

**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.