

SNSA P1 Survey Questionnaire – LAs

Local Authority survey

This survey is part of an independent review commissioned by the Scottish Government into Primary 1 Scottish National Standardised Assessments (SNSA). Responses will inform recommendations on the following areas:

- the suitability of SNSA for use in P1;
- the relationship of P1 SNSA to the National Benchmarks for early level;
- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information and how it supports teachers' professional judgements;
- the usefulness of P1 SNSA for school improvement purposes.

All responses are anonymous and will not be used for any purpose other than this review.

Name of Local Authority: West Lothian Council

Number of schools with P1 classes: 67 schools

How many schools have attended training to support the use of SNSA? 67

How many schools have used the online materials to support the use of SNSA? 67

What feedback did you get about the training?

An annual evaluation has been carried out by the local authority with Cluster schools – feedback received about training materials has been positive. We regularly engage with our SCHOLAR link and have been able to tailor their input and supplement this with local authority input to meet the needs of our schools and staff.

What feedback did you get about the online materials?

As above. Materials have been easily accessible.

What feedback have you had from teachers about the P1 SNSA?

Through Headteacher evaluations, which have been informed by teachers, feedback has been generally positive. The content of some of the assessments last session caused concern with regards to the complexity. The platforms used also provided some challenges dependent on the device a pupil was using, making navigating the assessment an additional challenge. As an authority, we have used online adaptive assessments previously in Primary 1, therefore the implementation of the SNSA, from a resource and teaching methodology approach, has been successful.

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

The assessments are used as a diagnostic tool to inform individual strengths and next steps but also used to highlight strengths and areas for improvement within a school's curriculum, when analysed at class or cohort level. Regular input from the local authority's Quality Improvement and Performance Teams to headteachers, middle leaders and classroom practitioners has ensured a shared understanding of how the SNSA can be used to support the wide range of assessment information that informs teacher judgement about pupil progress.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

The local authority has provided all schools with clear progression pathways in literacy and numeracy, aligned with the national benchmarks, to support teachers' understanding of progression. Cluster and authority moderation professional learning opportunities feature regularly as part of the professional learning calendar in schools and for the authority. The QI team has run specific professional learning opportunities for all staff to attend with colleagues teaching at the same stage, to explore and deepen individual understanding of the standards, expectations and judgements of progress.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

See question 6 above. As an authority, we regularly gather and analyse pupil progress at all stages, based on teacher professional judgement. We are then able to analyse any correlations between TPJ and the outcome of the SNSA. This then prompts professional discussion between the authority and school leaders, which in turn prompts professional dialogue between school leaders and classroom practitioner. As an authority, this gives an additional layer of data for professionals to analyse together to ensure a robust approach to assessment, moderation, tracking and monitoring.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

We find the class and cohort data very informative for identifying improvements required within schools' curriculum content, or approaches to delivering certain aspects of the curriculum. The diagnostic information is being used effectively at Cluster level also for schools to support and challenge each other on improving aspects of their curriculum.

Do you have any other comments about the P1 SNSA ?

As stated above, our authority has had an approach of implementing standardised assessments in P1 prior to the implementation of SNSA. As detailed also above, if the information is used effectively to diagnose improvements for individuals, groups, classes and cohorts, in terms of curriculum and progression, then this is an additional tool for teachers to use to compliment the suite of assessment approaches to ensure a clear understanding of children's progress.

Thank you for completing this survey.

David Reedy

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Name of Local Authority: Dumfries and Galloway

Number of schools with P1 classes: 98

How many schools have attended training to support the use of SNSA? 75

How many schools have used the online materials to support the use of SNSA? I have no information regarding this – this information would only be able to be provided by schools themselves

What feedback did you get about the training? That it was repetitive and didn't really help

What feedback did you get about the online materials? None

What feedback have you had from teachers about the P1 SNSA? Difficult to administer given that it can only be done on a 1:1 basis.

How are teachers guided in using P1 SNSA to support their professional judgements about children's progress? It is one of the sources of assessment information used to inform judgements

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements. Local Quality Assurance and Moderation sessions

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements? Quality Assurance and Moderation Framework linked to using the benchmarks.

What is your view of the usefulness of P1 SNSA for school improvement purposes? It is one source of information which informs schools of improvements required.

Do you have any other comments about the P1 SNSA ? none

Thank you for completing this survey.

David Reedy

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Name of Local Authority: **Glasgow City Council**

Number of schools with P1 classes: **149 (Primary/ASN Primary)**

How many schools have attended training to support the use of SNSA?

- **Since Sept 2018 approximately 85 schools have attended SNSA training**

How many schools have used the online materials to support the use of SNSA?

- **All schools who have attended training since Sept 2018 have reported using the online materials to support the use of SNSA**

What feedback did you get about the training?

- **Almost all feedback has been positive with staff evaluations evidencing increased knowledge and skill in analysis of SNSA data and diagnostic use of the assessments to inform learning and teaching/next steps**

What feedback did you get about the online materials?

- **Online information materials for practitioners was informative and supportive in administration of the assessments as well as the removal of barriers to accessing SNSA for EAL and ASN learners**
- **Online materials were not always easy to locate on SNSA website**
- **Online practice materials for children did not reflect the level of challenge in actual questions and were more directed at functionality of use which was misleading for some practitioners.**

What feedback have you had from teachers about the P1 SNSA?

- **Certain contexts used for P1 assessment questions were not appropriate and presented additional unnecessary challenge.**

- **Some children found the mouse skills required to complete assessments challenging as well as the need to scroll down in order to access the entire screen**

How are teachers guided in using P1 SNSA to support their professional judgements about children's progress?

- **Practitioners are given autonomy to decide when this assessment should be administered to ensure that it is undertaken at a time most appropriate for individual children in order to support planning for next steps/ professional judgement of progress**
- **Classroom practitioners being best placed to know and understand children's needs, strengths and challenges are given autonomy to decide whether or not an SNSA assessment is appropriate for individual children to undertake as part of supporting/gathering evidence of their learning**
- **SNSA should be used diagnostically to support and inform future learning**
- **SNSA is viewed as one aspect of a variety of formative and summative assessment approaches which provide a range of robust evidence to support a practitioner's professional judgement on progress/achievement of a level**

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

- **SCHOLAR webinars and school based training sessions in analysis and use of data to make confident professional judgements on how well children are learning and progressing**

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

- **The data generated from P1 SNSA is part of a range of formative and summative assessment information gathered to support a practitioner's professional judgement of achievement of Early Level**
- **SNSA on its own cannot evidence achievement of a level**

What is your view of the usefulness of P1 SNSA for school improvement purposes?

- **The diagnostic nature of SNSA contributes to identifying gaps in learning for children which can be addressed to narrow the poverty related attainment gap**

Do you have any other comments about the P1 SNSA?

- **Further alignment to National Benchmarks is required to ensure SNSA more fully align with the curriculum being taught**

Thank you for completing this survey.
David Reedy

Number of schools with P1 classes: 140 schools with P1 children

1. How many schools have attended training to support the use of SNSA?

Across Fife last session all schools, through a cluster model had access to attend training organised and delivered by SCHOLAR.

2. How many schools have used the online material to support the use of SNSA?

Through regular updates from Local Authority lead and training from SCHOLAR all schools have access to online materials and individual schools decided whether these resources were needed and used to support the on-going training and implementation of SNSA within schools and across clusters.

3. What feedback did you get about the training?

All practitioners who attended training had the opportunity to feedback to SCHLOR. Feedback was positive and shared.

4. What feedback did you get about online materials?

Through our evaluation of SNSA through various systems we did not ask for direct feedback on the online material.

5. What feedback have you had from teachers about P1 SNSA?

*Feedback collated from Headteachers in collaboration with P1 staff was:
Positives*

- *Read aloud supported children to access the assessment*
- *Good to be able to change font size, colours etc.*
- *Positive that the assessment could be paused and re-started*
- *Positive that data was directly linked to CFE experiences and outcomes*

Areas for Improvement

- *Assessments were too long*
- *Some of the content was too difficult*
- *Required a range of technology skills to answer question and this*
- *Distracted from literacy and numeracy skills*

This feedback was shared with Scottish Government in June 2018.

6. How are teachers guided in using P1 SNSA to support their professional judgements about children's progress?

Each school works with their own staff and across clusters to ensure SNSA data is one aspect of assessment information which contributes towards teacher's overall professional judgement. This is part of our local authority assessment rationale.

7. Please give details of any professional development courses specifically aimed to support teachers in making professional judgements?

Individual schools and clusters have delivered professional learning sessions supported by local authority if this was an area of focus for school or cluster improvement planning.

8. How are schools guided in using P1 SNSA to inform the national benchmark/ACEL judgements?

SNSA data is one aspect of assessment information which supports professional judgement. It is a range of assessment information which contributes to ACEL judgements for all pupils.

9. What is your view of the usefulness of P1 SNSA for school improvement?

From diagnostic and school reports strengths and areas for improvement can be identified and focused on as appropriately as a school or as cluster if needed.

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Name of Local Authority: City of Edinburgh Council

Number of schools with P1 classes: 88

How many schools have attended training to support the use of SNSA? All

How many schools have used the online materials to support the use of SNSA? ALL

What feedback did you get about the training? The feedback has been positive in supporting the operational engagement in SNSAs. The training offer has been renegotiated this session to reflect the professional needs of practitioners in order to support positive engagement with the assessments, together with Tackling Bureaucracy. Webinars have been a particularly positive mechanism for delivering training as practitioners can access these from their own schools.

What feedback did you get about the online materials? These are particularly useful as training sessions can be accessed through the "Help" section of the SNSA platform.

What feedback have you had from teachers about the P1 SNSA? Several schools have reported no notable concerns about engagement with the SNSAs. Some reported that issues with the provision of ICT, within individual schools, can present challenges. Some reported that pupils with ASN/EAL can present with anxiety when engaging with the SNSAs and are seeking greater clarity about the support strategies which should be in place to eliminate this. Some practitioners have questioned whether the data provides valuable information in supporting teachers in making judgements about pupils' progress.

How are teachers guided in using P1 SNSA to support their professional judgements about children's progress? Operational Guidance issued to all HTs, including guidance re supporting pupils with ASN. SNSA training provided specifically aimed at supporting P1 practitioners, Assessment & Moderation Guidance provides clear guidance for practitioners about considering SNSA data as part of a wide range of assessment evidence.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements. SNSA training, Head Teachers'/DHTs National Improvement Meetings- inputs to support teacher judgements. Local Authority Assessment & Moderation Professional learning – 3 Sessions annually. Bespoke training delivered 2018-19 "Making Data Work for You."

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements? Please see comments re professional development courses/HT & DHT guidance..

Standards, Quality and Improvement Plan dialogue meetings- Quality Improvement education officers/Head Teachers

What is your view of the usefulness of P1 SNSA for school improvement purposes? These can be effective in supporting teachers' judgements providing they are placed, in perspective, when considering a wide range of assessment evidence. They can be used to identify common areas requiring a focus in the planning of next steps in learning for individuals, groups, class.

Do you have any other comments about the P1 SNSA ? City of Edinburgh Schools, have had a long-standing Policy of engagement in standardised assessments at P1 including Baseline and Added-Value assessments.

Thank you for completing this survey.

David Reedy

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Name of Local Authority: East-Ayrshire

Number of schools with P1 classes: One class

How many schools have attended training to support the use of SNSA? We attended
How many schools have used the online materials to support the use of SNSA? We used this
What feedback did you get about the training? Feedback given by SEM
What feedback did you get about the online materials? Don't recall
What feedback have you had from teachers about the P1 SNSA? Some problems with delivery –
e.g. assessment not working properly, some missing buttons, text considered too difficult for
many P1's and the read to button not operational,
How are teachers guided in using P1SNSA to support their professional judgements about
children's progress? Discussion with HT but it only forms a part of a much larger holistic range
of assessments in making up the teacher's professional judgement.
Please give details of any professional development courses specifically aimed to support
teachers in making those professional judgements. We use our QAMSO and our authority
moderation events in addition to those organised by our Education Group.
How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL
judgements? It forms part of a range of holistic assessments
What is your view of the usefulness of P1 SNSA for school improvement purposes? We already
use a range of measures for school improvement purposes, the SNSA is used almost exclusively
to identify any gaps in general learning or for individuals. We would not use the SNSA on its
own for school improvement purposes.
Do you have any other comments about the P1 SNSA ? Schools use it at different times in the
year so it cannot be used as a year on year guide to progress e.g. last session we used it in May,
this year however we are using it in March.

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Name of Local Authority: South Ayrshire Council

Number of schools with P1 classes: 43

How many schools have attended training to support the use of SNSA? - All
How many schools have used the online materials to support the use of SNSA? - All

What feedback did you get about the training? -Appropriate

What feedback did you get about the online materials? - No feedback

What feedback have you had from teachers about the P1 SNSA?

Feedback is mainly around P1 reading assessments:

- The reading assessments are taking a considerable amount of time
- In some cases children are losing concentration due to the difficulty of the passages
- They are having to be carried out on a one-to-one basis due to the difficulty of the assessments
- The children are being asked to read passages that are too difficult and lengthy
- There does not seem to be differentiation between the assessments – the most able and least able pupils are getting the same reading passages
- There is only one question about phonics – the letter *d*
- Most questions are comprehension and inference questions.
- A few HTs have contacted the help desk to ask about the P1 passages and have asked the question 'Can we read the passage to the child?' The answer has been either – yes or the teacher can use her professional judgement. The concern is that how can we compare across the authority/nationally if it has been administered with different levels of support. Further national guidance is needed to clarify.

How are teachers guided in using P1SNSA to support their professional judgements about children's progress? The SNSA National website has been promoted— highlighting information for HT's, parents and pupils. SNSA Training Videos were also highlighted to HTs.

Training has taken place in the authority:

Phase A training took place in February 2018. This training was targeted at key leads in schools who would then be able to return to school and cascade the information to the appropriate members of staff. This introduced SNSAs and the SNSA platform to school staff at all levels. It was a demonstration of how to access and use the assessment platform so that Account Managers and teachers can administer the SNSAs in their schools. The presentation includes the following:

- The connection between SNSA and CFE
- The adaptive nature of the assessments
- Technical requirements
- How to use the Assessment platform, including a practice assessment preview
- How to generate reports

Phase B training targeted at teachers, PTs, DHTs and HTs, took place in June 2018. The Phase B sessions looked at: the context within which the SNSAs sit and how they support professional judgement; generating the three types of reports and their main features; and interpreting the SNSA report data to inform learning and teaching. The government representative carried out demonstrations using the data and delegates were provided with logins to access our Scholar school within the platform.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

Over the past 4 years we have set aside dedicated time for professional learning and development aimed at building teacher confidence around making professional judgements on pupil progress.

One in-service day per year is used to bring teachers together from across the authority to:

- Discuss the standard associated with each CfE Level
- Moderate teacher planning and approaches to assessment
- Moderate pupil evidence

All teachers participate in these events and evaluations have shown that this time and approach is valued and has improved teacher confidence in making professional judgements.

Additional events supporting professional development are coordinated at both cluster and school level. Clusters will moderate teacher judgements and pupil evidence during their agreed collegiate time. A number of training events have been available to staff from across the authority.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

Schools are given very clear guidance that all SNSA testing should be used as one source of evidence amongst the wide variety of evidence that a teacher would use to make holistic judgements about pupil progress.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

It will take time to fully realise the value of the tests. In principle SNSA can provide information and feedback that can be used alongside other information to help teachers make decisions about next steps and progress in learning. Schools can use the information as part of the range of evidence gathered to reflect on impact of improvements and areas for further development.

Do you have any other comments about the P1 SNSA? The SNSAs are not actually standardised assessments. They do not take full account of the age of children when they take the tests. A normal standardised assessment would take account of years, months and weeks from birth, whereas SNSA does not. This means that if a test is taken by one pupil in November and by another in May, the second child has the benefit of 6 or 7 months additional teaching and maturation which is not accounted for in the scoring.

Local Authority survey – East Dunbartonshire Return

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- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information and how it supports teachers' professional judgements;
- the usefulness of P1 SNSA for school improvement purposes.

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Name of Local Authority: East Dunbartonshire Council

Number of schools with P1 classes: 32 primary schools and 2 special schools

How many schools have attended training to support the use of SNSA? 21 primary schools and 3 secondary schools.

This session a comprehensive programme of training has been put in place regarding SNSA as follows:-

Session 1 – An Introduction to SNSA;

Session 2 – An Introduction to Analysing SNSA Data;

Session 3 – An update on SNSA Analysis – Using the Long Scale – recorded webinar;

Session 4 – Using SNSA Data to Support Improvement;

Session 5 – A Closer Look at using SNSA Data in and ASN and EAL context – live webinar.

So far, Sessions 1, 2, 5 have taken place. The live webinar has been the least well attended with very few logging on.

How many schools have used the online materials to support the use of SNSA?

We do not collect data regarding this however, I have been able to find out from the SNSA helpdesk that from approximately 22nd Feb to 22nd March, the following took place- 'In the last 30 days your local authority accessed the help pages a total of 409 times. This was broken down into 308 views for the help pages and 101 specifically clicked through to the training section'.

What feedback did you get about the training?

Scholar Trainers do not let us keep or get copies of evaluations from training courses. However this would be very helpful as this would help us support next steps for our schools and teachers. As a result of this, I now send out our own EDC Glow form evaluation so that we can understand what teachers have found useful or need additional support with. This results in attendees completing two evaluations rather than one which, in terms of tackling bureaucracy for teachers, is not ideal. 33 members of staff completed EDC Glow forms across Course 1 and 2.

Our own Glow Form evaluations from this session indicated that – when scoring out of 5 stars, attendees feel that the course fully met their aims – scores ranged from 4.31 to 4.75. When looking at scores regarding confidence in putting concepts from the course into practice, across Course 1 and 2 scores ranged from pre (2.88 / 3.88) to post (4.2 to 4.63). The trend was generally an increase in confidence immediately after the course. However, uptake for SNSA courses is less this year than last year with a particular dip in numbers noted for secondary teachers re Course 2. In addition, the live webinar was not well attended.

Attendees commented that Course 2 tried to cover too much and that time ran out. Some commented that the advice provided in Course 2 - to discourage children from 'having a go' or guessing if they are not sure of an answer would go against previous practice where teachers encourage children to try their best and have a go even if they are not sure of the answer. This was discussed and commented upon during the course and explained that due to the diagnostic nature, children should not guess answers.

Some comments from evaluations based on the question – what aspects of the training are you planning to take forward?

I will be very keen to use the different ways to analyse data, which will in turn help to maximise support for pupils, and staff, thus raising attainment throughout.

Analysing data to establish if any interventions are required to raise attainment.

Use SNSA in line with other assessment evidence to target gaps in learning.

I am planning on sharing the information and skills I gained at this course with my P1 stage colleagues before and after administering the SNSA assessments within our age group.

Sharing information with staff. Using data to inform future planning for key stages.

Engage with SNSA results to aid planning for all children in my class. Looking for trends/gaps which may show areas of learning which need to be re visited.

Analysing data to help plan learning and teaching next steps.

Use of the individual and class reports to help plan next steps in teaching and learning to raise attainment in numeracy and literacy and ensure progression throughout school

Being able to pinpoint aspects for whole school priorities

Considering groups of learners rather than looking at whole cohort.

Analysing data to help inform next steps for learners and to indicate areas to target through direct teaching, interventions and/or revision of pedagogy.

Detailed analysis of SNSA results to identify areas for improvement in curriculum and teaching & learning.

We will certainly analyse our own results and see if we have any curricular or individual gaps.

I will look at how best to use SNSA data with SMT and staff - particularly in identifying gaps in learning.

Analysing the (long scale) bands to help make informed decisions about children's progress along with my own professional judgement and assessment strategies.

Creating reports from the website to help analyse assessment data.

Gathering data on my class and being able to pinpoint where the gaps are and which pupils.

Going to share what I learned with teaching staff in the school and SLT. Will work with the SLT to analyse our data when assessments are complete.

Analysing data to identify weaker topic areas. This will then impact my planning and teaching.

To know how to analyse results that will help me to modify my teaching accordingly. This will mean I can cover areas of development in my class.

What feedback did you get about the online materials?

I have not had any feedback re online materials. However, I would like to highlight that the support provided by the SNSA helpdesk is extremely good. Answers are provided very quickly and clearly – we have been encouraging schools to use the helpdesk as much as possible if they require specific support / information that the local authority cannot provide.

What feedback have you had from teachers about the P1 SNSA?

While some schools have found the data generated from the assessments useful, there are ongoing challenges and difficulties in trying to administer them to P1 children.

There has been comment made about the adaptive nature of the assessments – i.e. that in some instances this has not been set at the right level as learners who require support with their learning are faced with ‘middle ability’ questions from the beginning which are too difficult and off putting for them to do. Comment has been made that the PIPs assessments (which are used in some of our schools) are more appropriately adaptive as the question difficulty increments much more gradually.

Comment has been made about the effect of taking an on-line assessment on P1 children. There is a feeling that this continues to be challenging and schools comment that they are more suited to the age and stage of development of P4 and P7 pupils rather than P1 pupils. Schools report having to administer P1 assessments on a one to one basis – this is very time consuming, takes away from the idea of it being an assessment which is part and parcel of everyday learning and teaching. The one to one nature of administration at P1 means that the process is very staff and time intensive with other members of staff being required to come away from their usual roles to support this. It has been noted that P1 pupils need considerable support in navigating the assessment – e.g. in order to ensure they have both clicked each part of the question and ticked an answer. Due to the nature of the assessment, if the child hasn’t done this, it still allows you progress onto the next question which means that the results can be skewed – e.g. children scoring much lower than expected as they had clicked ‘next’ too many time and not answered the question. Similar issues were reported last session.

Some schools are beginning to report that the diagnostic information gleaned from the assessments is useful as it helps support next steps in learning, professional dialogue between teaching staff and senior leadership teams. It is also beginning to support understanding of possible targeted support / interventions and next steps in learning. Others feel that the results can be of limited value compared to other diagnostic assessments previously used. Some feel that the maths assessment at P1 is more manageable and accessible for pupils than the literacy assessment. This is due in part to the amount of text that children are required to read (in the literacy assessment) before answering the questions can be too difficult.

How are teachers guided in using P1 SNSA to support their professional judgements about children’s progress?

Senior leaders are beginning to use the data generated from SNSAs to discuss with Class Teachers at forward planning meetings, learning and teaching meetings in order to discern ways in which to support pupil learning and develop next steps.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

As well as the suite of courses provided by Scholar listed above, schools are also involved in moderation activities at school and cluster level – which is supporting teachers further to share the standard, expectations and understand achievement of a level. For the second year in a row, one of our clusters is involved in Reading Moderation at West Partnership Level which is enhancing confidence regarding supporting teachers to make professional judgements.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

We have created guidance regarding administration and use of SNSAs. Schools are aware that SNSAs are not designed to be used as a test for achievement of a level. The results from the standardised assessments will provide an additional source of nationally consistent information to inform teachers' professional judgement, both when planning next steps and when considering whether children have achieved Curriculum for Excellence levels.

Guidance for schools - the information gathered through standardised assessments should be used as part of a suite of information to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child's ability in literacy and numeracy. Together with assessments from day to day learning and other assessment tasks or activities, standardised assessments can provide a detailed picture of children's progress.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

P1 SNSA data could be used very effectively to drive continuous school improvement. This is due to the fact that it provides diagnostic data at individual, group and school level. This means that senior leaders in schools can look across the results to see if there are particular gaps, strengths etc which will then inform next steps not only for individual pupils, but in terms of curriculum and assessment.

Do you have any other comments about the P1 SNSA ?

No.

Thank you for completing this survey.

David Reedy

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Name of Local Authority: **Dundee City Council**

Number of schools with P1 classes: **33**

How many schools have attended training to support the use of SNSA?

All schools were represented.

How many schools have used the online materials to support the use of SNSA?

Almost all if not all schools have used the online materials

What feedback did you get about the training?

Positive

What feedback did you get about the online materials?

They are reasonably easy to use – main issue is time to look at the materials

What feedback have you had from teachers about the P1 SNSA?

In general very positive and not aware of any distressed children in fact, the opposite. Children seem to enjoy completing the assessment.

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

Teachers are advised to analyse the data and use the assessment results diagnostically to identify gaps in learning and to moderate their own professional judgment of individual pupils

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

QAMSOs, Moderation Inset training input

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

Schools should be using the National Benchmarks as part of their moderation work.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

We have used standardised assessments for many years to support and inform professional judgement and find the SNSA useful for that purpose and a tool within a teacher's assessment toolkit to raise attainment and to improve outcomes for learners

Do you have any other comments about the P1 SNSA ?

We have had no issues whatsoever in implementing SNSA in Dundee.

Thank you for completing this survey.
David Reedy

Local Authority survey

This survey is part of an independent review commissioned by the Scottish Government into Primary 1 Scottish National Standardised Assessments (SNSA). Responses will inform recommendations on the following areas:

- the suitability of SNSA for use in P1;
- the relationship of P1 SNSA to the National Benchmarks for early level;
- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information and how it supports teachers' professional judgements;
- the usefulness of P1 SNSA for school improvement purposes.

All responses are anonymous and will not be used for any purpose other than this review.

Name of Local Authority: **Dundee City Council**

Number of schools with P1 classes: **33**

How many schools have attended training to support the use of SNSA?

All schools were represented.

How many schools have used the online materials to support the use of SNSA?

Almost all if not all schools have used the online materials

What feedback did you get about the training?

Positive

What feedback did you get about the online materials?

They are reasonably easy to use – main issue is time to look at the materials

What feedback have you had from teachers about the P1 SNSA?

In general very positive and not aware of any distressed children in fact, the opposite. Children seem to enjoy completing the assessment.

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

Teachers are advised to analyse the data and use the assessment results diagnostically to identify gaps in learning and to moderate their own professional judgment of individual pupils

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

QAMSOs, Moderation Inset training input

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

Schools should be using the National Benchmarks as part of their moderation work.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

We have used standardised assessments for many years to support and inform professional judgement and find the SNSA useful for that purpose and a tool within a teacher's assessment toolkit to raise attainment and to improve outcomes for learners

Do you have any other comments about the P1 SNSA ?

We have had no issues whatsoever in implementing SNSA in Dundee.

Thank you for completing this survey.

David Reedy

Local Authority survey

This survey is part of an independent review commissioned by the Scottish Government into Primary 1 Scottish National Standardised Assessments (SNSA). Responses will inform recommendations on the following areas:

- the suitability of SNSA for use in P1;
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- the usefulness of P1 SNSA for school improvement purposes.

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Name of Local Authority: Comhairle nan Eilean Siar (Western Isles)

Number of schools with P1 classes: 22

How many schools have attended training to support the use of SNSA?

All schools have had some degree of training, either through their HTs or by participation in webinars.

How many schools have used the online materials to support the use of SNSA?

Approx 10 schools have accessed the online support materials

What feedback did you get about the training?

The webinar training was very good but the times offered were not suitable for a number of schools. We worked with Scholar to address this and agree alternative times for the training to increase the number of staff who could engage with it.

What feedback did you get about the online materials?

We haven't received any specific feedback about the online materials but it has been considered that they have been suitable to address staff needs.

What feedback have you had from teachers about the P1 SNSA?

The tests themselves have presented no difficulty in completion but there have been some logistical challenges around the following:

- Sufficient access to suitable computers/devices to administer the assessments
- The degree of readiness of P1 pupils to use the technology (mouse/trackpad drag, drop etc)

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

As well as being a contributory element of assessment evidence to confirm levels, the assessments can be used to identify areas of strength and development needs. Schools have been advised that they can administer the assessments at a time of their choosing but are encouraged to present as early as they feel appropriate so as to be able to use the data for improvement.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

No specific professional development courses but we have been working with our Attainment Advisor to support individual schools in using the SNSA and other data to inform professional judgement.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

Teachers have been guided to use the assessments as a part of their suite of evidence to confirm the achievement of early level. It can support schools in their quality assurance processes when checking ACEL levels.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

There is some value in providing data that schools can use at all the milestones in Curriculum for Excellence. It will allow schools to track learner flightpaths over time and provide supporting evidence in quality assurance and benchmarking of teacher professional judgement.

Do you have any other comments about the P1 SNSA ?

Within our authority area, we have had no major issues with the administration of P1 SNSA and our staff have not expressed concerns to us. To-date, we have had no queries or requests from parents about withdrawal from assessments.

Thank you for completing this survey.

David Reedy

Local Authority survey

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- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information and how it supports teachers' professional judgements;
- the usefulness of P1 SNSA for school improvement purposes.

All responses are anonymous and will not be used for any purpose other than this review.

Name of Local Authority: East Renfrewshire Council

Number of schools with P1 classes: 23 schools

How many schools have attended training to support the use of SNSA?

Phase A and Phase B training was arranged with and delivered by Scholar's SNSA Support Officer for East Renfrewshire Council in 2017-18 with further training taking place in 2018-19. In 2017-18, 4 training sessions were delivered locally in East Renfrewshire over 2 days with senior and middle leader participants from all primary and secondary schools in attendance.

How many schools have used the online materials to support the use of SNSA?

As per the Education Department's guidance and advice to educational establishments, all of East Renfrewshire's primary and secondary schools have accessed the online materials for a variety of purposes, including:

- online help facility;
- accessing practice assessments;
- identifying additional support measures required to be put in place to support learners;
- introducing pupils and staff to the SNSA process;
- accessing and utilising the attainment data for identification of areas for improvement to plan developments in learning and teaching as well as general school improvement planning;
- communicating with parents and carers.

What feedback did you get about the training?

Evaluations in relation to the Scholar training from participants was very positive with all participants stating that they found the sessions extremely useful and that the training made them more confident in their ability to administer the assessments, but importantly, to access and analyse the attainment data for improvement purposes. There was a feeling that participants would have appreciated a slightly slower pace and longer amount of time to become more familiar with the tool with the trainer present.

What feedback did you get about the online materials?

Generally feedback from schools has been that the published website contains an appropriate level of detail and clarity. The help pages are particularly helpful and the inclusion of webinars is particularly welcome for staff development given the demands on staff time and availability to attend training courses.

What feedback have you had from teachers about the P1 SNSA?

Following year 1 of the SNSA anecdotal feedback was that practitioners found the level of questions being asked, challenging to children.

Various approaches to assessment administration took place in establishments across the Council. As a result of discussions between practitioners of their varying experiences, best practice in the administration of the assessments has been shared and it is expected that any issues encountered by establishments previously will be avoided in future.

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

The Education Department has supported practitioners in making professional judgements on children's progress through the Broad General Education by providing guidance. The department's guidance is clear that attainment data provided by P1 SNSA assessments is only one piece of data/information from a range of datasets/information/practitioner observations/learning discussions which should be considered by practitioners when determining a child's progress. What is vital, is the action which practitioners take when considering all evidence and utilising it for the planning of learning and teaching.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

The Education Department has supported teachers in making professional judgements of pupil progress in the Broad General Education through its Moderation Training programme. The programme has been undertaken by primary teaching staff in each of the last 5 years with an in-service day devoted to practitioners across and between schools collaborating in moderation activities. A significant amount of staff development (Moderation Facilitators) and staff refresher training is undertaken each year in preparation for the moderation event. The programme has been extended in recent years to include secondary practitioners moderating in their curricular areas across establishments and most recently in 2019, cross sector moderation activities were undertaken by primary and secondary practitioners in numeracy and mathematics. Analysis of responses from participants in the moderation events is collated and analysed each year in order to direct needs in future years and to adjust the programmes accordingly to ensure moderation events are effective. Moderation facilitators from each school lead moderation at a school level on an ongoing basis and are supported in this by senior school leaders.

Members of the East Renfrewshire Quality Improvement Team and school practitioners continue to lead, support and collaborate with practitioners across the country via the Education Scotland Quality Assurance and Moderation Support Officers programme.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

Please see previous response.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

As a local authority which has utilised standardised assessments for the purpose of improvement planning, we believe that P1 SNSA assessments are useful and will be part of the data used by teachers to support pupil progress.

Do you have any other comments about the P1 SNSA?

No

Thank you for completing this survey.

David Reedy

Local Authority survey

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- the effect of taking an on-line assessment on P1 children;
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- the usefulness of P1 SNSA for school improvement purposes.

All responses are anonymous and will not be used for any purpose other than this review.

Name of Local Authority: Aberdeen City Council

Number of schools with P1 classes: 50

How many schools have attended training to support the use of SNSA?

Most Aberdeen City schools have staff who have attended SNSA training delivered locally by SCHOLAR in sessions 2017/18 and 2018/19. Training has focused on SNSA administration and analysis.

How many schools have used the online materials to support the use of SNSA?

We do not hold or have access to this information. I expect that SNSA product developers could provide an exact figure for each local authority based on activity within the portal.

What feedback did you get about the training?

Feedback on sessions delivered by SCHOLAR trainers has been positive. Training has been well-matched the requirements of staff who administer SNSA and coordinate the use of data to inform the planning of learning, teaching and assessment.

What feedback did you get about the online materials?

We have received very little feedback regarding the online materials. However, the support materials are comprehensive and of high-quality. This session, colleagues have found the Course 3 recorded webinar helpful to support understanding of the new long-scale standardised scores and bandings.

What feedback have you had from teachers about the P1 SNSA?

In almost all Aberdeen City schools, Primary 1 SNSA is completed by pupils individually with 1-1 adult supervision. Schools have reported that most P1 pupils have difficulty navigating SNSA

assessments without support. The number and position of scroll bars on assessment screens present a particular challenge.

Teachers have highlighted that P1 Literacy assessments are presented quite differently to Literacy tasks that pupils of this age and stage would typically undertake. The SNSA assessment presents pupils with lengthy texts which they are asked to read then answer questions on. If a pupil wishes to review a text prior to answering a question, they are required to navigate between web pages. It would be more helpful if all text, images and related questions were easily accessible within a single page.

Schools have reported that it takes on average 25-40 minutes for a P1 pupil to complete an SNSA assessment with 1-1 supervision. On average 50-80 minutes is required for a Primary 1 pupil to complete both Numeracy and Literacy assessments. To administer SNSA in this way has required significant staff time. However, this has allowed for a positive experience for P1 pupils and ensures that P1 SNSA is completed in such a way that assessment data is reliable.

In contrast to Primary 1 SNSA, most Primary 4, Primary 7 and Secondary S3 pupils completed assessments independently and with ease.

How are teachers guided in using P1 SNSA to support their professional judgements about children's progress?

Teachers are encouraged to use SNSA data, alongside the range of assessment information available, to support professional judgement of children's progress.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

Professional learning is provided via our Aberdeen City Assessment Leaders programme for Head Teachers and Depute Head Teachers. This has taken place this session and last to support professional judgement of children's progress and achievement.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

In the same way that teachers are encouraged to use SNSA data to inform their professional judgements – alongside the range of assessment information available.

What is your view of the usefulness of P1 SNSA for school improvement purposes?

The data is useful as it provides diagnostic information to support improvement at pupil, cohort and school level. Alongside CfE Benchmarks and moderation activity, SNSA standardised feedback has supported teacher understanding of standards.

Do you have any other comments about the P1 SNSA?

We would welcome a redesign of the look and layout of Primary 1 SNSA and robust testing to ensure that pupils at this stage can undertake assessments with greater independence. To inform this, we would encourage SNSA developers to consider the user interface and features of other digital platforms designed for this age and stage.

Thank you for completing this survey.

David Reedy

Local Authority survey

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- the usefulness of P1 SNSA for school improvement purposes.

All responses are anonymous and will not be used for any purpose other than this review.

Name of Local Authority:

Aberdeenshire Council

Number of schools with P1 classes:

150

How many schools have attended training to support the use of SNSA?

Aberdeenshire have sought to ensure that all of our 171 schools have been able to attend a face to face training session on SNSA. So far we have run 6 of these sessions (with group size up to 40) and we estimate that around 75% of schools have been able to send attendees. We will continue to offer this training this session and into next in order to deliver of this commitment

How many schools have used the online materials to support the use of SNSA?

We do not hold figures on this but we have definitely ensured that all schools are aware of these materials.

What feedback did you get about the training?

We have received generally positive feedback about the basic training sessions ("Course 2"). We have run one diet of "Course 4", which was not well received by participants.

What feedback did you get about the online materials?

We have not received any feedback on this, other than the fact that the "Course 3" material runs for too long.

What feedback have you had from teachers about the P1 SNSA?

We received some – though not a huge amount - of feedback from our schools about the P1 assessments last year. We summarised this and submitted to SNSA as follows:

1. Concerns raised by many colleagues in Aberdeenshire that in many cases the content and approach of the P1 assessments were not appropriate for a P1 pupil working at Early Level. Many commented that the way the assessment was presented made it more an assessment of digital literacy than of reading. In terms of length and content of text, it appeared to be far too advanced and the amount of text being presented was quite daunting for some children. Sometimes the text was presented in quite a small font, with letters presented in a way that P1 children may not be familiar with as it does not reflect the way children of this age meet text as part of their reading development.
2. We think that all of the assessments, but particularly the P1 assessments, would benefit from much greater use of audio input.

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

Our advice is based on the advice provided by SNSA and is the same for the P1 stage as for the others. During year 1 we found that the "High", "medium" and "low" capacity bands were not particularly helpful in this respect and we advised colleagues – at training sessions and elsewhere – that "high" was not necessarily an indication that the pupil had achieved a level. The message was that this information needed to be interpreted alongside the other assessment evidence available to the teacher.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

We have not provided any professional development courses with this specific aim during session 2017-18. We are working on support materials this session that focuses on how teachers can best make use of SNSA data to support learning and teaching and this also includes its role in supporting professional judgement.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

As per above

What is your view of the usefulness of P1 SNSA for school improvement purposes?

P1 SNSA, in the same way as P4, P7 and S3 SNSA provides a useful set of quantitative data that can support self evaluation processes within the schools and thereby, inform school improvement. The introduction of the long scale during session 2018-19 will increase this utility.

Do you have any other comments about the P1 SNSA ?

Whilst we did receive more comments about P1 SNSA than for SNSA at any other stage during session 2017-18, we feel that the highlighted issues that could be resolved and improved upon through dialogue and ongoing improvement, rather than on issues of principle about the validity of conducting standardised testing at this stage.

Thank you for completing this survey.

David Reedy

Local Authority survey

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- the relationship of P1 SNSA to the National Benchmarks for early level;
- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information and how it supports teachers' professional judgements;
- the usefulness of P1 SNSA for school improvement purposes.

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Name of Local Authority: **Perth and Kinross**

Number of schools with P1 classes: **68**

How many schools have attended training to support the use of SNSA? **All schools have attended some training. This varied across schools as not all attended all the sessions we offered.**

How many schools have used the online materials to support the use of SNSA? **Actual number not known, however all schools have been directed to and encouraged to use these. Some schools have talked about accessing these.**

What feedback did you get about the training? **Staff found the initial introductory courses useful. The recent Course 4 using SNSA for improvement has been delivered to all DHTs/PTs and many HTs. This course has received very positive feedback. Staff have found this to be very helpful in supporting analysis of data.**

What feedback did you get about the online materials? **No feedback direct to local authority**
What feedback have you had from teachers about the P1 SNSA? **Schools were consulted in September 2018 following the first year. Headteachers commented on some technical aspects which pupils found challenging. They also commented on the amount of support some pupils required to complete/stay with the assessment.**

How are teachers guided in using P1SNSA to support their professional judgements about children's progress? **Teachers are directed to the national SNSA guidance for teachers. Local authority guidance reminds teachers at all stages that this is diagnostic and contributes to all information on a pupil's progress.**

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements. **Perth and Kinross has offered schools a range of opportunities to engage in CLPL session in moderation of standards. This has also been delivered to probationer teachers. (This is not specific to P1)**

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements? **As above**

What is your view of the usefulness of P1 SNSA for school improvement purposes? **We have not gathered a view at local authority level but have promoted the use of data at all stages**

(not just P1) for school improvement purposes. Schools have told us they are finding it helpful to support school improvement discussions and curriculum planning.

Do you have any other comments about the P1 SNSA ?

Thank you for completing this survey.

David Reedy

Local Authority survey

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- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information and how it supports teachers' professional judgements;
- the usefulness of P1 SNSA for school improvement purposes.

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Name of Local Authority: Shetland Islands Council

Number of schools with P1 classes: 28 (some of these are multicomposite classes, and 5 of these have no P1 pupils in session 2018-19)

How many schools have attended training to support the use of SNSA?

18

How many schools have used the online materials to support the use of SNSA?

Unknown

What feedback did you get about the training?

No formal feedback was requested, but the informal feedback was positive.

What feedback did you get about the online materials?

Very little. No negative feedback was received.

What feedback have you had from teachers about the P1 SNSA?

Mostly accepting. In larger schools in 2018, teachers were unhappy with the amount of time it took to administer the assessments and with the amount of technical support the children needed (e.g. with the mouse and scrolling down on the screen). In some smaller schools, teachers said that the assessments had been easy to administer and the children had not known they were being assessed. A few teachers and head teachers have challenged the principle of SNSA for P1 children, saying that it is not consistent with play-based pedagogy. No-one refused to administer the SNSA but some school managers want to await the outcome of the independent review before administering SNSA in the current session.

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

In 2017-18, Head Teachers decided collectively, in discussion with local authority officers, to set a window between January and March for SNSA to be carried out in all schools. Then, for 2018-19, Head Teachers and officers decided collectively that no window would be set at authority level.

In each school the Head Teacher is responsible for deciding the timing of SNSA each year. All do this collaboratively with their colleagues. A variety of patterns is emerging, but the preference with P1 SNSA is to administer them late in the session, because the course of P1 has

Moderation events for literacy and numeracy at cluster and school level are now being supported and sometimes led by QAMSOs. Most of Shetland's QAMSOs are new in their roles this

session, but when their own national training is complete we will make a strategic plan to deploy them throughout Shetland.

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

At a professional development day for all head teachers in February 2016, arrangements were made for moderation to be carried out principally on a school cluster basis.

Shetland's Strategy for Tracking, Monitoring and Moderation in the Broad General Education (2016) involves all teachers in moderation activities beyond school level on one In-Service training day every year. These are organised by school management teams and supported where possible by central officers. They are increasingly effective at improving teachers' confidence in judging levels.

For literacy, a large number of Shetland schools is now involved in the Emerging Literacy project of the Northern Alliance RIC, with its developmental approach to literacy in young children. The training provided for that includes consideration of judgement of levels. A similar consideration is included in numeracy training delivered to Shetland teachers by the local Numeracy Champion and others who have undergone the training themselves.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

Head teachers, as empowered leaders of learning in their schools, take the decisions for their own schools and lead the process of moderation and guidance with teachers in their own schools and clusters.

The authority sent the following specific guidance to head teachers in September 2019. I was framed in a way that would help head teachers who might want to respond to questions from parents.

“As you may be aware from the National Press, last year the Scottish Government introduced National Standardised Assessments (SNSA) in literacy and numeracy at the P1, P4, P7 and S3 stages of your children's education. The assessments provide teachers with information about the children and young people they work with which, along with the range of other evidence available to them, help them consider the next steps for learning. School staff will conduct the assessments with pupils at a time they judge best before the end of this school year. The assessments are online in format and will usually be taken as part of normal classroom activities. No assessment outcome information will be sent home, but teachers may refer to them within the normal school reporting cycle or at Parents' evenings.”

What is your view of the usefulness of P1 SNSA for school improvement purposes?

It is too early to say that all schools are using the data effectively for school improvement, but there is potential for this as understanding grows at school and officer level. The data for each school in 2018 was discussed with the school by its link Quality Improvement Officer. In a large majority of cases, teachers found that the SNSA data confirmed their judgement of their pupils' capacity. In a few cases, officers noted clear discrepancies between SNSA data and the final teacher judgement of level data for the same pupils. Officers discussed these cases centrally and then with the Head Teachers concerned, recognising that the SNSA data is only one part of the evidence used in judging achievement of a level.

A deeper analysis will be conducted for the 2018-19 set of data, in keeping with the more refined data and analysis that is expected at national level. Officers plan to correlate the SNSA data and the

Achievement of a Level data and again to investigate discrepancies, while taking account of the specific nature of SNSA and of the time of year at which SNSAs were completed by each pupil.

Do you have any other comments about the P1 SNSA ?

Central officers and most teachers accept the principle that clear base-line evidence in P1 is an important part of helping us to improve standards and close the attainment gap. However, there is some doubt about the usefulness of SNSA for that purpose. As the 2018 national report on SNSA shows, the capacity in literacy and numeracy of children in P1 increases greatly in the course of one school year. For that reason, the time at which the assessments are taken will have a greater effect on the interpretation of the data in P1 than for any other age group, and the assessments are therefore in effect less “standardised” than for any other age group. For the P1 SNSA to have a genuine value as a baseline measure, they would need to be administered to all children at about the same time of year, and that would increase resistance to them from practitioners and parents.

On balance, our experience is that the P1 SNSA have generally enhanced the wide range of evidence on children’s capacity already available from other sources, including quantitative and qualitative data about their health and attainment. In a few cases, teachers have had to be reminded that the SNSA alone are not sufficient evidence of achievement of a level.

Thank you for completing this survey.

David Reedy

Local Authority survey

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- the effect of taking an on-line assessment on P1 children;
- the usefulness of the diagnostic information and how it supports teachers' professional judgements;
- the usefulness of P1 SNSA for school improvement purposes.

All responses are anonymous and will not be used for any purpose other than this review.

Name of Local Authority: **Angus**

Number of schools with P1 classes: **51**

How many schools have attended training to support the use of SNSA?

37 attended Course 2 training in November

38 attended Course 3 training in February

How many schools have used the online materials to support the use of SNSA?

All schools were provided with information on how to access online materials

What feedback did you get about the training?

Feedback from course 2 and 3 training was positive.

What feedback did you get about the online materials?

No feedback was received

What feedback have you had from teachers about the P1 SNSA?

Schools have not reported any difficulties in undertaking the P1 SNSA

How are teachers guided in using P1SNSA to support their professional judgements about children's progress?

Teachers will use SNSA data alongside a range of other assessment data to come to a holistic professional judgement about children's progress in accordance with school policy

Please give details of any professional development courses specifically aimed to support teachers in making those professional judgements.

In addition to School based CPD a number of cluster CPD activities on moderation were delivered by QAMSOs. Schools also work collaboratively on moderation within and across their cluster.

How are schools guided in using the P1 SNSA to inform the National Benchmark / ACEL judgements?

Schools are advised to use the results of the SNSA assessments diagnostically for individuals and groups of children to support learning. The introduction of the 'long scale' will provide a useful measure alongside other assessment evidence when making ACEL judgements

What is your view of the usefulness of P1 SNSA for school improvement purposes?

The diagnostic information contained in the SNSA reports provide potentially rich data which could inform improvement priorities around learning and teaching

Do you have any other comments about the P1 SNSA ?

Thank you for completing this survey.

David Reedy