

## South Lanarkshire

### Scottish National Standardised Assessments

**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:**

SNSAs are administered across all our schools in P1, P4, P7 and S3 in line with Scottish Government recommendations. We do not conduct any other local authority standardised testing collectively across all of our schools. However, we do use standardised assessment to support our development work in literacy and numeracy with groups of targeted schools.

**a) The reasoning for this (what it provides that SNSA cannot)**

A number of schools are currently involved in a targeted literacy programme. This is used to establish baseline information in year 1 of the programme on pupil reading comprehension. The test is then re administered at the end of year 1 to establish progress and next steps. Further testing is carried out at the end of years 2 and 3, to measure impact of the intervention work carried out and to ensure consistent progress.

Similar plans are in place for a targeted numeracy programme which will start this year with approximately 8 schools initially.

**b) which assessment you use and from which provider, and**

Literacy - Schools involved use New Group Reading Test (NGRT) from GL Assessment with pupils across P4-7.

Numeracy - Schools involved will use the Maths Assessment for Learning and Teaching (MALT).

**c) The annual cost of the local authority standardised assessments.**

Cost of the NGRT is approximately £800 per year. Cost of the MALT is approximately £200 per year.

**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?**

The South Lanarkshire assessment guidance was created in partnership with school leaders and representatives from local associations. The guidance does recommend an assessment window. The rationale behind this approach was primarily a practical one as it better allowed for co-ordination of training and assisted forward planning by schools, especially in relation to the availability of IT. Schools are very much encouraged to use SNSAs as part of a holistic round of

assessment activities. However, due to the standardised element it makes progress easier to identify if the tests are carried out at approximately the same time every year. We want to help our schools make the best use of all assessment data so that progress can be measured and next steps in learning planned. Adopting consistent timescales for standardised assessment allows schools to make more valid comparisons relating to year on year improvements and also to compare the performance of children from one cohort to that of another. The SLC recommended timescale for assessments is during the months of April/May each session. Evidence from our schools suggests that this is the preferred model. It should be noted however, that if any individual schools feel that the recommended timescale is not beneficial for their learners, there is scope for schools to administer the assessments out with this recommended time-frame.

**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 advised to treat the information provided by SNSA in a proportionate way, taking account of the data alongside the wide variety of other methods of assessment employed and using this combined information to inform reporting to parents. When reporting to parents it is advised that discussions focus on the qualitative information the assessments provide i.e. the diagnostic information outlining pupil strengths and areas for development.

Parents and pupils will not routinely see the results of the online assessments as the reports are produced to support a teacher's professional judgement on a young person's progress. Should a request be made by any individual parent asking to see the results for their child, the information can be shared.

**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?**

We use a variety of data sources to examine our performance at local authority level such as teacher judgment levels around CfE and SQA data. The information provided by SNSA results provides an additional source of evidence. We are provided with a range of useful reports on the SNSAs, which allow us to look at results across the authority in each individual area of assessment, reading, writing skills and numeracy. We can use SNSA information in conjunction with other data to filter the results for specific characteristics such as gender, SIMD, ethnicity, FME, ASN, Care Experienced, and EAL. We have used this data to inform local authority improvement, set priorities and to support our schools to interrogate their own attainment data. The data has also been very useful in helping us to further identify and analyse our poverty related attainment gap.

**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 have collated views from schools on the administration of the SNSAs through a local survey. Results from the survey highlighted that training had been successful with 73% of respondents rating the training as good, very good, or excellent. All others rated the training as satisfactory. Most respondents found that the implementation of the SNSAs had worked well and a number of minor challenges were raised, mostly around technicalities of implementation.

The results of this survey have been used to inform further local training and authority guidance on the implementation of the SNSAs, as well as the updates made at a national level. Schools are kept up to date on any additional national guidance by email or other means as appropriate.

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