

North Lanarkshire

Response to: SNSA Questions:

1. No there are no plans to retain the standardised assessments at local authority level, only SNSAs are to be used for the long-term. Individual schools do have authority to access and use other assessments should they decide to pay for them. Advice is offered through training from the Literacy Base and the Numeracy Hub in terms of suggested and appropriate assessments to offer a reflective picture of where pupils are on their journey with guidance on how to further take forward their journey of learning.
2. The local authority does not offer schools guidance as to when in the academic year the SNSAs should be carried out. The local authority clarified in communications with Head Teachers that it is down to their individual judgement to decide when to carry out the assessments in their own school. The local authority is not aware if there is any standard practice within the schools' senior management teams so to when to prescribe the timings. However, the progress of the SNSAs integration and practice is discussed during meetings with Head Teachers who are reviewing the timings of the SNSAs based on their year 1 experience. The local authority CIS Team engage in learning conversation with SMT/Head Teachers to support the tracking and monitoring systems within the schools and authority.
3. The local authority is aware that some parents have asked Head Teachers for the results of the SNSAs but schools have explained that the purposes of the assessments are to complement and ratify the results of the teacher professional judgements. There has not been a significant number of queries received for the information and it is believed that this is due to schools issuing Parental Guidance prior to the assessments being carried out that explained their purpose.
4. Yes the local authority has received a dataset that offers the opportunity for analysis of results in a similar format to those published at a national level. This includes breakdown to smaller cohorts such as year / stage, gender and SIMD. This data will be used in conjunction with other datasets such as ACEL and attainment data for review and analysis in order to offer efficient and effective support to pupils within schools so that they have every opportunity to make continuous progress across each of the CfE levels and to obtain the necessary qualifications that will allow them to embark upon their preferred career / learning pathway.
5. In order to understand how the successful the implementation and practice of the SNSAs has been, there is discussion at meetings with individual Head Teachers as well as at school cluster meetings. Meetings/discussions within Family Groups and through the SAC Team have promoted rigorous, rich

dialogue in connection with pupil progress and highlighted the importance of measuring the impact of interventions to further enhance the progress. Feedback has suggested that the arrangements on a practical level such as the use of computers for the pupils and the availability of staff to supervise would have to be considered and reviewed in the schools in order to ensure the assessments were carried out efficiently. However, it has been universally accepted that there are real benefits to the SNSAs and that any issues encountered in the first year of implementation can be overcome in the subsequent session.