

children were in groups of 4 as they needed help when reading the question. Required 4 additional teachers/support staff to help. P1 (Literacy) - these were done on a one to one basis as children required guidance throughout.

It was a little disruptive having pupils pulled out of class due to the fact it was the P1s and they are completed individually. Again, I feel management should cover the P1 teachers, to allow them to run the tests with the pupils.

I was unable to complete the SNSA assessments when in class therefore myself and my 2 stage partners had to be let out of class to do them. We are very fortunate to have 2 part time teachers who were able to take our classes during this time however classes had to be doubled up at times. We also have an EYO working with primary 1 who had to help us get through the tests which meant she was unable to work with her groups of children who require her support. We have iPads available to complete the tests however due to the poor Wi-Fi the test often crashed or froze part of the way through and we would have to log back in again. I was in and out of class doing these assessments for about 3 weeks which was very disruptive for the children and meant they lost a lot of time with their class teacher who knows them best. All in I was out of class for just over a full week across the 3 weeks to complete the assessments.

Library and ICT facilities were over taken for a long period of time which disadvantaged classes to use these.

In addition to the CEM tests being undertaken in the school the SNSA are a huge drain on classroom support. For a period of 4 weeks I have no classroom support as they are undertaking the assessments. I am unable to provide effective support to children with additional needs.

Use of support staff who would therefore not be in class. Difficult to plan and teach with children popping in and out.

My daughter was removed from her classroom during a numeracy lesson to work with an unfamiliar teacher in the depute headteacher's office on the tests. Had I known this as a parent beforehand rather than only finding out afterwards from my child, I would have requested to have her removed from the tests.

The biggest drawback was the extremely poor infrastructure of the school's internet connection. This meant the tests had to be staggered as not all pupils could complete them at the same time. The rest of the school was not allowed on computers/iPads during testing time - so yes affected other classes. The staggered start of tests meant that while some pupils were completing a test, others were working on different tasks, so I suppose, yes they did impact on classroom management a bit.

Huge implications for staffing. P1 assessments should have been completed by the pupils' most familiar adult, e.g. class teacher. I could not feasibly give up the time required to get each child through literacy and numeracy assessments. I completed numeracy assessments with my class and a Principal Teacher completed the literacy assessments. My class had to be covered during this time which impacted on the children's normal routine and therefore learning.

It was a logistical nightmare. There were not enough computers to carry out these assessments for one class as a whole. Lots of support from leaders and colleagues but there was no way to carry these out and ensure quality of learning for the other children in my class.

Due to broken/lack of computers children had to either do the assembly or sit quietly read/complete an independent task until a computer became available. Due to no specific guidelines additional support teachers had to complete identified children's assessments on a 1 to 1 basis but was not 100% clear on how much support they could give specifically with the reading assessment.

We used iPads as a class as I had 32 to complete. It was a struggle to support the children who need help.

P1 testing impacted greatly on a range of staff- very time consuming and impossible for teachers to deploy in class. This took approximately an hour for each primary one pupil to assess maths and literacy! With such constraints in staffing, this was very challenging and took time away from children who require support. The whole approach goes against our principles of play in the early years! Impact on ICT timetable but we prioritised testing.

Very high impact. P1 cohort of 58 pupils taking an average of 50 minutes to complete the assessment on a one to one basis. Classes had to be joined to release staff to support the children being assessed.

5 teachers were involved in P1 numeracy assessments with my class for 1 hour- DHT, P.T, learning support teacher, supply teacher and class teacher and we had 4 pupils each! For literacy P1 assessment a supply teacher took my class for the morning and myself, learning support teacher, another supply teacher, and 2 EYOs carried out assessments with 21 pupils 1 to 1.

We were able to use iPads and PCs. Some children needed individual support up the school. However, all p1 assessments had to be carried out 1:1 and this impacted on our teaching resources.

Practical delivery has a significant impact on time for SMT. We are only a small school and as such it was just about manageable in our setting.

Difficult to accommodate English/Maths classes in practical sized ICT suites.

P1 needs to be done 1:1. Difficult to do as their class teacher so SLMT/nursery teacher completing with children.

To ensure the SNSAs were completed the PT and Support for Learning Teacher were both taken off timetable to administer the Primary 1 SNSA. The ICT suite was out of use for approximately 2 weeks.

Only 17 pupils could be tested at a time. Remainder of class had to be split between other teachers.

Pupil iPads were out of use for a few weeks to accommodate testing. Cover for classes is required to release teachers to deliver P1 assessments. 2 children are assessed at once which has taken around 40 minutes at least per session.

It has been difficult. We have 4 iPads to use and 32 children. Most of the children have taken 30 or so minutes to complete the assessments. I will need to use classroom assistants to help supervise children completing the tasks next week. It is very difficult to keep the other children quiet as the 4 are doing their assessments- we have had to have very structured quiet activities all week, which means very little group work or direct teaching has occurred.

FIFE

It has taken up all of our LS teacher's time for months.

Feel that all of the tests could have done with an option to have the questions read out to them. Only the p1 test offers this. Also, the layout of the test on the screen wasn't very user friendly. Pupils didn't always remember to scroll down and therefore missed some of the question or answer.

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Difficult to achieve in a busy P1 classroom. When I sat with one child I was interrupted a few times which is distracting for the child taking the test. Most of our P1 tests were done in the class with the SFL teacher which meant a lot of her time was taken up. A few times the test froze due to poor internet connection.

Other classes were unable to use ICT suite for timetabled lessons. Support for learning teacher only part time so I had to support 5 children with recognised ASN as well as 21 other students.

ICT suite taken over and support for learning staff taken off timetable. Impact on day to day teaching was moderate as I could send working groups. It did impact learning.

Nightmare when using laptops. Problems with broken, not working, etc. The school Wi-Fi unreliable so some connected immediately then others after 10 mins. The SNSA site not reliable and would close down unexpectedly. Some took it seriously, others just clicked on anything, so some finished in one period, others incomplete after three, leaving problem of what those who had finished should do.

As a two-day Support for Learning teacher, most of my time this term as been spent on the assessments. No actual assessment or teaching time apart from this. System is a bit "clunky ". It takes quite a bit of time and primary 1 need supported to make sure they follow the programme completely. Glad that SNSA have added sound to support them.

P1 found it tricky, even with the 'hearing' button and was therefore much more time consuming.

Massive impact on cover within school. Class teacher had to sit with one child doing the test and cover was arranged for the class. Huge impact on management and other staff.

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P1 it was a total nightmare. It took two members of staff a full week to carry out assessments. Had it not been for teaching students being on placement we couldn't have allocated this time.

SFL teacher was needed to administer assessments to allow normal routine to continue for the class. We only have SFL three days a week, so this meant they took longer. It also meant all SFL work had to be suspended.

In Primary 1 we are having to sit 1-2-1 to complete the assessments while other teachers cover our classes. It takes approximately 20 minutes for numeracy and 45 minutes for literacy. Children are finding it difficult to cope with the constant change in people/staff/teachers. Using laptops is also disrupting other classes.

Not possible to carry out these assessments as part of a daily program in class. Required to be supervised by staff member who removed groups or individuals from class to complete the assessments.

Dreadful. A serious impact. We struggled for weeks and managed the assessments in dribs and drabs. Fortunately, one of the classes had a student so we were able to use the teacher for about a week solidly to finish some of them.

Class size is 32. Computer rooms only have 20 computers so difficult to get 2 computer rooms at same time, also impossible for one teacher to supervise two rooms. However, we were lucky as we have just bought 32 Netbooks. This caused another problem as the WIFI only works in a couple of rooms so teachers had to swap classes to allow test to proceed. This meant a teacher was ousted from her class over several days to get the whole cohort tested.

Small school so only a few to do and we have a netbook / laptop per pupil. P1 had to be done with an adult and each assessment took around 40 to 50 minutes. Longer in fact as I gave the children regular breaks. PSA was required to be in class to support the other children while test carried out.

I deployed the assessments in my own class with no support, assessing some children in my NCCT so that they could have the provision they needed. Computer availability being limited in our school, we found the assessment deployment stressful. In addition, the Wi-Fi bandwidth meant that the assessments being based online became problematic at times.

For p1 they had to be carried out 1-1 by support staff/ ls. This took over 3 weeks due to number of children we have.

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We had to use the support for learning teacher's room every day for a week which meant she was distracted or couldn't take children into the room. ICT access wasn't a problem. My stage partner couldn't teach her class for a week, the learning support teacher covered when she had to, my PGDE student taught my class making it hard for me to fit in support for her and her observations. Luckily,

she was understanding and a strong student or it would have been a major problem. Little to no support from management in terms of covering classes or carrying out tests.

GLASGOW

I delivered the tests although I am not the class teacher - it is not appropriate for P1 to do them in big groups, and we don't have the facilities. I was timetabled for support for learning but taken off timetable for assessments one paragraph redacted - out of scope
[redacted] The timetable was based largely on when I and other teachers/management were free to take children out of class, and lessons were definitely disrupted.

Incredibly time consuming with P1. Had to be done on a 1-1 basis. Not feasible to do in class as part of daily programme unless you are lucky enough to have any SFL workers which many of us don't.

The ICT room was blocked off for assessments for nearly a month and SFLW were taken away from supporting children to help administer the assessments

Whole class assessments took part in ICT suite. This meant ICT timetables had to be altered. Some issues arose with laptops shutting down, etc.

Our ICT suite was closed for over two weeks- having an impact across the school and on skills afternoons. We had to get a supply teacher in for 2 days and used PDGE students to release other teachers to cover. We tried some children on the class teacher's computer while the rest of the class played. I was unable to actually teach for most of a week.

I gave up my own time for personal professional development. Had to ask colleagues for their iPad slot/take children out of assembly and other lessons. No guidance on teacher moving mouse. 5-year olds have no mouse control and the test is not ICT.

Children were removed from classroom by support for learning staff who set them up on pcs throughout school. This meant that other children could not be supported in class as SFL workers were deployed to supervise.

Using the 2 class computers for 32 pupils x 3 tests was difficult. A sflw or myself had to log children on and stay with them if reading support was required. I still haven't finished them all. I am still teaching core skills and pupils are missing lessons or my Smartboard is not available.

Our school had to purchase new hardware.

This has been a huge issue as the primary ones need one to one support to do this and it has greatly impacted the ICT time of other classes.

P1 test requires a quiet space and it needs to be completed on a 1 to 1 basis and this cannot be managed when you have a full class. There needs to be additional

support provided for these tests to be manageable but that doesn't seem to be forthcoming.

All hands-on-deck. ALL managements plus All support staff needed to implement tests. Only 7 computers work in our learning zone therefore we were restricted.

P1 pupils found the online assessments quite difficult to navigate. This necessitated pupils to be assessed in groups of 3 or in some cases individually to ensure that they understood what was required. This would not have been possible without the backing of principal teachers. The assessments could not be deployed as part of normal class routine.

Huge impact on the remit of our PTs who have been deployed extensively in the final term to administer the assessments. The time taken has been extremely excessive and has prevented the PTs from carrying out other parts of their remit where they work with small groups of children supporting their learning. The ICT suite has been set aside for six days now meaning other children have been unable to access the desktops and laptops.

ICT suite was out of use for over 2 weeks in order for assessments to be carried out. Assessments were carried out by challenge leader of learning teacher. Children were taken from class in groups of 3 or 4.

The delivery of these tests became so unmanageable that I had to give up my McCrone time for 3 continuous weeks in order to support the learners. I must stress that school management did not ask this of me, but I was left with no other option. All management are currently in class covering absences and my classroom assistant has to be on hand to support 2 high tariff children in the class, at all times. This meant teaching a lesson at the same time as having children do the test became impossible. With aging ICT equipment these tests were particularly time consuming. I took out groups of 4 at a time and sat with them as they did the test.

Support teachers removed for tests, whole classes removed for testing, then catch up period where considerable section out for testing.

Groups of pupils removed from class to complete assessments in ICT room with supervision from a member of the SMT. one paragraph redacted - out of scope
(No timetable/ notice given - pupils were simply sent for and had to go immediately.)
ICT room not available for normal timetable slots for approximately six weeks during which time the remaining P7, P4 and P1 classes were assessed.

SMT had logged on PC 's and whole class took part in ICT suite. No additional support provided.

Not enough reliable ICT equipment in classroom so children sent to all classes disturbing learning and embarrassing children who were struggling.

1 adult to 2 children maximum for p1. On average 30 minutes per child. 50 Primary 1 children to get through for literacy and numeracy. ASN staff allocated during a Monday and Friday slot, CT attempting to do some when possible,

resulting in children being left to 'busy' tasks. Complete waste of good teaching time.

It was completely impossible to administer SNSAs in a Primary 1 classroom. They had to be completed in a quiet room, which required another member of staff.

Huge impact on classroom management. Entire ICT department has been decanted to other rooms for a day. 4 rooms x 6 periods. There are also implications with required cover to supervise those undertaking the assessments.

ICT suite timetable altered on 2 days a week. Learning support timetable disrupted 2 days a week. P1s really needed 1-1 and this could take 45 mins for one child per test.

A member of SLT and all support staff have had to be redeployed. This so far has taken 3 plus weeks and other support cannot be delivered. ICT issues such as getting logged on, internet slowness, ridiculously long usernames and passwords.

ICT suite was out of use for whole school whilst SNSA took place. Children were removed from class with no warning or preparation they were taking an assessment that day.

ICT suite has been restricted to use for assessments for weeks therefore classes across the school are unable to teach ICT. My own class has to be covered while I administer the assessment in groups of 8 max.

Very difficult to administer due to lack of ICT. Took up a lot of support staff time. ICT was a nightmare. As our school has no Wi-Fi we had to use the computer suite where internet was very slow - as well as that, being a joint campus, we had timetable issues to overcome.

Myself as PT, headteacher, two DHTs and two CDOs are taking out groups of P4 and P7 children and P1 children to work individually with. We are using the schools' ICT suite, so the rest of the classes are unable to get access to until these tests are completed.

This expended a lot of time with support to set up and help the P1 children with basic computer skills. Even the practice assessments were difficult and stressful for staff and children.

It was not at all practical. It did require additional staffing to be bought in. Added to the already over loaded work load of the teachers. It affected the children as well as the ICT suite could not be used over a 2 week period while assessments took place throughout the school.

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I had no additional support due to staff absence. We had to use one laptop and Wi-Fi would cut off. The sound worked at the beginning of the test and in each literacy test, the sound would fail. This required exiting the test and typing the very non-user-friendly passwords in again and hoping for the best. An absolute nightmare.

The practicality of delivering the test was completely impractical. The test at P1 took the class teachers full attention and as such little interaction was possible between the teacher and the rest of the class.

Wiped out ICT for several weeks for some classes (currently 3 weeks of testing 2 days a week) children removed in groups of 6 for practical management of test impacting on their learning and disrupting those in class. Unpredictable timings mean teachers cannot plan accurately to allow for tests as children are taken as and when SMT are available. (Tests being administered 6 at a time by SMT). This also means SMT are unavailable for other issues.

Additional staffing was needed to complete tests. Primary 1 children have to work one to one with an adult to complete the tests. This impacted on their learning as each test for literacy took 30-40 minutes then the numeracy test a further 30 mins. A lot of time was given to the tests from staff, children and management.

HIGHLAND

P1 assessments had to be done individually as they did not have sufficient ICT skills and the concentration for such a long test. They were done by the DHT on her management time and CCR as well as the PT who fortunately had a post graduate student. Each literacy assessment took over 30 minutes. Each time the pupils were removed from their classrooms to complete these. We originally tried to do 3 at once but observed that they lost focus, stopped listening to the lips and just guessed. one paragraph redacted - out of scope

Teachers gave up CCR in order to administer the tests.

one paragraph redacted - out of scope

P1 needed lots of support with using ICT and the time taken to administer the tests was lengthy and required high level of adult support.

Each child had to be taken on a 1-1 basis by a PSA. This took 2 weeks of support time & disruption to children's learning to carry this out.

Massive impact on teaching and learning time and support for children who need it most was removed whilst testing was undertaken.

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enable both P1 teachers to support P1 pupils using chrome books they weren't used to.

I did the P1 assessments and the children needed to do them on a tablet because their mouse skills are not at the standard where they can click and drag. We only have one tablet in the classroom. Support staff were needed to support P1 pupils during the assessments and were taken from their normal duties.

P1s required 1:1 support. Setting up the computers required assistance especially because of the long passwords.

one paragraph redacted - out of scope

ICT was an issue in our school as we do not have tablets. P1 pupils do not know how to use a mouse and so required substantial support even in the basic practicality of the test.

ASN teacher and class teacher and PSA supported P4s and P1s.

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It took quite some time for the P4 and P1 year groups particularly for ASN teacher who has a workload exceeding recommended already.

INVERCLYDE

As we decided to test the whole year group at once, we had to displace ICT lessons, book up all available computers for 3 afternoons and remove a number of support staff away from classroom support in order to complete the tests.

In our school, and where possible, we deployed 4 members of support staff to administer tests to all P1 pupils. This impacted significantly on the rest of the school, as many of our challenging pupils, with complex ASN were left in the classrooms with teachers, unsupported. This had a negative impact on classroom management and more importantly on learning and teaching. There is no way possible, I, as a class teacher, could administer these tests with individual pupils, in the way it was intended, whilst having responsibility for teaching a full class of very young children. The pupils in P1 have very limited mouse control and the test requires this, hence the reason for support staff working with the pupils and supporting them with the clicking and dragging.

As previously stated, both my classroom assistant and I were utilised for assessment at all times. Also, two other Support for Learning teachers gave up time to sit with children in order to get the tests completed. This meant I was unable to teach, the interactive whiteboard was unavailable and class laptops. During this time my class were unsettled, and incidents of low level disruption increased in frequency.

Very difficult, IT classes had to be moved out of their classes for 6 periods to let others in.

SMT took each child away from class or nurture room to take tests. Interrupted real learning.

Very extensive use of time, particularly P1 assessment.

Whole school ICT timetable suspended. one paragraph redacted - out of scope
SMT administered P1s. Huge drain on their time.

Support staff, supply, classroom teachers and management all were used to complete assessments.

Massive disruption- 7 IT classes had to be moved out of their rooms for 4 periods to let the tests take place. Extra staff had to be brought in as each room could only take 20 pupils far less than in their own Maths or English classes.

MIDLOTHIAN

Availability of ICT was issue. Had to split the two classes up to provide support as we have no extra support at our end. Took up a lot of class teaching time.

It made continuing classroom teaching impossible due to the nature of the class where so many have ASN. Learning assistants were occupied as readers for pupils and so unable to support others in classroom practice. Also, attendance issues meant that this interruption dragged on for an extended period of time. Made worse by the knowledge that more than a few students were not treating the tests properly and instead clicked random buttons.

Availability of ICT - iPads were booked out for two full weeks to assess 60 P1 children therefore no other stages could use either the ICT suite, nor the iPad trolleys. Additional staff - all SMT were involved in supporting the assessments. My school completed them as a class. Other schools within the authority completed them 1:1 or 1:2 and therefore the results will not be comparable. Classroom management- children finished the assessments at different times so created some challenge with how to continue supporting those still working on the assessment and those who had finished.

In order to ensure pupils with additional support needs were fully supported throughout the assessment period our Learning Support Teacher was off timetable for the month of March to assist pupils in P1, 4. & 7 with the SNSA assessments. This meant that pupils in the other stages had no SFL input during this time. As our school no longer has an ICT suite, assessments were carried out on iPads. This one paragraph redacted - out of scope

Each year group (P1, P4 & P7) had a week assigned to them to use the Computer Suite and there were 2 LAs assigned to administering them for pretty much the whole time. This meant there were children out of at least one of the classes in each year group at pretty much all times. It also meant the Computer Suite was off limits for 3 weeks and that some classes lost all or nearly all their Learning Assistant time for 3 weeks.

Support staff were used to complete testing in a separate room. Children then came back into class and had missed learning as they would enter as they finished.

MORAY

A lot of man power. Luckily, we have a set of iPads in the school which was great for the p1. However, it depended on our intermittent Wi-Fi, so a lot of time was lost logging out and in.

We used 2 iPads in my class as the computer skills involved were a barrier for lots of children. We tried to log in another iPad, but our bandwidth was not strong enough and all computers were logged off.

Very time consuming. Reading in particular was quite lengthy. A member of support staff spent several weeks undertaking all the assessments. PT required cover to administer.

NORTH AYRSHIRE

Very time consuming, especially for P1. ICT prioritised for assessments. Far easier to do on an iPad, which only allowed for one class at a time, but older children managed on laptops. Management wanted class teachers to administer the assessments, so no additional support staff were deployed which made things very difficult for all P1 assessments and those in P4&7 that required additional support.

Pupils taken away in groups of 10 over the course of two days. Very disruptive as no warning was given to this happening so I did not have the opportunity to organise my day to accommodate this. Pupils were not provided with any support, even pupils who would normally have been offered support in class.

The P1 assessment was harder to deliver. The pupils could not be left to navigate the assessment independently. It required a one to one approach. We used support staff and SMT to deliver this. Very time consuming.

Our Depute Head administered most of our tests. one paragraph redacted - out of scope

[redacted] He arranged cover (SFL teacher) so that I could assess the P1 children individually. We have very small numbers so this was manageable but as it took around 45 minutes per child it could be a huge task in a big class.

NORTH LANARKSHIRE

Additional member of staff required as it is not possible to do these assessments in a P1 class. We have use of iPads, thankfully, as desktop computers would have been worse. We did groups of 4 children at a time however with the need to scroll

and navigate which button to hit first, this was still difficult! Classroom curriculum was heavily disrupted at this time and had a very negative impact on behaviour.

As PT I have been taken off timetable to administer the assessments. It has been disruptive to new learning when children are being extracted for these assessments. We have been lucky as we have enough ICT within our small school to support the delivery of the assessments.

P1 pupils needed to complete the tests on a one to one basis as they were clicking on random answers or clicking answers by mistake when they used computers on their own. Tests took around 40 mins per child for maths, longer for language depending on the ability of the reader. Bearing in mind the need to avoid break/lunch time, only a limited number of tests could be completed each day. Computers were often slower at running due to the volume of children using the internet at the same time (our computer suite was used by P3, 4, 5, 6 and 7). Luckily, I had a student with full time teaching responsibility while the tests were in progress. Our PT managed the rest of the testing, but it took weeks to complete.

We had enough ICT resources as can be done on laptop or iPad. They took a great deal of management time. one paragraph redacted - out of scope

 P1 were far too time consuming. We only have 14 P1 children however the total management time for testing was 20 hours.

Login had to be done by teacher for P1, often problematic and had to be entered several times.

We have a shared ICT suite with 17 desktop computers, so had to be taken off timetable for over one month to issue tests as we have double streamed classes and only have access half the week. SMT administered them with groups of p1,4,7 children. Took away from other initiatives such as SFL and nurture, impacted on class teaching time as different groups of children had to be taken out dependent on number of computers available. None were administered by support staff or class teachers. P7 children helped p1 with ICT skills during administration of tests. Some children were taken one to one if they had specific needs or difficulties to relieve any anxiety texts might cause. Then had to mop up absent children at the end.

ORKNEY

Absolutely fine for everything other than p1, which was a human resource nightmare.

PERTH & KINROSS

ICT really let us down...computers not logging on and needing to gather computers from all classrooms. Some children extremely anxious.

The remainder of the multi-composite class was left without support as we tried to complete the P1 assessments. This went on for over a week as the children needed support with how the programme worked and to ensure they knew what they were doing. We have only one f/t PSA whose job it was to ensure the whole school completed all the assessments.

Administering the SNSAs had a huge impact on my classroom. Due to the age of the children (P1) I was not able to set meaningful tasks for them to carry out whilst the testing occurred. I was assigned a support assistant to help me administer the assessments however this member of staff was then taken away from supporting the learning of individuals in other classes. We had to borrow iPads from other classes as the children found the touch pad of the laptop very difficult and they were unable to click and drag using it. All in all, the children had a reduced input of learning and were left to do holding tasks whilst the tests were administered.

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The ICT facilities and library were mostly unavailable for a two-week period.

The task was easier when the whole class had 1 laptop each and completed assessments at the same time. The DHT removing children 1 or 2 at a time caused disruption, as did groups of 4 or 5 coming in and out repeatedly for days.

PSA was occupied doing SNSA for three weeks, with knock on impact on classroom teaching.

Hugely impacted on multi composite as I needed to support pupils.

Whole class altogether completed at the same time. Huge implication for computer resources.

Used up a lot of my RCCT time to complete these assessments so that the children could have the peace they needed to complete the assignment. The ICT was not fantastic at all and often crashed while completing the assessment/the internet or network was down when I had planned to complete these. Also sharing laptops and iPads over this time with 4 teachers trying to complete the assessments at the same time sometimes proved difficult.

The SNASAs had a huge impact on the classroom management. In early level, the children were taken from class on an individual basis to complete each test as well as the practice test. This was disruptive to the rest of the children and the learning of the child. A member of the SMT as well as support staff were deployed to complete early level assessments - this took around 4 weeks. This was completed on iPads. These kept freezing mid test and, on many occasions, it was difficult to log in to the SNASA pages to start the test.

ICT slot was used to work through tests. 27 in class, lots of valuable teaching time spent on completing assessments.

P1 children needed 1-1 support. I, teaching HT of small school managed this to allow support staff to continue their work.

Difficulties arose in the respect of IT not working, room would be far too small for classes over 22. Not enough IT equipment if class was bigger either.

RENFREWSHIRE

P1 impossible to do in a classroom environment. Additional staffing is required to administer. CT is best person to do this cover is therefore needed. Support were therefore pulled from other children to support this process.

Class very unsettled as I wanted to be the one to administer the test as children would be anxious enough without management member or supply teacher they didn't know doing the test with them.

Poor ICT resources, especially internet connections. Had to be supervised by class teacher therefore reducing teaching time to other students. Support staff not included in training so not confident.

Our ICT was shut off for a two-week period and learning support was cut in order for that teacher to take small groups to complete assessments.

To carry out the numeracy and literacy assessments is taking 1 hour per child. With over 60 children in P1 this is a ridiculous timescale. The entire ICT suite has been booked out for weeks now. P1 staff have given up NCCT to help. It's impacting hugely and to what value? We are supposed to be embracing a play based pedagogical approach to P1. How on earth do these tests help, promote or support this approach?

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A class teacher was deployed to complete all p1 assessments. She took between 4-6 at a time. This meant that those children missed out on valuable teaching time and the other children were disturbed when the children went in and out. Impossible to carry out the tests within the classroom. Therefore, colleagues had to cover and NCCT time used.

Completed using 2 iPads and 1 desktop. No additional support given. Completed during class time. This impacted enormously on all teaching and learning.

ICT timetable completely abandoned for 1 month for all classes. P1 children all having to be tested individually by SMT and each child's test taking 80 minutes approximately in P1.

P1 had to be taken out individually to a quiet room. This monopolised our SFL teachers for at least 3 weeks. ICT was taken off time table for these weeks to allow enough iPads/laptops to complete the assessments.

Huge impact on staffing. Assessments were excessively lengthy, staff were prevented from undertaking support for learning sessions with pupils to allow tests to be done. Also, staff gave up NCCT to help to get them done quicker so the Support for Learning timetable could be restarted sooner.

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Weekly timetable was disturbed and in a semi-open plan double base it fell on one side to evacuate the room to allow for optimum test conditions for the other side. Intermittent Wi-Fi caused a great deal of stress and scrambling around for laptops which could use Internet. 81 tests a huge number to administer in a couple of days with lack of computers.

Huge impact. The p1 children were expected to have very high ICT skills to complete these assessments so an adult had to be there, working 1:1. This had a big impact on trying to get staff to administer these tests, which was taken from the additional support needs and management. It had a huge impact

SCOTTISH BORDERS

Had to do some tests one to one. PT used 4 management days to complete. 4 weeks of disruptions including children in and out of classes and both management and support staff being used to administer delivery.

They had a huge impact on ICT availability. For three weeks the rest of the school was without IT resources. Support staff were pulled to deliver tests to P.1. Support for learning teacher was pulled for three weeks to deliver tests.

Impacted hugely. Assessments were performed by 1/2 staff members limited human and ICT resources meant they took an excessive time to get through with the knock-on effect being that other classes were also impacted as they couldn't utilise/access the resources.

No ICT. Had to change what was planned to fit tests in. Very false environment. ICT was unavailable in whole school whilst doing ANA support used in P1 so

one paragraph redacted - out of scope

Absolute nightmare! Children have missed out on teaching to complete these assessments which for P1 in particular have been onerous, not fit for purpose, poorly designed for P1 mouse skills and downright boring. A staff member, mostly our PT has had to sit with every P1 to help them complete the tests, either keeping them on task, using the mouse for them and rereading questions when appropriate amongst other things. This is a complete waste of staff time. With only 2 desktop computers in each classroom it doesn't take a genius to work out how long it has

taken for our school complete these tests. In fact, they are not complete yet and we've been at it for at least one month now.

Huge impact and very time consuming.

P1 needed one to one support therefore used 25 hours of adult time. This was from the class teacher during her RICCT time, management team and support staff. This resulted in children being supported by adults they were not as familiar with and in rooms that were strange to them. Teaching and learning was greatly impacted over the two-week period.

Huge! Very few computers and all ANAs deployed to help P1 children.

SHETLAND

Busy classroom not suitable for assessments. Children require quiet area to achieve best concentration and attention. Cover required for class. This was done by ASN teacher, management and other teachers in school who consequently couldn't teach or use their non-contact time. We used iPads and network connection was not always reliable. Sometimes couldn't sign in, would freeze during assessment and often have to return to beginning and skip through questions.

I was very lucky that I had a 4th year teaching student in at the time and only 7 pupils so I could take them out individually and complete the assessments on the iPad. This still took much longer than I expected, I'm not sure how on earth I will tackle this next year. I felt it important that I carry them out as their class Teacher as I felt I may be more likely to push them further, having the knowledge of their capabilities. If I would have had a class of 20 p1's, we would have had to do these with support and on the computers - many p1's are not so familiar with moving the mouse and the batteries on our school laptops are not as reliable as the iPad. We only have one iPad per class, 4 classes. I would like to know how others tackled this as I won't have a student this next year and 10 p1's to get through.

SOUTH AYRSHIRE

Management required to support and cover classes to allow SNSA to be set up and carried out. Students used full time in class to allow P1 staff to complete individual assessments with all children - would have been able to complete had the students not been there!

The assessments were time consuming in the sense that support was needed to set up computers etc. Which meant support had to be pulled from daily teaching and learning.

Laptops had to be borrowed to allow class teacher to carry out assessments. These assessments would be unmanageable to complete within the timeframe by class teachers and management alone. Thankfully I had a student who taught, and I extracted children 1/2 at a time depending on their proficiency in using a computer. Those with good ICT skills were able to use the mouse, others required myself to do the clicking. However, the impact of this is that the children are