

P1 Practitioner Forum: Group Profile

Years teaching experience

Years teaching	Percentage of participants
5-10 years	29 %
11-20 years	29 %
20+ years	29 %
No response	3 %

Current posts

Post	Percentage of participants
Organisation allied to schools (e.g. LA; Union; Ed Scotland; ACAS)	29 %
School management (DHT/HT)	29 %
Class Teacher	29 %
Academic	3 %

P1 Experience

Taught P1	Percentage of participants
Yes	55%
No	5%
Unclear	40%

Practical Experience with SSNA

	Percentage of participants
Implemented assessments with children last year	50%
Managed school assessment programme	10%
Saw others do the assessment last year	10%
Other experience (e.g. training, item development)	20%
Blank	10%

Balance of initial views of SNSA

To ensure that the group members represented a range of views of SNSA we asked members to provide up to four comments on their experience of SNSA. We categorized the comments as positive, negative or neutral.

	Percentage of comments
Positive comments	44.5 %
Negative comments	50 %
Neutral comments	5.5 %

We also looked at the balance of positive and negative comments within each return to give some indication of the overall balance of group members with positive or negative feelings. Most returns contained a mix of positive and negative comments. Those with more positive than negative comments were classified as generally positive; those with more negative than positive comments were classified as generally negative. Returns with the same number of positive and negative comments were classified as neutral. A further analysis of the number of returns where *all* the comments fell into one category or other. This indicated:

	Percentage of returns	Of which, wholly positive or negative
Positive returns (overall more positive than negative comments)	32%	71%
Negative returns (overall more negative than positive comments)	32%	71%
Neutral (equal number of positive & negative comments)	14%	
No comments offered	22%	

Examples of positive comments:

- An analysis of individual learner feedback also provided next steps in learning for specific children and as such, they contribute towards professional dialogue that takes place as part of the moderation process.
- The assessments proved useful in identifying areas of literacy and numeracy that, in certain classes, had not been learned in enough depth.
- As there was no use of timers children were not under any pressure to answer within a given time slot therefore thinking time was available to all if necessary.

Examples of negative comments:

- I don't believe SNSA compliments a play based approach to early learning, literacy and numeracy skills are assessed best through quality observations of children.
- Comparisons between schools might be drawn even though undertaken at different times of the year.
- Inappropriate duration of P1 assessments

Examples of neutral comments:

- I used a laptop however an I-pad would have been better for the children to use.
- The class teacher should be the one to administer the test as this is more supportive