating learning to pupil experiences and interests, the assessment is the total opposite of this. If children knew lots about birds, they were at an advantage. Surely this puts children in deprived areas at a disadvantage?

Wi-Fi cut out and then tests had to be carried out on laptops, children found that harder.

Some of the numeracy questions used difficult language which hindered those stronger in numeracy than literacy. Pupils could right click to be auto-correct spelling. Pupils could also inspect elements to change wording of questions.

P1 children barely have the dexterity to use a mouse and cannot log on independently as the keyboard is in capitals which P1 can't read! The font is too small and the text itself is too long. Any child with auditory processing issues has failed before they even start. What on earth are we doing to this generation?

There was far too much involved for some pupils who found the assessments very stressful.

First barrier was using the computer. Then there was the method of assessment, no need for formative assessments at that age. Many of the children viewed the ICT software as a 'game' and therefore rushed through it in order to 'get to the next level.' Wording of questions with no two-way discussion with an adult meant many of the questions were misread or open to interpretation.

Don't think the use of laptops makes the test accessible to all. Many struggled with the navigation and raced through the test to their detriment.

P1 children could not do test without 1:1 support. Mouse manipulation too difficult. Tasks far too difficult. PIPS had some little issues but in general was far superior and reflected the child's ability.

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P1 tests were awful. Scrolling down to click was time consuming, testing ICT skills. In both the P1 literacy and numeracy tests there were several questions which required an answer to be dragged and dropped, the answers kept bouncing back and children were unable to answer those questions. This occurred in almost every test sat. Uncertain of consistency between users. The assessments tasks were for some, given in an order that was not progressively difficult, so the first questions were so tricky and lengthy to read that the child had given up after a few questions. The literacy tasks were far too challenging,

and it was far too long to expect a child of 5 or 6 to concentrate and read for that long. For some it was in excess of 45 mins. The nature of the multiple choice made it easy for children to guess answers as there was no option to skip section or click for 'does not know'. It meant children who struggled had to continue with this demoralising exercise for excessive lengths of time.

It did take ages to type in the https address as it was quite wordy. I had to help with this before working with the children I had left.

ICT level was aimed too high. The children had to be aware that they had to scroll up and down the screen to access more information. The font size for the hummingbird reading text was far too small, the P1 children had never come across anything so small as was the size of the eggs that they had to count in the numeracy test. The tests were not equal as some children had questions about weight and others didn't.

### **SCOTTISH BORDERS**

P1 is a bit challenging.

Difficult to pick out information and get to the right part and click on the right answer. I felt many children just guessed answers.

Many children found it difficult to navigate the pages without a mouse. When clicking on the 'next' button it was too easy to accidentally double click it and miss the next question. Sometimes the pictures did not load. Sometimes the sound failed. Occasionally the whole system crashed. Font confusing for P1 particularly the letters 'l' and 'i'.

Was not particularly user friendly and all stages needed adult intervention especially P1 who had problems navigating the screen and also accessing the text.

Some questions were too wordy for students. Too many did not understand what they were being asked.

Some of our pupils with learning difficulties found the reading task very problematic. Large chunks of text and a large number of questions were a struggle. Some of them had their confidence very badly knocked by this.

Was challenging for pupils required a lot of reading even in numeracy!

As said before, the P1s didn't have the mouse control skills to negotiate the test in a timely manner.

Layout for less able pupils was an issue.

What was it testing - digital skills or numeracy and literacy? I feel that for young people it was too long to stare (concentrating hard) at a screen.

P1 had to have an adult control the mouse for them as they cannot click and drag. They are only used to computer games and touchscreen. It would simply have been a test of mouse skills if an adult has not done this.

## **SHETLAND**

Font in literacy was too small and too many words. P1 children could not log in independently.

Some of the language jumped quite quickly to more complex for my lower level readers.

Some questions were worded in an unnecessarily complex way and multiple-choice answers provided seemed to be trying to trip children up. The need to scroll down, in most questions, to move on added further difficulty.

## **SOUTH AYRSHIRE**

Just the time to administer and complete is long for children not used to completing online assessments as intense as SNSA.

Far too challenging for P1 to use computers independently and to successfully click on all the correct parts of the assessment without adult support. The interactive books were challenging to navigate, and many children did not understand that they could go back and read the pages again, however this would mean for P1 to read each page again as they have not developed skimming and scanning strategies.

I felt the literacy was not suitable for early level pupils. It also didn't adjust according to the child's ability. The use of language was far too challenging. Keyboard skills expected were tricky; the teacher clicked on the correct answer.

## **SOUTH LANARKSHIRE**

Huge emphasis on mouse control and ITC skills, to the extent that poor ITC skills could impact on results.

Screen background colour could not be changed - not suitable for children with dyslexia or other conditions which cause reading difficulties requiring a background change.

Delivery was a nightmare. Ended up using iPad as mouse control required was too much for P1. Had to be administered on a one to one basis as test was too complex for them. one sentence redacted - out of scope

iPads had to be used for infants- they saw it as a game and skipped questions they didn't like and didn't press answers fully with their finger.

Most P1 children did not have the necessary IT skills to undertake the assessment. Staff working with the children undertook the mouse skills for the children when they had indicated what their answer was.

The ICT skills required were not in line with a child at early level.

This for me as a PT and a P1 teacher was the most difficult. I think the P1 children found the assessments very difficult to complete independently. There were a few technical aspects that I feel need to be reconsidered, our school is fortunate in that we have mobile devices (Chromebooks) but felt we were at a disadvantage for not having tablets. Some of our P1 children found it difficult to navigate between moving through the assessment and listening to the questions, I feel the question should perhaps begin automatically when children proceed to the next question. The opportunity to move on or 'skip' to the next question should be greyed out for a period of time, as despite being supervised I had several children skip through the majority of the assessment resulting in low scores. There were also a lot of questions that required a 'drag' function, this was very difficult for children to do on the Chromebooks and there seemed no real point to needing a drag function. Surely, they could've just clicked on the correct item/answer? The technical aspect was the hardest hurdle to overcome for P1 children.

For P1 it was not user-friendly.

The font and layout of the P1 literacy test was outrageous. It wasn't child friendly and very difficult for the children to navigate.

Impossible for P1 to navigate which resulted in my P7 class losing a further 2 days of teaching to support P1 in navigating the assessment. The language used was tricky and not typical of resources used to teach in class.

Not user friendly at all for P1. Some children have little/no mouse skills. Children had to complete individually at CTouch which again did not work well as we could not scroll down on CTouch therefore teacher had to intervene constantly. Extremely repetitive for one teacher to complete with whole classes. One of the children in my class fainted whilst completing the test due to use of the mouse/staring at screen. Also, children were skipping questions as pressing mouse too many times (due to poor mouse skills) therefore data collected for children was not accurate as they had skipped so many questions. Children's eyes were watering whilst looking at screens as they're not used to this way of working. At times pictures were not loading up quickly enough therefore having to wait 2 minutes each time for questions to load properly.

Pupils more familiar with tablet style activities struggled with scrolling, tests allowed children to click 'next' without answering a question which meant staff had to go through each question one at a time making sure each child had selected an answer before moving on.

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I had to spend some time (a few sessions) to ensure the children could operate a mouse accurately enough.



Totally inappropriate for P1s to use. Digital skills required were ridiculous. Drag, right click etc. Started on laptops but had to abandon and use PC's. Layout wholly inappropriate and very difficult for P1s to use. Language far too advanced.

Some questions appeared to have unnecessarily challenging language. The font was considerably smaller than children are familiar with, with a lot in the one screen - some children who, in my professional judgement, are very able, looked at the screen and immediately said they couldn't do it. They are not yet familiar with visually keeping track of where they're reading when there's so much text. When there were several questions with the same image on the screen, children didn't always realise that there was a new question, and accidentally skipped. Moving through 'pages' of books, or when there were 6 or 7 orange mouth icons on a screen, tests became very difficult to navigate.

Too difficult for P1. Too easy for them to potentially skip a question when using mouse. Switched to iPads and had several glitches, kept telling us that it 'couldn't sav', and to 'try again'. One of our P1 pupils received a 'low' score. On inspection of the report, it said she had missed 9 questions in a row- she hadn't as a member of staff was sitting with her! SNSA helpdesk explained there was a problem with that paper, but a week on and it hadn't been fixed.

Very difficult for P1 to access independently and so they needed an adult beside them. The fact that children can move to another question without answering is ridiculous! The speaker icon was confusing for some as they thought when they tapped this they had selected the answer which is not the case, the text to the right must be selected before pressing 'next'.

Our P1s complete the tests on iPads as their mouse control etc is not of the standard to be able to complete the tests (P7s logged them on).

P1 have limited mouse control. Wanted to 'swipe' the screen. Screen not configured and too much time spent scrolling to the bottom of the page.

I did not find this to be particularly user friendly at all. The page would move during all drag and drop activities and so the children found using the touch screen difficult (especially as this is the digital mode that they would be most familiar with). The mouse skills required for Primary 1 were then quite difficult and meant the whole exercise was even more time consuming than it already was.

This was not child friendly. Some support assistants asked for help to use this.

Again, great difficulty for Primary 1. one sentence redacted - out of scope

Highly inappropriate for P1 children in all ways. Many children found the whole process difficult and quite disheartening, this process could easily put pupils off, especially from reading.

They were all accompanied by spoken instructions, however our children found this difficult as all children moved through tests at different rates. They used new notebooks due to a recent upgrade which were unfamiliar to children. Stressed children out.

Some of the language was difficult and tasks in literacy outside their interest or experience.

### **STIRLING**

P1 was completely unsuitable both in the content of questions (literacy assessment) and the skills needed to navigate. one sentence redacted - out of scope

Far too hard for P1s to tackle. one sentence redacted - out of scope

No accessibility for children with dyslexia or other difficulties with reading/processing of information. As a result, this was a very stressful experience for some pupils and did nothing to improve their self-esteem or confidence in exams.

Layout not ideal for younger children and those not used to using a mouse. Having to scroll down to see all of the question was far from ideal. One size does not fit all when the varying degrees of antiquated technology in schools is taken into consideration.

### **WEST DUNBARTONSHIRE**

Children reported the test was too long and it became boring. Some reported guessing.

The layout for both assessments were completely different from the formats the children are used to. Some of the children merely pressed buttons at random therefore, the results in my view for many are invalid.

Primary 1 pupils do not have the ability to use a mouse effectively enough to complete these on a desktop PC - staff are having to click for them. It is far too easy to skip questions by mistake. The spoken aspect of the Literacy assessments means that it is difficult to run 2 at a time and impossible to do more.

I logged all of the children on prior to starting the assessment. The font is too small for the reading and writing assessments. Some of the children had quite a lot of reading to do and I felt that it was a strain on their eyes. one paragraph redacted - out of scope

The font size of reading passages at Early Level is too small. It requires one to one support to ensure children are not just clicking on any answer.

## **WEST LOTHIAN**

Our children have not used the netbooks before the test and we don't have our iPads connected to the internet in school so could not use these which would have helped. The children required support to click on answers and use the netbook.

P1 need one to one support for scrolling down which is required for every question. Keyboard skills not appropriate for this level. Layout issues - why the need to scroll down when the question is on one page? The sound stopped midway through some assessments. Tasks were stressful for the children and reassurance was required.

Primary 1 get a little confused. The moving up and down the screen to go to the next question was difficult for some to manoeuvre.

The questions appeared to take a long time to adjust to the child's ability. The children were asked several questions at a high level before this changed. Children used a touch screen note book. Would not have been possible with a mouse.

Too much reading! Not user-friendly, easier to use on iPad.

Asking children that are not secure at First Level and in some cases still working at Early Level to take a test that we know they can't access and will fail is abhorrent in my mind. Setting children up to fail goes against all the principles of the CfE and GIRFEC.

It was stressful, and the language and font could have been more user friendly. Children couldn't read questions. The 'next' button was accidentally knocked by most children meaning they missed/skipped questions.

In P1 an adult helped them with the digital and keyboard aspect of the tests. Multiple questions on calendars were asked which were very difficult and far beyond what I would expect of a P1.

Far too advanced for P1 children.

Font way too small. Layout not good - had to read online books which were tiny and had lots of text.

I have yet to meet a teacher who thought the P1 tests were fit for purpose or child friendly. The assessments were quite drab. The questions were not very child friendly, as the font was too small and some counting question illustrations were too small to count, five words redacted - exemption 33(1)(b) The stories that had to be listened to were boring, any illustrations were tiny and dull and the voice was not very expressive to hold the interest of young children. Asking young children at early level to read long passages on topics such as 'Hummingbirds' was not very appropriate and was a lengthy chore for some and

upsetting for others as they were unable to read it by themselves and recognised that fact. They were completely abstract, and this was not suitable for some learners.

Was not user friendly at all for P1 to complete independently.

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Some P1s were very upset during and after and commented on how it affected their feelings during a check in/circle time.

## **WESTERN ISLES**

Children should not be able to move onto the next page until the question has been answered in full. Some children double clicked the 'next page' button and therefore skipped questions.

P1 could not manage the tests and complete them independently with the requisite ICT skills. P1 tests also far too long, even with self-imposed breaks.