

missing quality learning and teaching time to be extracted for these lengthy assessments.

We delivered our SNSA assessments on a 1:1 basis with our p1 pupils and another teacher took my class for nearly a week. This obviously impacted on their teaching and learning and also the teaching and learning of her support groups.

SOUTH LANARKSHIRE

Huge impact! Additional staff needed to assist children with the completion and 1-1 for our children with additional support needs.

As an English teacher I lost one period of teaching when I took the whole class to the computer suite to complete the practise SNSA. Another 2 periods were affected by a number of students missing the lesson as they were extracted by senior managers to sit the tests elsewhere in the school.

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Extra member of staff took three days to go through P1 tests on one to one basis. A week of ICT lessons lost across the school.

P1 children could not undertake the assessments independently. They do not have the necessary IT skills, in particular mouse control, required to engage with the assessment. It is impossible to undertake the assessment in the classroom setting, children had to be taken individually to complete the assessment. The assessments take approximately 45 minutes to complete. I do not have support staff working with me on a regular basis, our support staff are deployed to support children with behavioural needs elsewhere in the school. I undertook some assessments when I had a student working in the class; some were undertaken by my job share partner, who usually undertakes learning support with P1 one afternoon a week. Some assessments have been undertaken by staff who are working additional days to try to meet the deadline. At the moment only one of the two P1 classes have managed to complete the assessments within the time given, which is by the end of May.

This was practically impossible in a P1 class and required 1:1 support.

There was a major impact in P1. To support children with their technical skills we found it easier to have small groups sitting the assessment, but this had a huge impact on the amount of time taken to complete the assessments and the teaching time disruption. We are fortunate that we had ample ICT provision and space.

I did not have direct experience of administration, but support was removed from my class for assessments. It took days to complete as the pupils were supervised in very small groups. ICT facilities were not accessible for any other pupils for a period of 3 weeks.

Luckily, we have a class set of iPads that were timetabled due to my SNSA to allow children to access the tests using these. If P1 had had to use the desktop computer, it would have been a logistical nightmare. It took a long time to complete and all classroom assistant time was used with logging on and managing the tests. As a class teacher it was a lot of work that then had a negative impact on the other children in the class who weren't completing the tests at that time.

It took all ICT equipment off timetable for 3 weeks meaning no ICT or using ICT to enhance learning could be utilised.

Very impractical for our school which does not have an ICT suite. Teacher shortage in school due to staff absence etc and class teachers having to complete SNSA's on their own time out. Children in P1 had to be taken individually therefore this took a very long time and very repetitive. Major impact and disruption in all areas

Access to computers a massive issue, very difficult to provide additional support such as readers to separate groups. Typical scenario of 2 staff running around and reading questions to over 10 pupils.

A support teacher and management team had to come off timetable to assist with the assessing. We had adequate ICT equipment as we have just bought in laptops worth our PEF money. I would not have been able to do this on my own as a class teacher.

Huge impact. PDA was unable to supervise. Class teacher had to supervise. Whole day of teaching lost to this and that's with a very small class.

We are a small school with very few staff and 30 children needing assessed. We have 4 devices that children could use and the p1 group required help to use the ICT appropriately. We relied heavily on CA supporting other pupils, so teachers could support children doing SNSA. It was not practical at all.

I teach in a two teacher P1 class. For a week and a half only one of us taught while the other administered tests. Huge impact on teaching and learning in that period of time.

Very time consuming! Lots of staff required to supervise. P1 assessments had to be done 1:1.

It's meant having to rearrange CCC to allow for testing to take place. Some children have lost SSA time to allow for testing. P1 testing really requires one to one support to ensure they can manoeuvre around the test without missing out questions! This has been the biggest implication for us staffing wise, it's not sustainable! FAR TOO TIME CONSUMING!

Extreme lack of staff to administer these appropriately so did in very large groups which impacted on teaching time.

For Primary 1 especially, the impact on teaching and learning was substantial. There was no other support staff to support the implementation of the SNSAs and so it came down to staff giving up ccc time to work through assessments with individual children. There is no ICT suite available and we have a few chrome

books, so it was difficult to get the Primary 1s logged on in any significant volume and check they were able to drag the necessary answers to the right places as the system did not allow for very good touch screen control, so the children had to be competent using a mouse or touch pad which they have little experience of. Most of the children guessed the answers as a result.

There was no ICT available to any other year group for 2 weeks and all management and support staff had to be called upon for P1 to complete an assessment using a computer where they barely knew how to use a mouse never mind navigate through the questions.

ICT was very difficult especially as the P1 class had to be really supported as their skills are limited. one paragraph redacted - out of scope

I was only able to administer tests as I had a PGC student during the time I was asked to test my pupils. I had to log in & out for children as my p1 kids couldn't do this. I had to support many of the kids who couldn't use the mouse correctly work the pc correctly. Some children required 1 to 1 support using our c-touch which was very time consuming. No child could work through it without requiring some adult support so someone had to be there the whole time they were working on the tests. Teaching time was very disrupted as I had to extract children from ongoing lessons. This took several weeks to do, so disrupted lots of teaching time, where children were missing teacher input and current teaching. It took a huge amount of time to log children in & out of tests and then I felt 15-20mins was long enough for them at p1 sitting reading working on test at a time. Therefore, this impacted on the time I was taking logging them all in & out.

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but for P1 each child taken individually so extra hours paid to teachers, support for learning teacher taken off timetable and PTs used.

STIRLING

DHT actually did the tests, but with P7 helpers for P1s! Very disruptive for whole class and kids in and out in dribs and drabs over days. Very few computers available!

Testing was carried out by a teacher who was out of class for this session. This made it easier to administer the test with P.1. To do with P.1 in larger groups would have, in my opinion, been pointless.

WEST DUNBARTONSHIRE

Learning assistants were used to help pupils entitled to a reader and scribe therefore no support was available in class for other pupil not being tested.

Huge impact in terms of learning and teaching. There was no way a class of Primary 1 children could be done in groups of 6 or 4. The time it took to complete was time lost for valuable learning.

I am a P1 teacher and have had to be taken out of class for the equivalent of several days to administer the literacy tests. This mainly involved our Nurture Unit being cancelled for blocks of time/full mornings- which led to behavioural issues with some children and visibly upset others who attend the Nurture group. The nurture group is a PEF funded project. ASN teacher has covered for a couple of hours too. SLT have administered most of the Numeracy Assessments. I have used my own time to train a colleague on how to implement the assessments. I have also spent some time (mostly my own in NCCT) on the phone to the service desk after a 'glitch' caused several tests to skip/jump 10 questions after giving pupils a break.

My role this year has been to deliver STEM and raising attainment in Literacy across the school. Since Easter I have been released from my timetable to administer SNSA to all relevant classes. The primary 1 tests have required administering on a 1 to 1 basis due to the amount of reading required and ensuring they do not click past the questions. This has been horrendously time consuming and I have still not completed them. It would be very difficult to administer them in small groups. It has been very demanding of my timetable and I am still to finish p1. The numeracy assessment can take a minimum of 20 minutes per child and the literacy one around 40 minutes minimum per child for primary 1.

WEST Lothian

Our children completed these assessments with 1-1 support with a pupil support worker which meant that two support workers were taken off their normal timetable for weeks to complete these which left us short staffed. The SNSAs could only be completed if the internet and netbooks were working properly. It also meant children would miss out on chunks of our learning as they could take half an hour for each assessment to be completed.

Nightmare. For p1 these had to be administered one to one taking over an hour for each assessment. We had to deploy PSW and management team to help get through the assessments impacting on other support across the school and management time. iPads were best, but we weren't told that and had to find out for ourselves. There were glitches in the assessments when we did get on. We can only get 10 pupils logged on at a time due to connectivity. The assessments were ok at P7 and sort of ok at P4 but appalling at P1. The data they give you is not helpful at this time.

It was difficult as said in the times with the children needing 1 on 1 so they could complete. I used my non-class contact time and my probationer day out of class to complete these which was not ideal. Also, I had 2/3 pupils that did not get a lot of the questions in the tests but in the results, it said they had them incorrect and as it was one on one and I know what questions they never even had the chance to answer. This put these children lower than they would have been. There was no way to fix this as you cannot reassign or even get that test cleared to reassign. Not a true reflection.

1:1 required. PDGE student was taking the class while class teacher tested children.

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Prevented teaching and learning for 2 weeks due to no SFLI staff. Had to put classes together to allow teachers to support children taking SNSA.

The P1 tests had to be carried out on a 1:1 basis. My class alone had a total of 50 tests to complete, each taking anything up to an hour. This placed a huge strain on our staffing resources. The learning and teaching in my class suffered as a result of this for the duration of the tests. On top of this, children were missing up to 2 hours of valuable learning and teaching time. Our ICT resources are limited as is space within the school. It was difficult trying to find a quiet space for pupils to take the tests.

The timing requirements of the assessments meant that involved using support staff, teachers, sfl teacher and PT to get through them all. They were finished with 5 minutes to spare. This was to the detriment of teaching time.

We used pupil support workers to administer the tests which obviously impacted on the wider school and the pupils who do need that extra support.

P1 children needed 1-2-1 to get a more accurate result rather than them being click happy!

P1 teachers were to assess their pupils, so a supply teacher had to cover the class while the assessments took place. I had a student on full class responsibility, so I was able to assess my P1 pupils and some of the remaining pupils from another

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complete the assessments, each test took around 1 hour per child, so it was a very lengthy, time consuming and soul-destroying task.

I got no extra support with which to complete the tests. They had to be done during class time (while giving the other children effectively 'busy' work to keep them occupied and quieter). I also used my RCC time to get the tests finished. I had P1 and did the test with an iPad but they had to be done 1-to-1 as the children kept missing questions and panicking over it if I wasn't with them.

Extremely, as a Primary 1 teacher myself or a member of support staff had to sit with each child as they completed each assessment. This is not practical for a primary 1 class to complete in this way.

PSWs were taken off timetable for a fortnight to take groups of pupils to complete (P1s were taken individually). The laptop trolley was not able to be used by classes

during this fortnight and there was constant disruption to lessons for pupils going for assessments and coming back and trying to catch up.

WESTERN ISLES

Teachers throughout the school had to give up their McCrone time to complete SNSA with pupils.

This was hard. I have p1& 4. P1 group I supported them (split into two groups) I was reliant on teaching assistant to supervise the other pupils while I supported the p1s. It was very time consuming. Two lots of literacy and numeracy tests to be done and then p4 group.