

## **Moray SNSAs**

The Committee would very much appreciate your input to the inquiry.

Specifically, the Committee seeks the perspective of your local authority on the following questions:

1. If you conduct standardised assessments at local authority level as well as SNSAs in your schools, do you plan to retain the standardised assessments at local authority level as well as SNSAs in the long term? If so, please provide some detail on:

a. the reasoning for this (what it provides that SNSA cannot),

**A few schools in Moray have continued with PIPs/INCAS through CEM; this has been predominately schools that are using this to track small cohorts within PEF funding and are not undertaken through SNSA. This has been for small groups and not whole stages. This has also supported confidence in Teacher Professional Judgements in the early stages of the reporting on ACEL and until they were confident in tracking and monitoring. This provided a range of data to inform and support their judgements, and other retained this to be able to track robustly attainment over time using a consistent data set.**

b. which assessment you use from which provider, and

**CEM – PiPs entry and exit in P1, Incas in P3 and P6 and Midyis in either S2 or S3**

c. the annual cost of the local authority standardised assessments.

**This varied considerably, dependant on school and cohort sizes, and was always recharged to schools to pay through DSM**

2. Does your local authority seek to guide your schools as to when in the academic year SNSAs should be carried out? If so, please provide details and the rationale for your approach. If your local authority does not prescribe a particular timescale for SNSAs, are you aware of any practice within your schools where senior management teams prescribe the timings and, if so, what do you consider to be the benefits of this approach?

**For SNSA last session a local authority rationale was produced and agreed by Headteachers and LNCT, this provided an “assessment window” as this had been previously in place through the use of other means of standardised assessments. This allowed consistency across the authority in order to support technical and data analysis approaches as well as supporting our tracking and monitoring processes as well as a strong focus on diagnostic uses of this type of assessment. At the end of the first year of implementation, all HTs and schools were consulted on this and the overwhelming agreement was to maintain this with ongoing review in place.**

**P1 – May**  
**P4 – January**  
**P7 – March**  
**S3 - May**

3. Are you aware of the extent to which the results of SNSAs are shared with parents and, where age appropriate, children? Is there a local authority level policy on sharing this information? (for example, to aid development including learning at home with parental involvement)

**Schools are sharing high level messages with parents as part of progress reporting. We have used national advice on how this information should be shared.**

4. Given the results of SNSAs are being analysed and reported on at a national level (linked below), are you provided with a breakdown of performance at local authority level of the results? Are you provided with a breakdown at school level or smaller cohorts (class level for example or for SIMD areas)? How will this data be used to improve education in your area?

**Last session we had done analysis within the council at each stage and this had been further supported by the SNSA data pack issued in June 2018 to provide a semblance of analysis. This has given an overview of gender, SIMD, ASN etc and has been used centrally last year as a snapshot of the assessment and our performance across the authority in literacy and numeracy. The use of more specific parameters with regard to performance will further support this as an element of data for use to support monitoring of progress, tracking of interventions as well as learning conversations within schools. This data is a part of a wider data set that schools and the central team use to monitor performance and identify a range of improvement initiatives and the impact that these are making.**

**Our rationale includes a focus on:**

- **school tracking and monitoring discussions**
- **supporting learners through learning conversations**
- **assisting practitioners with teacher professional judgement of achievement of anticipated levels**
- **support discussion with parents on individual pupils' progress in learning**
- **discussion with quality improvement officers on standards and attainment in the school**
- **discussion with Education Scotland on tracking and attainment**
- **demonstrating progress and informing the local authority NIF action plan and progress report**
- **support improvement planning within the school**

**Our review and evaluation at the end of the first session findings were as follows:**

- **Time allocation – most schools thought this was about right**
- **Alternative formats – few schools used alternative approaches**

- **Adaptive approaches for learners – most schools felt this supported all learners in their progress through the assessments**
- **Assessment windows – almost all schools who responded wanted to retain this, with few alterations suggested for timings**
- **Inclusivity of assessments – support staff helped pupils as they would in class so assessments were felt by almost all schools to be inclusive**
- **Impact on pupils – some children demotivated with amount of reading and scrolling to be undertaken, staff required to keep them on task**
- **Use of data – some schools have used the data tentatively while others have rigorously scrutinised data for tracking and improvement planning purposes. Further training and support required for some schools**
- **Workload issues – mainly for supporting P1s and support staff in facilitating the assessments; PTs English and Maths in secondaries**
- **Quality of training and further support – most were happy with this and there will be additional training in session 2018/19**
- **Any other comments - readings assessments had a great amount of reading in them and the writing assessments were felt to cover spelling and grammar**

<https://www.gov.scot/publications/scottish-national-standardised-assessments-national-report-academic-year-2017-2018/>

5. How are you collating evidence on how the SNSAs are bedding in at local authority level? For example, the benefits to the teachers and as a consequence the children and young people or any practical concerns with how the tests are operating (resource issues including technology and also staff time, unintended consequences etc.)

**We collated this information last session and used this as part of our performance information data set in place to monitor improvements and overall attainment management. This session we are currently deciding how we will collate and use this information as the reporting from SNSA in June was too late of ongoing support and challenge of schools.**

**Technology has not been an issue in the main and most schools are following successful procedures that they had in place for previous standardised assessment processes thus our schools are well placed for the organisation and management of SNSA. There is still a need of wider training on SNSA and data analysis and use out with specific practitioners**

**The data gathered has been used and will continue to develop for a range of purposes:**

- **add to the picture that the teacher already has about a child's progress in their learning**
- **provide teachers with useful information about learning that will assist them in planning next steps**
- **provide one part of the range of evidence which teachers will use to support progress in learning**

- **provide a potential source of evidence, which may be shared in context, in the course of discussions with parents/carers about their children's progress**
- **provide school leaders with a source of evidence that complements the wide range of other evidence, allowing them to manage and plan for improvement in the future**
- **inform improvement and self-evaluation strategies**