

**P1 Practitioner Forum – 10 December 2018**  
**0930 – 1300 - University of Strathclyde**  
**Note of first meeting**

### **Welcome and Introductions**

Sue Ellis welcomed the group to the first meeting of the P1 Practitioner Forum and provided an overview on aspects of the forum such as:

- The role and remit of the group
- Meeting structure and outcomes
- Agreement on dates for further meetings (14 January, 4 February and 11 March 2019)

### **Discussion of themes**

Sue Ellis commented on the themes that would be explored in each of the forum meetings:

**Theme 1:** The nature and use of Scotland's standardised assessment;

**Theme 2:** What are assessment data good for? What are they not good for? Can Scottish assessment data feed holistic, inclusive play-based curriculum?

**Theme 3:** Classroom assessment environments and management; ethics of use in classrooms, schools, local authorities and national levels; fit with planning and improvement

**Theme 4:** Professional Knowledge: language/literacy and mathematics/numeracy as habits of mind for wellbeing & inclusion

### **Presentation 1**

Professor Gemma Moss, UCL Institute of Education's Department of Learning and Leadership, delivered a presentation to the group on the use of assessment data, followed by a Q&A session.

### **Presentation 2**

Helen Claydon, ACER UK, delivered a presentation to the group on the Scottish National Standardised Assessments, focussing on the construct of the assessments, followed by a Q&A session.

## Discussion/key themes

Sue Ellis invited the group to an open discussion on the following questions:

- What has been the experience of the SNSA?
- Why might people see things differently?
- What is the potential benefit, usefulness or risks in Scotland's assessment approach at school and class level?
- What do the conversations with teachers, head teachers, LA and national government need to be about?

Key points raised by members during this discussion:

- **Guidance** – some practitioners felt that more guidance around administering the assessments would be useful
- **Assessment windows** – some practitioners felt that they were able to choose the best time for individual children to undertake the assessments whereas others felt that they were not given the same flexibility to administer the assessments
- **Data** – some practitioners felt that more information around using the data from SNSA alongside other assessment materials would be helpful
- **Play-based learning** – some practitioners felt that it would be beneficial to find out more detail around how the SNSA fits into the play-based learning model
- **Experience of SNSA** – some practitioners felt that their experience of using the SNSA was positive as it was undertaken as another classroom activity whereas others felt that they had a less positive experience due to time factors and resourcing issues

## Working lunch

The group were provided with lunch and asked to provide recommendations for the Scottish Government.

## Close

Sue Ellis thanked the group for their attendance and contribution to the first meeting of the forum and welcomed them to the next meeting on 14 January 2018.