

**P1 Practitioner Forum – 14 January 2018
0930 – 1300 - University of Strathclyde
Note of second meeting**

Welcome and Introductions

Sue Ellis welcomed the group to the second meeting of the P1 Practitioner Forum and provided an overview of the theme: what are assessment data good for? What are they not good for? Can Scottish assessment data feed a holistic, inclusive play-based curriculum?

Minutes from the last meeting

The group were content with the minutes from the 10 December 2018 meeting.

Presentation 1

David Leng, Scottish Government, delivered a presentation to the group on the User Review Report that was published in August 2018 explaining the enhancements that were made to the system for 18/19 and further planned developments.

Presentation 2

Dr Lynn McNair, Edinburgh University, delivered a presentation to the group on Froebelian approaches to literacy, language, numeracy and maths in a play-based P1 setting, followed by a Q&A session.

Presentation 3

Dr Juliette Mendelovits, ACER UK, delivered a presentation to the group on the background to SNSA, followed by a Q&A session.

Discussion/key themes

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

- How do literacy and numeracy development feature in play-based curricula?
- Does a play-based curriculum address the literacy and numeracy items in the assessment?

- Is it reasonable for a child to do this kind of assessment after a year in school?
- Is this a style issue, or a substance issue?
- Why are literacy/numeracy teaching/learning and standardized assessments seen as work, not play?
- What should be the conversations with teachers, head teachers, LA and national government about play and standardized assessments?

A variety of comments were raised by members during this discussion:

Reporting

- The reports provide good useful data to identify learning gaps or areas of teaching to focus on
- It would be helpful to have the benchmarks presented on the reports
- The SNSAs are only one key piece of evidence that teachers use to support their professional judgement
- Staff have found that the training courses provided to them have increased their confidence in using the data from the reports

Play-based learning

- It would be helpful to have clear guidance on play-based learning approaches
- There needs to be an acknowledgement that P1 teaching varies therefore play-based learning will look different across the country

Administering assessments

- Flexibility around when the assessments can be taken is helpful for teachers to plan ahead
- Technology can be an issue for some schools
- In some cases additional resource has been required to successfully administer the assessments to the full P1 cohort

Working lunch

The group were provided with lunch and asked provide recommendations based on the discussions.

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 4 February 2019.