

## Meeting 1 Recommendations: Things to do

There were 17 comments slips, each covering several issues. Every comments slip asked for clearer guidance in the form of written guidelines made easily available to teachers. Participants also suggested, in addition to these that SG/ACER:

- Issue a checklist/key questions for p1 teachers/senior leaders to consider prior to completing SNSAs
- Training for teachers

Guidelines should cover:

### *Implementation of assessments*

Clear guidelines, accessible for class teachers, on administering the assessments should include information about:

Materials to put out	2
Amount/kind of help to give children	2
Practicalities of organizing & managing (i.e. 1 to 1 or in groups; who does it and time it takes)	6
Implementation 'architecture' (e.g. ipads provided by SG/LA)	1
Flexibility on when to administer	5
That the school, not LA decides when to administer	4
Whether teachers can decide when to administer	1
Appropriate support for children identified & assessed as dyslexic	1

### *Meaning and use of data/ ethical response to data*

Participants suggested a need for guidance on how to respond to assessments:

Reassure teachers these assessments are for diagnostic reports not school/teacher accountability	1
What do we want the tests to tell us about?	1
A plan of how we change the culture on use of data i.e. to support learning and teaching	1
How best to interpret and use results to improve outcomes -Teachers' understanding of use of data	4
What to do when answers are guessed	1
When to stop an assessment or decide a child shouldn't sit it - no child should be allowed to become upset	1

### *Clarity of purpose and rationale*

Information on how questions match benchmarks	3
A rationale explaining how conducive is the assessment to play-based learning in the Early Years	1
Parental information to support change in communication/relationship on child assessment between nursery and P1 context	1

### **Meeting 1 Recommendations: Things that should be discussed in future meetings**

There were 20 completed sheets on this, identifying the following as important issues for further discussion:

How SNSA fits a play-based curriculum (observations, administration) and examples of approach with a play based curriculum	8
How SNSA fits young children appeal items and familiarity questions	2
Information for parents when we go forward with the recommendations/discussions from the forum	1
Administration of tests within a play based environment.	2
EAL and ASN learners- how the SNSA can be adapted for those children	3
App for Ipad's with similar style of questions?	1
How do we get the advice and support out to all practitioners	1
What do the ideal tests look like?	1
How do we ensure the press give a balanced report	1
Recognising the child as an individual and each child's learning journey is unique	1
Cohesion across early level	1
Equity-to ensure that all pupils have the same chances.	1
Ensuring teachers can administer tests when it suits them-how do we ensure LAs still don't give us a 3 week window in May	1

Points made:

- Why there are no Scottish writers/teachers on the 'test development' team?
- Guidelines would allow better consistency between individual classes and ensure LAs don't impose their timeframes for their agenda

## Meeting 1 Recommendations: Things I hadn't thought about before today

There were 15 sheets completed about this. Points included:

That we can/ should perform the tests when it suits our children best – I was told I had a window of time to do it.	10
Ethics of using data-need guidance, schools need their own rationale for how the tests will be used	1
Ethics of data interpretation- to reassure teachers about what the data will be used for	2
Administering SNSA through a play based learning activity. I'm dubious about how this would work but would love to see it modelled	1
Impact of ELC provision e.g. use of technology for assessment	1
Being clear about what do I want the test to tell me	1
GDPR needs to be integrated into 'guidelines'. Provide specificity e.g. who gets access to reports?	1
How do we use the results to progress improvements across clusters/learning communities without league tables being formed	1
Choices in what concrete materials to provide	3
Children doing well through guessing. Child in my class did better than expected so worried results may not be accurate. On the hand, he is quite computer literate so maybe not stressed and showed true self.	2
If number, Money/Time/Measurement are majority of questions in Numeracy assessment should I be teaching these before assessment	1