

Supporting documentation / Email Chains for FOI 201900000649

Any correspondence the Scottish Government has (a) sent to or (b) received from Professor Sue Ellis, in relation to Scottish National Standardised Assessments from May 2015.

EMAIL CHAIN 1

-----Original Message-----

From: Susan Ellis <sue.ellis@strath.ac.uk>

Sent: 28 January 2019 11:26

To: Leng D (David) <David.Leng@gov.scot>; [redacted under s38(1)(b)]@gov.scot>

Subject: FW: Scottish National Standardised Assessments

Sue Ellis

Professor of Education

[redacted under s38(1)(b)]

From: PATERSON Lindsay

Sent: 21 November 2018 08:33

To: Susan Ellis

Subject: RE: Scottish National Standardised Assessments

Dear Sue,

Thanks. I'd be very happy to meet the group later, if that would be of any help.

Note that all the sources that I used are linked from the blog as published, but that method did not allow precise page numbers to be highlighted. The attached text does: if you let the mouse hover over the live link, the page number (or section or table number) appears. The committee might find that version more useful in assessing whether they agree with my analysis.

Best wishes,
Lindsay

Lindsay Paterson
School of Social and Political Science,
Edinburgh University,
[redacted under s38(1)(b)]

[redacted under s25(1): <https://reformscotland.com/2018/11/scottish-national-standardised-assessments-professor-lindsay-paterson/>]

EMAIL CHAIN 2

-----Original Message-----

From: Susan Ellis <sue.ellis@strath.ac.uk>

Sent: 28 January 2019 13:51

To: [redacted under s38(1)(b)]@gov.scot>

Cc: Leng D (David) <David.Leng@gov.scot>

Subject: agenda and comments

hi both,

These were quite hard to categorise. I have done my best.

Can you ensure that the [redacted under s38(1)(b)] are both on the list.

Ta,

Sue Ellis

Professor of Education

[redacted under s38(1)(b)]

[redacted under s25(1):

<https://education.gov.scot/improvement/Documents/Practitioner-responses-140119.pdf>]

[redacted under s25(1): <https://education.gov.scot/improvement/Documents/agenda-040219.pdf>]

EMAIL CHAIN 3

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 28 January 2019 13:52
To: [redacted under s38(1)(b)]
Cc: [redacted under s38(1)(b)]@gov.scot>
Subject: FW: Paper on standardised assessment and P1 SNSA

You might like to put this on the website too. It is good to have contributions from a range of academics.

Sue
Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

From: Elspeth McCartney [redacted under s38(1)(b)]@stir.ac.uk]
Sent: 25 January 2019 14:05
To: Susan Ellis
Subject: Paper on standardised assessment and P1 SNSA

Sue – jazzed-up paper on standardised assessment and P1 SNSA. Best, Elspeth

Professor Elspeth McCartney
Faculty of Social Sciences,
[redacted under s38(1)(b)]

Recent papers - view on journal websites:

[redacted under s38(1)(b)]

[redacted under s27(1)]

EMAIL CHAIN 4

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 29 January 2019 14:11
To: [redacted under s38(1)(b)]@educationscotland.gsi.gov.uk>
Cc: Leng D (David) <David.Leng@gov.scot>; 'Susan Ellis' <sue.ellis@strath.ac.uk>
Subject: RE: P1 Forum 4th Feb

Also Sue – did you provide the video footage from the first meeting to [redacted under s38(1)(b)]? Just to ensure we can get that uploaded too (once we have the consent forms sent back)

Thanks,

[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 29 January 2019 14:05
To: [redacted under s38(1)(b)]@educationscotland.gsi.gov.uk>
Cc: Leng D (David) <David.Leng@gov.scot>; Susan Ellis <sue.ellis@strath.ac.uk>
Subject: FW: P1 Forum 4th Feb

Hi [redacted under s38(1)(b)]

We had a chat about this yesterday. I've made some track changes in the document below.

[s17(1) << File: P1 Practitioner Forum - notes from first meeting.docx >>]. Final version published at: <https://education.gov.scot/improvement/Documents/notes-from-firstmeeting.pdf>

We agreed that it would be helpful if we could publish the papers from the first meeting as soon as possible (ideally by the end of the week) and then after the meeting on Monday we can publish the papers from the second meeting and so on and so forth.

Agenda from first meeting:

[s17(1) << File: Meeting 1 Recommendations.docx >>]

Role and remit:

[s17(1) << File: Participation - Group Profile.docx >>]

Presentations (still need to have consent forms back – please don't upload these yet)

[s17(1) << File: What are assessment data good for2.pptx >>] [s17(1) << File: P1 practitioner forum 10 Dec (no items).pptx >>]

Group profile:

[s17(1) << File: SNSA P1 practitioner forum - remit and membership.pdf >>]

Meeting 1 recommendations:

[s17(1) << File: P1 Practitioner Forum Agenda - 101218.pdf >>]

Minute of meeting:

[s17(1) << File: NIH P1 SNSA Practitioners' Forum completed template2.docx >> (a document showing the draft layout of the SNSA P1 Practitioner Forum website)]

[Final versions of all meeting papers are published at:
<https://education.gov.scot/improvement/practice-exemplars/snsa-p1-practitioner-forum>]

Many thanks,

[redacted under s38(1)(b)]
National Improvement Framework Unit
Learning Directorate
[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@educationscotland.gsi.gov.uk>
Sent: 23 January 2019 16:01
To: Leng D (David) <David.Leng@gov.scot>
Cc: Susan Ellis <sue.ellis@strath.ac.uk>; [redacted under s38(1)(b)]@gov.scot>
Subject: RE: P1 Forum 4th Feb

Hi

Attached is the most recent copy of the NIH template, incorporating Sue's suggested changes. Could you please review and make any further required changes directly on to the proforma before returning to me along with any further relevant documentation? After I've heard back from you, I'll pass it on to be uploaded onto the hub.

I've phoned [redacted under s38(1)(b)] a number of times to follow up on my email invitation but have been unable to get the HT. I'll try once more tomorrow morning, after which I suggest we approach someone else.

Best wishes

[redacted under s38(1)(b)]

From: Leng D (David) <David.Leng@gov.scot>
Sent: 23 January 2019 10:31
To: [redacted under s38(1)(b)]@educationscotland.gsi.gov.uk>
Cc: Susan Ellis <sue.ellis@strath.ac.uk>; [redacted under s38(1)(b)]@gov.scot>
Subject: P1 Forum 4th Feb

Morning [redacted under s38(1)(b)]

Can you confirm how we are getting on with a presentation on classroom management for the P1 forum. Have [redacted under s38(1)(b)] come back to you?

We also need to agree content for the Improvement Hub. [redacted under s38(1)(b)], Sue and myself are meeting at 10.00 on Monday 28th at Strathclyde University if you are able to join us to sort this out.

Happy to discuss

David

David Leng
Professional Adviser Improvement
Product Owner
Scottish National Standardised Assessment

Learning Directorate
Scottish Government
[redacted under s38(1)(b)]

[s17(1) << File: P1 Practitioner Forum Agenda - 101218.pdf >>] [s17(1) << File: SNSA P1 practitioner forum - remit and membership.pdf >>] [s17(1) << File: P1 practitioner forum 10 Dec (no items).pptx >>] [s17(1) << File: What are assessment data good for2.pptx >>] [s17(1) << File: Participation - Group Profile.docx >>] [s17(1) << File: Meeting 1 Recommendations.docx >>] [s17(1) << File: P1 Practitioner Forum - notes from first meeting.docx >>] [Final versions of all meeting papers are published at: <https://education.gov.scot/improvement/practice-exemplars/snsa-p1-practitioner-forum>]

EMAIL CHAIN 5

-----Original Message-----

From: Susan Ellis <sue.ellis@strath.ac.uk>

Sent: 30 January 2019 09:27

To: [redacted under s38(1)(b)]@gov.scot>

Subject: RE: SNSA P1 Practitioner Forum - 3rd Meeting - 4 February 2019

Yes, it is on my list for today.

Sue

Sue Ellis

Professor of Education

[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@gov.scot>

Sent: 29 January 2019 16:58

To: 'Susan Ellis' <sue.ellis@strath.ac.uk>

Cc: Leng D (David) <David.Leng@gov.scot>

Subject: FW: SNSA P1 Practitioner Forum - 3rd Meeting - 4 February 2019

Sue – can you send the agenda on to Lindsay Paterson please?

Thanks,

[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@gov.scot> **On Behalf Of** National Improvement Framework

Sent: 29 January 2019 16:55

Subject: SNSA P1 Practitioner Forum - 3rd Meeting - 4 February 2019

SNSA P1 Practitioner Forum – 3rd Meeting – 4 February 2019

Dear Colleague

You are invited to attend the 3rd meeting of the P1 Practitioner Forum.

Further documents (detailed on the agenda) will be sent in the following days or tabled on Monday.

At the last meeting we asked you to think about the conversations that have taken place so far at each of the forum meetings and based on those discussions what are the sorts of things that you think would be useful tools/information/advice for P1 teachers nationally? We would be grateful if you could note down your thoughts and bring these with you to the meeting next week.

Note that the forum will still take place at the University of Strathclyde in the same building as the 2nd meeting - Stenhouse Building, SW/106 (on Cathedral Street, opposite the Strathclyde Sport building) - <https://www.strath.ac.uk/maps/?building=stenhousewing>

Grateful if you could let us know as soon as practically possible if you can attend.

If you have any questions or queries please feel free to contact us at
nationalimprovementframework@gov.scot

Regards

Sue Ellis (Chair)

David Leng (Scottish Government)

[redacted under s25(1): <https://education.gov.scot/improvement/Documents/agenda-040219.pdf>]

EMAIL CHAIN 6

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 04 February 2019 08:59
To: 'Susan Ellis' <sue.ellis@strath.ac.uk>
Cc: Leng D (David) <David.Leng@gov.scot>
Subject: Stuff to print for today
Importance: High

Hi Sue

[redacted under s38(1)(b)] would you be able to print copies of the attached? The agenda has changed slightly as it will be a different HT presenting.

Thanks,

[redacted under s38(1)(b)]
National Improvement Framework Unit
Learning Directorate
Area 2C North, Victoria Quay, Leith, EH6 6QQ
[redacted under s38(1)(b)]

[redacted under s25(1): <https://education.gov.scot/improvement/Documents/notes-from-second-meeting.pdf>]

[redacted under s25(1): <https://education.gov.scot/improvement/Documents/agenda-040219.pdf>]

[redacted under s25(1): <https://education.gov.scot/improvement/Documents/Practitioner-responses-140119.pdf>]

P1 Practitioner Forum – 4 February 2019

Document from email chain 5 above (Title – Register - p1 forum.docx)

[illegible]

EMAIL CHAIN 7

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 07 February 2019 11:12
To: 'Susan Ellis' <sue.ellis@strath.ac.uk>
Subject: Some notes..

Sue – some notes which you might find useful....

Thanks,

[redacted under s38(1)(b)]
National Improvement Framework Unit
Learning Directorate
[redacted under s38(1)(b)]

Document from email chain 7 above (Title - Some notes for Sue)

Themes

Purpose/data

- What is the purpose of SNSA?
- What is the purpose of the data provided and how does it support teachers professional judgement?
- Clear guidance on what SNSA does and doesn't do
- Awareness that SNSA is only one tool that teachers use to support professional judgement
- Awareness of how the benchmarks fit in to assessments and reporting

Supportive materials

- More clarity and guidance on support for children with ASN
- Concrete materials for teachers to use to support them with SNSA
- Awareness of all training available at school (including how to analyse data)
- Short video on good practice?
- Checklist for teachers?

Administering assessments

- Planning ahead is key to successful administration of assessments
- Timings have to be right for schools
- Play pedagogy must reflect assessments
- Technology varies across the country – some schools have more access to IT equipment etc

EMAIL CHAIN 8

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 13 February 2019 10:14
To: 'Susan Ellis' <sue.ellis@strath.ac.uk>
Cc: Leng D (David) <David.Leng@gov.scot>
Subject: Catch up before next P1 forum

Hello Sue

Is it possible to book in some time with you to prep for the next P1 forum meeting on 11 March?

Could you do Friday 1st March in the afternoon or Tuesday 5th March in the morning? If not, please let us know when would best suit you and we can see if we can shift things around.

Hope you're well.

Thanks,

[redacted under s38(1)(b)]
National Improvement Framework Unit
Learning Directorate
[redacted under s38(1)(b)]

EMAIL CHAIN 9

From: [redacted under s38(1)(b)]@strath.ac.uk>
Sent: 13 February 2019 10:53
To: [redacted under s38(1)(b)]
Cc: Susan Ellis; 'David.Leng@gov.scot'
Subject: FW: Scot. Gov. Video's; watermarks

Hi [redacted under s38(1)(b)],

I have contacted [redacted under s38(1)(b)] from our IT dept. she has emailed yourself a few times but not sure whether you are receiving them.

[redacted under s38(1)(b)] sent those videos via WeTransfer on Friday, you will have a download link that is viable for 7 days through which you will be able to download the video, many thanks.

Kind regards
[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 13 February 2019 10:17
To: [redacted under s38(1)(b)]@strath.ac.uk>
Cc: Susan Ellis <sue.ellis@strath.ac.uk>;
David.Leng@gov.scot<<mailto:David.Leng@gov.scot>>
Subject: FW: Consent forms - 10 December

Hi both

We got all the videos from the meetings to upload on to the site. However, the footage from the first meeting has watermarks on them. I've chased up the IT team a few times but I'm not getting anything back. We'd like to get the videos up asap. Is there anything you could do at your end to chase this up?

Many thanks,
[redacted under s38(1)(b)]

EMAIL CHAIN 10

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 24 February 2019 20:18
To: 'Susan Ellis' <sue.ellis@strath.ac.uk>
Subject: RE: email address

Hi Sue

Yes it's [redacted under s38(1)(b)]

Thanks,
[redacted under s38(1)(b)]

-----Original Message-----

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 24 February 2019 00:12
To: [redacted under s38(1)(b)]@gov.scot>
Subject: email address

Hi [redacted under s38(1)(b)],
Can you send me [redacted under s38(1)(b)] from the eis email address?
Thanks

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@gov.scot]
Sent: 16 January 2019 14:07
To: [redacted under s38(1)(b)]@strath.ac.uk>
Cc: Susan Ellis
Subject: RE: Practitioner Forum (2) post-it note responses (14/1/2019)

Thanks for these [redacted under s38(1)(b)] – very useful points!

I also took quite a lot of notes from the meeting so I'll pull them together and circulate a draft version shortly.

[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@strath.ac.uk>
Sent: 16 January 2019 11:38
To: [redacted under s38(1)(b)]@gov.scot>
Cc: Susan Ellis <sue.ellis@strath.ac.uk>
Subject: Practitioner Forum (2) post-it note responses (14/1/2019)

Hi [redacted under s38(1)(b)],

I hope that you are well. Please find the practitioner responses attached above (x2) [s17] for your consideration, many thanks.

Kind regards

[redacted under s38(1)(b)]

EMAIL CHAIN 11

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 04 March 2019 11:48
To: David Reedy [redacted under s38(1)(b)]
Cc: Leng D (David) <David.Leng@gov.scot>
Subject: March 11th

Dear David,
Did you say that [redacted under s38(1)(b)] was coming to the P1 Practitioner Forum on March 11th? If so, the meeting will be at:

University of Strathclyde
Cathedral Wing, CW404B (enter through Stenhouse Building) Coffee 9.00-9.30.
The first presentation is at 9.30.

The room is in the same building as before, and if [redacted under s38(1)(b)] asks at the reception desk they will show [redacted under s38(1)(b)] how to get there.

Best wishes,

Sue

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

EMAIL CHAIN 12

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 04 March 2019 19:42
To: Leng D (David) <David.Leng@gov.scot>
Subject:

Hi David,
I've not done all the recommendations yet, - i'm working through the minutes and notes of meetings. lots more to add and more to add to each individual person, but this is the early starter draft of the kind of thing i thought id get them to read. Let me know what you think...

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]
[redacted under s25(1):
<https://education.gov.scot/improvement/Documents/agenda110319.pdf>]

Document from email chain 12 above (Title – Discussion of Recommendations)

Scottish National Standardised Assessment P1 Practitioner Forum Meeting

GROUP DISCUSSION OF RECOMMENDATIONS RECORDING SHEET

Pre-prepared *Draft Recommendations* have been drawn from the issues raised in previous meetings. Please annotate the master-copies by deleting, adding, changing, as you see fit. There will be additional recommendations from today's meeting and an opportunity to suggest what these might be.

To ensure that everyone's voice is heard, and that the report is a true reflection of the views of the Practitioner Forum members, please (having discussed it in your group) indicate on this sheet how you individually feel about each recommendation by putting your initials in the appropriate column.

Names of group members:

- 1.
- 2.
- 3.
- 4.

Please put your initials in the column that best describes your support for each recommendation.

Recommendation Number	Full support	Part support	Cannot support	Comment (continue overleaf if necessary)

SNSA: P1 Practitioner Forum Meeting
DRAFT RECOMMENDATION

Topic: [Does the SNSA fit with play-based pedagogies?](#)

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/5/>]

SNSA: P1 Practitioner Forum Meeting
DRAFT RECOMMENDATIONS

Topic: [Purpose of the SNSA](#)

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/4/>]

P1 Practitioner Forum Meeting

DRAFTING RECOMMENDATIONS

Topic: [Using the SNSA data](#)

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/7/>]

Scottish National Standardised Assessment
P1 Practitioner Forum Meeting

DRAFTING RECOMMENDATIONS

Topic: [Implementing the SNSA](#)

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/6/>]

EMAIL CHAIN 13

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 04 March 2019 20:01
To: Aline-Wendy Dunlop [redacted under s38(1)(b)]@strath.ac.uk>
Cc: Leng D (David) <David.Leng@gov.scot>; [redacted under s38(1)(b)]@gov.scot>
Subject: RE: P1 Practitioner Forum 11 March

Dear Aline Wendy - sorry forgot the attachment

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

-----Original Message-----

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 04 March 2019 19:59
To: Aline-Wendy Dunlop <a.w.a.dunlop@strath.ac.uk>
Cc: Leng D (David) <David.Leng@gov.scot>; [redacted under s38(1)(b)]@gov.scot>
Subject: P1 Practitioner Forum 11 March

Dar Aline Wendy,
Just a note to say that we are looking forward to your presentation at the P1 Practitioner Forum meeting on 11th March.

I attach the draft agenda for the meeting. You will see that you have 20 mins (15 for presentation, 5 for questions). We would very much like to video all presentations so they can go onto the ES website. I hope that this is okay with you and [redacted under s38(1)(b)], the SG Administrator will bring a consent form for this.

[redacted under s38(1)(b)] will also bring a travel claim form.

We are really looking forward to seeing (and hearing) you.

Just in case you have any difficulties or questions, my mobile number is [redacted under s38(1)(b)] and my home number [redacted under s38(1)(b)].

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]
[redacted under s25(1):
<https://education.gov.scot/improvement/Documents/agenda110319.pdf>]

EMAIL CHAIN 14

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 04 March 2019 20:02
To: Andrea Bradley [redacted under s38(1)(b)]
Cc: [redacted under s38(1)(b)]@gov.scot>; Leng D (David) <David.Leng@gov.scot>
Subject: P1 Practitioner Forum 11 March

Dear Andrea,

Just a note to say that we are looking forward to your presentation at the P1 Practitioner Forum meeting on 11th March.

I attach the draft agenda for the meeting. You will see that you have 20 mins (15 for presentation, 5 for questions). We would very much like to video all presentations so they can go onto the ES website. I hope that this is okay with you. [redacted under s38(1)(b)], the SG Administrator will bring a consent form for this.

[redacted under s38(1)(b)] will also bring a travel claim form.

To get to the building, if you exit from Queen Street Station and walk along Cathedral Street towards the Cathedral until you see a Gold and Black striped Building ahead of you, that is the one you want. There is a reception desk as you walk in and they will tell you where to go.

We are really looking forward to seeing (and hearing) you.

Just in case you have any difficulties or questions, my mobile number is [redacted under s38(1)(b)] and my home number [redacted under s38(1)(b)].

Best wishes,
Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

[redacted under s25(1):
<https://education.gov.scot/improvement/Documents/agenda110319.pdf>]

From: Andrea Bradley [redacted under s38(1)(b)]
Sent: 25 February 2019 08:44
To: Susan Ellis
Subject: Invitation to P1 Practitioner Forum

Dear Professor Ellis

The EIS is happy to accept your invitation to present at the next meeting of the Forum on 11th March.

I've been passed a copy of your original letter of invitation so will prepare a presentation on the basis of the detail within it. Please let me know, though, if there's anything else that I should be aware of regarding preparation for the meeting.

Best wishes

Andrea Bradley
EIS Assistant Secretary (Education and Equality)

The Educational Institute of Scotland
[redacted under s38(1)(b)]

EMAIL CHAIN 15

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 04 March 2019 20:02
To: Leng D (David) <David.Leng@gov.scot>
Cc: [redacted under s38(1)(b)]@gov.scot>
Subject: FW: P1 practitioner forum 11 March

Sorry forgot to copy you in to this.

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

From: Susan Ellis
Sent: 04 March 2019 19:58
To: Jean Carwood-Edwards
Subject: RE: P1 practitioner forum 11 March

Dear Jean,
Just a note to say that we are looking forward to your presentation at the P1 Practitioner Forum meeting on 11th March.

I attach the draft agenda for the meeting. You will see that you have 20 mins (15 for presentation, 5 for questions). We would very much like to video all presentations so they can go onto the ES website. I hope that this is okay with you and [redacted under s38(1)(b)], the SG Administrator will bring a consent form for this.

[redacted under s38(1)(b)] will also bring a travel claim form.

To get to the building, if you exit from Queen Street Station and walk along Cathedral Street towards the Cathedral until you see a Gold and Black striped Building ahead of you, that is the one you want. There is a reception desk as you walk in and they will tell you where to go.

We are really looking forward to seeing (and hearing) you.

Just in case you have any difficulties or questions, my mobile number is [redacted under s38(1)(b)] and my home number [redacted under s38(1)(b)].

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

From: Jean Carwood-Edwards
Sent: 17 February 2019 12:05
To: Susan Ellis
Cc: David.Leng@gov.scot
Subject: RE: P1 practitioner forum

Dear Sue

Thank you so much for thinking about, including and inviting EYS to contribute to this very important work.

I will be delighted to accept this invitation and will be very happy to talk about the two issues you have highlighted on 11 March.

It will be extremely interesting and valuable for us too, to be kept up to date and informed with regard to your discussions.

Best Wishes

Jean

Jean Carwood-Edwards
Chief Executive
Early Years Scotland

[redacted under s38(1)(b)]

-----Original Message-----

From: Susan Ellis [<mailto:sue.ellis@strath.ac.uk>]

Sent: 17 February 2019 09:18

To: Jean Carwood-Edwards

Cc: David.Leng@gov.scot

Subject: P1 practitioner forum

Dear Jean,

I am the Independent Chair of the P1 Practitioner Forum, established by Scottish Government to discuss issues around standardised assessment at the Early Level. The main function of the practitioner forum is to share experiences and offer advice and support to teachers, schools, local authorities, Scottish Government and Education Scotland in

- Early level curriculum planning and assessment
- the use of standardised assessments within play based learning

Each Forum meeting begins with expert evidence. I wondered if you would have a representative from Early Years Scotland who would be free to talk to the group for about 20 minutes (15 mins presentation and 5 mins questions) on either or both of the above issues at our next meeting.

The meeting will be in room CW404B at Strathclyde University, just along from Queen Street Station in Glasgow on the morning of Monday 11th March. It will begin at 9.30. I would very much like everyone to understand the kinds of issues that EYS could bring to the table.

Best wishes,

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

EMAIL CHAIN 16

-----Original Message-----

From: [redacted under s38(1)(b)]@gov.scot>
Sent: 05 March 2019 11:17
To: 'Susan Ellis' <sue.ellis@strath.ac.uk>
Cc: [redacted under s38(1)(b)]@strath.ac.uk>; Leng D (David)
<David.Leng@gov.scot>
Subject: RE:

Hi Sue

Thanks for this. Will do.

[redacted under s38(1)(b)]

-----Original Message-----

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 04 March 2019 19:44
To: [redacted under s38(1)(b)]@gov.scot>
Cc: [redacted under s38(1)(b)]@strath.ac.uk>; Leng D (David)
<David.Leng@gov.scot>
Subject:

Hi [redacted under s38(1)(b)],
Can you send this Agenda out to foik asap.

Best wishes,

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

[redacted under s25(1):
<https://education.gov.scot/improvement/Documents/agenda110319.pdf>]

EMAIL CHAIN 17

From: Susan Ellis <sue.ellis@strath.ac.uk>
Sent: 07 March 2019 10:15
To: Leng D (David) <David.Leng@gov.scot>
Subject: Recommendations for the report

Hi David,
Please could you read this very thoroughly - check the rationales and the recommendations. See what is missing, what needs sharpened up etc. and we can do it on Friday to get ready for the group on Monday.

Best

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

Document from email chain 17 above (Title – Discussion of Recommendations)

Scottish National Standardised Assessment P1 Practitioner Forum Meeting

GROUP DISCUSSION OF RECOMMENDATIONS RECORDING SHEET

Draft Recommendations have been drawn from the conversations and issues raised in previous meetings. Please annotate the master-copies by deleting, adding, changing, as you see fit. There will be additional recommendations from today's meeting and please suggest what these might be.

To ensure that everyone's voice is heard, and that the report is a true reflection of the views of the Practitioner Forum members, please (having discussed in your group) indicate on this sheet how each person *individually* feels about each recommendation by putting your initials in the appropriate column.

Names of group members:

- 1.
- 2.
- 3.
- 4.

Please put your initials in the column that best describes your support for each recommendation.

Recommendation Number	Full support	Part support	Cannot support	Comment (continue overleaf if necessary)
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The main function of the practitioner forum will be to share experiences and offer advice and support to teachers, schools, local authorities, Scottish Government and Education Scotland in:

- Early level curriculum planning and assessment
- The use of standardised assessments within play based learning

The Forum will discuss, evaluate and be informed by a range of evidence including; the opinions of practitioners; parents; professional associations and other key stakeholders. An important focus will be ensuring an appropriate balance is struck between assessment as part of on-going learning, within a play-based learning environment, and the need to ensure teachers are supported in making nationally consistent judgements about children's learning and progress.

SNSA: P1 Practitioner Forum Meeting
Early level curriculum planning and assessment
The use of standardised assessments within play based learning
DRAFT RECOMMENDATION

Topic 1: Does the SNSA fit with play-based pedagogies?

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/5/>]

SNSA: P1 Practitioner Forum Meeting
DRAFT RECOMMENDATIONS

Topic: Purpose of the SNSA

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/4/>]

P1 Practitioner Forum Meeting

DRAFTING RECOMMENDATIONS

Topic: Using the SNSA data

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/7/>]

A sentence reading: "Forum members recognize that the SNSA did not, and could not, offer data about every benchmark, and that some benchmarks (for example those on Problem Solving; Engagement) would be assessed in other ways." *was marked with a comment reading:* "IS THERE SCOPE FOR SUGGESTING THAT ED SCOTLAND IDENTIFY THESE AND THAT LOCAL AUTHORITIES DEVISE AND TRIAL TIME-EFFICIENT FORMATS FOR THESE ELEMENTS?"

Scottish National Standardised Assessment
P1 Practitioner Forum Meeting

DRAFTING RECOMMENDATIONS

Topic: Implementing the SNSA

[redacted under s25(1): <https://www.gov.scot/publications/p1-practitioner-forum-recommendations-scottish-national-standardised-assessments/pages/6/>]

A sentence reading: "Greater clarity and guidance on support for children with ASN." *was marked with a comment reading:* "PLEASE ADD TO THIS"

EMAIL CHAIN 18

-----Original Message-----

From: Susan Ellis <sue.ellis@strath.ac.uk>

Sent: 08 March 2019 14:10

To: Leng D (David) <David.Leng@gov.scot>

Subject: 30th April

Sue Ellis

Professor of Education

[redacted under s38(1)(b)]

Document from email chain 18 above (Title – Tuesday 30th April)

Tuesday 30th April

Time 4-6pm

Standardised Assessment in P1: The P1 Practitioner Forum Event

A group of P1 practitioners have been met to offer advice to SG, LA... etc on the SNSA in P1

Opportunity to discuss the SNSA in P1 and share practical advice on:

- The ways that schools are organizing and implementing P1 assessments
- How schools and teachers are using the P1 assessments to prompt professional reflection and conversation
- How the assessments fit with CfE
- How the assessments fit with play-based learning
- Share experiences and advice on implementing the SNSA

This is an opportunity to:

- Engage with the report recommendations and offer your own opinions
- Play a role in recommending further steps that could support P1 Practitioners

EMAIL CHAIN 19

[redacted – out of scope]

-----Original Message-----

From: [redacted under s38(1)(b)]@strath.ac.uk>
Sent: 15 March 2019 08:44
To: [redacted under s38(1)(b)]@gov.scot>
Cc: Susan Ellis <sue.ellis@strath.ac.uk>
Subject: RE: videos from Monday

Hi [redacted under s38(1)(b)],

Please find Monday's video's and Sue has the presentations on her laptop, many thanks.

Kind regards
[redacted under s38(1)(b)]

From: Susan Ellis
Sent: 14 March 2019 21:10
To: [redacted under s38(1)(b)]
Subject: FW: videos from Monday

Hi [redacted under s38(1)(b)],
Can you get these to [redacted under s38(1)(b)]?
Thanks. PPTs to follow
In haste,

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

From: [redacted under s38(1)(b)]@strath.ac.uk>
Sent: 13 March 2019 17:06
To: Susan Ellis
Subject: videos from Monday

Sue,

I re-recorded Aline-Wendy today and uploaded that and another three presentations from Monday to eStream on the following links: -

[redacted under s25(1) – videos from Meeting 4 available at:
<https://education.gov.scot/improvement/practice-exemplars/snsa-p1-practitioner-forum>]

Please let me know if any changes are required.

Thanks,

[redacted under s38(1)(b)]

EMAIL CHAIN 20

-----Original Message-----

From: Susan Ellis [mailto:sue.ellis@strath.ac.uk]

Sent: 20 May 2015 15:28

To: [redacted under s38(1)(b)]@gov.scot>

Subject: RE: Attainment Advisers

Hi [redacted under s38(1)(b)],
I attach some more detailed thoughts on the tesing/data issues.
[redacted – out of scope]

In haste,
Sue

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

[redacted – out of scope]

Attached document:

Background: first principles

Data needs to be useful and used well. Useful data provides information on key things that make a difference to progress, including data on learner experiences within the system. Good use of data draws on professional knowledge networks that reflect the complex ecology of learning in schools, homes and communities, and acknowledges the affordances and constraints of the context, unexpected impacts and ripple effects. It avoids narrow interventions and knee-jerk responses based on intuitively appealing but unreliable knowledge. The Brisbane academics suggest a productive approach around a 'policy of recognition', focusing advice around helping professionals recognize categories that may need help and what may work, and builds narratives about how data is analysed, and acted upon, in local sites.

Data alone cannot tell teachers what to do next; this comes from the dialogue between data and professional knowledge. Professional knowledge and know-how for literacy and numeracy is essential for understanding how to respond to literacy data. It requires strengthening in Scotland because:

- the lack of focus and time in initial teacher education courses -20 hours in a 4 year degree results in low and unreliable knowledge but also low prioritization in teachers' perceptions of what matters;
- Scottish schools and teachers have been fed atomistic programmes that target narrow skill-sets and ignore socio-cultural aspects
- Recent national 'good practice' advice has lacked narratives that build professional knowledge and know how.

Low knowledge and know-how, with dependency on schemes, leads to low teacher agency – where teachers do not behave as active agents, doing whatever is necessary to get pupils reading well by creating a rich, responsive curriculum.

This is where the Strathclyde Literacy Clinic works well as an intervention to build teachers' knowledge, agency and identity through a low-stakes, complex and collegiate learning context.

Tests

Criterion referenced tests tend to give teachers the impression that they should focus on the atomistic knowledge items that are tested. Standardised tests allow different populations to be measured against each other (but it would be helpful if they were standardized on a Scottish population). Standardised tests could let schools choose when to administer tests, but still enable meaningful collation of data across schools. The tests are a snapshot. They need to be reliable, quick and easy to administer (i.e. whole class at a time), and marked by the teacher (sending results away takes too long). A (common) data framework should make data-entry easy and let teachers explore individual and class patterns (with useful info-graphics?).

Tests should help teachers spot pupils in trouble and notice patterns and have the capacity to identify depressed expectations. Less can be more; you need data that is adequate to have conversations about things that are not in the data. The skill is in broadening the lens to identify contextual factors to be addressed whilst keeping enough of the data to ground the narrative. The bulk of the resource (and teacher time) needs to be spent on what is required to make good conversations happen around the test.

The tests should be designed and trialed by experts in test design (i.e. not teachers). NFER have a New Group Reading Test which has a good age-span and the Fisher Trust have recently produced a test for early years which is looking promising.

National Improvement Framework:

To make schools into thoughtful data-users, it might be worth having a national test bank, offering tests for different age groups in the 3 aspects of literacy development, free at point of use, but asking schools to create their own policies on when they wish to draw on particular tests. They need a powerful message that the test isn't about 'checking attainment' but about developing a strategic, sustainable, approach to literacy teaching by using analysis of the test data to prompt conversations about learning.

Timing is likely to be crucial in two ways:

- useful data needs to land in schools alongside rich professional (local) knowledge. Building narratives about what matters for particular groups in particular circumstances, what may work, and why (worked in Brisbane and in framing complex Early Years curricula).
- Too-tight timescales are likely to prompt short-term unsustainable solutions.

Narratives could be built around each type of data, building national capacity in data use by sharing the analyses and actions from different places. The literacy advisors would need clear advice, and it would be important to ensure that other powerful knowledge mobilizers were informed, and accountable.

Short written accounts and evaluations of early projects (detailing what works, for whom, in which context, why and how much it cost) should be used as blueprints for other projects.

Useful literacy data

Engagement – engaged readers can read, do read, and tend to see reading as a relaxing, social and intellectually engaging activity. Because they read more, and more often, they get more practice and master the skills more quickly. Because reading also improves verbal reasoning, vocabulary and general knowledge, avid readers have an academic advantage across the whole curriculum. The PISA results have consistently shown that moving from low/medium reading engagement to high narrows the SES- and the gender-linked attainment gaps – the OECD have published specialist reports on both aspects. Teaching for reading engagement requires strategy teaching, carefully crafted social spaces where children behave like readers, collaboration, interesting texts, purposeful uses for reading. I did a small-scale research project (which is still on the Scottish Government website) on using Literature Circles (similar to our adult book groups) in schools, which showed good impact on boys’ engagement. Engagement can be measured in different ways. The OECD measurement is by pupil questionnaire and is a rather odd mix of the self-reported range of texts read and self-reported strategies for reading. Other –possibly better- engagement questionnaires measure the pupils’ identity as a reader and the value they see in reading.

Decoding fluency – the ability of young readers (5-8 years) to read a new texts fluently, working out new words from the look of the word (sight vocabulary and phonics) and what is sensible in terms of the sentence, the story and the grammar all making sense. It comes from good teaching, including modeling and coaching, lots of practice on a variety of texts and contexts – not always a performance for the child, but reading as part of their general work/life-, and a plentiful supply of texts that are at a level of ‘easy difficulty’. Many pupils in poverty do quite well at the decoding part of reading, although some are demotivate by being put in the bottom reading group (because they don’t have lots of experience before starting school) and enter an wo

Comprehension: the ability of all readers to understand and use the information in texts. It is promoted by teaching a range of strategies to including priming themselves about the text’s likely content/purpose/ structure, visualizing, summarising, hearing the prosedy, questioning, inferring (from knowledge of the world and the text), evaluating, and using the information. Psychologists focus on teaching comprehension strategies but some work indicates a more fundamental problem: poor-comprehenders don’t understand because they have poor general knowledge and poor vocabularies to bring to the text; if this is equalized, their comprehension looks quite good. A knowledge-rich, vocabulary-rich curriculum is likely to be at least as important as teaching strategies. There are many standardized tests to measure comprehension.

EMAIL CHAIN 21

-----Original Message-----

From: Susan Ellis [<mailto:sue.ellis@strath.ac.uk>]

Sent: 17 June 2015 10:03

To: [redacted under s38(1)(b)]@gov.scot>; Logan G (Graeme)

Subject: National Improvement Framework

Dear [redacted under s38(1)(b)] and Graeme,

Yesterday's meeting was interesting. In some areas we are well ahead, but in others we need a dramatic shift in the narrative to bring Scotland into the 21st Century.

Attached are my thoughts - for your eyes only in this form (v. blunt – I have amountain fo stuff to get through before Friday). I am happy for you to pass any/all on to your colleagues in SG but trust that you will tactfully re-frame before you do so.

All the best,

Sue Ellis
Professor of Education
[redacted under s38(1)(b)]

Attached document:

REFLECTION

In some areas we are well ahead, but in others we need a dramatic shift in the narrative to bring Scotland into the 21st Century. The shift required:

1. Attainment tests must do more than put children on a level. We cannot, *and must not*, replicate the context-bound, research-free, visions of attainment in 5-14 and the NAR.
2. We must stop talking about tests to 'confirm teacher judgment'. Teacher judgment has tended not to question the 'natural order' - how else to explain tolerance of socioeconomic, gender and race attainment gaps? Instead we need to talk about data to 'help teachers understand the cohort they teach and use professional judgment to design a learning mix that meets children's needs'.
3. [redacted under s30(b)(ii)] Socio-cultural and personal-identity factors impact on learning. Attainment discussions need to be grounded in such data and in specific literacy/numeracy research expertise. Otherwise it's just about tests.
4. Technology makes possible a national framework design that helps teachers triangulate data and 'picture' it.
5. Teachers' past involvement in test design was costly, inefficient, & didn't involve all teachers. We live in new economic/technological times. I suggest a small expert team generating proper (diagnostic) attainment items and socio/identity data, linked to advice. Put a sample on the web, invite ALL Scottish teachers to try it and to leave feedback about a) how intrusive/time consuming it was –to do/ mark/interrogate b)

whether it told them anything useful c) whether it reflected their own observations.
This would generate useful information, be properly inclusive and create buy-in.

6. Other LA/teacher involvement should focus on creating narratives that demo how data can 'ground' creative teaching and learning.

[redacted – out of scope]

EMAIL CHAIN 22

-----Original Message-----

From: Susan Ellis [<mailto:sue.ellis@strath.ac.uk>]

Sent: 19 August 2015 18:24

To: [redacted under s38(1)(b)]@gov.scot>

Subject: RE: National Improvement Framework

Hi [redacted under s38(1)(b)],

As requested. Shorten as you see fit. The ppt is the link between reading engagement, SES and attainment from the PISA data.

Sue Ellis

Professor of Education

[redacted under s38(1)(b)]

Attached document:

My view of the two bullet points under section 2 of the summary is this:

CfE allows teachers to determine a learning mix to meet children's needs and a NIF needs to support them in doing this by helping them to:

- take an evidence-based approach to the mix they provide
- evaluate innovations
- notice and support kids/groups/ whole class where needed

CfE levels are broad and the experiences & outcomes were designed to be illustrative; they are not comprehensive. Basing any test on them risks creating a narrow, reductive and inflexible curriculum that links poorly to research and emerging knowledge.

I think we should talk about data and not testing.

My preference would be for a measure that schools (or individual teachers) *could* implement on an annual basis if they wish (whether to see the impact of an innovation or to plan the best learning mix for a class, individual or group), but all schools would have to do on a less frequent basis for national monitoring purposes (either based on CfE stages, or on a cycle like the SSLN) .

LITERACY- WHAT WOULD I WANT TO KNOW AS A TEACHER (see boxed examples)

School entry/P1:

- Phonological awareness (standardised levels)
- Alphabetic knowledge and concepts about print (standardised levels). This could be data collected in the course of teaching during the first month or so of school.
- Oral language comprehension/ vocabulary score (age-standardised test)
- Reading engagement (survey??- not sure about this)

Other stages

P2-S3:

- Reading comprehension (age-standardised, looking at different kinds of comprehension, standardized implementation of test and help with analysis of what the scores mean – a bit like the New Group Reading TEst)
- Reading engagement (survey – identity as a reader and purpose/value of reading)

And for P2-P4:

- Reading fluency (the text-level a child can read at 90-95% accuracy, based on a book that is read chosen by teacher/child (from a list containing all main reading schemes & some 'real books'). This would be normal data collected in the course of teaching, commonly called a 'running record/ miscue analysis').

These measures produce independent scales but could be 'collapsed' into a CfE level for reporting purposes (see how the various PISA data -scales are combined) or (less good) you could just use the 'Comprehension' scale as a proxy-measure.

Curriculum support should build narratives around some typical response-patterns to promote proper analysis and responses likely to make a difference. Obviously teachers use professional judgment where test result and their observations are at odds. They also use it to analyse possible 'root causes', and the NIF should provide a curriculum resource for ideas of what to try (to which teachers could contribute) e.g.

School entry/P1:

Phonological awareness/listening (standardised levels) – a screening test to help identify

- a) individuals for whom a phonics programme is likely to make little sense and so trigger support in the form of parallel teaching activities, rhymes, games, etc. BEFORE children fail at phonics). Also advise parents/care-givers about games to play at home.
- b) cohort starting points – what is the mix of phonics/broader listening and auditory awareness required?

Alphabetic knowledge and concepts about print (standardised levels but observational data and collected over the course of a month or so of normal activities). Advice on responding to data would show what might need to be more heavily modeled and supported, (for a cohort or for an individual).

Oral language comprehension/ vocabulary score – we know teachers often over-estimate this. Advice on how to respond to low scores (for individuals or groups could highlight:

- a) what matters in terms of communication style (e.g. Hanen-type programmes ideas), group-work and mix, wider support (e.g. communication-friendly classroom)
- b) topic-plans and play ideas for a 'broad, rich language curriculum' for individuals/cohorts
- c) when to call in a SLT for a more detailed expressive/receptive assessment

Reading engagement (survey) how do children feel about books/ reading, favourite books, number of books/opportunities to read at home...

Reading comprehension (age-standardised & looking at different kinds of comprehension). Advice on how to proceed if comprehension is low would include

- How to plan a rich, exciting, interactive curriculum that creates a level of general knowledge sufficient to support reading comprehension
- Comprehension skills and strategies- how/what to teach, ways to teach it and how to prompt for use/transfer
- Ways to promote deep reading comprehension through drama, art, literature circles, science experiments, writing, class debates/expert panels, music, community projects...
- Effective ways to teach/expand vocabulary

Reading engagement (see attached survey which is the one I get the students to try on placement. It gives 2 scales -identity as a reader and purpose/value of reading). R.Engagement matters because the PISA survey consistently links high engagement with narrowing the SES linked attainment gap – see attached ppt which is from an old PISA report, but the more recent ones are the same. Advice on how to proceed if engagement is low would build teacher book-knowledge and include

- How to create networks of readers in a class – activities that make reading social so kids (and in the early stages, parents) are recommending books to each other; websites; teachers' own book knowledge...
- ways to get pupil voice (target pupils?) on school / library resources, spaces and opportunities to read
- activities and approaches that build engagement in sustainable ways – in and out of school – from 2 minute 'book blessings' to 'poetry slams' to novel studies to 'poetry on the pavement' to effective ERIC or USSR....

Reading fluency (the text-level a child reads with 90-95% accuracy (i.e. the 'instructional level' one would expect on first reading of any reading scheme book) on a leveled text chosen by child or teacher from a (very long) list. At Strathclyde we use the Fountas / Pinnell approach. Advice on how to proceed if reading fluency is low would include

- clear recommendations about how frequently the child should be heard read – and how to increase time on task; how to increase the accessibility of a text through book introductions; the value of developing confidence by getting 'reading mileage' at an easier level...
- how to coach for effective cue and strategy use on continuous text
- paired and shared reading approaches to increase meta-cognitive awareness and time on task or to broaden the child's reading experiences – beyond the reading scheme...
- 'no-blame' alternatives to ensure regular out-of-school support where parents/carers cannot provide it – at home, using wider family/community, wider school, volunteer coaches...

None of this is rocket-science, I know, but it would provide a supportive framework to ground and drive innovation, and create the sorts of conversations that support analysis, reflection and teacher development.

Other thoughts:

The LAs seemed to recognize teachers' need this specific information, and don't want children put onto a ladder of generic levels. There was a chap who came in to the meeting late so wasn't

introduced but was very clear that he would carry on buying CEM if the NIF didn't provide the information his teachers need. The political bomb is if the next Audit Commission reports that LAs are still buying tests from England because the NIF measures are too broad/unclear about what is being measured/what is important.

[redacted under s30(b)(ii)] It was suggested that teachers might need to provide different levels of support to keep children on task during a test. To be equipped for life, children need to be taught to be independent and do things on their own. If concentration is so low they can't sit a 20 minute test, teachers should note (and make plans to address) this – and it would be reflected in the teacher analysis of the data. That is what schooling has to do.

I wouldn't worry about writing tests. Writing levels are so closely linked to reading (and the way to improve writing is so often through reading) that I would let teachers get on and do the reading REALLY well.

It is a mistake to think that tests can model what teaching and learning need to look like. Tests should be short and clear. There is (in my view) no appetite in the profession for anything that requires moderation meetings. If teachers meet it should be to discuss how to move children forward, and if Education Scotland provided some really clear supportive examples, these meetings could be really focused and productive....