

SNSA P1 Survey Questionnaire – Teachers

Teacher 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 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.

At what time of the year do you carry out the P1 SNSA?

Term 4

How prepared do you feel for implementing and using the data from the P1 SNSA?

We have not had any training on implementing SNSA or how to use the data gathered.

How do you use the data from the P1 SNSA?

As it is gathered at the end of the academic year it is really too late to use effectively by current P1 teacher.

It is used as another means of evidence when assessing P1 pupils.

Yes but see above point.

What are the advantages of using the P1 SNSA?

It is a standardised assessment which is used throughout Scotland.

What are the difficulties/challenges in using the P1 SNSA?

There is no baseline assessment for P1 to gauge progress for that year.

Results are sometimes not reliable as pupils can guess and get the answer correct.

Finding the time to administer the test – not enough ipads, or available to teachers.

How do you use the results to support your professional judgement of children's progress?

As another means of evidence.

How have the children responded to the assessment procedures?

Pupils thought it was a game and were therefore were relaxed.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Yes, we would like formal training on how to administer the test properly and to understand how to interpret the data accurately.

Do you have any other comments about the P1 SNSA?

Preferred E-pips as it had a baseline assessment, at the start of P1, and an end of year assessment. Therefore, could gauge the pupils' progress more accurately for that year.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

April/May.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I hope that it will help identify next steps in the children's learning.

How do you use the data from the P1 SNSA?

To inform my teacher judgement and help during tracking meetings.

What are the advantages of using the P1 SNSA?

I haven't seen any significant advantages from last year yet.

What are the difficulties/challenges in using the P1 SNSA?

The children in our school are requiring 1-to-1 support to complete the assessments. It is challenging to find the time to complete both assessments for 50 children.

How do you use the results to support your professional judgement of children's progress?

Having the low, medium, high scorings was useful – as well as where the child scored in relation to the class.

How have the children responded to the assessment procedures?

The children were unaware that it was an assessment as they are taken individually to do activities on a regular basis. They were comfortable and happy.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

It would be good to have a clear indication of how much support the children should receive. For example, should they be supported to read the question if the question being is related to comprehension rather than their understanding of phonics. I feel that without this shared understanding across all schools and all staff conducting the assessments, it is not an accurate reflection across the whole of Scotland.

Do you have any other comments about the P1 SNSA?

Having talked to friends in other local authorities after completing the assessments, I know that we all carried out and supported the children in different ways. Therefore I struggle to see how it can be seen as a standardised assessment.

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At what time of the year do you carry out the P1 SNSA?

May (term 4)

How prepared do you feel for implementing and using the data from the P1 SNSA?

I am well prepared to implement the SNSA and did the screening last year also. However, it was a lengthy process- I strongly feel that it should be the class teacher who carries out the screening so that they can see how individuals cope/ respond to the activities. The data was analysed following screening but I didn't feel that this information gave us any new information about our children that we didn't already know prior to this activity. The information gathered focused only on Numeracy and Literacy- what about all the other skills we are developing in our classrooms?

How do you use the data from the P1 SNSA?

We don't only use the data collected from the SNSA to inform next steps for our children- we are continually observing, interacting, questioning in our day to day work in an environment that promotes learning through play. The information we gather is crucial to setting next steps for our individuals. In our daily work we can assess much more than what the SNSA assessments set out to do eg. resilience, how children interact with others, how they resolve issues/ solve problems..... Also, we have no comparable data with which to compare our SNSA results as this is carried out near the end of P1.

What are the advantages of using the P1 SNSA?

I don't personally rate this method of assessment- it's time consuming, gathers little information that a good class teacher wouldn't already have, doesn't address the problem of trying to reduce the gap for our less advantaged pupils, uses technology that many P1 pupils can't confidently use independently, has no interaction with others- solitary activity on a machine (while in class we are encouraging our children to become confident communicators, problem solvers, promoting interactions.....)

What are the difficulties/challenges in using the P1 SNSA?

Time consuming to administer; not pupil friendly; doesn't support teachers in their play based settings.

How do you use the results to support your professional judgement of children's progress?

Results play only a small part in making our professional judgements- we set pertinent next steps in our daily work- we don't need SNSA results to do this! If we did, we wouldn't be making any real progress in children's learning.

How have the children responded to the assessment procedures?

They are bored- this is not the way they learn on a daily basis, sitting in front of a machine ticking boxes! We often hear them say, “When will I be finished?” “Can I go and play now?”- this is their real work!

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

I think teachers’ time could, and should, be used MUCH more productively.

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At what time of the year do you carry out the P1 SNSA?

Early June

How prepared do you feel for implementing and using the data from the P1 SNSA?

I feel prepared, however I feel that my time could be better spent.

How do you use the data from the P1 SNSA?

The data from last year didn't affect any future decisions and the results were passed to the next teacher.

What are the advantages of using the P1 SNSA?

Supporting current teacher judgment.

What are the difficulties/challenges in using the P1 SNSA?

Very time consuming as best to be completed on one-to-one basis. The ICT skills needed to participate in assessment were difficult for some children. Some children struggled to focus and had already been assessed through individual MALT and Baseline testing, as well as normal Literacy and Maths formative assessments. This involved the class teacher being out of class for long periods of time which affected some children.

How do you use the results to support your professional judgement of children's progress?

There were no surprises in the results so results supported the current opinion.

How have the children responded to the assessment procedures?

Some children needed support with motivation as they had already completed other one-to-one assessments during this period of time. Some children needed support with the ICT skills required to complete assessment.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Extra staff to allow P1 teacher to undertake assessments.

Do you have any other comments about the P1 SNSA?

I found the amount of assessment in P1 last year very demanding and pressurised. I did not enjoy being out of class for long periods of time and felt my time was being used to complete assessments that had already been done (Baseline, MALT). I don't think the SNSA assessment added much to my professional judgement.

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At what time of the year do you carry out the P1 SNSA?

T4

How prepared do you feel for implementing and using the data from the P1 SNSA?

I feel I am prepared to understanding the data.

How do you use the data from the P1 SNSA?

I did not find last years data useful

What are the advantages of using the P1 SNSA?

You tell me

What are the difficulties/challenges in using the P1 SNSA?

The test is not appropriate for the age group and therefore the results do not reflect their knowledge. In addition children can guess at answers and appear to know something which gives false information

How do you use the results to support your professional judgement of children's progress?

At times they match up with my own professional judgement however, this is not often and the results are inadequate given my training.

How have the children responded to the assessment procedures?

Children have responded differently. Some enjoy parts of the test. However, they have all commented on it being too hard, which it is as it is not aimed at P1's learning and experiences.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I do not feel comfortable carrying out P1 SNSA. I think the test is hugely flawed, gives poor information compared to my own professional judgement and not in line with how P1's are taught.

Do you have any other comments about the P1 SNSA?

When it was voted down the Scottish government school listening. Teachers have spent years training to become teachers and continue to develop as part of their registration. A bit of respect for the profession would help raise attainment!

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At what time of the year do you carry out the P1 SNSA? **June**

How prepared do you feel for implementing and using the data from the P1 SNSA? **Well prepared**

How do you use the data from the P1 SNSA? **To inform groups/confirm Teacher judgement**

What are the advantages of using the P1 SNSA? **Helps to confirm Teacher Judgement**

What are the difficulties/challenges in using the P1 SNSA? **Staff issues in administering the test.**

Length of time to administer all the tests to all of the year group – lost teaching time

How do you use the results to support your professional judgement of children's progress?

Informing groups/ confirming where I think the children are in their learning/ spotting gaps in learning

How have the children responded to the assessment procedures? **They enjoyed it**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **None required**

Do you have any other comments about the P1 SNSA? **Some of the reading tasks were unrealistic, as the amount of reading the children had to do before answering a question was too much.**

Thank you for completing this survey.

David Reedy

1. I used the SNSA assessment in April/May.
2. The SNSA was easy to implement and I was well enough prepared.
3. I haven't used any of the data as it seemed meaningless. The literacy assessment was set at a much higher standard than the Early Level benchmarks. The children had to guess answers as there was far too much reading for even the most able children. All the pupils achieved Medium or High, including pupils with significant literacy problems.
4. There were no advantages at all from using the SNSA assessments in P1 due to the fact that they were set at a completely inappropriate level.
5. The assessments took up a huge amount of my time. I teach a multi composite class. Even with only 8 P1 pupils, I feel a week of teaching time was lost to all the pupils in my class. This was even more unreasonable as no one gained anything from the SNSAs.
I was very concerned that the SNSAs seemed set at such an inappropriate level and not at all matched to benchmarks. There was far too much reading for all P1 pupils. I am very concerned about how they could have been so inappropriately set so high and why whoever set them thought that they were at the correct level.
I am also concerned that pupils who have significant difficulties did score 'Medium' in the SNSA.
6. I did not use the results in any way as they seemed meaningless due to the inappropriateness of the SNSA.
7. The pupils were happy to do the SNSAs. They tried their best with them. They guessed answers when they couldn't manage to read the very long texts.
8. The SNSAs were easy to administer, but took a long time for each pupil.
9. I hope that the SNSAs this year are set at an appropriate level.

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At what time of the year do you carry out the P1 SNSA?

September and March

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not very.

How do you use the data from the P1 SNSA?

I don't. These assessments are a waste of time as they aren't suitable for my level of children e.g. the reading sections are too advanced which means they can't read the passages. We complete our own assessments in school and use that instead.

What are the advantages of using the P1 SNSA?

None?

What are the difficulties/challenges in using the P1 SNSA?

The tests take too long to administer. I work with P1's and they get bored within 5 minutes and so guess the answers. They require 1-1 assistance to complete and I don't have any support in my classroom. The tests are not age appropriate. My P1s were being asked to read passages which were far too advanced for them.

How do you use the results to support your professional judgement of children's progress?

I don't use these results as I use my own assessments throughout the year and my professional judgement.

How have the children responded to the assessment procedures?

They find it an inconvenience and very boring.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

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At what time of the year do you carry out the P1 SNSA?

April/May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Had no training but it was user friendly. Data was handled by DHT

How do you use the data from the P1 SNSA?

To Track alongside our own p1 baseline assessment, CFE levels

What are the advantages of using the P1 SNSA?

Easy to use , more motivating for pupils who see it as a game

What are the difficulties/challenges in using the P1 SNSA?

Had to do it 1-1 on a PC as no laptops available and p1 pupils were not used to using them so would have trouble scrolling and clicking which would have skewed the results. Very time consuming to get through 60 lit and 60 numeracy tests – time spent away from my role. Some literacy questions were far too long – children couldn't hold the info until the end so couldn't answer the comprehension questions. (The Ostrich and crocodile story and Zak's box)

How do you use the results to support your professional judgement of children's progress?

Sits alongside our other formative and summative assessments to give a fuller picture but the scoring low/med/high is vague. A standardised score is more helpful to track progress against other assessment tools that schools already use – eg Single Word Reading Test,

How have the children responded to the assessment procedures? Our children did the test 1-1 with a familiar adult so did not find the process difficult. This was hugely time intensive though.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. I did not receive any training but would have been happy to receive it in writing especially guidance in interpreting the scores.

Do you have any other comments about the P1 SNSA?

Hugely time intensive. Some pupils who are very familiar with IT may have managed to do this in a group on a lap top but we wanted the children to have the best possible experience and for the score to reflect their true ability not a measure of how IT savvy they were.

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA? We have had training in how to use data.

How do you use the data from the P1 SNSA? To inform teacher judgement.

What are the advantages of using the P1 SNSA? None

What are the difficulties/challenges in using the P1 SNSA? IT and reading too hard for P1

How do you use the results to support your professional judgement of children's progress? Yes

How have the children responded to the assessment procedures? They are willing.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. No

Do you have any other comments about the P1 SNSA? Pointless and time-consuming.

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At what time of the year do you carry out the P1 SNSA?

September.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Adequately prepared.

How do you use the data from the P1 SNSA?

To inform planning and target specific areas of learning/groups of pupils.

What are the advantages of using the P1 SNSA?

Identifies gaps in learning and holistic overview of curricular areas.

What are the difficulties/challenges in using the P1 SNSA?

None

How do you use the results to support your professional judgement of children's progress?

Summative assessment that gives further evidence of learning.

How have the children responded to the assessment procedures?

No issues – as it's done online pupils think they are completing an ICT task.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Fairly prepared

How do you use the data from the P1 SNSA?

No

What are the advantages of using the P1 SNSA?

The ability to compare children nationally as well as locally in school

What are the difficulties/challenges in using the P1 SNSA?

Finding the time to carry out the SNSAs

Finding the staff needed to support children to complete SNSAs

Having the long term access to ICT in order to be able to carry the assessments out

How do you use the results to support your professional judgement of children's progress?

Used to compare and confirm teacher judgements

How have the children responded to the assessment procedures?

Mixed, most children were able to complete them, others took a very long time and found them a bit long and taxing (often guessing answers)

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA? Not very prepared.

How do you use the data from the P1 SNSA? The data was issued too late on last session and was not very useful to me as I had not been involved in the implementation of the SNSAs.

What are the advantages of using the P1 SNSA? Could be another tool in the formation of professional judgement at Early Level.

What are the difficulties/challenges in using the P1 SNSA? Many children are not confident using technology to undertake the SNSAs and there were several instances of reading which were above the ability of most P1 pupils (some phonics sounds had not been taught and children couldn't sound out).

How do you use the results to support your professional judgement of children's progress? The data was issued too late for me to use it last year as my professional judgements had already been made. The data did not change my own professional judgement.

How have the children responded to the assessment procedures? The pupils were not particularly daunted by the process, but did not really know what they were doing in many cases. Many children found using the computer tricky.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. I was not responsible for carrying out the SNSAs in my establishment.

Do you have any other comments about the P1 SNSA? Unfortunately I did not find the P1 SNSA process particularly valuable, especially when we are moving towards a more play based pedagogy at Early Level. I feel that the SNSA did not support this. If I had administered the SNSAs I might have felt differently, but this was carried out by SLT.

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

I have had no training on this.

How do you use the data from the P1 SNSA?

Last year I did not use the data from the SNSA at all. I found it very vague and at times highly inaccurate.

What are the advantages of using the P1 SNSA?

I do not see any advantage of the SNSAs. It takes up a lot of teaching time to provide data that is not used by the class teacher.

What are the difficulties/challenges in using the P1 SNSA?

Pupils cannot read some of the text that is displayed on the test and are just guessing the answers. Even when the overall tests are broken down into subsections, they are too long for the children to concentrate on. Again this leads the children to choose any answer in order to finish the test quicker.

Also the guidance is very unclear on how much support can be given to the children.

How do you use the results to support your professional judgement of children's progress?

They did not as some of the results did not accurately reflect the child's learning.

How have the children responded to the assessment procedures?

The children did not enjoy the process. They did not know why they were doing them and did not enjoy doing them. The length of the tests resulted in the children becoming very bored and clicking any answer. They did not like having to get taken out of class to do the assessments and miss some of the exciting learning experiences that were happening in the classroom.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Greater guidance on how much support we can give to the children. Can we read answer options to them?

Do you have any other comments about the P1 SNSA?

Personally, I do not think that these assessments are suitable for P1s. They are too long, which results in the children clicking any answer just to finish it quicker. Last years the results were highly inaccurate in some cases. The guidance was not clear on whether teachers could read the answers options to the children during the comprehension section of the test. The data that was presented at the end of the testing was very vague and unusable.

I feel that this assessment is in no way for the school or the class teacher. It is simply a inaccurate data collection process for the Government.
Thank you for completing this survey.
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At what time of the year do you carry out the P1 SNSA? May
How prepared do you feel for implementing and using the data from the P1 SNSA? I am prepared.

How do you use the data from the P1 SNSA? I did not use it as it did not show an accurate picture of the children's progress in literacy and numeracy.

What are the advantages of using the P1 SNSA? None

What are the difficulties/challenges in using the P1 SNSA? The children need an adult or older pupil to log them in. The length of time it takes to complete the assessment can be too long for some children. The questions have words in them that they can't yet read, the dashboard and reading facility makes the assessment even more laborious for the pupil.

How do you use the results to support your professional judgement of children's progress? I don't use them as I stated above, as they do not show an accurate picture of the children's progress in literacy and numeracy.

How have the children responded to the assessment procedures? Some do not like them as they can't read them and they take too long.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. no

Do you have any other comments about the P1 SNSA? I have no positive comments about this assessment process for our youngest pupils who are experiencing a play-based curriculum. The previous arrangements were much more effective for P1.

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At what time of the year do you carry out the P1 SNSA? Our school does SNSA assessments between Nov and February.

How prepared do you feel for implementing and using the data from the P1 SNSA? Our HT provides us with all the information to allow smooth undertaking of the assessments.

How do you use the data from the P1 SNSA? We were unable to make much use of the data as it was so vague compared to the previous InCas which gave very detailed data that could be used to address children's difficulties. The SNSA data was also unreliable as the P.1's did not have the prerequisite ICT skills to click and drag on PCs as they were all more familiar with tablets and their parents' mobiles. When we sourced some tablets to allow children to access the SNSA test the test was not templated/formatted for tablets and items on the screen jumped around and in many instances the children ended up somewhere on the internet. Whereas with the InCas that was not possible.

What are the advantages of using the P1 SNSA? None

What are the difficulties/challenges in using the P1 SNSA? See above

How do you use the results to support your professional judgement of children's progress? We were unable to for the reasons stated above.

How have the children responded to the assessment procedures? They were very stressed and anxious telling me they couldn't do it. I tried to reassure them and help where I could but that is not easy when you are the only adult in a class of 33 P.1 children.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. We need up to date hardware that the children are familiar with and we need the software to be robust enough for a P.1 to access and use the programme independently. See InCas assessments for comparison!

Do you have any other comments about the P1 SNSA? It was an awful experience for children and adults alike, for no good reason and for data that was vague and limited in its ability to address children's difficulties or help us to assess whether a level had been achieved. ☹

Thank you for completing this survey.
David Reedy

Teacher 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 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.

At what time of the year do you carry out the P1 SNSA? May
How prepared do you feel for implementing and using the data from the P1 SNSA? Well prepared.

How do you use the data from the P1 SNSA? To track the progress of pupils.

What are the advantages of using the P1 SNSA?

What are the difficulties/challenges in using the P1 SNSA? Time consuming. Staff shortages. Children became restless due to length of assessment.

How do you use the results to support your professional judgement of children's progress? In collaboration with professional judgements.

How have the children responded to the assessment procedures? Children found it quite boring but happy enough to do it.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA? I have had training on implementing the SNSA but do not feel I can use the data from the P1 SNSA as it is inaccurate.

How do you use the data from the P1 SNSA? I do not use the data as it does not provide an accurate picture of each child in my class – many children who have English as an Additional Language guessed answers and scored highly when they do not yet speak English.

What are the advantages of using the P1 SNSA? None

What are the difficulties/challenges in using the P1 SNSA? The fact that the P1 SNSA is online is problematic, as they cannot log in themselves. It requires an adult or older child to log each child in which is extremely time consuming. Also, the questions are inappropriate as they use words that the children cannot yet read independently. Due to the layout of the test, the children often lost track of what they were reading whilst trying to navigate through the 'story' style questions.

How do you use the results to support your professional judgement of children's progress? As above, I do not use the results of the test as I feel that other assessment methods give me a more accurate picture of the childrens learning and next steps.

How have the children responded to the assessment procedures? The children think that the test is an app/game. They often lost concentration and interest and became bored, as the test was long.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

We carried them out in April last year. We have not confirmed when yet this year but expect to be about the same time.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I used them last year and went to council training on how to analyse- but they were pretty straight forward to read and understand.

How do you use the data from the P1 SNSA?

It is a snap shot as part of everything I collate in class assessment wise. They are used for report writing- giving a specific skill they need to work on or just a note for myself that child needs support in until summer.

What are the advantages of using the P1 SNSA?

Help to build the picture of assessment around the child.

What are the difficulties/challenges in using the P1 SNSA?

Doing it within my own class whilst other children are playing etc. Also, the length of time children are sitting completing the test.

How do you use the results to support your professional judgement of children's progress?

As I stated earlier it is a snap shot as part of everything I collate in class assessment wise.

How have the children responded to the assessment procedures?

They have been absolutely fine as seen as "a job" to do with the teacher.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Plenty of support given from our SLT and council.

Do you have any other comments about the P1 SNSA?

These are better/more beneficial than previous PIPs however, length of reading test was too long.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

After Easter time

How prepared do you feel for implementing and using the data from the P1 SNSA?

I have not concentrated on the SNSAs at this stage as I have been responding to learning and the needs of my children at their stage in their academic journey.

How do you use the data from the P1 SNSA?

For ongoing information and compare it with our knowledge of our children, our own assessments and professional judgement.

What are the advantages of using the P1 SNSA?

The data provided (when I was in P4 last year) was useful, when looked at with my own assessments and professional judgement, to identify gaps in knowledge.

What are the difficulties/challenges in using the P1 SNSA?

It does not follow the process we operate at the moment within P1, where children interact with learning in a play based approach and at their developmental stages with challenge and support being provided to ensure that the children do not feel stressed by their learning. Being able to sit individually with a child to ensure that they attempt the questions and don't think they are playing a game where they can skip questions is also challenging.

How do you use the results to support your professional judgement of children's progress?

These would be compared to my own assessments undertaken within my class and my knowledge of that child's abilities. It may support or challenge my feelings of where that child is at at that stage.

How have the children responded to the assessment procedures?

I have not done this with P1s before but my P4 class did find it stressful especially those who I was already aware needed academic support.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Further information as to the purpose of the data being collected and at what time it should be done and reasoning for this.

Do you have any other comments about the P1 SNSA?

I feel that the SNSA testing does not reflect the approach to teaching in the Early Years. It is a standardised assessment and does not reflect the developmental approach we take when teaching and assessing these children. P1 is a crucial stage on their academic journey and any negative implications that are attached to learning at this stage will have an impact for their future.

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Last year it was carried out in April and May.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I honestly didn't use it.

How do you use the data from the P1 SNSA?

I didn't feel that the results were a true reflection of my children's ability. I didn't attempt certain questions which I knew were beyond them and was causing them to become stressed. (humming bird!)

What are the advantages of using the P1 SNSA?

None. Teacher judgement needs to be taken into account.

What are the difficulties/challenges in using the P1 SNSA?

Time consuming. Support staff took a long time to get through all the children, as it had to be done on an individual basis. This meant children who needed support in class had to do without as the assistant was used for testing.

How do you use the results to support your professional judgement of children's progress?

I looked at them and found them to be very similar to my own assessment of the children.

How have the children responded to the assessment procedures?

Some children found this to be quite stressful. It flies in the face of how we are now being expected to teach. Active learning/practical examples etc. It was very wordy in parts and off putting for the children. Thankfully we were able to use ipads to complete the test. If it had been on a laptop or PC, the children would have struggled with the ICT skills.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 assessment?

Extremely time consuming and of little value.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? *Term 3 (March)*

How prepared do you feel for implementing and using the data from the P1 SNSA? *Quite well prepared.*

How do you use the data from the P1 SNSA? *To inform short and long term planning, "closing the gap", School Improvement Plan, self evaluation, CPD.*

What are the advantages of using the P1 SNSA? *Used in conjunction with ongoing classroom assessment it can help support/confirm/question professional judgement and be used as an aid to tracking and monitoring pupil progress.*

What are the difficulties/challenges in using the P1 SNSA? *Time and logistics! Access to computers is limited as is support staff.*

How do you use the results to support your professional judgement of children's progress? *A comparison to all assessments which are ongoing in the classroom throughout the year: SPP codes, Key Assessment Tasks, Tracking and Monitoring of pupil progress.*

How have the children responded to the assessment procedures? *Enjoyed using the computers and no pressure was placed on them, everything was kept very low key.*

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. *No*

Do you have any other comments about the P1 SNSA? *I found some of the content unsuitable for Early / First Level. I completely understand that the content varies according to the individual child's abilities but some of the reading material in particular was extremely difficult in terms of content and the expected maturity of the children.*

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

April-May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Other than the example test no other training was given. Time was required out of class to carry out the assessments. Over two classes of primary one it took around 3-4 full days to complete both literacy and numeracy. They were impossible to complete in class in a way that was fair to the child as the environment isn't conducive to the test format. Data from last year was not really shared or used to inform teaching or planning for individual needs as teachers already have this individual information from their own assessments and observations.

How do you use the data from the P1 SNSA?

I didn't.

What are the advantages of using the P1 SNSA?

I didn't feel that there were any.

What are the difficulties/challenges in using the P1 SNSA?

Very time consuming. Not able to complete in class therefore more resources/manpower is required to complete effectively. Some children were very anxious at completing something so different to what they do in class, having to use an ipad or mouse was a little challenging for some. Two children were so upset that they had to be removed so they could calm down therefore results were not a true reflection of their ability. Some of the curricular areas were not yet covered as the SNSA was carried out at the beginning or middle of term three. The level of difficulty was very high and well beyond what is expected at early level. It didn't match the benchmarks, especially the literacy SNSA. The tests didn't adapt at an acceptable or reasonable pace for ability.

How do you use the results to support your professional judgement of children's progress?

They weren't used amongst the early years staff.

How have the children responded to the assessment procedures?

Some were anxious and upset. Some felt it was a game as it was on the ipad so they didn't pay full attention or skipped quickly through questions.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

To be carried out properly a supply teacher would need to cover the class to allow the class teacher time out as they are impossible to complete in a p1 class environment.

Do you have any other comments about the P1 SNSA?

I feel as an experienced primary one teacher we were not consulted on what we as professionals would find helpful or beneficial to meet the needs of all our learners. I am completely ignorant of how these tests can help bridge the attainment gap in literacy and numeracy. I feel that parents are not being told any information about these tests, the format or length of time it takes for their child to complete it and also their right to withdraw their child if they so wish.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA? Well enough prepared

How do you use the data from the P1 SNSA? To plug gaps and adjust groups

What are the advantages of using the P1 SNSA? Concrete evidence however I do not feel it is very reliable as it is more guess work than actual application of skills for P1 I'd say.

What are the difficulties/challenges in using the P1 SNSA? Using a laptop

How do you use the results to support your professional judgement of children's progress?

Compare with our SPP codes

How have the children responded to the assessment procedures? Generally so far the children have enjoyed it but I know this year it will be different to focus certain children.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA? I do not feel that they match up to the Early level Reading. There's a lot of reading for the children in each assessment. Also I feel that the input given from school to school is different so it is not a level playing field.

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Term 3, April/May.

How prepared do you feel for implementing and using the data from the P1 SNSA?

- Our DHT showed us how to access the programme so this was easy to show the pupils and we completed the practice test before completing the final test so we were aware how the programme worked and how to navigate the screen.

How do you use the data from the P1 SNSA?

- The data was collated by the senior management team and shared with us to inform next steps and gaps in learning. We then used this information to inform our planning and teacher judgements to pass on to the P2 teacher.

What are the advantages of using the P1 SNSA?

- Providing an insight into the Numeracy and Literacy skills already consolidated. Data informed next steps in learning and teaching.

What are the difficulties/challenges in using the P1 SNSA?

- It was a lengthy process and took up a lot of teaching time, requiring a lot of staff to assist in ensuring the tests were fully completed.

How do you use the results to support your professional judgement of children's progress?

- See above.

How have the children responded to the assessment procedures?

- Some pupils with ASN or who were not computer literate found the programme difficult to navigate. Some pupils found the process stressful and therefore results may not have reflected their ability.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

- No.

Do you have any other comments about the P1 SNSA?

- No.

Thank you for completing this survey.
David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

May 2018

How prepared do you feel for implementing and using the data from the P1 SNSA?

Before completing the SNSA tests we were unsure what the data would look like or how we would be able to use this data. There was no guidance on whether the test should be implemented 1 to 1 or completed in groups. This meant that some schools were completing them individually, whilst others had many children trying to complete them at once.

In terms of analysing and interpreting the data, I do not feel confident. I have not had any training on analysing the data or what it all means. As there was no baseline completed at the start of P1, it meant there was no comparison that could be made. Thus, as a teacher you could not see how much improvement a child had made within the year.

How do you use the data from the P1 SNSA?

The data last year was used to help support teacher judgement on achievements of a level. However due to the style of questions and the level of IT skills required, this did not always match up to the teacher judgements, especially with pupils that had additional support needs. It was also used to provide information in transition notes for the P2 teachers.

What are the advantages of using the P1 SNSA?

It can be used to provide support of teacher judgements for achievement of a level. It can also be used to help identify overall areas of weakness across a stage, thus areas of teaching which may need more time spent on them. It can also be used for transition notes to P2 and help identify pupils requiring further support and any specific areas of strength and development.

What are the difficulties/challenges in using the P1 SNSA?

The SNSA test had no pre assessment or baseline completed at the start of P1. This meant that, the information gained from a test is limited. The results take no consideration of the level that pupils are coming in to P1 at. A pupil I had last year came out on a low pathway for reading, however this did not take into consideration that he came in to P1 with no English and now was able to identify nearly all his initial sounds.

Teachers had no knowledge of the content in the tests or of how the test would run. Thus it was difficult to prepare pupils for the test and to support any anxiety surrounding the test.

The test requires pupils to have good ICT skills and to have good fine motor skills and mouse control. It is also difficult for pupils to remember where to click, so that they are hearing all the information. This is impossible to manage and help the pupils when you have lots completing the test at the same time. There is also a huge flaw in the fact that pupils are allowed to move on to the next question without answering the previous one. This was not the case in CEM or PIPS. Many pupils thought they had answered a question and moved on, however they had been clicking on the words and not the symbol beside the words. This meant their data was not reflective of their true ability.

Overall a lot of the content in the high pathway was extremely difficult and challenging, not even close to the reading level required to achieve early level. The comprehension and reading ability being pitched did not match up with the Literacy benchmarks. Questions were also being asked regarding things like humming birds!! Pupils cannot even use prior knowledge to help them as they have not ever seen a humming bird. Many words they were expected to read had phonemes in them that are not taught using our P1 phonics programme and would not be taught until P2.

Work in the numeracy tests also did not match up to the benchmarks, for example all the work on reading calendars was beyond early level expectations.

How do you use the results to support your professional judgement of children's progress?

How have the children responded to the assessment procedures?

Many children were very stressed and upset about the procedure, finding it tiring and draining. One pupil said 'I just can't read anymore', as he painfully tried to sound out every single word.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

More support on analysing data and also on whether they should be completed individually or in groups, so that there is consistency across the council.

Do you have any other comments about the P1 SNSA?

I believe that there is a lot of fine tuning required to make the tests reliable and realistic of pupil's true abilities. Tests need to be more in line with the benchmarks before teachers will begin to take the results seriously.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

P1 SNSA assessments were completed in May 2018 last year, with all pupils completing the assessments within a 2 week period.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I felt completely unprepared for implementing and using data from P1 assessment. No training was provided to colleagues or leaders within my establishment prior to assessments being completed. HT and DHT received some training after data had been received. This was not shared with all staff. As a profession I feel very confident when analysing and interpreting a range of assessment data and was able to draw my own conclusions and use the data from assessments to inform transition and achievement of a level. I spent a large amount of my own time, alongside a P1 colleague, comparing data and trying to understand how particular pupils were placed on particular "pathways" as a result of the answers they gave.

How do you use the data from the P1 SNSA?

Last session data was used to inform submission of achievement of Early Level as well as informing transition from P1 to P2. Areas of weakness were highlighted and used alongside teacher judgement to provide a holistic picture of where pupils were at within their learning. The data received did not always match the judgements teachers had about particular pupils, particularly those with additional support needs.

What are the advantages of using the P1 SNSA?

P1 SNSA assessment allowed my colleagues and leadership team to spot common themes occurring, weaknesses and strengths, which could be improved or built upon as part of school improvement. It also allowed teachers to further reflect on their teacher judgement and achievement of a level, however, at times it did make teachers doubt strong judgements they held about pupils following many rounds of observations and class assessments through the school year, as well as considering a number of wellbeing factors.

What are the difficulties/challenges in using the P1 SNSA?

There is no pre-assessment used with pupils to gauge progress throughout the year. In the past we have used CEM with all P1s to measure the impact of teaching and learning strategies through the use of assessments in August and June.

Teachers were not familiar with the content of the assessment before completion and once some information was received about the level of questioning, it caused high levels of stress and

anxiety of teaching staff as it was not felt this was appropriate for the age and stage. I also felt I did not want to be inclined to “teach to the test” because the content was so different to the play based approach to learning the pupils had been used to in class. Many of the questions did not seem to match up to the benchmarks and concepts were very difficult in comparison to the average Early Level expectations, particularly in Maths and Reading. Some phonemes that would not be expected at P1 level were included in Literacy assessments along with some selections of common words. These were more appropriate to those in P2 and beginning First Level.

In our school P1 pupils carried out assessment without teacher support. Pupils with additional support needs were given some support in terms of understand what they were being asked to do, however completion was very much down to pupils. All pupils sat the assessment in very large groups. This made it difficult for teachers to support ICT skills, such as moving a mouse and clicking; ensuring the pupils had actually clicked on an answer and not just “next”; ensuring pupils understood that a new question had appeared even if the illustration or passage at the side remained the same. From discussions with P1 colleagues at other school, there seemed to be great discrepancies as to how much support pupils received and were talked through questions. How do you use the results to support your professional judgement of children’s progress?

See Question 3

How have the children responded to the assessment procedures?

Initially I took 2 children on a 1:1 basis when they completed the assessment to allow me to get to grips with the content and expectations of pupils. Several times, whether in 1:1 or large group settings, pupils verbalised that the assessments were too hard and they didn’t know what was being asked. I witnessed confident pupils, who normally attempt any problem or task using the skills they have, appear confused and anxious, becoming despondent when asking questions – simply clicking to finish. On several occasions pupils commented on passages received in Reading assessment as being far too difficult. One child even commented, whilst on the hummingbird passage, that we have not learned to read things this hard and did not want to even attempt to complete the questions as he had already decided it was too difficult. I would agree that the passage was most certainly not Early Level, which is expected at P1.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

I think the intentions behind P1 SNSA assessment are genuine in assisting practitioners to make informed judgements about pupils in a standardised fashion, however the content and delivery is not in keeping with educational research at Early Level and delivery of education at this point in time. Pupils are engaging more frequently in active, play based approaches to learning, moving away from traditional guided reading and written worksheet tasks. I believe that this style of testing is much better suited to achievement of First and Second Level.

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

February

How prepared do you feel for implementing and using the data from the P1 SNSA?

I am prepared to implement the assessment however it has to be carried out on a one to one basis and this obviously is very time consuming.

How do you use the data from the P1 SNSA?

The data is used, along with other information, to inform learning and teaching.

What are the advantages of using the P1 SNSA?

None

What are the difficulties/challenges in using the P1 SNSA?

Workload- P1 children are unable to navigate the assessment independently and therefore it has to be carried out on a one to one basis.

Content-Some of the questions are completely inappropriate for P1 children and often they become upset as they feel that they are failing.

How do you use the results to support your professional judgement of children's progress?

The results are used alongside ongoing teacher assessment to inform next steps in learning. I do not feel that SNSA results add to the information already gathered through more appropriate assessments.

How have the children responded to the assessment procedures?

Some children are upset when they cannot answer the questions.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I would like to know how children aged four and five are meant to read a large amount of text on a screen and answer questions on this.

Do you have any other comments about the P1 SNSA?

The current format is not appropriate for P1 children. Some of the content is far too difficult and confusing. Navigating the assessment needs adult support and this means that it becomes a huge workload issue.

Thank you for completing this survey.

David Reedy

Teacher 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 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.

At what time of the year do you carry out the P1 SNSA? Last term (May)

How prepared do you feel for implementing and using the data from the P1 SNSA? I would need to have another look at the assessment before implementing but I feel prepared to do that.

How do you use the data from the P1 SNSA? Adds to class assessment and professional judgement during our final tracking meeting of the session. It can also flag up any areas requiring reinforcement in the last few weeks of the session and it helps when passing on information to the next teacher.

What are the advantages of using the P1 SNSA? I like being able to spend one to one quality time (quiet and uninterrupted) with a pupil at the end of a year's learning. It is encouraging to see the progress each child has made from starting school to the end of the year.

What are the difficulties/challenges in using the P1 SNSA? Time constraints – working to a deadline. Cover was available last year to free the teachers up to implement these assessments which was great.

How do you use the results to support your professional judgement of children's progress?

How have the children responded to the assessment procedures? Most children have enjoyed the 'game' we play. We explain to the children that it is a game on the computer and they just have to try their best! When the class teacher is implementing it they also know when a children is maybe not enjoying it and can then stop it so as not to cause distress.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. Just a little bit of time to have a look at it again before starting it with the children.

Do you have any other comments about the P1 SNSA? No

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

Early March

How prepared do you feel for implementing and using the data from the P1 SNSA?

I attended the training last year before carrying the assessments out last session therefore feel prepared implementing. It would be beneficial to have more guidelines on the interpretation of data particularly to share with other teaching staff e.g. on the levels that the results show you children sitting within.

How do you use the data from the P1 SNSA?

We analyse the data and use it in addition to our teacher judgement to form next steps for the children and for teacher planning.

What are the advantages of using the P1 SNSA?

Let's you see how children compare nationally (within our cluster group of comparison schools).

What are the difficulties/challenges in using the P1 SNSA?

There was a section in the P1 SNSA that required children to read a non-fiction paragraph. I administered the assessment with all primary 1 children one to one and all of them found this amount of text overwhelming and would not even attempt to read it.

How do you use the results to support your professional judgement of children's progress?

We use it as part of professional dialogue as well as our own class/school assessments and teacher judgement.

How have the children responded to the assessment procedures?

Our children were calm taking part in the assessment but I did sit with them one to one.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

As I mentioned above it would be useful to have further information regarding the levels and where we would expect Primary 1 to be e.g. average, above/below average. This would help us to interpret the results better.

Do you have any other comments about the P1 SNSA?

No

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? May
How prepared do you feel for implementing and using the data from the P1 SNSA? Not prepared

How do you use the data from the P1 SNSA? Hopefully reinforce my professional judgement
What are the advantages of using the P1 SNSA?

What are the difficulties/challenges in using the P1 SNSA? I didn't feel the assessment was child friendly and relied too much on IT skills. Children faced with an assessment that I did not feel was in line with benchmarks

How do you use the results to support your professional judgement of children's progress?

How have the children responded to the assessment procedures? Many children were confused and unsure of questions – looked for reassurance

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA? I trialled this a few years ago and don't feel comments from myself and other colleagues were taken into account as the assessment did not seem to change at all.

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? **Term 4**

How prepared do you feel for implementing and using the data from the P1 SNSA? **I feel I know how to interpret the data and will use this to help with next steps in learning and teaching.**

How do you use the data from the P1 SNSA? **I use it to check progress and also to highlight any gaps.**

What are the advantages of using the P1 SNSA? **It can highlight areas/skills that children have not understood. It also helps to show outliers clearly.**

What are the difficulties/challenges in using the P1 SNSA? **I found the literacy SNSA in particular was too long and wordy. The children were faced with huge passages that they could not read and this caused them to get bored/guess answers. Another challenge would be managing the children when they were on the computers. Some children skipped parts/pressed the wrong button as I did the test with a few children at a time so could not see everything they were doing.**

How do you use the results to support your professional judgement of children's progress? **The results are there to help evidence what I have already assessed throughout the year. If there is a difference in results, I would then look into it.**

How have the children responded to the assessment procedures? **Some children didn't mind doing them, some got fed-up and a couple of children were quite frustrated with themselves when the questions became difficult and they could not answer them.**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **No**

Do you have any other comments about the P1 SNSA? **No**

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Around May.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Don't feel confident. A member of management team has previously implemented the tests but I do not feel confident at interpreting the results of the data.

How do you use the data from the P1 SNSA?

I use the data to compare the outcome from the test to the formative assessment evidence I have gathered in class and use it to inform my professional judgement as to whether the child is on track or not to achieving the level.

What are the advantages of using the P1 SNSA?

It highlights any areas of difficulties the children are having within the level.

What are the difficulties/challenges in using the P1 SNSA?

The implementation and time it takes to administer the tests at this level. Children need support, access to a computer and a quiet area to complete the test. The test has been implemented with 6 children at a time and they are taken out of class by another staff member. The amount of time the children have spent completing the test has varied and I feel the time of this staff member could be of better use than administering this test. However to give pupils the best chance to do well this is the only way to carry out the tests as I don't feel it would be feasible to complete them in class.

Children are not familiar with completing reading and numeracy work online with instructions given through headphones. This is first experience of this so is this fair or true representation of children's reading and numeracy skills if they haven't completed this type of task before?

Those children with poor ICT skills struggle to access the test.

The data obtained did not tell me anything different from what my own formative assessments did within class.

How do you use the results to support your professional judgement of children's progress?

I use it to confirm what my own formative assessment's show in terms of achievement of a level.

How have the children responded to the assessment procedures?

We have tried to make the tests as stress free as possible for the children but think they are difficult for children who struggle with mouse skills and those that might miss the spoken instructions. It did cause stress for some children and we had children just guessing due to not understanding 'task' therefore not giving a true representation of their ability

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

At the moment another member of staff carries out the test so I don't feel I need support at this time to do this. If I was to be carrying out the tests then I feel I would need more support in implementing them, supporting children with them and how I can do this within a class setting ensuring children are getting the best chance to succeed at them particularly in our play based environment.

Do you have any other comments about the P1 SNSA?

At the early level children's learning should be quite practical where they are exploring concepts, gaining depth of learning and learning should be put into a context. They are constantly using concrete materials to support their learning whereas I feel these tests are quite abstract and do not fit with the range of activities and learning carried out in class.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Reasonably prepared as I completed them last year too.

How do you use the data from the P1 SNSA?

Haven't used it yet this session, didn't find it at all helpful last session.

What are the advantages of using the P1 SNSA?

None in my opinion.

What are the difficulties/challenges in using the P1 SNSA?

Overly complicated log in passwords that have to be entered by an adult. Can only have a few children completing them at once as they click on wrong things and get confused. Significant loss of teaching time for the bulk of the class whilst teacher is involved in administering SNSA whilst yielding nothing about the child's progress and achievement that cannot be observed during normal classroom teaching and assessment cycle.

How do you use the results to support your professional judgement of children's progress?

Found the results to be inaccurate last session with a child who I knew was struggling in maths coming out as the highest performer in the class due to lucky guessing. Thus preferred to rely on my wide body of evidence from children's work, my observations, assessments and holistic assessments, moderation within my authority and careful planning and tracking of children's progress against the benchmarks.

How have the children responded to the assessment procedures?

Last session the children initially saw it as a game but became frustrated as the assessment progressed, especially with the more complicated aspects of the Early level Reading Assessment. Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

I am hopeful that this review will conclude that SNSA is unsuitable for use in P1.

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? May or June
How prepared do you feel for implementing and using the data from the P1 SNSA? **No training provided but having completed the assessments last year I know the format. The data has changed from last year and I've not read anything about how to analyse this as I'm not undertaking the assessments until term 4. The data last year matched my professional judgement and I'm expecting it to do the same this year.**

How do you use the data from the P1 SNSA? **To compare with professional judgement.**
What are the advantages of using the P1 SNSA? **There are none. The PIPS assessment was much better at giving comparative data and they were presented in a more child friendly manner that covered areas taught in the early years curriculum and didn't have content that wasn't contextually appropriate for primary 1 children in Scotland.**

What are the difficulties/challenges in using the P1 SNSA? **The time required for the children to complete the assessments. The content isn't always appropriate for the children at the end of early level.**

How do you use the results to support your professional judgement of children's progress? **Time will tell as the data has changed since I last completed the assessments.**

How have the children responded to the assessment procedures? **They didn't particularly enjoy them and some found it difficult to navigate the software. It was presented to the children as a fun quiz and to prevent any anxiety however some still got upset when they couldn't read the passages.**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **NO.**

Do you have any other comments about the P1 SNSA? **I don't feel like these as necessary at this stage.**

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

Summer term

How prepared do you feel for implementing and using the data from the P1 SNSA?

I have had no input regards implementing and using the data so I have developed what I know through my experience of implementing the tests.

How do you use the data from the P1 SNSA?

As evidence, along with my own judgement of progress made (or not), and gaps in learning.

What are the advantages of using the P1 SNSA?

Another source of evidence of learning.

What are the difficulties/challenges in using the P1 SNSA?

Administration especially in larger classes. Our rural internet!

How do you use the results to support your professional judgement of children's progress?

In making next steps.

How have the children responded to the assessment procedures?

Children quite enjoy the experience, like playing a game. A few show stress so that's when its important to encourage them through it.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

I am in a small school with few children so it's all quite straight forward. I can imagine that's not the same in bigger classes.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May/June

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not prepared at all.

How do you use the data from the P1 SNSA?

We did not use it last year as it did not tell us anything significant.

What are the advantages of using the P1 SNSA?

None.

What are the difficulties/challenges in using the P1 SNSA?

The reading assessment was pitched far too high for primary ones. There was far too much for them to read and it did not adapt itself to make it any easier for poorer ability children. There was not enough time to administer the assessment due to lack of staff. This assessment has to be done in a quiet place with a lot of one to one support which most schools cannot provide.

How do you use the results to support your professional judgement of children's progress?

The results did not impact out professional judgement at all because the results did not reflect what we see in class every day.

How have the children responded to the assessment procedures?

Some children became demoralised and shut down because they found the test too difficult.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

The assessment needs majorly adapted to be more representative of a P1 level. It also needs to adapt itself quicker when children are struggling or finding it difficult. The results need to be more dynamic and not just a low, medium, high scale.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not very

How do you use the data from the P1 SNSA?

I don't use the data as this is passed on to the P2 teacher.

What are the advantages of using the P1 SNSA?

The P2 teacher can use this data to inform their Learning and Teaching.

Highlights areas of strength/difficulties for pupils to make planning for next steps in their learning more accurate.

What are the difficulties/challenges in using the P1 SNSA?

Far removed from the play based curriculum that is being implemented in my class in my region.

ICT – pupils don't have computer skills that they require.

Day to day learning and assessments do not take place on computers which confuses pupils.

How do you use the results to support your professional judgement of children's progress?

How have the children responded to the assessment procedures?

Children have become quickly demotivated as they can't use the mouse, because of the length of the test and through frustration when they repeatedly can't answer that are too difficult to comprehend and irrelevant.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Ipads, updated technology and human bodies

Do you have any other comments about the P1 SNSA?

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Last year they were carried out in May/June

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not very prepared

How do you use the data from the P1 SNSA?

Didn't really use last years data as didn't tell me anything I didn't know already. (teacher judgement)

What are the advantages of using the P1 SNSA?

Don't see any as children in P1 find it quite a stressful experience and not all of them could use the computer confidently to answer the questions.

What are the difficulties/challenges in using the P1 SNSA?

See above. In a large school like ours the children are taken out by management team to the ICT suit to do the test so the teacher doesn't sit with them and observe how they are progressing and what type of questions they struggle on.

How do you use the results to support your professional judgement of children's progress?

Apart from the children who didn't perform as expected due to finding the experience overwhelming most children matched my professional judgement of their progress.

How have the children responded to the assessment procedures?

Some have found it quite hard and some enjoyed it. Due to the tests taking quite a long time to do some children did stress if they heard a bell for break and they hadn't finished so they panicked or got upset as they didn't want miss breaks.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Results were not really explained to us.

Do you have any other comments about the P1 SNSA?

I don't think it is the best way to assess the children at this age. It is very time consuming and can't really be done in the classroom with 20 other children. I found Pips much more useful as it was done alongside the teacher at the start of the year and then you could see the progress at the end of the year.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

- April/May

How prepared do you feel for implementing and using the data from the P1 SNSA?

- I feel more prepared this year as I completed the assessments last year, but I have not received any training on how to carry out and use the assessments.

How do you use the data from the P1 SNSA?

- Due to timing of assessments, information was passed onto P2 teacher. My own daily evaluations and ongoing assessments have proven to be more valuable in terms of planning and creating individual next steps for the children.

What are the advantages of using the P1 SNSA?

- All schools using the same assessment.

What are the difficulties/challenges in using the P1 SNSA?

- Children find using the laptops very difficult.
- Children found accessing the questions difficult.(reading them and pressing the button to hear them)
- Some children clicked next and missed out large parts of the assessment.
- As we have to carry out the assessments in very small groups adult support and timing are a huge challenge.

How do you use the results to support your professional judgement of children's progress?

- Will be using the results that I believe to be accurate to complete Local Authority tracking.
- Transition notes for next teacher.

How have the children responded to the assessment procedures?

- Children have responded well.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

- I feel I require more training on how to carry out the P1 SNSA as last year I had to rely on the support of my PT to complete assessments.

Do you have any other comments about the P1 SNSA?

- Due to the multiple choice nature of the assessment last year I found that children got results that were based purely on guessing and had children coming out much higher/lower than expected and with results that I felt did not reflect where they were in terms of achieving Early Level.

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

April

How prepared do you feel for implementing and using the data from the P1 SNSA?

I lack confidence in the data from the P1 SNSA due to the experience last year. I found some of the questions did not match the learning for a P1 class in April. Most of my children discovered they could skip through lots of questions and this impacted on the data also. I do not know what the P1 SNSA will look like this year because I have had no communication on this.

How do you use the data from the P1 SNSA?

Last year the data did not reflect the abilities in my class so I relied more on my professional judgement and the evidence in learners journeys to inform my pupils' achievement of a level rather than the SNSA.

What are the advantages of using the P1 SNSA?

If the assessment was changed to include questions which assess children's EARLY skills e.g. pre-handwriting and pre-phonics it could be used as a diagnostic tool in September. Alternatively, it could be better matched to the benchmarks and could be used in May to inform achievement of a level at the end of the year. I do not find them useful with the level of questions and timescale currently.

What are the difficulties/challenges in using the P1 SNSA?

Lack of appropriate technology and time. It cannot be conducted in a whole class situation because the children can skip through questions or due to their developmental level may need support in understanding what the test is asking them to do. Therefore, it requires a lot of adult time to take small groups and in some cases one-one to conduct the assessment. With increasing pressure on workload and cuts to support staff, this is not always possible.

How do you use the results to support your professional judgement of children's progress?

If the test was better suited to my learners, I would enjoy using a standardised assessment to review how my children are making progress against a national measure. But as they stand currently (the P1 SNSA delivered in 2018), I do not feel confident in relying on the SNSA data to inform my judgement. We have better assessments and tools that have been created in our local authority that produce better data and information about how a child is progressing.

How have the children responded to the assessment procedures?

Most of the children worked through the SNSA like an online game. They often skipped questions. It was hard for some children to complete the sections due to the length it took to complete. It does not match the curriculum experiences they are getting in the classroom. I strongly believe in learning through play as a way to meet early level experiences and outcomes, and ultimately the end of level benchmarks. I do not think the SNSA testing reflects this and it should either be changed to a shorter, more accessible diagnostic tool or should only be conducted at the end of First Level in P4. Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I would like clearer guidance about how they should be conducted. I don't know if this was the fault in the local authority delivery or nationally, but there seems to be a lot of discrepancies between local authorities in terms of how they were presented to the children, how they were carried out and then how this was shared with parents.

Do you have any other comments about the P1 SNSA?

I firmly believe that there are better diagnostic tools out there which could be used nationally to encourage early intervention and targeted support in the early years. I do not think testing P1 is necessary if the practitioner keeps rigorous evidence based profiles of their children.

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? In May.

How prepared do you feel for implementing and using the data from the P1 SNSA? Data can help sometimes but does it give us the correct view of the children.

How do you use the data from the P1 SNSA?

What are the advantages of using the P1 SNSA?

What are the difficulties/challenges in using the P1 SNSA?

How do you use the results to support your professional judgement of children's progress? It allows you to see how far the children have progressed from the beginning of the school year to the end.

How have the children responded to the assessment procedures? Some children can get quite stressed or upset.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. No.

Do you have any other comments about the P1 SNSA? No.

Thank you for completing this survey.

David Reedy

Teacher 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 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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At what time of the year do you carry out the P1 SNSA?

I've just done it once, and it was towards the end of term 4.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I wouldn't really be using the data because the children would be leaving me and moving on to the next class.

How do you use the data from the P1 SNSA?

I didn't use it.

What are the advantages of using the P1 SNSA?

- **I'm not sure of the advantages of the literacy one.**
- **The maths one was slightly better as it did show me topics which I hadn't covered very much in the year, but that was more an assessment of my teaching rather than the children's learning! I told their next teacher that they needed to do more work in those areas.**

What are the difficulties/challenges in using the P1 SNSA?

The children were unable to use the laptops independently so the tests needed to be carried out one at a time. That meant the rest of the class were left to play by themselves at the other end of the classroom. But primary ones will constantly interrupt you! I tried to work with 2 children simultaneously, but I realised when I looked back at the other child, he had just been clicking "next" on each question! Very few of my children could read any of it.

How do you use the results to support your professional judgement of children's progress?

I felt the literacy results were quite meaningless. I watched one child click on several correct options by "fluke". He had not even read the question, and I knew for a fact, he couldn't read any of it. I could assess the children much better myself, to inform their next teacher of their reading ability, although I know that wouldn't be helpful in producing standardised results. I am also very thankful to have a small class which

makes it much easier. I appreciate my colleagues teaching in big inner city classes don't have that luxury; it would be much harder for them to accurately assess.

How have the children responded to the assessment procedures?

They were oblivious. As far as they were concerned, they were just playing a computer game. Children at that age experience absolutely no stress whatsoever at completing tasks like this if the adults present it in the correct way.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Not sure, I haven't looked at them since last year.

Do you have any other comments about the P1 SNSA?

- **The literacy one was pointless; far too hard.**
- **In order for online tasks to be completed by a primary 1 child, direct adult input is required at an individual level, therefore a lot of teaching time is wasted.**

Thank you for completing this survey.

David Reedy

At what time of the year do you carry out the P1 SNSA? June

How prepared do you feel for implementing and using the data from the P1 SNSA? I had enough preparation

How do you use the data from the P1 SNSA? It is one part of a range of assessment data that is collected over the year. Some of the data was used in the reports to parents

What are the advantages of using the P1 SNSA? It gives some data on how well the children are performing in literacy and numeracy. It gives information on specific skills in these areas which can be used to plan further learning experiences and will be useful to the next teacher.

What are the difficulties/challenges in using the P1 SNSA? The test has to be carried out on a one to one basis with each child and takes a long time to implement. It is not very adaptive and children have to struggle for some time before the test stops.

How do you use the results to support your professional judgement of children's progress? It is just one of a range of assessment methods used.

How have the children responded to the assessment procedures? I did it in the classroom and children were generally quite keen to attempt it. They did tire when having to struggle with some of the assessments, in particular, the humming bird passage.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. No

Do you have any other comments about the P1 SNSA? Fife Council has been using another assessment, for a number of years, produced by Durham University. This produced more useful data and consisted of a baseline and final assessment for P1. It is more engaging and is very adaptive.

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At what time of the year do you carry out the P1 SNSA?

Last year I carried out the tests in June.

How prepared do you feel for implementing and using the data from the P1 SNSA?

The administration of the test was straightforward but extremely timeconsuming. I used my McCrone to do both sets of tests on a 1:1 basis with the children.

How do you use the data from the P1 SNSA?

The data for the most part confirmed what I already knew about the children and their progress. However one child who I did not feel to be secure at Early Level did not answer lots of the questions but came out quite high which I was surprising.

What are the advantages of using the P1 SNSA?

Standardised nature of the assessment. Data.

What are the difficulties/challenges in using the P1 SNSA?

Time consuming – the children can't do this themselves. I had to scroll down to the bottom of each page otherwise they could not access all the possible answers. I felt that some of the reading material at the end (hummingbirds) was overly long and stressful for the children and they just had to leave it out.

How do you use the results to support your professional judgement of children's progress?

Tests confirmed what I already knew.

How have the children responded to the assessment procedures?

OK for the maths but the length of some of the reading material was quite offputting for the children who then were getting downhearted at not being able to do it.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

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At what time of the year do you carry out the P1 SNSA?

Usually in June.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I feel the guidelines are clear enough although the level of support given should be made clearer.

How do you use the data from the P1 SNSA?

We use the results as one of our evidence bases for next steps and further development.

What are the advantages of using the P1 SNSA?

I am not sure of any advantages that this test can provide that we as professionals, who work with the children every day, cannot provide.

What are the difficulties/challenges in using the P1 SNSA?

The time that these tests take for each individual. The level of the test is beyond some of the children. The amount of technology available in the school to administer the tests.

How do you use the results to support your professional judgement of children's progress?

If I am honest, I don't really use them at all as one test does not set the scene for what any child can achieve. We had children last session who came out high on the test and when observed completing it they were guessing every answer on the i-Pad.

How have the children responded to the assessment procedures?

The children thought it was a game due to it being on the i-Pad. Some of them were under immense pressure as they were aware it was a test and this is not an environment they are used to.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No further support is required but some guidelines as to the level of support is needed as some colleagues at other schools administered the test in various ways and with different levels of guidance and support.

Do you have any other comments about the P1 SNSA?

I feel the children are too young to take part in a formal test of this nature as I mentioned some were aware it was a test and felt under pressure where as others are not yet ready to take on such an assessment and just guessed most of the answers. The results are skewed because of this and there are so many, more valuable ways to assess their progress than a single test.

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At what time of the year do you carry out the P1 SNSA? **April/May**

How prepared do you feel for implementing and using the data from the P1 SNSA? **Last year I was supported by the principle teacher and I feel because a year has passed I would probably require support again with this.**

How do you use the data from the P1 SNSA? **As we do this at the end of the session I use it as part of hand on information for the P2 teacher and to inform learning support teacher if needed. It also allows me to think about my own teaching and see if there are any gaps in the class learning.**

What are the advantages of using the P1 SNSA? **More data on the child's learning.**

What are the difficulties/challenges in using the P1 SNSA? **Because it is online it can be difficult for primary 1 to navigate the cursor and select the answers and logging on with individual log ins is very time consuming and requires 1:1 support.**

How do you use the results to support your professional judgement of children's progress? **I look for any surprises, children who have performed better than expected or have found the test more challenging than expected and compare results to my own assessment information.**

How have the children responded to the assessment procedures? **Some find it challenging to focus throughout the test and will stop trying just to get to the end.**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **No.**

Do you have any other comments about the P1 SNSA? **None**

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At what time of the year do you carry out the P1 SNSA? **May/June 2018**

How prepared do you feel for implementing and using the data from the P1 SNSA? **Not at all**

How do you use the data from the P1 SNSA? **Not used it at the moment for any purpose**

What are the advantages of using the P1 SNSA? **None**

What are the difficulties/challenges in using the P1 SNSA? **Time consuming/stress levels for children were high**

How do you use the results to support your professional judgement of children's progress? **This has not happened as yet, hopefully in the future**

How have the children responded to the assessment procedures? **They were unsure of process and found it stressful**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **More information regarding the format.**

Do you have any other comments about the P1 SNSA? **Children found it very stressful that they couldn't go back and change a answer that they realised was wrong.**

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

How do you use the data from the P1 SNSA?

To track the progress of children.

What are the advantages of using the P1 SNSA?

It gives an indication of what children have learned and how then approach questions independently.

It provides some data for schools/the council/Scotland.

What are the difficulties/challenges in using the P1 SNSA?

P1 children find it tricky to follow the instructions properly on an Ipad independently. E.g. If they don't understand or hear the instruction more likely to just press buttons rather than take the time to have the question repeated etc

How do you use the results to support your professional judgement of children's progress?

To see where gaps are in learning to inform future teaching.

How have the children responded to the assessment procedures?

Completed in small groups – some found them very challenging.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

The assessment questions appeared very challenging last year and even though children are familiar with I pads they still need support to navigate the questions. For instance, if they don't understand the auditory instructions the first time the majority are unlikely to repeat the question so will just press any button to move the screen along. However, providing 1:1 support for every single child to complete them is not possible logistically so therefore it they don't feel that accurate a tracker of progress.

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At what time of the year do you carry out the P1 SNSA?

The children completed their assessments in March

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not very – there is a lot of information to look at and with no extra time given it is very difficult to find the time to properly familiarise myself with the data, let alone implement it.

How do you use the data from the P1 SNSA?

The numeracy provides information about where the gaps are in the children's learning – but with the assessments being carried out so early, they had not yet been taught all of the curriculum which is of no surprise that there are gaps.

What are the advantages of using the P1 SNSA?

Provides information of where general gaps are in their knowledge to go back and re-teach but – see my previous answer – they were completed before all of the curriculum had been delivered to them so this is only natural.

What are the difficulties/challenges in using the P1 SNSA?

The technological/literacy side of the assessments. I believe it would be near impossible for a Primary 1 to complete these assessments independently, which to me is indicative that they should not be doing them. I believe if children have a negative experience of testing at this early stage then that only sets them up to continue to have negative experiences in the future. The children have not even been at school a year and we are putting them through this – I personally try to implement and embed growth mind-set through everything we do in the classroom and that getting things wrong is how we learn – these tests completely contradict this.

How do you use the results to support your professional judgement of children's progress?

There were a few instances where the tests did not correlate with the data/information/knowledge I already have on a child so they didn't support me at all. For the ones that were accurate, it wasn't any new information so didn't support me much as it was something I already knew.

How have the children responded to the assessment procedures?

They didn't understand much of it. Normally in learning they are used to doing something, and going over it with their teacher to try and amend any mistakes. They did this test and then there was nothing further – it was completely abstract.

Some children got very distressed and switched off.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I think more time to go over the copious amounts of data that we are given. Only P1, 4 & 7 teachers have to do this yet we have no extra time.

Do you have any other comments about the P1 SNSA?

I really think it is an unnecessary thing to expect a primary 1 to do and I do not support them at all. They were far too difficult for them to complete. They do not take account of any ASN, or even the fact these children are still so young and are just getting used to the schooling process – let alone a national testing process

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At what time of the year do you carry out the P1 SNSA? Last year we did it in April/May

How prepared do you feel for implementing and using the data from the P1 SNSA? Moderately – not had any training on using the system or data but it was fairly easy to access.

How do you use the data from the P1 SNSA? To compare it to existing literacy and numeracy groupings and to find gaps in experiences and outcomes.

What are the advantages of using the P1 SNSA? To reaffirm knowledge of the children's learning and to highlight gaps.

What are the difficulties/challenges in using the P1 SNSA? Time and staffing.

How do you use the results to support your professional judgement of children's progress? To examine the results alongside our everyday assessments and evaluation of children.

How have the children responded to the assessment procedures? Children have been happy to do it.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

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At what time of the year do you carry out the P1 SNSA? April -June

How prepared do you feel for implementing and using the data from the P1 SNSA? Felt sufficiently prepared

How do you use the data from the P1 SNSA? To support teacher judgement and to examine any gaps that may appear in some pupil's learning/understanding

What are the advantages of using the P1 SNSA?

What are the difficulties/challenges in using the P1 SNSA? Time and adults required as I feel this is something that should be done on a 1:1 basis ideally with the teacher and in a busy Primary One classroom support is needed for the rest of the class

How do you use the results to support your professional judgement of children's progress?

How have the children responded to the assessment procedures? All the children responded positively as it was delivered in a relaxed atmosphere and the teacher was with them

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA? Some of the questions seemed irrelevant and did not match up to the benchmarks of Curriculum for Excellence Early Level

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Last year we carried these out mostly in May.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I had been on the training course, but feel that having a full length practise test for teachers would have been very beneficial. I felt completely unsure as to what styles of questions would be in the Numeracy Assessment as no preview/practise test was available. I also had to experiment with what type of computers were best to use for the test – desktop vs laptop vs Chromebook.

How do you use the data from the P1 SNSA?

The data did not tell me anything that I did not already know, other than the fact that one of my pupils who could not identify half of her initial sounds is a very good guesser – she came out with a much higher score than she should have due to this. As far as I am concerned, the data was flawed. Around 10 of my 38 pupils missed out 10 questions due to a KNOWN bug in the system skipping them ahead after being given a break at a certain point in the assessment at no fault of their own. The helpdesk assured me that the pupils had to complete the final question and submit their answers and then the accounts could be reset to allow the pupils to complete the missing questions, but this did not happen. Therefore, the Literacy assessment data was completely inaccurate for these pupils and, due to that being over a quarter of my results, made the rest of these useless to be used as a comparison.

What are the advantages of using the P1 SNSA?

None. I already complete more thorough and personalised assessments which give me far more accurate data.

What are the difficulties/challenges in using the P1 SNSA?

Staff time – I was taken out of my class to complete nearly all of the Literacy Assessments and a few of the Numeracy Assessments. Not only did this mean that I had to spend extra time at the beginning and end of days explaining my planning to the cover teacher and hearing from the cover teacher how the children had gotten on, it also cost the school money to cover me. Due to the spoken/listening element of the Literacy Assessments, only 2 children could come out at once.

Management Time – Due to the nature of management jobs, members of the SLT found themselves constantly interrupted when taking children out for Numeracy Assessments and some children ended up having 8 or 9 sittings to get them finished

Pupil Time – Pupils all missed direct teaching time to allow them to complete these. Due to the support needed to allow pupils to complete the SNSAs properly – this meant that nearly all pupils missed DIFFERENT subjects and DIFFERENT lessons – making it impossible to be able to catch them all up on missed work.

Pupil Wellbeing - Several of the pupils in my class became upset when I was out of class and different people were covering, as they lacked the continuity that they needed. Even though we presented the assessments as ‘games’ and ‘challenges’ some children became frustrated or upset when they were unable to complete challenges or read the texts provided.

Inappropriate Level of Questions – Several of the questions in the Numeracy Assessment were NOT tied to the benchmarks – e.g. the calendar questions and the ones using a 100 square. Children were expected to know that a bill was another name for a beak, even though this information was not included in the given text about hummingbirds.

Attention Span – The assessment is far too long to be done in one sitting, it took 3 – 4 sessions for each child to complete them, due to the attention span of a 5/6 year old being short and staff wanting to give children the best shot at doing well.

Inconsistency of Implementation – Colleagues in other schools were told that they could read aloud sections of text to pupils to help them when it was assumed by most that the pupils were to read it themselves. This must have skewed the results significantly.

How do you use the results to support your professional judgement of children’s progress?

I looked at the results and the breakdowns, but by May there was not much time to allow for using any of the data. I am also dubious about the accuracy of the data and about the actual content anyway. Completing these assessments earlier in the year would not have been beneficial either, as pupils would not have been taught as many things.

How have the children responded to the assessment procedures?

Most enjoyed the first 10 minutes or so of each assessment and quickly became bored as the novelty wore off. A small number of children refused to come out and had to be persuaded as the activities in the classroom appeared to be more fun, then then tried to rush their answers to get back to class. A few children became upset/distressed when they couldn’t complete the tasks. Nearly all children required reminders of how to work the programme, even after the practise test was completed on the interactive board with the whole class.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No.

Do you have any other comments about the P1 SNSA?

As a teacher, I continually assess the progress, strengths and weaknesses of my pupils in a variety of formal and informal situations. I use this continual assessment to plan for, support and challenge all of the pupils in my class. The implementation of SNSAs was not only extremely time consuming and disruptive to the learning of pupils in my class, but the results of these tests failed to show me anything that I did not already know through my own assessments.

The content of the assessments at P1 level and the way in which the children were asked to complete them was not tailored appropriately to their age and stage. Many questions in both the Literacy and Numeracy assessments were not linked to the benchmarks set by the Scottish Government but were far beyond the level that children are expected to achieve by the end of Early Level.

Primary 1 pupils do not have a long attention span, many studies suggest that tasks for 5 year olds should be kept between 10 – 15 minutes long, and these tests took 45 – 60minutes to implement. Although the opportunity to give pupils breaks in the test was there, a fault in the system caused many of our P1 pupils to skip almost one third of the questions in the Literacy Test after returning from a break. After reporting this I was informed that there was a known bug in the system which was cutting children off if they stopped on particular questions.

To allow each child to be given the appropriate support to allow them to perform to the best of their ability, they were taken out either individually or in pairs to complete the testing. This meant that both Teaching Staff and members of the Management Team were taken from their usual remits to allow for this. Supply cover was also needed to cover myself and another member of teaching staff, which had to be paid for by the school budget, and several children in my class became unsettled due to the variety of people covering the class whilst I spent days delivering the assessments.

Although we all did our best to make children feel at ease during the process, many children became anxious during the test and were visibly upset that they did not know all of the answers. This was distressing to watch at times and some children clearly felt like they had failed when they were unable to answer given questions. The Scottish Government state that it wants our pupils to become Confident Individuals, but I feel that this process harmed the confidence of many of the learners in my class that I had spent a school year building up.

West Dunbartonshire Council has encouraged schools to implement a more play based approach to learning across Primary 1 and beyond and many feel that the SNSAs in their current format are not compatible with this approach.

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At what time of the year do you carry out the P1 SNSA?

Term 4: usually start in May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Relatively prepared, I looked through the data with head teacher last year and I understood what the data meant. Would occasionally use the data to support my judgements but feel I know my class better to make these judgements myself and would not use SNSA results alone to make a judgement.

How do you use the data from the P1 SNSA?

We look over the data and use it to help construct our judgements when deciding if a child has achieved early level or not. However, I do not feel the information is accurate enough as to how children can perform within literacy and numeracy because some of the questions are too difficult for many children. If they got onto the difficult route of questions then it got progressively harder for them and questions were being skipped/missed out a result therefore not giving an accurate representation of what they CAN do but more what they CANNOT do.

What are the advantages of using the P1 SNSA?

Results can be used to inform decisions of children who you are not sure whether they have achieved a level or not but again, I wouldn't rely on this information or base judgements on SNSAs alone.

What are the difficulties/challenges in using the P1 SNSA?

Children can become distressed when carrying these out if they are too difficult. This is something I witnessed last year when testing. They then feel like they cannot do it and sometimes refused to answer questions as a result. I had a few children in tears over this last year.

I did not like how some questions has a button to press to allow children to listen to what question was being asked and some did not. When the children had to read the questions themselves, they sometimes would not read accurately or be able to read at all therefore could not answer the questions accurately. Therefore this does not accurately represent whether a child can comprehend a text or not, they maybe just couldn't read the question.

Many words and names used in the reading section were not able to be sounded out phonetically (something we teach in P1) which made it difficult for them to read and comprehend.

How do you use the results to support your professional judgement of children's progress?

I looked over them and looked at what questions the children got correct /incorrect but I mainly used my teacher judgement and assessments conducted over the year to inform my professional judgement of children's progress.

How have the children responded to the assessment procedures?

Most of our children last year found them extremely difficult and as a result, some children became upset when they couldn't do it.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

In my opinion results are not always accurate. I have stated my reasons for this above.

I do not believe the SNSAs are worthwhile for the children or teachers. I feel it takes away from valuable teaching time and causes unnecessary distress for children.

Thank you for completing this survey.

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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 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.

At what time of the year do you carry out the P1 SNSA? May / June

How prepared do you feel for implementing and using the data from the P1 SNSA? I will need

to check on the SNSA website for implementation instructions.

How do you use the data from the P1 SNSA? We use the data as part of our tracking and analysis.

What are the advantages of using the P1 SNSA? It is another form of assessment.

What are the difficulties/challenges in using the P1 SNSA? Implementing them when you

have a large group of P1's

How do you use the results to support your professional judgement of children's progress? Use

these as part of our tracking and assessment to analyse progression.

How have the children responded to the assessment procedures? Some children found it

simple using iPads others found this very difficult and I didn't feel the results were accurate.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide

details. I would like to be reminded of the suggested way the children should implement

the assessments

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? May
How prepared do you feel for implementing and using the data from the P1 SNSA? Appropriate training and info was provided before carrying out the assessments.

How do you use the data from the P1 SNSA? Data is used to compare against teacher judgements and groupings.

What are the advantages of using the P1 SNSA? Can provide some additional data on pupil progress.

What are the difficulties/challenges in using the P1 SNSA? Appropriateness of this form of testing at P1 – adds to the pressure of needing to meet targets. Does it provide authentic data, given the multiple choice nature of the questions? Do the results of the assessments provide a true picture of the child as a learner and of their genuine progress?

How do you use the results to support your professional judgement of children's progress? Data is used to compare against teacher judgements and groupings.

How have the children responded to the assessment procedures? The children responded well to the assessment procedures. They were able to practise beforehand which helped them to prepare.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. No

Do you have any other comments about the P1 SNSA? No

Thank you for completing this survey.

David Reedy

Teacher survey

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- 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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At what time of the year do you carry out the P1 SNSA? March

How prepared do you feel for implementing and using the data from the P1 SNSA? I get support from the headteacher and this helps.

How do you use the data from the P1 SNSA? It allows me to see if I have the children at the correct level and if my tracking is on target.

What are the advantages of using the P1 SNSA? It gives you an idea of where the children are at and points any areas of weakness.

What are the difficulties/challenges in using the P1 SNSA? Not easy to use for the children so needs an adult to carry out.

How have the children responded to the assessment procedures? the children have not been phased by it at all and like the one on one time.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. N/A

Do you have any other comments about the P1 SNSA? Making it more friendly for P1 to use – not having to scroll down for next question

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Not yet carried out SNSA's as new to the stage, but expected to carry them out last term of school (April to June).

How prepared do you feel for implementing and using the data from the P1 SNSA?

Poorly prepared, no experience before and current staff have poor understanding as SMT carried out these tests.

How do you use the data from the P1 SNSA?

It informed and confirmed pupil progress and groupings for classes the following year.

What are the advantages of using the P1 SNSA?

It assesses skills that P1 pupils are learning. It can inform more data and help with creating groups and classes. It helps with assessing attainment.

What are the difficulties/challenges in using the P1 SNSA?

There are skills that some pupils have not been taught yet. A standardised test is not always suitable or applicable to some children. It takes up precious teaching time, and if carried out at the end of the year can take up time preparing for transitions.

How do you use the results to support your professional judgement of children's progress?

To create groupings and inform next steps of learning.

How have the children responded to the assessment procedures?

Pupils completed assessment without issue.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Yes, training on how to complete SNSA would be preferable.

Do you have any other comments about the P1 SNSA?

No

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? April/May

How prepared do you feel for implementing and using the data from the P1 SNSA? Very prepared having implemented it previously, straightforward procedure.

How do you use the data from the P1 SNSA? As an addition to transition notes for the P2 teacher.

What are the advantages of using the P1 SNSA? Extra confirmation of reading level of the children.

What are the difficulties/challenges in using the P1 SNSA? Time. Very difficult for some children and can cause stress/low self-esteem. Some children not confident using ICT and so the assessment needs to be carried out 1:1 with an adult. This is very time consuming.

How do you use the results to support your professional judgement of children's progress? Supports professional judgement and influences next steps, groups, etc.

How have the children responded to the assessment procedures? Some have enjoyed the assessment procedure, showing pride in their ability to read. Others find it stressful and appear very nervous.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA? No

Thank you for completing this survey.

David Reedy

Teacher 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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At what time of the year do you carry out the P1 SNSA?

May/June

How prepared do you feel for implementing and using the data from the P1 SNSA?

Collaborate working with HT has enabled staff to feel more confident in using the data.

How do you use the data from the P1 SNSA?

To gauge which children would benefit from adult support in their learning and to inform teachers of individual progress.

What are the advantages of using the P1 SNSA?

Concrete evidence but teacher judgement just as worthwhile.

What are the difficulties/challenges in using the P1 SNSA?

Very time consuming to carry out. 5 year olds cannot be left unattended to complete tests so have to be completed on a one-to-one basis with familiar adult. Subject matter especially reading comprehension very difficult/unfamiliar texts (Hummingbirds????) Too long! Children and staff find it boring to do. Children switch off and then start to guess answers due to boredom.

How do you use the results to support your professional judgement of children's progress?

As confirmation of what was already known.

How have the children responded to the assessment procedures?

Last year, children responded well. Very small class (15 children) so I found it manageable. Children enjoyed the one-to-one experience with class teacher.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **No**

Do you have any other comments about the P1 SNSA?

We are supposed to be promoting play in many of our settings....SNSAs most definitely do not correlate with this!

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not very

How do you use the data from the P1 SNSA?

Can be used to see what areas children find challenging. Although it is hard to tell as maybe they have not understood what the test is asking them to do.

What are the advantages of using the P1 SNSA?

I can't say if there has been any advantage. It gives you data but in the context I am not sure if it is useful.

What are the difficulties/challenges in using the P1 SNSA?

Not being able to help children with reading the question.

How do you use the results to support your professional judgement of children's progress?

Could be used alongside but I mostly go by my own judgement of them in class.

How have the children responded to the assessment procedures?

They don't seem to mind.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Management carried these out so I didn't actually do it.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? **When individual children are Secure at Early Level**

How prepared do you feel for implementing and using the data from the P1 SNSA? **Prepared**

How do you use the data from the P1 SNSA? **To confirm a child is secure at Early Level and if not then where the gaps lie**

What are the advantages of using the P1 SNSA? **It is a national standardised test**

What are the difficulties/challenges in using the P1 SNSA? **Technology issues, time to administer the tests at the expense of teaching and learning and the Numeracy test does not allow for children to explain their understanding. Children's competence using technology can impact on their answering unless every child is supervised individually, this impacts massively on time and as there are a limited amount of laptops in the school other classes are also missing out on using the technology as it is 'protected' for SNSA's!**

How do you use the results to support your professional judgement of children's progress? **It is a small part**

How have the children responded to the assessment procedures? **Enjoyed them**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **No**

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Mid to Late May

How prepared do you feel for implementing and using the data from the P1 SNSA?

As a P1 teacher I have not carried out an assessment before so I am not confident at all.

How do you use the data from the P1 SNSA?

I know we have used the data as part of allocating pupils for PEF support. Because our cohorts are small (less than 10 pupils) we get no statistical data. We can use the data to track individual progress.

What are the advantages of using the P1 SNSA?

Because of the lack of statistical data available to us, there appears to be little benefit over the PIPS system.

What are the difficulties/challenges in using the P1 SNSA?

Time and staffing requirements needed to take the pupils through the assessments. P1 pupils need 1:1 support as they carry out the assessment.

The format of some of the sections does not suit P1s. Lots of information they need to read before questions right at the end.

How do you use the results to support your professional judgement of children's progress?

As a standardised assessment it forms part of my overall judgement of a child's progress.

How have the children responded to the assessment procedures?

No issues. Not fazed or worried at all.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Need training to plan and carry out the assessments. Need additional time out of class to carry out the assessments.

Do you have any other comments about the P1 SNSA?

PIPS were good for P1. Carried out at start & end of P1 so you could gauge progress.

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? **Usually during the Summer term**
How prepared do you feel for implementing and using the data from the P1 SNSA? **Reasonably**

How do you use the data from the P1 SNSA? **Adds to the data already collected throughout the year.**

What are the advantages of using the P1 SNSA? **Good to have some another form of written data that can be called upon should you require to.**

What are the difficulties/challenges in using the P1 SNSA? **P1 children find it extremely difficult to navigate the computers independently.**

How do you use the results to support your professional judgement of children's progress? **It adds to a picture already created from work and assessments throughout the year.**

How have the children responded to the assessment procedures? **The children respond well to the fact it's an assessment, not to the way in which the guidelines suggest it is administered.**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **N/A**

Do you have any other comments about the P1 SNSA? **These assessments are not user friendly for the P1 age group.**

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? In 2018 I did it in May
How prepared do you feel for implementing and using the data from the P1 SNSA? Didn't feel a lot of prep was needed so fine

How do you use the data from the P1 SNSA? We looked at the gaps to help plan start of P2, and inform ourselves what to include in P1 plans for following P1 class

What are the advantages of using the P1 SNSA? Spotting the gaps in learning/teaching.

Confirming professional judgement

What are the difficulties/challenges in using the P1 SNSA? Time it took to do 1:1

How do you use the results to support your professional judgement of children's progress?

Confirmed previous judgement, also flagged some difficulties so support was then added.

How have the children responded to the assessment procedures? ???

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. No

Do you have any other comments about the P1 SNSA? Hopefully the revised literacy will be easier and more relevant to the learning children in P1 have had and at their ability level.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

We are completing them before the end of this week (22.3.19)

How prepared do you feel for implementing and using the data from the P1 SNSA?

Our authority delivered a refresher/training session about the changes to the SNSA so I feel prepared enough to deliver them and to analyse the data.

How do you use the data from the P1 SNSA?

The data can sometimes confirm your personal views of where a child is in their learning journey. It can also help to inform groupings within numeracy and literacy. However, they are not used exclusively for this as it is only a snapshot on a day of a child's knowledge and understanding. As with any assessment there are other factors that can affect the outcome eg if a child is ill, lacking focus or tired on the day of the assessment. I would use the triangulation of assessment to inform my planning ie professional judgement, work-based evidence and formal assessment.

What are the advantages of using the P1 SNSA?

The children liked to use the computer and some saw it as a game.

What are the difficulties/challenges in using the P1 SNSA?

The language used is not language that I would use in class with P1 pupils eg calculation (I would say sum). This is not in the E&O's nor the Benchmarks. That's not to say we couldn't use it but it is mathematical vocabulary that would be better introduced to First Level or above.

Children can be too quick to press the next button without actually listening to/reading the instructions/answers properly. In addition to this, I had one child who is a very able reader who said the answer out and then pressed next before clicking on the answer. He did this a few times and I know that when the data is printed off in report that it won't be a true reflection of his knowledge.

Sometimes the program didn't work properly and we had to read out instructions to pupils as there was a 'glitch' when clicking on the 'listen/speaking' button.

How do you use the results to support your professional judgement of children's progress?

Those children you expect to do well usually do and there has been an instance where the results have been much higher than I would expect the child to be...based on their work and the fact that they require additional support in class. Therefore the results did not tally with my professional judgement nor that of the ASLT.

How have the children responded to the assessment procedures?

Most children didn't mind sitting at the computer to undertake the assessment. Where a child has ASN it was less manageable and they would become stressed but we would just ask them to click the Next button.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No, thank you.

Do you have any other comments about the P1 SNSA?

I believe very strongly that children should not be undertaking formal assessment in P1. The professional judgement of the teacher and other staff working with the children, work-based evidence through some structured teaching, and other evidence collated through play-based learning should suffice. In fact, the Top 10 Skills required for the world of work in 2020 are defined as being:

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People Management
5. Coordinating with others
6. Emotional intelligence
7. Judgement and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

Those countries with the highest rankings in education understand the vital role that play has in the social, emotional, mental, physical and academic wellbeing of children up to the age of at least 7 and tend not to formally assess their pupils or even start formal education until this age, opting for a kindergarten style education which is far more suited as the building blocks to achieving the 10 skills above.

Thank you for completing this survey.

David Reedy

Teacher survey

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- 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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At what time of the year do you carry out the P1 SNSA?

We do them in the Summer term.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Feel prepared- somebody at school goes over it.

How do you use the data from the P1 SNSA?

To help support transitions, but we use daily professional judgement more than this.

What are the advantages of using the P1 SNSA?

To support transitions.

What are the difficulties/challenges in using the P1 SNSA?

-Ipad wifi connection

- Children's understanding

How do you use the results to support your professional judgement of children's progress?

It is a one off snapshot of learning. We will use daily observations and assessments to get a more holistic account of progress.

How have the children responded to the assessment procedures?

Children respond well as it's on an ipad.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

- May/June

How prepared do you feel for implementing and using the data from the P1 SNSA?

- Well prepared, but we discounted last year's data as we felt the test were too difficult and an unfair reflection on the children.

How do you use the data from the P1 SNSA?

- We haven't

What are the advantages of using the P1 SNSA?

You would hopefully be able to compare your P1 against those nationally and within the cluster.

What are the difficulties/challenges in using the P1 SNSA?

- Staff are needed to sit with pupils. In small schools there is rarely staff available to support. I have no problems with the test as we have been doing Pip+ for the past 5 years but it was the difficulty which upset children. It wasn't clear who these questions had been trialled on and how they could have been deemed appropriate for P1.

How do you use the results to support your professional judgement of children's progress?

- We assess using a range of methods and we use the SNSA to highlight any surprises.

How have the children responded to the assessment procedures?

- Not well, like I said earlier they level of difficulty was too high. The Pips+ have always been fine.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

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- 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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At what time of the year do you carry out the P1 SNSA?

August/ September

How prepared do you feel for implementing and using the data from the P1 SNSA?

Satisfactory amount

How do you use the data from the P1 SNSA?

Supports classroom observations

What are the advantages of using the P1 SNSA?

Time spent with individuals listening to / watching their responses

What are the difficulties/challenges in using the P1 SNSA?

Cover for the class

How do you use the results to support your professional judgement of children's progress?

Used in tandem with other methods

How have the children responded to the assessment procedures?

Compliant and interested

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May/June

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not very

How do you use the data from the P1 SNSA?

The data was very vague in session 2017-18 so it was added to other assessment data but didn't add value to the information we already had.

What are the advantages of using the P1 SNSA?

It is good to have some type of summative assessment but this did not give helpful information.

What are the difficulties/challenges in using the P1 SNSA?

Too long, the huge amount of staff time used to implement.

How do you use the results to support your professional judgement of children's progress?

We didn't as the results were too vague. For example, children with identified ASN were showing as medium which was not a true reflection of their ability.

How have the children responded to the assessment procedures?

The children were fine and enjoyed the 1:1 but as mentioned above the workload implications for this were huge. At one point 8 members of staff were being allocated to this task meaning other children were not being supported.

Learning in the classroom was also disrupted during this time to allow the assessments to be carried out.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

As it stands, it gives us no valid or useful information about a child's progress in learning.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

April/May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Unprepared as no training provided.

How do you use the data from the P1 SNSA?

The data was not accessed last year however this session there is a diagnostic report available.

What are the advantages of using the P1 SNSA?

No advantages. Due to the difficulty of logging on and accessing the SNSA, the manpower needed to complete these independently was a challenge. Assessments in place provide the information needed at Early level.

What are the difficulties/challenges in using the P1 SNSA?

Logging on, complicated passwords, level of support needed, Wifi, child anxiety with different format of assessment, reading passages at First level with sounds not covered in P1.

How do you use the results to support your professional judgement of children's progress?

Other assessments in place to support professional judgement, not currently using SNSA information.

How have the children responded to the assessment procedures?

Children were particularly upset, stressed and nervous when they couldn't read the text on the SNSA.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

- Training and input how to access the diagnostic reports
- Additional budget to allow for additional staffing to implement the SNSA's with P1

Do you have any other comments about the P1 SNSA?

- Multiple Choice – many children performing higher than expected due to guessing.
- Lengthy passwords with upper case and lower case
- Time consuming
- Manpower needed to complete

Thank you for completing this survey.
David Reedy

Teacher survey

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- the suitability of SNSA for use in P1;
- the relationship of P1 SNSA to the 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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At what time of the year do you carry out the P1 SNSA?

We carried out P1 SNSAs in Term 1 (September).

How prepared do you feel for implementing and using the data from the P1 SNSA?

We met as a staff and discussed the results and prepared next steps for the children. I find the data slightly difficult to understand but explanation from my HT was really helpful. Although, we did find that the data gained was not anything we weren't already aware of.

How do you use the data from the P1 SNSA?

We use the data to analyse what the pupils already know and to inform our next steps.

What are the advantages of using the P1 SNSA?

I found an advantage of the SNSAs was I had some data for my P1s that formed a basis of my teaching.

What are the difficulties/challenges in using the P1 SNSA?

We found that some of the questions were difficult for children are P1. Also, I believe in play and having children as young as 4/5 sit in front of a computer to answer questions that they found to be very difficult was not great for their confidence.

How do you use the results to support your professional judgement of children's progress?

By testing the children soon in P1, this informed my teaching if groups and highlighted the extent of prior knowledge my pupils had. I won't be aware of the progress they have made until they are tested again.

How have the children responded to the assessment procedures?

The children were aware of the being tested without us telling them. They did not find the SNSA experience to be an enjoyable one as they were just in P1 and still adjusting to school and classroom routines.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I would like to see more training available on carrying out and using SNSA data for class teachers.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.
David Reedy

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At what time of the year do you carry out the P1 SNSA?

March (term 3)

How prepared do you feel for implementing and using the data from the P1 SNSA?

Very unprepared, no idea how it is meant to help us when it is not accurate.

How do you use the data from the P1 SNSA?

Barely at all, only to have a quick look at to see any patterns. Even then, I do not value the results as they are so inaccurate and not representative.

What are the advantages of using the P1 SNSA?

None, it is not worth doing.

What are the difficulties/challenges in using the P1 SNSA?

To actually take children out of class to sit the tests causes massive disruption. It takes an ASN teacher off timetable for nearly two weeks, p7s out of class to help as many P1's need support with reading and knowing what to do, and laptops removed from several classes to actually be able to sit the test. There is disruption to lessons as children may miss teaching input, come back unsettled and then have to have everything explained to them from the start while the teacher (usually with no support) is still trying to keep the rest of the class settled. It means you have to change a lot of your timetable for 2 weeks and affect the quality of your teaching.

How do you use the results to support your professional judgement of children's progress?

I don't. I trust my professional judgement.

How have the children responded to the assessment procedures?

They don't fully understand why they are doing it, they are 5. It is completely random and stand alone. They like the fact they get to sit at a computer but that's it. Many just click any answer.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Would like to know what the point is when it does not give an accurate representation of children's ability/progress.

Do you have any other comments about the P1 SNSA?

SCRAP IT, it is a complete waste of time, energy and resources which would be so much more beneficially used elsewhere.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? **Final term**

How prepared do you feel for implementing and using the data from the P1 SNSA? **I was able to observe my HT implement the test prior to doing it myself.**

How do you use the data from the P1 SNSA? **I did not find the data useful, it was not specific enough.**

What are the advantages of using the P1 SNSA? **If it was adapted it may be a useful assessment tool however at the moment it is not.**

What are the difficulties/challenges in using the P1 SNSA? **Large parts of the content were irrelevant to children's learning and wider life experience. For example most P1 children do not know what a Hummingbird is, however they were expected to read a passage about one. I also felt it was disappointing that character names were not simple names that children could sound out, it made the content more challenging than it had to be. The tests have to be administered on a 1:1 basis and this is challenging to manage due to staff shortages.**

How do you use the results to support your professional judgement of children's progress? **I looked at the results but I did not find them particularly useful. The groupings were too wide and some children in my class ended up with the same overall 'good' rating when they are actually miles apart in their abilities.**

How have the children responded to the assessment procedures? **Most children got to a point where they found them boring and tedious. Tests are one size fits all which is not the way we are expected to teach. A system that can react to how children are coping with the test and adjust accordingly (like CEM/PIPS) would be much kinder to their confidence. It must be noted that not all children are fluent readers - we know they are expected to be but they are simply not all able to achieve this. How do these poor kids feel sitting staring at a screen with their teacher unable to help? Not good....very poor actually. If this was a class situation I would adapt my approach to meet their needs, as I do with lessons and follow up tasks on a daily basis. Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.**

Do you have any other comments about the P1 SNSA? **I hope that if/when they are adapted current teachers have an input – not people who have never been in a classroom or haven't been in recent years. Assessment is a powerful and extremely useful tool but must benefit the children and inform their teachers to allow us to meet their needs. This felt like a cheap snapshot that will ultimately be used to compare schools without looking beneath the surface.**

Thank you for completing this survey.
David Reedy

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(responses compiled by 3 members of P1 teaching staff)***

At what time of the year do you carry out the P1 SNSA?

Last / final term (May / June)

How prepared do you feel for implementing and using the data from the P1 SNSA?

Confident if used alongside other data and professional judgement.

How do you use the data from the P1 SNSA?

The resulting info was passed on to the next teacher through our transition process.

The Benchmarks are more useful to use at this point.

What are the advantages of using the P1 SNSA?

Not sure at the moment.

Will be beneficial in the long run to show progress of pupils across P1 / 4 / 7.

What are the difficulties/challenges in using the P1 SNSA?

They are very time consuming and many of the reading tasks last year were not appropriate for the stage.

Dedicating time and staffing to the process. The assessments is far too hard for some pupils.

Most teachers find benchmarking more beneficial as working data at the moment.

How do you use the results to support your professional judgement of children's progress?

Administering the assessment to pupils I have worked with all year could help me decide how accurate my own judgements have been.

I don't use it at the moment. Instead I use class assessments, referring to the Benchmarks and PIPs.

How have the children responded to the assessment procedures?

Pupils were fine as no pressure / fuss or judgements were made or pressure put on by the supporting adult.

Some seemed a little upset when they returned from the assessment and came back to class saying it was too difficult.

The pupils still require adult support in carrying out the assessment process.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

My colleagues can show me the process and offer advice when required.

Do you have any other comments about the P1 SNSA?

Certain aspects of the assessment need to be reconsidered (esp literacy). Much of the reading material was far too difficult and of little or no interest to young pupils. The jump from easy to more difficult questions was too severe – a more gradual jump could more accurately show when to stop for individual pupils. Most of the reading was far too difficult and could easily have undermined the confidence of the pupils.

Where do the SNSAs fit in with the trend of introducing more play and choice, especially across Councils?

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? March

How prepared do you feel for implementing and using the data from the P1 SNSA? I managed last year

How do you use the data from the P1 SNSA? To help inform judgement of a level

What are the advantages of using the P1 SNSA? Maths is excellent really good all round assessment.

What are the difficulties/challenges in using the P1 SNSA?

Literacy is awful! The level of reading is far too difficult. The passages of text are too long. Shorter sentences would encourage the ones who find it difficult and allow them to achieve. The longer passages are fine for the extremely able children but the majority of children find it very demoralising as they can't access it. The letters are not formed correctly. We teach that an "l" has a curved flick at the bottom, not straight up and down and a q has a flick on it too. The font does not have that and so the children need told what the letters are as they think that the "l" is a "1".

How do you use the results to support your professional judgement of children's progress? The are good to support your levels for tracking and next steps for children who have struggled in particular areas.

How have the children responded to the assessment procedures? The love the maths but do not like the literacy, keep asking if it is almost over.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

March

How prepared do you feel for implementing and using the data from the P1 SNSA?

I have attended network meetings/training on implementing and using the data so feel quite prepared for administering the SNSA.

How do you use the data from the P1 SNSA?

I analyse the data and print it to keep in the class assessment file. I find that the data only really confirms my current findings from observations and class assessments. Although it highlights any gaps in learning, I have always found that these are gaps that I am already aware of.

What are the advantages of using the P1 SNSA?

The data is robust and there is no marking for the teacher to complete.

What are the difficulties/challenges in using the P1 SNSA?

To ensure that the pupils are not hindered by lack of ICT skills (e.g. using a mouse), each pupil completes the test on a 1:1 basis with an adult (usually the teacher). This means that the teacher spends between 30-45mins with each child and must provide activities which will keep the rest of the class engaged and quiet (this can be very challenging due to the age and needs of pupils). Depending on the availability of additional adult support in the school can greatly affect the ease of administering the SNSAs. The hours spent doing the SNSA takes away from potential teaching and learning time.

How do you use the results to support your professional judgement of children's progress?

Last year, I found the reading the results for each child only confirmed my professional judgement about their level of achievement.

How have the children responded to the assessment procedures?

I feel that the children generally respond well to the procedure as they have 1:1 time with their teacher. They have been more positive about the numeracy assessment but some show signs of uncertainty during the literacy as the tasks become more difficult (the reading task about the Wildcats in particular) e.g. they will become tense or very quiet, but by reassuring them and making a judgement about whether they should attempt the question, the teacher can lead the pupils through the assessment with a positive environment.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

It should be noted that many schools or councils are also asking their P1 classes to complete Global Assessments and PIPs. This means that the P1 can sometimes spend almost 3 weeks completing assessments in March which is a large amount of time taken out of the curriculum. As I have mentioned, I feel the SNSA confirms and provides evidence about judgements I have already made, but the time the assessment takes and the fact that we must rely on the other P1 pupils to self regulate this learning and behaviour if they are not being assessed can lead to an increased amount of stress for the teachers administering it.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

May/June

How prepared do you feel for implementing and using the data from the P1 SNSA?

I feel very prepared, however, I am the Principal Teacher class committed to P1 and oversee all SNSA in school.

How do you use the data from the P1 SNSA?

We looked at the data and used it to gain a picture of children's progress. The data did not align with my evidence/teacher judgement and some children guessed a lot of the answers and scored better than they are capable of.

What are the advantages of using the P1 SNSA?

1:1 quiet assessment time with a pupil.

What are the difficulties/challenges in using the P1 SNSA?

ipad can read the reading passages to the children when they double tap on it.

Language used is not always child friendly.

Reading passage is easy to pass because the questions are audible.

Time consuming.

How do you use the results to support your professional judgement of children's progress?

They are used as part of the discussion around achievement of a level. However, so far I have not found them to be valid assessments of a child's capabilities.

How have the children responded to the assessment procedures?

The children found it difficult to concentrate for each of the programmes.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I do not, however other P1 teachers who have not used them before may require other support.

Do you have any other comments about the P1 SNSA?

I do understand why these tests have been designed, however, I am not at all sure that they are in line with the teaching and learning within Early Level. They do not seem to have been designed by Early Years practitioners, use language that is not pupil friendly and some of the content, particularly in Maths is pitched beyond the benchmarks of Early Level.

Thank you for completing this survey.

David Reedy

Teacher survey

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

At what time of the year do you carry out the P1 SNSA?

We completed the P1 SNSA between April and May last year.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I felt that it informed my transition information to the Primary 2 teacher and informed my teaching in the final months of Primary 1.

How do you use the data from the P1 SNSA?

The P1 data is used to identify children who may require additional targeted support in areas of the curriculum, used to inform if children have achieved early level and highlight areas of the curriculum which may require revision.

What are the advantages of using the P1 SNSA?

P1 SNSA identifies children who require additional or targeted support and also areas of the curriculum all children are not secure or are unsure of.

What are the difficulties/challenges in using the P1 SNSA?

Technology, mainly the internet and devices can be a barrier to implementing the SNSA.

How do you use the results to support your professional judgement of children's progress?

SNSA results are used in addition to other assessment, professional judgements and moderation to identify if children have achieved early level.

How have the children responded to the assessment procedures?

All children enjoyed participating in the SNSA.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

N/A

Do you have any other comments about the P1 SNSA?

N/A

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

June

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not very – PSA attended training.

How do you use the data from the P1 SNSA?

We pass it on to P2 teachers during transition period. (Tested in June)

What are the advantages of using the P1 SNSA?

None- too late and questions not always appropriate for age and developmental stage of children.

What are the difficulties/challenges in using the P1 SNSA?

Time consuming. Stress to pupil. Inappropriate way of assessing young children.

How do you use the results to support your professional judgement of children's progress?

We don't as the testing comes too late as decided by Moray Council. Not an easy legible format.

How have the children responded to the assessment procedures?

Some were quite accepting of the test and less able children were most anxious about the assessment.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Not currently if Moray Council continues to test in June. We use our own professional judgement.

Do you have any other comments about the P1 SNSA?

Pips was more beneficial to support teacher judgement.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Last year there was very little time given to become familiar with the process. It would be very beneficial to have more time allocated this year.

How do you use the data from the P1 SNSA?

The data was used to inform SFL input.

What are the advantages of using the P1 SNSA?

What are the difficulties/challenges in using the P1 SNSA?

The assessments were carried out by a combination of the SFL teacher, the class teacher and a PSA who had to opt out of their normal timetable responsibilities. I believe that the pupils would have benefited from sitting the assessment with their class teacher only who they know well and feel comfortable and confident with. The assessments were done in groups because of the lack of time allocated to staff. I believe the pupils would perform better in a 1 –1 situation.

How do you use the results to support your professional judgement of children's progress?

The results confirmed the teachers' observations.

How have the children responded to the assessment procedures?

Some children were familiar with using iPads but others were not and so found the recording of their answers difficult.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Funding would be very helpful to allow class teachers the time out of class to prepare for and to carry out the assessments.

Do you have any other comments about the P1 SNSA?

I believe that the assessment would show the pupils' ability more accurately if it was carried out on paper. The program crashed while one of our pupils was still working on their answers and so missed over 10 questions. This obviously led to his results not being a true reflection of his ability.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

April through to May

How prepared do you feel for implementing and using the data from the P1 SNSA?

The data is irrelevant as the tests do not tell us as teachers anything we didn't already know about our children. We have already established from observation, formative assessment and short summative assessments, which are undertaken within a supportive and developmentally appropriate setting, where our children are in their learning and what their next steps should be.

How do you use the data from the P1 SNSA?

What are the advantages of using the P1 SNSA?

None

What are the difficulties/challenges in using the P1 SNSA?

Within the developmentally appropriate, play based learning environment in Primary 1, the SNSA tests do not fit at all. As a teacher you are spending up to 30 minutes for each test away from supporting and developing the learning of engaged, active learners who do not need to be "performing" at a screen for 30 minutes. The "data" produced tells teachers nothing they did not already know about their children. The tests themselves are unreliable as children can quite easily press/drag/click on the correct answer purely by chance. Taking into account the wide range of abilities within a Primary 1 class, there will always be children who, by making them sit these tests, are basically being set up to fail, as children instinctively know if they are answering questions correctly which are within their ability level, therefore you have the risk of demotivating children and harming their mental health. Children problem solve and learn best when the activities are rooted in experience in a nurturing, holistically supportive environment, rather than within abstract questions on a screen.

How do you use the results to support your professional judgement of children's progress?

After working as a teacher of young children for over 25 years, I know how to assess and develop my children's learning in a developmentally appropriate way, so as such the results do not tell me anything I do not already know about my children,

How have the children responded to the assessment procedures?

As I make it sound as if they are going to play a game for a wee while, they are initially not overly concerned, but many have asked after starting the activity can they go back to doing what they were doing before, that is playing, where they are developing their own learning in a context that is meaningful to them.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

The government need to look at the overwhelming evidence researched by academics and professionals working with children of this age, which shown that the tests are not only developmentally inappropriate, but also that the data provided is irrelevant at best.

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

March, near the end of term 3.

How prepared do you feel for implementing and using the data from the P1 SNSA?

It has been fine.

How do you use the data from the P1 SNSA?

To inform planning for term 4 and also confirm my own judgements for children achieving Early level.

What are the advantages of using the P1 SNSA?

It gives an independent review of where the child is at in their learning.

What are the difficulties/challenges in using the P1 SNSA?]

The literacy test is far too hard. Bearing in mind this is early level, children should not be reading paragraphs of information to answer questions. The wildcat/kite stories were much too difficult for the majority of children in my class although they have almost all hit the benchmarks for early level.

It was draining for the children and staff who had to administer the tests as the children were left feeling they had failed.

How do you use the results to support your professional judgement of children's progress?

It is a reassurance.

How have the children responded to the assessment procedures?

The numeracy test was fine, but all children who have completed the literacy test have found it very difficult and it has not informed anything different from my own judgements.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No.

Do you have any other comments about the P1 SNSA?

The reading part of the literacy test should, in my opinion be mostly phonics and word building based. Any comprehension task should be a listened to task. It is also far too long. 35-40 questions is excruciating!

Thank you for completing this survey.
David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

We are currently doing these tests. March.

How prepared do you feel for implementing and using the data from the P1 SNSA?

This is the second time of doing SNSA tests so how to do them is not a problem. However, the tests are done on a 1-on-1 basis with the teacher and the environment needs to be quiet to give the children the best circumstances in which to take the test. Staffing makes this extremely difficult and so carrying out of these tests takes a great deal of time and adequate support staff.

How do you use the data from the P1 SNSA?

The data is useful to confirm what the teacher already knows through continual assessment tools.

What are the advantages of using the P1 SNSA?

Disadvantages far outweigh any advantages of doing these tests.

What are the difficulties/challenges in using the P1 SNSA?

Very time-consuming.

Takes valuable time away from actually teaching – with SNSA , GL assessments and PIPS to carry out, approximately six weeks of teaching time is lost at around this time and in to the summer term.

Very intense for the children, especially the Literacy test.

Behaviour of the rest of the class can severely be affected as the children are often doing simple worksheet tasks and there is no routine to their day also as a result.

How do you use the results to support your professional judgement of children's progress?

It is confirmation and can be shared with stage partner.

Tests can highlight any general gaps in areas not already covered or what could be re-visited.

This can be done anyway through other methods without having to go through the SNSA tests.

How have the children responded to the assessment procedures?

Children have been well prepared and I have been able to put them at their ease. However, the Literacy tests are extremely long and intense and children are clearly tiring by the end of them. afternoons are not a good time to do the tests and so this also causes issues with the length of time both tests are taking me with a class of 25.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher 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 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.

At what time of the year do you carry out the P1 SNSA? Did not have any P1's last year.
How prepared do you feel for implementing and using the data from the P1 SNSA? Could do with an update as was at two courses in 2018 but had no P1's.

How do you use the data from the P1 SNSA? Have yet to use data.

What are the advantages of using the P1 SNSA? Probably to compare our P1's with P1's from other schools.

What are the difficulties/challenges in using the P1 SNSA? Probably the technical skill of using a computer at such a young age.

How do you use the results to support your professional judgement of children's progress? Have yet to do this.

How have the children responded to the assessment procedures? N/A

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. I will try to watch the SNSA online this week.

Do you have any other comments about the P1 SNSA? No

Thank you for completing this survey.

David Reedy

Teacher survey

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Survey complete by Principal Teacher

At what time of the year do you carry out the P1 SNSA?

Carried out in May last year.

How prepared do you feel for implementing and using the data from the P1 SNSA?

The P1 teacher reported feeling unprepared as she had found the 1 hour training session confusing.

How do you use the data from the P1 SNSA?

We carried out the assessment too close to the end of the year for the teacher to make use of the data.

What are the advantages of using the P1 SNSA?

Can't answer – the teacher no longer works here and my own views may not reflect those of a P1 teacher.

What are the difficulties/challenges in using the P1 SNSA?

Some children didn't have the necessary dexterity to carry out tasks easily. Mouse pad proved too difficult and we had to borrow mice from IT Department. Some children still found some desktop tasks tricky.

How do you use the results to support your professional judgement of children's progress?

Can't answer – the teacher no longer works here.

How have the children responded to the assessment procedures?

Can't answer – the teacher no longer works here.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

We have since organised our own in-house training.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher 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.

At what time of the year do you carry out the P1 SNSA?

Term 4 – usually May/June

How prepared do you feel for implementing and using the data from the P1 SNSA?

No access to site so feel unprepared on how to deliver & ensure children are also aware of what is happening in terms of procedure

How do you use the data from the P1 SNSA?

I only got my data in January so it was interesting to see how it went alongside my teacher judgement of these children and their attainment. There were no shocks so most of what I am already doing is targeting their areas identified. It did however help me see generally across P1 certain gaps or areas I was not having enough time on and therefore adapt for this session.

What are the advantages of using the P1 SNSA?

Data is always valuable however I find the type of assessment here does not provide more valuable data than previous systems that were more specific to early years.

What are the difficulties/challenges in using the P1 SNSA?

It is quite a long test for children who are 5 years old. Being on a computer which was our only option last year made it quite difficult for children to complete due to being on a screen high above them. This year with chromebook tablets might be easier. I felt the questions were very text based considering they were for P1. They do not test the way we teach in the early years so children are not used to that kind of approach to assessment.

How do you use the results to support your professional judgement of children's progress?

As mentioned above it was used to validate my teacher judgement. For the majority it supported what I had already identified as strengths and areas of development. For some it provided evidence where I had perhaps been unsure of where they were due to performance varying in class/assessments/group time etc.

How have the children responded to the assessment procedures?

We made it as fun as we could however they found it tiring and didn't overly enjoy the experience as for some it quickly got far too difficult which made it off putting to them.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I would like access to the website to see example assessments

Do you have any other comments about the P1 SNSA?

I find standardised assessment can be great. Previously I've used durham adaptive testing and Pips testing which provided more valuable data which could also be used year on year providing a better picture overall.

Thank you for completing this survey.
David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

Group 1 – March

Group 2-4 – May/ June

How prepared do you feel for implementing and using the data from the P1 SNSA?

I feel quite confident in implementing SNSA's in primary 1. I make sure I read all the information and ensure I go through practice papers with children before implementing test.

How do you use the data from the P1 SNSA?

We use the data from the SNSA's as a form of summative assessment at the end of early level.

As a school we ensure we are using information gained to inform our next steps.

What are the advantages of using the P1 SNSA?

I feel the advantages are that you are able to clearly see what areas/ aspects children are achieving in, as well as the areas in which children require further support.

What are the difficulties/challenges in using the P1 SNSA?

Assessments really need to be carried out on a 1 to 1 basis and some children are not as confident as others using the chrome books, therefore this can be very time consuming. I also felt that last year if the child clicked next twice or too hard it would jump forward by a few questions.

How do you use the results to support your professional judgement of children's progress?

With the results you can see the breakdown of areas/ aspects that some children are finding tricky. This enables me to plan to revisit these areas. As a school we analyse the data to see if the outcome is in line with our prediction.

How have the children responded to the assessment procedures?

I felt the literacy in particular was quite long for the children and lots of children lost interest.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

My main concern is that last session I had 3 children who were not on track to achieve early level and all 3 came out as achieving. I was with the children when they had taken the assessment and the majority of questions were guesses. I also had children who were on track and came out as average due to not feeling confident with layout/ structure of assessment.

Thank you for completing this survey.
David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

We did not feel prepared for implementing and using the data. Members of the Management Team were trained on how to implement the SNSA, using the online training(including a PT teaching P1).

How do you use the data from the P1 SNSA?

Data was collated and made available to P1 staff. It was not as useful as hoped and did not match our teacher judgement. As P1 staff in our establishment, work closely and teach all P1 pupils across the week we believe that our teacher judgement gives us a more realistic picture.

What are the advantages of using the P1 SNSA?

No advantages.

It would only be an advantage if all P1 pupils were assessed regularly using online assessments, were familiar with the technology and if a control was in place to ensure that each and every assessment was carried out fairly. e.g. to assess a level(as in levels in 5-14)

What are the difficulties/challenges in using the P1 SNSA?

ICT- pupils in P1 are not as familiar to accessing the technology in schools. e.g. using a mouse. Many pupils use touch screen technology at home and school ICT is more limited.

Time management- very time consuming job as pupils were assessed in small groups, requiring staff members to support pupils completing the assessments and other staff to be in class.

How do you use the results to support your professional judgement of children's progress?

Primary 1 staff did not use and will not use the results to support our professional judgement.

How have the children responded to the assessment procedures?

Some pupils were upset as they found the activities and the technology challenging. It was a novelty to our pupils as they had not completed an online assessment and were clicking with no real understanding, even although the answers were read aloud through headsets.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

All P1 staff would require training.

Extra staffing to help support.

To find out more about the content of the assessment(as we feel that some pupils may not have been ready to participate in the assessment /we know that some pupils were exempt).

Do you have any other comments about the P1 SNSA?

It was a waste of time, effort and money.

The results had no meaning and were of no value to P1 staff.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? **25th March – 5th April 2019**

How prepared do you feel for implementing and using the data from the P1 SNSA? **Well prepared/given time to administer**

How do you use the data from the P1 SNSA? **To support with gaps in learning/inform planning**

What are the advantages of using the P1 SNSA? **Simple to administer**

What are the difficulties/challenges in using the P1 SNSA? **Time consuming**

How do you use the results to support your professional judgement of children's progress? **Adds to data already collated**

How have the children responded to the assessment procedures? **Children coped well**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **No**

Do you have any other comments about the P1 SNSA? **N/A**

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

March

How prepared do you feel for implementing and using the data from the P1 SNSA?

School management explained and demonstrated how to interpret the data, enabling me to feel more prepared to implement it.

How do you use the data from the P1 SNSA?

To highlight gaps any learners may have in their knowledge. To inform next steps for my planning for the whole class. To assess if there are any concepts I need to revisit with the class. To highlight support and challenge that may need to be put in place. To consult when making judgements about achievement of a level.

What are the advantages of using the P1 SNSA?

The SNSA can provide useful information about a learner's progress and what steps may need to be taken to support learning.

What are the difficulties/challenges in using the P1 SNSA?

The content of the SNSA was not pitched at an appropriate level for many of my learners (particularly literacy). Children were also assessed on material that had not been covered in class yet. This resulted in some learners becoming upset after taking part in the assessment.

Some P1 pupils found it difficult to use the iPad to complete the assessment, sometimes deselecting an answer accidentally as they scrolled for the next question.

I found that the SNSA results were incongruous with much of my own assessment and knowledge of the pupils. For some learners this was because of the option not to attempt the question. For other learners, it is difficult to determine why their results were not in keeping with their level of attainment in class.

How do you use the results to support your professional judgement of children's progress?

I consult the SNSA results when deciding upon achievement of Early Level, however, for many learners I found that the results were not in keeping with my own judgement of progress.

How have the children responded to the assessment procedures?

Most children were happy to take part in the assessment, however, some became upset when they couldn't answer the questions.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

It would be useful to have some more information about how the test selects which questions to ask the pupils – is it random or are the questions based on previous answers which were correct/incorrect?

Do you have any other comments about the P1 SNSA?

In consultation with other teachers, it was felt that the standard of some questions asked was beyond Early Level. Unfortunately, this caused some learners, who already lacked confidence, to become upset.

As the results are often incongruous with my class assessments and professional judgements, I am unsure of how useful SNSA is for informing my practise and making final assessments at Early Level.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? During the first three weeks in May. How prepared do you feel for implementing and using the data from the P1 SNSA? After the implementation last year, a review of the data from those assessments and a further online guidance session, I feel I am more than prepared.

How do you use the data from the P1 SNSA? To look for gaps in the children's knowledge and to inform next steps in learning.

What are the advantages of using the P1 SNSA? The responsive element to the assessment is an advantage. The fact that you can stop and start the assessment is an advantage.

What are the difficulties/challenges in using the P1 SNSA? Administering the assessment in a busy classroom can be tricky and if a child presses the next button without attempting the question, we can't go back.

How do you use the results to support your professional judgement of children's progress? Through discussion and analysis of the results so far, it has proved that our professional judgement is already accurate and we then set out next steps in learning.

How have the children responded to the assessment procedures? The children have, so far, enjoyed using the ipad.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

They are carried out at the end of January.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I feel very prepared as my HT spent time discussing all areas of the results with me. Also, being in the very fortunate position of only having three Primary ones, it's far more achievable to plan next steps individually for them based on what came up in their SNSA results as needing addressed.

How do you use the data from the P1 SNSA?

I use to see which areas of numeracy in particular has not been covered or needs revisiting. Also, in Literacy it highlighted the fact that all three of my children were needing working in recognising rhyming words, so I was straight away able to push rhyming stories and classic nursery rhymes into our daily literacy routines.

What are the advantages of using the P1 SNSA?

They highlight where there are gaps in the learning and give you a good gauge where your children stand in relation to their peers in schools around, which is particularly helpful for us in a small school setting, as we have so little to compare with, relying on our own moderation instead.

What are the difficulties/challenges in using the P1 SNSA?

With small numbers there were not many difficulties. There are concerns that the children are not equipped enough with appropriate ICT skills by January of Primary One, however our experience this year wasn't that.

How do you use the results to support your professional judgement of children's progress?

It reinforced what I already felt about their progress, which was reassuring.

How have the children responded to the assessment procedures?

All of our children found the process completely stress free. Again, our setting must be considered, as there was a separate room for the HT to take the children, plenty time and absolutely no pressure. They have not asked about them since and seemed to be completely unaware that they were being assessed so officially.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No.

Do you have any other comments about the P1 SNSA?

I feel doing them slightly later in the year would help towards evidencing achievement of Early level, alongside a range of other evidence too obviously.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? March

How prepared do you feel for implementing and using the data from the P1 SNSA? Very prepared - I have been on training to support my needs

How do you use the data from the P1 SNSA? This informs next steps for children. It also highlights areas we have taught that children perhaps still don't understand. It also highlights children who perhaps need interventions to support their learning.

What are the advantages of using the P1 SNSA? - it gives a snapshot as to how learning is progressing in P1

What are the difficulties/challenges in using the P1 SNSA? – it has to be 1-2-1 with each child which takes up a lot of time. P1 children are not able to complete independently. They need an adult sitting with them to help them navigate around the screen.

How do you use the results to support your professional judgement of children's progress? – in tracking meetings, it helps to support professional judgement and correlate results/agree results as already predicted

How have the children responded to the assessment procedures? - They have all responded positively, there have not been any issues with children completing them

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. No

Do you have any other comments about the P1 SNSA? No

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

March last session. This session they will be carried out in May.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not particularly well prepared. Unsure why this data is necessary.

How do you use the data from the P1 SNSA?

Should be used to support professional judgement but have reservations in doing this.

What are the advantages of using the P1 SNSA?

Better than INCAS as directly linked to Curriculum for Excellence.

What are the difficulties/challenges in using the P1 SNSA?

Found discrepancies in the diagnostic results – for example one of my pupils came out as having strengths in the Time section of the numeracy assessment because she correctly **guessed** a higher level question but she had been unable to tell an o'clock time accurately. Difficulty in large/multi-composite classes to organise where and when to carry out assessments.

Disruptive to class routine.

PCs often hard to use with P1 – much easier with I-pads but not every school has these.

There is no way that an automated set up like this can judge when questions are being guessed and when children actually know answers and **understand the concepts**.

How do you use the results to support your professional judgement of children's progress?

With reservations, for reasons stated above.

How have the children responded to the assessment procedures?

My P1s largely enjoyed getting to do a task on the I-pad – I put them under no pressure and presented it as though it was just a normal classroom activity, but nonetheless, some were anxious when they were unsure of an answer.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

I, along with many colleagues I have spoken to, feel that the reading was not at an appropriate level for the P1 benchmarks. A lot of the content was suitable for only the most advanced readers.

It might be helpful to have the numeracy split into sections that could be used throughout the session to assess maths topics which have been completed. This could be an extremely useful assessment tool.

It would have been better to have been asked for an evaluation last session, at the time of using these SNSAs, and not a year later.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

This is carried out in the summer term between April and June

How prepared do you feel for implementing and using the data from the P1 SNSA?

I do not feel prepared at all

How do you use the data from the P1 SNSA?

We had a look at the data last year and discussed it but that was all. We already have assessments of the children that I thought were more reflective of their true capabilities.

What are the advantages of using the P1 SNSA?

None at present

What are the difficulties/challenges in using the P1 SNSA?

I feel the results did not reflect the childrens true capabilities. It would have been good to include a baseline so we could see how are children were performing in relation to what was expected of a P1 child.

How do you use the results to support your professional judgement of children's progress?

I do not, I already collect data which I use to inform planning and assess childrens progress

How have the children responded to the assessment procedures?

They were fine, although many found the technology difficult and wanted to swipe through the questions without giving an answer. They also pressed the next button several times in a row if the system was slow meaning they missed several pages.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

It would be good to have some training in analysing the results and how these should be interpreted. Also how they could be used to inform next steps that are better than the results I already have.

Do you have any other comments about the P1 SNSA?

I personally do not feel that it is appropriate to be asking P1 children to sit this assessment. Children are developing and learning through a wide range of experiences and this should be embraced. I feel that these assessments will encourage teaching towards the test especially if the results are going to be published. This will have the effect of reducing creativity.

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

The last term. May – June.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Not prepared at all.

How do you use the data from the P1 SNSA?

I haven't used it for anything as I use my own assessment throughout the year.

What are the advantages of using the P1 SNSA?

Unsure

What are the difficulties/challenges in using the P1 SNSA?

The children could not navigate the computer very well. They had to go to a strange area with strange people to sit the test. Support staff member took the children to the upper area to use the computer. The children were not familiar with the area or the staff.

How do you use the results to support your professional judgement of children's progress?

I do not use the results as all of my assessment have already been done.

My planning and reporting has also been done.

How have the children responded to the assessment procedures?

Not very well, most children were out of sync and unsure of what was expected of them.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Yes, we do not have enough computers/ laptops and not enough staff to help each child understand and complete the assessment.

Do you have any other comments about the P1 SNSA?

In my opinion it has not been a positive experience for the children. I feel they can only work to their full potential when they are working in a familiar environment with familiar people.

Thank you for completing this survey.
David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

From March to Summer

How prepared do you feel for implementing and using the data from the P1 SNSA?

We are not prepared at all and these tests are completely useless. No 5 year old can perform reliably under these condition: getting removed from their trusted teacher to sit and answer questions on a computer. The results are NOT useful and do not reflect what these children can do. These tests take 40 minutes+ each and are an absolute waste of the child's learning time.

How do you use the data from the P1 SNSA?

We don't. It is useless. The teacher has lots of data and evidence/ observations about their class. The SNSAs do not back this up as the assessment is unreliable and 5 year olds are unreliable. These tests are NOT developmentally appropriate for p1 children.

What are the advantages of using the P1 SNSA?

I can't think of any? It is good the government is committed to "closing the gap" but this test is not the way to do that. Ideally some extra funding for P1 would help as an extra adult in p1 classrooms could help facilitate quality play based experiences and provide small group support. We should be reducing pressure on our p1 children so they can fully experience all early level outcomes and follow on from the amazing experiences in nursery. Instead, these tests inevitably encourage a huge push on literacy and numeracy (which some children are not ready for.). If our government is serious about "closing the gap" then look at other countries with proven success and the staggering amount of research in this area. NONE of the

aforementioned countries have standardised testing and a push on Literacy and Numeracy for 5 year olds.

What are the difficulties/challenges in using the P1 SNSA?

I worry that the use of national testing at such a young age will inevitably lead to 'teaching to the test'. It will lead to focusing even more on the 3Rs and "good test results". This is the worst thing we can do for our youngest learners (as ALL the research shows) and is at the expense of deeper learning. It is particularly detrimental in P1 when we KNOW four- and five-year-old children learn best through play and other holistic learning experiences.

In a school as large as ours with over 100 Primary 1 children, this has been a logistical nightmare and a complete waste of time.

How do you use the results to support your professional judgement of children's progress?

We don't. Some of our most able readers come out as struggling with literacy. Some children who need lots of extra support come out as having performed wonderfully. Waste of time and money that could be much better spent.

How have the children responded to the assessment procedures?

Several of the children in my class were very upset and still crying upon their return to my classroom. A few of the most able readers were in this category and the results did not show what they are truly capable of. Also, by the time children get logged on to computers and practise questions it inevitably meant they missed their play time break. This further cause upset and anxiety as they heard the bell and their friends going out to play. It is completely unacceptable for any 5 year old to be in that position or be forced to miss their playtime to finish a test.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Please scrap the test? It is not fit for purpose and is a waste of everyone's time. Also, I don't know how we will ever close the "gap" while the Scottish government gives PEF funding with one hand, whilst cuts budgets to local authorities with the other? Our LA has to cut £5 million this year. These cuts are hitting education hard, with less support and services being dramatically cut. Our children can no longer receive free music education in school which is clearly just widening the gap between experiences for our learners. This has to stop. If education is really a priority for the government then we must stop budget cuts to our schools

and local authorities. I know this is an anonymous survey but I feel very passionate about the issues raised here. I am happy to be contacted to discuss these: both as a p1 child's parent and as a P1 teacher.

[REDACTED]

[REDACTED]

Thank you for completing this survey.
David Reedy

Teacher survey

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- the suitability of SNSA for use in P1;
- the relationship of P1 SNSA to the 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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At what time of the year do you carry out the P1 SNSA?

Preferably as late as possible in the year, to allow for the maximum amount of teaching time, exposure as much of the curriculum as possible, opportunity to consolidate learning.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Used it last year so feel prepared, knowing what to expect. Before I started I used the demonstrations provided so was well equipped to complete the assessments.

How do you use the data from the P1 SNSA?

The data is added to tracking information which we hold in school. As children progress through school it will give us more information. Individual information was detailed and valuable in evaluating learning.

What are the advantages of using the P1 SNSA?

Observation of children actually taking the assessment is informative: seeing how the children tackled new challenges, applied their learning, how independent they were using literacy/numeracy skills, coping with technology etc.

This is a different type of activity so it challenges learners to apply what they have learned independently: the children did not necessarily perform as I would have expected.

What are the difficulties/challenges in using the P1 SNSA?

The time taken to complete the assessment was long with implications for managing the test and how the children felt about completing them. Reading assessments were very long, children became visibly tired during the assessment, weary and wary of having to do more after reading long passages. If children could complete simpler phonic activities initially I think it would build confidence and children could still progress towards more challenging tasks, rather than beginning with them. Capable readers were tired out by the activities presented.

How do you use the results to support your professional judgement of children's progress?

This is just one of a range of assessments that we use to measure and judge children's progress. Children's day to day work builds the picture more accurately than one assessment at the end of a level. Over time, we will see the benefit of having a national standard to focus on an individual's progress between levels. A national standard allows for comparisons across schools and peer groups.

How have the children responded to the assessment procedures?

Sometimes tired but also enjoyed some of the activities.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

I think some technical elements could be improved:

It was possible for children to move forward in an assessment without having listened to a complete instruction. It would be better if buttons only became live after the whole instruction was given.

Sometimes the layout was confusing, initial instructions appeared to the right of the poem leading children to read poem first without knowing what they were to do.

Names which cannot be decoded phonetically, e.g. Zoe, Mia, Noah provided an unnecessary stumbling block.

Easier, shorter questions would help children cue in to which skills they are using and to diagnose the most appropriate reading level. I was aware of the differentiation of tasks but it did not progress logically, sometimes beginning with questions that were more challenging than I would have expected. Some children lost confidence. I feel that children who need extra support would find this the case.

SNSA assessment taken with 5 children in May 2018.

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? March

How prepared do you feel for implementing and using the data from the P1 SNSA? Well prepared as all the information is on the website and the data is presented in a format that is easy to understand and gives group and individual results, strengths and difficulties which helps to identify gaps in learning.

How do you use the data from the P1 SNSA? We use the data to confirm ongoing class assessment results and it is another way to identify children who are on track to achieve early level this year.

What are the advantages of using the P1 SNSA? They provide data that is useful for tracking and monitoring across the year group.

What are the difficulties/challenges in using the P1 SNSA? They take a long time to complete, the children lose interest after 15 mins, especially in the reading test and some children keep pressing the next button which means pages are missed out. Other children clearly guess the answers once they become tired. This can show in the results as they often don't match with ongoing classroom assessments.

How do you use the results to support your professional judgement of children's progress? It helps to consolidate data already gathered on where each child is within a level, although some children find the test too long and watching them answer questions wrongly, knowing they know the answer is frustrating and these children's results can be surprising.

How have the children responded to the assessment procedures? All the children I tested clicked on the "happy to do this" button at the end. With the reading test, many children said, whilst completing the test "this is boring", "Am I done yet?", "when will this finish?". Some put their heads on the table and many of them skipped pages, or guessed without listening to the instructions, however they all went on to click the green happy button at the end.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

The challenges with the time it takes to get a whole class through the assessments are a big issue.

Do you have any other comments about the P1 SNSA?

The reading test is very laborious for P1. It challenges children beyond early level. They take a long time to complete as the children are so young they need an adult to assist them in how to

progress through the test. Some of the click and drag features didn't work so adults had to be available to help with this.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA? The data minimally useful for P1 purposes, as we did it in May we handed the data to the P2 teachers. We discussed the data at transition but as it was just high, medium, low the spread within these levels were quite large

How do you use the data from the P1 SNSA?

For transition into P2.

What are the advantages of using the P1 SNSA?

- All p1s within the country sitting the same test.

What are the difficulties/challenges in using the P1 SNSA?

- Access to ICT
- Many of the questions not suitable or related to early level benchmarks, the testing started at a high level- mainly first level questions such as looking at a calendar month
- Needed 1 to 1 support to access test- time consuming
- Reading passages not appropriate for early level- does not start easy and get harder, too long and unfamiliar context
- Distressing for the children
- Had to ensure the amount of support available is the same within the school, cluster and local authority- no guidance given on this.
- Children able to guess answers and come out at a higher level than expected on many occasions

How do you use the results to support your professional judgement of children's progress?

We haven't used the results this year, but we used our own standardised tests to assess literacy and numeracy against the benchmarks.

How have the children responded to the assessment procedures?

- The children found the testing long and some found it distressing and started crying due to the size of passage the child was expected to read.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

-How will this look with play-based learning being the approach in most P1 settings?

- Our main concern is the lack of early level being assessed before it jumps to higher first level questioning.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA?

How do you use the data from the P1 SNSA? Compare data with our own assessment and teacher judgement

What are the advantages of using the P1 SNSA?

What are the difficulties/challenges in using the P1 SNSA? There was a challenge using mouse and directional arrow. It is too easy to click at the wrong object. Children require close supervision of their use of the laptops.

How do you use the results to support your professional judgement of children's progress?

How have the children responded to the assessment procedures?

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA? The format was daunting. There was a large chunk of text for the young children to read. It was not set in a context familiar to a Scottish pupil i.e. the humming bird. Children got tired and picked answers at random at this stage. Previous PIPs was child generated. When a child started to fail, the program adjusted. This assessment seems to be a 'one size fits all' model.

The data was not so useful as previous assessments which we have carried out and unless we continue with the same format we will not be able to make comparisons with other year groups nor if we change the format will we get a longitudinal advantage re the progress of an individual.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

Term 4

How prepared do you feel for implementing and using the data from the P1 SNSA?

We look at a range of data and teacher professional judgements. More guidance would be helpful as we feel the assessment included a lot of multiple choice so the child could have an improved score as a result from 'guessing' correctly.

How do you use the data from the P1 SNSA?

We use the data alongside other data and professional judgement to ensure children are grouped appropriately and are being challenged at the correct level.

We do feel that the data was not specific enough to use on its own. We also felt the results were not diagnostic to identify particular areas of difficulty.

What are the advantages of using the P1 SNSA?

Supports other data and professional judgement.

What are the difficulties/challenges in using the P1 SNSA?

Lengthy assessment

Children's anxiety levels

Multiple choice – children 'guessing' the right answer but not having the understanding leading to inaccurate results

Very difficult assessments for P1

Little guidance

How do you use the results to support your professional judgement of children's progress?

As above

How have the children responded to the assessment procedures?

Some children could not cope with the length of the assessment. 1 child could not complete the assessment and became very anxious throughout.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

N/A

Do you have any other comments about the P1 SNSA?

N/A

Thank you for completing this survey.
David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

From what I remember it was the middle of May/ June. It was over a very long period of time due to adult supervision required to access and support with using a computer, the amount of computers available and pupils catching up due to absence.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Very unprepared. I was told this is what we are doing. I did not supervise myself as the class teacher due to the circumstance explained above. Pupils went to the computer rooms in 2s or individually with SMT or an Additional Needs Assistant if they were available.

How do you use the data from the P1 SNSA?

The date received did not match their learning in class and data gathered from other assessments. Other data from other types of assessments were easier to read and understand. The SNSA were difficult to make sense of in relation to learning in the classroom. No guidance on how to read and use the data. This may have helped.

What are the advantages of using the P1 SNSA?

None that I have noticed.

What are the difficulties/challenges in using the P1 SNSA?

See question 1.

How do you use the results to support your professional judgement of children's progress?

See above. The results did not marry up with my professional judgement.

How have the children responded to the assessment procedures?

There was no negative reactions. Some were keen to try and were interested; they took longer. Some were a bit bored, did not understand and clicked anything. Taking 2 at a time with an adult did help with this as there was a bit of guidance and encouragement. But this only works if adults are available and this is not always possible.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Yes. Teaching on reading and using data gathered.

I was aware that many schools were approaching it in different ways. There needs to be guidelines on how to do this so it is consistent.

Do you have any other comments about the P1 SNSA?

I don't think it informed me on any information but it maybe because I was unsure how to read the data. The data that I did understand did not reflect with my professional judgement of pupils learning and ability.

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

We did the survey during the third term – April, May June.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I don't feel prepared for this. It can be very difficult especially when there are technical issues.

How do you use the data from the P1 SNSA?

I didn't use the data. It didn't reflect the pupils' ability and what I know of the class.

What are the advantages of using the P1 SNSA?

There didn't appear to be any advantages in using this assessment.

What are the difficulties/challenges in using the P1 SNSA?

A lot of the children were unfamiliar with how to use the mouse on a lap top therefore had to be shown then given time to practise. The wifi could affect the running of the programme too.

Many of the children could not read the passages as they were too long and too difficult. This meant that a lot just guessed the answer in order to move on. Some pupils became frustrated and upset as they struggled to read it. It required a lot of support which meant taking me away from direct teaching time leaving most of the class unsupervised.

How do you use the results to support your professional judgement of children's progress?

I didn't use the results as it didn't reflect my teacher judgement.

How have the children responded to the assessment procedures?

Most found it frustrating as it was very difficult.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

More support in the class when carrying out the surveys. This would allow an adult to be with the children for direct teaching and someone else able to give support to the pupils during the assessment.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA?

May/June.

How prepared do you feel for implementing and using the data from the P1 SNSA?

Well prepared.

How do you use the data from the P1 SNSA?

The assessments are done after we have written our reports so they are of little use to the P1 teachers in supporting assessment of level for that. By the time the assessments are done, they are only really useful for passing on to the P2 teacher for the next year to inform them of a possible starting point (although it will be 2-3 months later before they are working with the children so may not be as valid for them by then).

What are the advantages of using the P1 SNSA?

Does this mean 'as opposed to using the Baseline assessment'? I do not feel there is any advantage in using the P1 SNSA. The Baseline was useful in that it gave us a clear starting point for the year from which to measure progress.

What are the difficulties/challenges in using the P1 SNSA?

As we have yet to start our assessment this year, I can only go by my experiences of last year. The main challenges were that they had to be completed on computers which the children did not know how to operate properly. They didn't all understand how to scroll down or use the mouse. This year our school has purchased a class set of iPads which will be used and will hopefully make the experience less frustrating.

The assessments were carried out at a time when there were lots of lovely outdoor experiences happening and the children were unhappy at being taken away from these to sit in the ICT suite. The assessments took quite a long time (for a P1) and the children needed a fair amount of support to stay focused and get through them. This meant only a couple of children could be assessed at any one time and it took many hours of class teacher time which meant that time was taken away from teaching our class.

Often with P1 it is the process that is important rather than the product. On many occasions I could see that the child had thought out their answer well but had then just pressed the wrong key or made a slight mistake. It didn't mean that they didn't understand the concept or process, just that they made a slight miscalculation. In this way, I felt the assessments did not reflect what I knew the child could do.

How do you use the results to support your professional judgement of children's progress?

I don't. They confirmed things I already knew but by that time we had already written their reports and assigned them a level so the results of the SNSA were kind of irrelevant.

As per my comment above, I also know that the results are not the full picture, and indeed may give a misleading picture, because as a P1 teacher I am looking at the processes by which they arrive at their conclusions, not just the final answer.

How have the children responded to the assessment procedures?

A few enjoyed doing it, many were confused, and some became quite distressed. One child told me 'I'm hopeless at this,' another told me 'I can't do anything,' and started crying.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No thanks.

Do you have any other comments about the P1 SNSA?

Based on my experiences with the P1 SNSA I believe these assessments are inappropriate for P1 children. Due to the summative nature of the tests, they do not give a clear picture of where the children are in their learning. They are taking children away from positive, play-based experiences. I have seen them cause anxiety in learners. They are of little value to me as a P1 practitioner.

Thank you for completing this survey.

David Reedy

Headteacher 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.

Do you use the P1 SNSA? Why/why not?

Yes – it's expected.

At what time of the year do you carry out the P1 SNSA? May

Have your P1 teachers had training in using the P1 SNSA:

- on the purpose of the assessment? yes
- on the administration of the assessment? yes
- on the use of data from the assessment to inform further learning and teaching? yes

Was this in a face to face session or online? No – in house

How do you use the data from the P1 SNSA? Currently there has not been any useful data to use as it's only a low, medium or high

What are the advantages of using the P1 SNSA? Confirm teacher judgement

What are the difficulties/challenges in using the P1 SNSA? The assessment is done using iPads and it's difficult for the children to go between pages of the storybook and to scroll to the foot of the page. Also if they select 'next', they can't then go back.

How have the children responded to the assessment procedures? No issues

Do you report the results to parents/carers? If so, how is this done? No

In your opinion, to what extent is the P1 SNSA useful for school improvement purposes? When we are able to get more information from them it will be useful for diagnostic assessments to inform next steps for children – as a class/individual

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA? I did not implement them last year, as it was my head teacher. I will seek advice for this year.

How do you use the data from the P1 SNSA? To help decide if there are any problems which need to be addressed.

What are the advantages of using the P1 SNSA? Reinforcements of your judgements. Highlight any problems which you were not aware of.

What are the difficulties/challenges in using the P1 SNSA? Mouse control for some. Staff availability to supervise.

How do you use the results to support your professional judgement of children's progress? As above.

How have the children responded to the assessment procedures? They were actually fine.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. If I am to do them this year I will need training. Not sure if my Headteacher is doing them this year.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher 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.

At what time of the year do you carry out the P1 SNSA? April

How prepared do you feel for implementing and using the data from the P1 SNSA? Fortunately our own ICT skills prepared us for carrying out the assessments.

How do you use the data from the P1 SNSA? It's not been accessible to us. If children move to a new teacher the following year, there's no relevance in the data for the new teacher.

What are the advantages of using the P1 SNSA? We have not found any advantages.

What are the difficulties/challenges in using the P1 SNSA? Lack of ICT equipment, lack of volume on ICT equipment, some children do not have adequate mouse skills, difficulties reading on screen for some children, EAL children, most questions pitched too high for children, multiple choice is too random an approach, children unable to go back if they click next by mistake, some children reported questions being too difficult, not suitable for some children with ASN

How do you use the results to support your professional judgement of children's progress?

Not yet had the opportunity

How have the children responded to the assessment procedures? Some children have said questions are too difficult – especially in the literacy assessment, some children have become frustrated due to difficulties using the mouse, children struggled to hear the volume and needed questions repeated

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

No

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

- April/May

How prepared do you feel for implementing and using the data from the P1 SNSA?

- Unprepared

How do you use the data from the P1 SNSA?

- Used as one of the assessment tools to track and monitor progress and to inform planning. (Some results not reflective of children's true ability)

What are the advantages of using the P1 SNSA?

- We believe there are no advantages as professional judgement is more beneficial at this stage.

What are the difficulties/challenges in using the P1 SNSA?

- Physically using technology children unfamiliar with
- Stressful for children and staff
- Not all of the question content has been covered by this stage in P1
- Maths curriculum covered in CEC is SEAL based which is incompatible for this type of assessment

How do you use the results to support your professional judgement of children's progress?

- We tried to use this as one of our assessment tools however we found some of the results to be inconsistent with other forms of assessment including teacher judgement.

How have the children responded to the assessment procedures?

- Shown stress
- Nervousness, anxiousness
- Tearful
- Worried about results

- Treated it as a game

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

- Manpower to assist with the administration of the test.

Do you have any other comments about the P1 SNSA?

- Parents are already showing anxiety about upcoming test
- Parents are questioning how necessary the tests are in terms of the stress they cause and the validity of the results.
- Contradictory to a play-based learning environment.

Thank you for completing this survey.
David Reedy

Teacher 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 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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At what time of the year do you carry out the P1 SNSA? Term 4

How prepared do you feel for implementing and using the data from the P1 SNSA? I do not feel the data is relevant or a true reflection of what the children are capable of, therefore I do not use the data gathered from the tests to implement planning or actions.

How do you use the data from the P1 SNSA? As above the questions are multiple choice and so therefore multiple guess for some. I do not use the data.

What are the advantages of using the P1 SNSA? None. Stress for pupil. Not an accurate assessment of the child and the time would be better spent in class using emerging literacy or other pieces of work which have clear benefits for the teacher assessing and the pupil.

What are the difficulties/challenges in using the P1 SNSA? Time to free up staff to test pupils. Very stressful for pupil not an accurate learning experience or environment. No help allowed from the teacher.

How do you use the results to support your professional judgement of children's progress? As stated above they are not accurate as the questions are too difficult and do not adjust when the child gets one or two errors. INCAS were much better.

How have the children responded to the assessment procedures? Crying, asking for help and you have to say you can't help them, telling the child to guess if they don't know which can lead to the child selecting the correct answer without being able to understand the question or know the answer.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. NO easy to work package/ program but not meaningful.

Do you have any other comments about the P1 SNSA? Yes. Very stressful for the pupil. They are not used to this kind of assessment or tasks. Information not shared with parents. Not meaningful for the teacher as the results can be guessed. Poor learning experience with no value.

Thank you for completing this survey.

David Reedy

Teacher survey

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? March 18 – May 19

How prepared do you feel for implementing and using the data from the P1 SNSA? Prepared

How do you use the data from the P1 SNSA? To support teacher judgement. To look at areas of development and areas of success. The ability to split into different areas is useful

What are the advantages of using the P1 SNSA? It is another layer of data to look at.

What are the difficulties/challenges in using the P1 SNSA? Challenging content, time

consuming, difficult to see some links with the benchmarks, not user friendly for the pupils.

How do you use the results to support your professional judgement of children's progress? Use to challenge or support the data already in place for children.

How have the children responded to the assessment procedures? Mixed... some children completely over whelmed and found it too much and too long. Children lots focus part way through and then went on to make careless mistakes. It does not fit in with our current approach to learning in P1... children explore and learn through play and are active, this does now allow them to express themselves freely and in their own way.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. N/A

Do you have any other comments about the P1 SNSA? N/A

Thank you for completing this survey.

David Reedy

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- the usefulness of P1 SNSA for school improvement purposes.

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At what time of the year do you carry out the P1 SNSA? April/May

How prepared do you feel for implementing and using the data from the P1 SNSA? Feel more prepared for this year

How do you use the data from the P1 SNSA? Used as an assessment tool

What are the advantages of using the P1 SNSA? As another assessment tool

What are the difficulties/challenges in using the P1 SNSA? Time management, finding an appropriate area to carry out the SNAS, personnel to complete the SNAS

How do you use the results to support your professional judgement of children's progress? Feel more prepared this year to use the results alongside other assessment results to determine individual next steps

How have the children responded to the assessment procedures? No responses noted

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. No

Do you have any other comments about the P1 SNSA? No

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

April/May

How prepared do you feel for implementing and using the data from the P1 SNSA?

Unsure of Bands and data is overwhelming.

How do you use the data from the P1 SNSA?

To inform us of targets for groups of children.

What are the advantages of using the P1 SNSA?

One to One time with pupils.

What are the difficulties/challenges in using the P1 SNSA?

One to One required – staffing is challenging.

There is lots of unimportant text, pupils are reading challenging texts and unable to answer comprehension questions due to focussing on sounding out words.

Many words contain phonemes that have not been taught – 'ea' 'ai' 'ou' and magic e, pupils are unable to read these words.

Many children are disengaged as the text is too challenging, after one sound question they can be asked to read a sentence, how can the assessment know that this is an appropriate level after one question.

The pupils are asked to spot a letter from its sound even though the capital letter is shown – this is not taught this way.

How do you use the results to support your professional judgement of children's progress?

Look at bands to inform some judgement but majority of information is gathered from ongoing assessments of learning, not just a snapshot.

To inform us of targets for groups of children, however the SNSA does not indicate which benchmarks pupils are achieving.

How have the children responded to the assessment procedures?

Majority have been disengaged by amount of text and it's too challenging for them to read.

Many have said 'this is too hard' 'this is a lot of words/reading'

Children look fed up when reading texts like 'The Wildcat' and it is not a natural time where there can be a break during a question.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Information regarding how it relates to the Benchmarks – currently the assessments are of a higher level than Early Level Benchmarks which is used for much of the majority of assessment.

Do you have any other comments about the P1 SNSA?

I would be interested to find out how the assessment is created – one child got nearly all of the questions incorrect and was still asked to read a sentence.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

June

How prepared do you feel for implementing and using the data from the P1 SNSA?

We implement and use the data to help inform our planning and to see if there any gaps or areas of the curriculum in which we need to cover/revisit. However, as the children complete this independently we have noticed that some children make guesses, which can be correct (even if we know they do not understand the concept or find particular concepts challenging), therefore it does not always give a true reflection of children's abilities or gaps in their learning. For example, a child may not be able to add however, P1 SNSA requires them to answer 4 questions based on addition. If they guess and select the correct answers the data will show that they understand the concept of addition and can add accurately. It will also indicate that there are no gaps in their learning even though, as the class teacher we know that they do not understand this concept, have been lucky with their guess and may possibly not be achieving early level through teacher judgement.

How do you use the data from the P1 SNSA?

We use it to identify possible gaps in learning and to identify strengths however, we tend to use our own formative and summative assessments to inform teaching and learning in the class. These assessments meet the needs of the learners and focus on what we have been teaching. We feel these influence our teacher judgements more than P1 SNSA because, as mentioned above children can make random guesses and the test will highlight that they have achieved early level when perhaps they have not.

What are the advantages of using the P1 SNSA?

Everyone across Scotland sits the same test.

What are the difficulties/challenges in using the P1 SNSA?

Having had in depth discussions with other practitioners across the council and from different local authorities it is clear that the level of support offered to children to complete these assessments differs. P1 pupils are supposed to complete this independently as a whole class, but this is not the case in all schools (It is very challenging to do this). Therefore, is the assessment data reliable? Additionally, it takes a very long time for the children to complete both the literacy and numeracy

assessments. The questions are random, very long and not suited to the age, stage and ability of all children. The SNSA puts pressure on the children and we found that our pupils last year lost enthusiasm quickly and some became bored. Once bored, the children started making guesses, again not highlighting their true ability. The test is supposed to move children between levels depending on how well they are doing. However, children who cannot read have to listen to someone read a very long story and answer multiple, difficult questions at the end. These questions ask them to think of page numbers etc. We found that our children had lost interest by the time they got to this part of the test and therefore became disengaged and upset. As a teacher you always put the needs of your pupils first and the SNSA does not allow you to be flexible enough to do this. Whilst, there is a place for standardised assessment is it really fair to put a 4/5 year old child through the stress of this test when they are not ready to sit it?

How do you use the results to support your professional judgement of children's progress?

We use them to an extent but, we use our own in school assessments and observations to form our judgements.

How have the children responded to the assessment procedures?

Our pupils have responded relatively positively to the assessment procedures however, some pupils find it challenging and therefore found the situation a little stressful. What we did find was that children lost enthusiasm quickly, did not always engage and would often make random guesses to get through the test as quickly as possible. Both the literacy and numeracy assessments are long.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

The assessment takes a lot of time to complete and eats into other areas of the curriculum and teaching time as the teacher needs to be present and work with no more than two children at a time in order for the test to be completed correctly and effectively.

Do you have any other comments about the P1 SNSA?

No

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

Near the end of the academic year.

How prepared do you feel for implementing and using the data from the P1 SNSA?

I have not used SNSA before but I attended the webinar and the process seemed fairly clear.

How do you use the data from the P1 SNSA?

I have not used SNSA yet.

What are the advantages of using the P1 SNSA?

N/A

What are the difficulties/challenges in using the P1 SNSA?

N/A

How do you use the results to support your professional judgement of children's progress?

N/A

How have the children responded to the assessment procedures?

N/A

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I believe I will not need any further support.

Do you have any other comments about the P1 SNSA?

N/A

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

March

How prepared do you feel for implementing and using the data from the P1 SNSA?

It is only 1 half hour snapshot of the whole academic year. I found it basically reinforces the class teachers formative assessment of children

How do you use the data from the P1 SNSA?

As a tool for supporting teachers prior assessment of children.

What are the advantages of using the P1 SNSA?

As a tool for supporting teachers prior assessment of children

What are the difficulties/challenges in using the P1 SNSA?

Time constraints in teacher time conducting the P1 SNSA

How do you use the results to support your professional judgement of children's progress?

Supports teacher assessment, results do not tell me anything I didn't know regarding childrens' assessment.

How have the children responded to the assessment procedures?

Some children have been frustrated as no help is given and have not enjoyed the SNSA testing

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No simple to carry out.

Do you have any other comments about the P1 SNSA?

It is only half an hour snapshot of whole academic year, children have 33/25% chance of choosing the right answer. I have witnessed children guessing the right answer and selecting the appropriate button. The oral questions in the literacy test regarding the "Wildcat passage" do not necessarily check comprehension as I witnessed a child answer the questions correctly based on general knowledge.

The SNSA also presumes that all areas of maths have been taught, fractions & multiplication are not taught until term 4 in our school: the testing was done in March, so clearly there are going to be gaps.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? **Between March and May**
How prepared do you feel for implementing and using the data from the P1 SNSA? **The DHT carried out the tests last year and has provided information and training for carrying out the tests and interpreting the data so I feel quite prepared.**

How do you use the data from the P1 SNSA? **It is used alongside other assessment data collected in the class to confirm or question where children are in their learning and the next steps they need.**

What are the advantages of using the P1 SNSA? **It provides individual assessment results allowing targeted support on areas they have found difficult.**

What are the difficulties/challenges in using the P1 SNSA? **It is VERY time consuming to be able to carry out the tests on a one to one basis with a class of P1 children, and then to have to do this for 2 tests for each child. The tests themselves require a huge amount of concentration and focus for the children to complete, something which is beyond quite a lot of P1 children. The click and drag option does not work on a chromebook so children cannot do this independently.**

How do you use the results to support your professional judgement of children's progress? **They are used alongside current assessment material to confirm or to question where children are in their learning.**

How have the children responded to the assessment procedures? **They have enjoyed doing them as we have promoted them as a fun activity with no pressure and have rewarded them with praise throughout regardless of how they are doing.**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. **Not at the moment.**

Do you have any other comments about the P1 SNSA? **The numeracy tests are well matched to what is expected of a P1 child, and matches the benchmarks. The literacy tests are very difficult and require a huge amount of concentration to complete, some took 40-45 minutes to complete! I do not feel the literacy test is matched to the benchmarks at early level or match what is expected of P1 children. Some children were expected to read two long passages and a four page book and then answer comprehension questions about them. Other children had to listen to three four page books being read to them with minimal visuals and the children found attending to this very difficult. If the books could be printed and read to the children as they are used to they may do better in this area rather than listening with no pictures to keep their**

attention . The literacy test has a sentence for the children to read about someone getting a pen from their bag, the question then asks what did the boy take, this is very confusing for the children at a P1 level. The breakdown of the word splash is difficult as it want them to go sp la sh but spl is taught as a triple consonant blend so should be spl a sh. When the children have to match the capital Q to the small q it is shown without a flick, looking like a number 9 which is confusing to the children. The results of the tests are interesting but I do not feel that they have provided me with any new information which I did not already have as a P1 teacher. They were extremely time consuming to complete for very little gain.

Thank you for completing this survey.
David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May

How prepared do you feel for implementing and using the data from the P1 SNSA?

SNSA is implemented by other staff not P1 teachers due to cover/ manpower issues

How do you use the data from the P1 SNSA?

Pass on to P2 teacher. Confirmation of P1 teachers' professional judgement at transfer.

What are the advantages of using the P1 SNSA?

Standardised confirmation of P1 teachers' professional judgement.

What are the difficulties/challenges in using the P1 SNSA?

Takes a huge amount of time per pupil;

Staffing issue implications for administering the assessments;

Children are not familiar with format of assessment and don't always perform as they would do in a more familiar style;

Play based learning/ curriculum is being advocated yet end of Early Level SNSA is presented in a completely different, formal approach.

How do you use the results to support your professional judgement of children's progress?

Confirmation; not as important as teachers' professional judgement and in-school formative and summative assessments.

How have the children responded to the assessment procedures?

Mixed – different format to anything they are used to experiencing in school and administered by different adults which can be stressful for some individuals

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

If paid cover was provided then class teacher could administer the test instead of other adults in the school.

Do you have any other comments about the P1 SNSA?

Query whether the SNSA assesses against the Early Level benchmarks and the curriculum we are teaching;

Query how it can sit alongside Play Based Learning??

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA? May

How prepared do you feel for implementing and using the data from the P1 SNSA?

I felt unprepared as from what I recall last year, we were not given an opportunity to look over it and discuss its implementation prior to the day we started carrying it out with the pupils. I was literally finding out what it was about and looking seeing the layout as I was carrying it out.

How do you use the data from the P1 SNSA? I personally did not make use of it as there were only weeks left with that class and I do not recall being able to access the results as they were sent off .

What are the advantages of using the P1 SNSA? The only advantage I was able to see was which children were very comfortable with use of IPADs. Because of the need to ensure pupils were fully focussed on their assessment I could not even record if it revealed any shocks or surprises re the actual content.

What are the difficulties/challenges in using the P1 SNSA?

Because we were only able to carry these out when cover was made available from another member of staff, it meant some were done later on the school day throughout the afternoon and others were done in the morning. I feel that this means some of the results would not reflect the best from pupils as particularly with infants, their ability to concentrate and focus lessens as the day progress, particularly in the afternoon. Some assessments were also carried out by members of staff who pupils were unfamiliar with and I feel this could have influenced their confidence and how they may perform. I also feel there should be an option for pupils to use a paper version if they are more comfortable with that.

How do you use the results to support your professional judgement of children's progress? Had I seen them it may possibly highlight any patterns where particular areas seemed weakest.

How have the children responded to the assessment procedures?

The same way they would in other activities.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Proper time to look over and be very familiar with before doing, ensuring there is cover so all are completed in the morning and ensuring class teachers of classes sit with pupils not unfamiliar staff members who may lead to pupils feeling less relaxed.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.
David Reedy

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At what time of the year do you carry out the P1 SNSA?

June

How prepared do you feel for implementing and using the data from the P1 SNSA?

Very unprepared although my DHT has been on a course and will train as more in due course. Last year we had no training at all which made the whole thing very difficult.

How do you use the data from the P1 SNSA?

Last year the data was very limited. We just used to give further confirmation to our teacher judgement.

What are the advantages of using the P1 SNSA?

Having data is extremely useful. We currently use PIPs and if it is anything like that, it will help us confirm our thoughts but also help identify strengths and weaknesses.

What are the difficulties/challenges in using the P1 SNSA?

The testing was far too challenging, far too quickly. It was demoralising for a lot of children and there did not seem to be a way of bypassing the difficult questions. It was very lengthy and as it needed to be done 1:1, it was incredibly difficult to manage as we have little support time, and no money for cover.

How do you use the results to support your professional judgement of children's progress?

It just confirmed what I already knew. The results we got last year were limited.

How have the children responded to the assessment procedures?

Most didn't mind it, as I just brushed over the parts and said that we must be doing the wrong test, so they didn't get upset about not being able to read huge parts of it. But, I shouldn't have had to brush over parts.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Assessments like this can be very helpful if they are pitched correctly. However, a lot of this assessment was First level reading level, and not what the average P1 child reads.

Yes, it needs to go higher than Early level to assess the more able, but it should register when a pupil has reached their capacity and not endure them to the more complex parts.

Thank you for completing this survey.

David Reedy

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At what time of the year do you carry out the P1 SNSA?

Summer term April - May

How prepared do you feel for implementing and using the data from the P1 SNSA?

I find timing difficult to manage as usually has to be during my McCrone time if another teacher is unavailable to take children for assessment. I feel confident once laptops and PC have been set up and logins sorted.

How do you use the data from the P1 SNSA?

The data collected is used to identify any children in need of support that we have not already targeted through other means. It can also inform planning of grouping and class lists for the new school year.

What are the advantages of using the P1 SNSA?

Identifying children in need of support if not already targeted. Break down of skills and level of ability. Showing any gaps in learning.

What are the difficulties/challenges in using the P1 SNSA?

Time to actually conduct the assessments.

How do you use the results to support your professional judgement of children's progress?

Used to reinforce need for support programs, grouping and support already in place.

How have the children responded to the assessment procedures?

Some children enjoy the ICT aspect and choosing answers but it is a long process for children of that age and many cannot maintain focus for that length of time to complete the assessment in one sitting.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

More time to conduct test and provide support to my children.

Do you have any other comments about the P1 SNSA?

No

Thank you for completing this survey.

David Reedy

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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.

At what time of the year do you carry out the P1 SNSA?

- May

How prepared do you feel for implementing and using the data from the P1 SNSA?

- Not prepared – I have yet to see information that I wouldn't have already known about the children

How do you use the data from the P1 SNSA?

- I do not.

What are the advantages of using the P1 SNSA?

- I see none.

What are the difficulties/challenges in using the P1 SNSA?

- Supporting those who are anxious or unsure of new situations
- Creating time and PSA support time to ensure the tests are carried out in a quiet and calm place and that those who require support to understand have dedicated support
- Children of this stage should be learning through play and a good teacher should be able assess the child's development through in class activities and focussed observation

How do you use the results to support your professional judgement of children's progress?

- I don not.

How have the children responded to the assessment procedures?

- They are baffled by the questions, the contexts and testing experience.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

- I think they provided no new information about the children in my class as I feel confident I know them well and understand where they are now and where they need to go. The whole process is developmentally inappropriate for the P1 level. The process is not in line with current Early Years practice it does not match the way I teach and the way that the children in my class learn. I would like the testing to be removed from the P1 stage and if this is impossible then I would like to see parents being given more accurate information and allowed to remove their children from the process.

Thank you for completing this survey.

David Reedy

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- the relationship of P1 SNSA to the 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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At what time of the year do you carry out the P1 SNSA?

Term 4 – May/June Time

How prepared do you feel for implementing and using the data from the P1 SNSA?

The implementation of the SNSA assessments is a very long and laborious task. This is because children are still developing their computer skills and you need to be available in case they click off of anything. The tests are also time consuming for both teachers and the children. The data that I received from the assessment did not necessarily match the teacher judgment and evidence of achievement of Early Level and therefore, I was wary of the validity of the assessment.

How do you use the data from the P1 SNSA?

I use the data to help inform achievement of a level but as stated previously, the assessment did not necessarily match the teacher judgment and evidence of achievement of Early Level and therefore, I was wary of the validity of the assessment. I liked the breakdown of skills section of the data and this helped to plan for next steps for the children.

What are the advantages of using the P1 SNSA?

I like having an assessment which was skills based. I was able to use the information from this to help plan next steps

What are the difficulties/challenges in using the P1 SNSA?

Computer based task for P1 children too difficult due to lack of skills

Long and laborious to complete for staff and children.

Assessment data did not match professional judgement possibly because children clicked on the correct answer by accident.

How do you use the results to support your professional judgement of children's progress?

I use the data to help inform achievement of a level but as stated previously, the assessment did not necessarily match the teacher judgment and evidence of achievement of Early Level and therefore, I was wary of the validity of the assessment.

How have the children responded to the assessment procedures?

Children became anxious and upset when completing the assessments because they knew that it was a long hard task.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Someone brought out of class to complete the assessments with the children would be beneficial. Children would feel supported and the adult can judge whether they have the correct answer because they know it or that they are guessing.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

Usually end of May

How prepared do you feel for implementing and using the data from the P1 SNSA?

The data provided last year did not provide a clear narrative of the learning going on in P1, therefore using the data this year to impact change or improvement has been a challenge.

How do you use the data from the P1 SNSA?

Offering data which provided a high, middle, low attainment groupings were good at showing which area were having a positive impact on the children and their outcomes. However, the vague data which was not individualised or standardised did not have any real or tangible impact on improvements to teaching and learning or interventions offered.

Had the data provided been individualised for the children, even if it were not standardised, would have been used more fully to identify areas of strength and challenge, and identify children who may benefit from more support in their learning.

What are the advantages of using the P1 SNSA?

There was no real advantage to using the SNSA last year, however, I feel that going forward with a more individualised data set, the advantages would include:

- standardised scoring for children to show value added from the CEC Baseline assessment in P1 August
- Showing which children were not achieving and in what specific areas for the end of P1 and subsequently more targeted interventions offered at the start of P1
- Showing which areas of the curriculum in Literacy r Numeracy were lacking across the class and in individuals so that teachers can plan for improving the following year

What are the difficulties/challenges in using the P1 SNSA?

I found carrying out the SNSA was relatively straightforward, though it was adult heavy in terms of supervision. My establishment did not have an adequate number of working iPads or IT resources to carry out the SNSA in a timely manner.

How do you use the results to support your professional judgement of children's progress?

I compared the result with my end of year judgement provided for the authority and found that for the majority of children, my judgement was accurate. There were a few surprises, thus showing me the benefit of standardised and summative assessment.

How have the children responded to the assessment procedures?

The children enjoying taking part in the SNSA and viewed them more like a game on the iPad than an assessment.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

No

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA? March/April

How prepared do you feel for implementing and using the data from the P1 SNSA? I feel quite prepared as I completed these last year.

How do you use the data from the P1 SNSA? To inform my planning and interventions for the final term.

What are the advantages of using the P1 SNSA? Able to see where strengths and weaknesses are within Literacy and Numeracy.

What are the difficulties/challenges in using the P1 SNSA? IT does take quite a lot of time for children to complete these tests which impacts on time out of class/not taking part on lessons/teaching time.

How do you use the results to support your professional judgement of children's progress? Results are looked at with the management team and appropriate planning and interventions then take place.

How have the children responded to the assessment procedures? Children have completed the tests on ipads within the class. These have taken place in a quiet environment.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details. /

Do you have any other comments about the P1 SNSA? /

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May/June 2018

How prepared do you feel for implementing and using the data from the P1 SNSA?

A cluster development meeting 8 months before we were to implement the tests was too early.

How do you use the data from the P1 SNSA?

Only to confirm what we already knew.

What are the advantages of using the P1 SNSA?

Not sure there are any.

What are the difficulties/challenges in using the P1 SNSA?

Appropriate and working IT equipment/ time

How do you use the results to support your professional judgement of children's progress?

We added them to our handover document for their next teacher to digest.

How have the children responded to the assessment procedures?

To ensure the children did not get upset we assessed the children one at a time ensuring they knew how to operate the computer.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I need time to complete the assessments on a one to one basis. The children do not have the computer skills required to complete these tests without support.

Do you have any other comments about the P1 SNSA?

The tests wasted a lot of valuable teaching time. The content at times did not match the benchmarks set out by our authority. P1 number work is mostly practical and hands on - counting large numbers on a computer screen is not ideal - they can't manipulate or cross out as they count. The content reflected the fact they were developed in Australia - not many P1 children in Scotland can relate to humming birds!

Thank you for completing this survey.

David Reedy

Teacher survey

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At what time of the year do you carry out the P1 SNSA?

May/June 2018

How prepared do you feel for implementing and using the data from the P1 SNSA?

A cluster development meeting 8 months before we were to implement the tests was too early.

How do you use the data from the P1 SNSA?

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What are the advantages of using the P1 SNSA?

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What are the difficulties/challenges in using the P1 SNSA?

Appropriate and working IT equipment/ time

How do you use the results to support your professional judgement of children's progress?

We added them to our handover document for their next teacher to digest.

How have the children responded to the assessment procedures?

To ensure the children did not get upset we assessed the children one at a time ensuring they knew how to operate the computer.

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

I need time to complete the assessments on a one to one basis. The children do not have the computer skills required to complete these tests without support.

Do you have any other comments about the P1 SNSA?

The tests wasted a lot of valuable teaching time. The content at times did not match the benchmarks set out by our authority. P1 number work is mostly practical and hands on - counting large numbers on a computer screen is not ideal - they can't manipulate or cross out as they count. The content reflected the fact they were developed in Australia - not many P1 children in Scotland can relate to humming birds!

Thank you for completing this survey.

David Reedy

Teacher 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; this test was not suitable for P1 children as they are only learning to read at this stage, this test involved far too much reading, perhaps if CVC words had been used they may have been able to cope. It tended to be quite frustrating for children as well as adults.
- the relationship of P1 SNSA to the 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; diagnostic information would be welcome if the children were able to
- 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.

At what time of the year do you carry out the P1 SNSA? **march/april**

How prepared do you feel for implementing and using the data from the P1 SNSA?

How do you use the data from the P1 SNSA?

What are the advantages of using the P1 SNSA?

What are the difficulties/challenges in using the P1 SNSA? **young children are beginning to read, mainly CVC words to accompany their phonic knowledge, this test involved far too much reading for this level.**

How do you use the results to support your professional judgement of children's progress?

How have the children responded to the assessment procedures? **due to difficulty of test, children became frustrated as did the adults.**

Do you need any further support in carrying out, and using, the P1 SNSA? If so, please provide details.

Do you have any other comments about the P1 SNSA?

Thank you for completing this survey.

David Reedy