

ITEM No ...6.....

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 24 JUNE 2019

REPORT ON: SCOTTISH NATIONAL STANDARDISED ASSESSMENT (SNSA) P1

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 230-2019

1.0 PURPOSE OF REPORT

1.1 The purpose of this paper is to inform the Children and Families Services Committee the outcomes of a review requested by the committee on the use of the SNSA in P1 in Dundee schools.

2.0 RECOMMENDATION

2.1 It is recommended that Committee:

- i) notes the contents of this report and Appendix 1; and
- ii) notes the contents in the Dundee response is included in the national review; and
- iii) instructs the Executive Director to keep the SNSA under regular review and continue to engage with the national Practitioner Forum and Education Scotland in any national developments arising from the national review of P1 SNSA.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications attached to this report.

4.0 BACKGROUND

4.1 Almost all local authorities in Scotland, including Dundee, have been making use of standardised assessments for a number of years. The Scottish National Standardised Assessment (SNSA) now provides for a consistent approach being taken across local authorities. SNSA is provided by ACER International UK Ltd and is an adaptive, standardised assessment, based on aspects of the Curriculum for Excellence in Literacy and Numeracy. The assessment offers a series of adaptive questions set at an appropriately difficult level in response to learner's individual answers. Information generated provides diagnostic information to support teachers in planning next steps in children's learning and to inform their professional judgment on pupil progress. It is within the context of the National Improvement Framework but in itself cannot provide full evidence of achievement of a level within Curriculum for Excellence, however, the assessment is one tool which supports the teacher's professional judgement.

4.2 Following the outcome of the Children and Families Services committee (Article VII of the Minute of the meeting of this committee of 29 October 2018 refers), the service was requested to carry out a review of the administration of SNSA in Primary 1, running parallel with a national independent review instigated by the Scottish Government.

4.3 A group, led by the Chief Education Officer, including Primary Head Teachers, Primary 1 teachers, Education Managers, an Educational Psychologist and Education Support Officers, conducted a number of review activities with pupils, parents and practitioners to seek views and evaluate the process of carrying out the SNSA in Primary 1.

5.0 OUTCOMES/FEEDBACK/FINDINGS

5.1 The main findings are contained in a report put together by the group and contains sections including:

- Research overview from Dundee Educational Psychology Service (DEPS)

- Summary of a general parental survey
- Summary of a general P1 teacher survey
- 3 Dundee School Case Studies including findings from parental focus groups and pupil voice events in each school

5.2 Summary of key findings:

- 71% of staff felt the SNSA provide diagnostic information on how individual children in P1 are progressing in aspects of literacy and numeracy.
- 20% of staff felt that facilitating children's completion of the P1 assessment was manageable
- For other statements posed staff showed only a slight bias toward agreement (~50-60%)
- 70% of P1 pupils had not mentioned the SNSA to their parent/carers
- 61% of parent/carers did not know if their child felt comfortable about completing the SNSA
- Over 90% of parent/carers agreed that:
 - It is important that their child is regularly assessed
 - If their child was worried about being assessed, the school would support them
 - They would feel comfortable asking the school questions about assessment

Dundee schools have used standardised assessments for 15 years. Over that time period parents have not expressed concerns to schools or to the Service about the use of these assessments, or indeed any other assessments used to determine their children's progress in their learning. From the relatively low number of responses to both the parent and staff surveys, we can be assured that there are no significant concerns raised. One of the findings from the national SNSA review which is discussed in section 6 below is that it is important that standardised tests are not seen as high stakes testing and they are used only as part of a range of evidence to assess pupil progress.

It is notable that 80% of class teachers who responded said that facilitating the assessment was not easily managed. Further enquiries through the case study schools would suggest that some of this was due to certain practical management arrangements- e.g. access to IT resources, SLT facilitation, and class cover. It is important to acknowledge this and use the learning from the case studies to share practice to support the way forward. It is notable that this mirrors some of the findings of the national review of SNSA which is discussed below

- ## 5.3
- The Children and Families Service participated fully in the national SNSA review with Victoria Park PS being one of the sample schools selected by the evaluators for the overall evaluation programme. Children and Families Officers also were kept up to date with the national review through ADES and ongoing contact with key Assessment Officers in Education Scotland. The independent national review of SNSA was published on the 11th of June and is available to view here <https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2019/06/scottish-national-standardised-assessments-review-2019/documents/independent-review-of-the-scottish-national-standardised-assessments-at-primary-1/independent-review-of-the-scottish-national-standardised-assessments-at-primary-1/govscot%3Adocument/Independent%2Breview%2Bof%2Bthe%2BScottish%2BNational%2BStandardised%2BAssessments%2Bat%2BPrimary%2B1.pdf>

Some of the key points from the executive summary are:

- As part of teachers' professional judgements the P1 SNSA offers a useful standard element within the overall evidence to inform judgements about learning and teaching.
- Despite concerns expressed about P1 SNSA data being used for high stakes purposes, the review has not found any evidence that Benchmarks or P1 SNSA data are currently being used to set targets, make comparisons between schools, including league tables, or for teacher appraisal, nor that there are any plans to do so. The fact that there is flexibility in the timing of administering the P1 SNSA guards against information being aggregated to compare school performance. However the review suggests the establishment of a Code of Practice clearly stating what SNSA

data in P1 should productively be used for and what it should not. This should then be used as the basis for agreement in every school about the purposes and uses of P1 SNSA data.

- Although there were some criticisms that P1 SSNA does not fit with a play based pedagogy, these views do not align with the current educational arrangements in Scotland. The review did find strong examples of schools where Head Teachers and teachers operate a play-based approach and find no incompatibility between that and the P1 SNSA
- There was very little evidence that children became upset when taking the P1 SNSA, however there is evidence that Head Teachers and teachers attitudes towards the P1 SNSA makes a difference to children's assurance when taking the P1 SNSA
- There is a relationship between staff being trained on the P1 SNSA and how they perceived the value of the tests.
- There are concerns raised about the time and staffing needed to administer the P1 SNSA and technological difficulties in carrying it out. However, some Head Teachers and teachers have found ways to overcome the challenges of technology involved in administering the P1 SNSA through careful planning, focused teaching and managed sharing of technology, although this is not always easy or straightforward.
- The review found that P1 SNSA has potential to play a significant role in informing and enhancing teachers' professional judgements and should be continued with modification and safeguards against a drift towards high stakes. However, some important issues remain to be addressed including the view from some teachers and Head Teachers that introduction of the P1 SNSA undervalues professionalism.
- The P1 Practitioner Forum has played an important role in allowing professional debate about the usefulness and administration of the P1 SNSA. This forum should continue.

It is clear that there is a strong overlap in the findings of our own review and many of the findings of the national review. It would be important that Dundee City Council continues to play an important part in the developments here, especially in supporting the national Practitioner Forum which will play a key part in taking forward the action plan that has emerged as a result of the national review.

6.0 POLICY IMPLICATIONS

- 6.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

7.0 CONSULTATIONS

- 7.1 The Council Management Team and Head Teachers have been consulted in the preparation of this report.

8.0 BACKGROUND PAPERS

- 8.1 None

Paul Clancy
Executive Director of Children and Families Service
June 2019

Audrey May
Head of Service (Chief Education Officer)



Children and Families Service



Scottish National Standardised Assessments P1 Review

June 2019

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Introduction

This report outlines the results of two surveys carried out in May 2019 investigating staff and parent/carers' opinions of the P1 Scottish National Standardised Assessments (SNSA).

All primary schools were invited to take part in the surveys. Parent/carers of pupil in stages P1 and P2 were invited to complete the survey.

Key Findings

- 71% of staff felt the SNSA provide diagnostic information on how individual children in P1 are progressing in aspects of literacy and numeracy.
- Only 20% of staff felt that facilitating children's completion of the P1 assessment was manageable
- For other statements posed staff showed only a slight bias toward agreement (~50-60%)
- 70% of P1pupils had not mentioned the SNSA to their parent/carers
- 61% of parent/carers did not know if their child felt comfortable about completing the SNSA
- Over 90% of parent/carers agreed that:
 - It is important that their child is regularly assessed
 - If their child was worried about being assessed, the school would support them
 - They would feel comfortable asking the school questions about assessment

DUNDEE EDUCATIONAL PSYCHOLOGY SERVICE

Should we use standardised assessments in school?

Introduction

Ensuring that assessment is efficient, effective and without bias is a considerable challenge for schools. If done well, a high-quality assessment system should help inform decisions about teaching and learning at an individual, group, class and school level, ensuring that lessons and interventions are planned and delivered in a timely and proactive way.

In attempt to support schools in designing and delivering an effective approach to assessment, the Education Endowment Foundation suggests the following as guiding principles:

- Assessment policies should focus on supporting children's progress towards learning of knowledge, concepts and skills;
- Assessment policies should promote efficient use of effective assessment;
- Assessment tasks should provide teachers with meaningful, useful insight (assessment for formative purposes) in the form of information about a child's learning and ability to apply their learning to a broad range of contexts;
- Assessments should enable dependable claims to be made about children's learning (particularly when communicating with parents).
- Specific tasks and questions should be included which require children to do things in order to demonstrate their learning. For example, pieces of writing or diagrams and pictures are used as a means to assess the security and depth of understanding a child has attained

Further, the assessment process and the data it generates should be valid (they measure that which they were intended to measure and data are appropriate for the interpretations intended to be made from them) and reliable (consistent over time) for the purpose intended: a poor-quality assessment may give misleading results and lead to poor-quality decisions.

In addition to the ongoing assessment that teachers undertake every day, local and national developments have contributed to the bank of information they can use to inform their practice for example, Read Write Inc. assessments which measure progress in learning to read; numeracy screening tools; Health and Wellbeing measures; National Benchmarks. Teachers also have access to a range of development opportunities at a school, cluster and Local Authority level which aim to improve the quality of their assessment practice. Indeed, in an attempt to ensure that their teacher judgements are as objective and reliable as possible, moderation continues to be a major focus of the Dundee Education Plan. This may lead us to ask why we need additional standardised assessments like the Scottish National Standardised Assessments (SNSAs).

What do standardised assessments offer that teacher assessment can't?

The short answer to this question is that standardised assessments can offer increased objectivity, validity and reliability. Daniel Kahneman, the Nobel Prize winning economist, has demonstrated convincingly that people are prone to bias on a day to day basis often without being conscious of it. He describes one form of bias as an anchoring effect. Anchoring is a natural human response and occurs when, during decision making, an individual relies on an initial piece of information to make subsequent judgments. When it emerges through assessment it can be extremely problematic.

When we assess a piece of work from a child that we know well, our bias emerges. Perhaps we know they can perform better than the piece in front of us, subconsciously prompting us to raise the mark. Even if the work is assessed anonymously, the existing evidence shows that bias is exhibited against pupils with Additional Support Needs, those whose behaviour is challenging, those for whom English is an additional language, and those on Free School Meals. Assessment judgments can often be overly-lenient, overly-harsh or, indeed, can reinforce stereotypes, such as boys being perceived as better than girls at mathematics (Rubie-Davies, 2017).

Standardised assessments can reduce bias by removing much of the variation inherent in assessments administered by humans. Those which are delivered and scored by computers (as the SNSAs are) can reduce bias considerably, and increase the reliability and objectivity of the assessment process.

Assuming that the data are readily interpretable, the results of many standardised assessments will tally with teachers' assessments. From time to time, however, they flag-up anomalous results which deserve a closer look; from the point of view of identifying those children whose needs are often hard to spot, they offer a useful tool to schools, and their use should be considered as part of an overall approach to assessment. As the Education Endowment Foundation put it: "standardised tests can operate as something of a 'health check' test: using their potential for greater objectivity and

reliability can help triangulate a view of student achievement.” It can be argued that the SNSAs could provide a further check against unintentional bias based on positive reputation at a group, class and school level.

Conclusion

The introduction of the Scottish National Standardised Assessment has led to much debate about whether teacher assessments are better or worse than standardised assessments. Ultimately, this is not the right question to ask. Both types of assessment have strengths and weaknesses, but each can be improved through increased validity and reliability, as well as greater focus on the specific purposes and value of the assessments used. What we need to consider is how can a sensible and practical combination of good standardised assessment and good teacher assessment be used to promote effective learning and teaching. The new SNSAs combined with robust and well moderated teacher assessment could offer an effective way forward. The following case studies aim to illustrate how two Dundee Schools have implemented the SNSAs in primary one and what value the standardised assessments added to their existing approach to assessment. Clearly, the time and effort involved in any assessment must be valuable and both Head Teachers report that the time taken to administer the SNSAs was a worthwhile investment.

References

Kahneman, D. (2013), *Thinking Fast and Slow*, Penguin, London
Rubie-Davies, C.M. (2017), *Teacher Expectations in Education (Ed Psych Insights)*, Routledge, New York
<https://educationendowmentfoundation.org.uk/>

Staff Survey

We received **46** responses to this survey from a potential 135 respondents. The responses came from people in the following roles:

Role	Number of responses
Class Teacher	37
Support for Learning Teacher	1
Principal Teacher	6
Deputy Head Teacher	1
Head Teacher	1

We received responses from **22** of our primary schools. For the most part there were one to three responses from each of these schools.

Staff were asked whether they agreed or disagreed with seven statements. The results are shown in Table 1 and Table 2.

Views on most statements were fairly evenly split with only a slight majority (between 50 and 60%) agreeing with most statements.

The exceptions were:

- **71%** of staff agreed that SNSA provide diagnostic information on how individual children in P1 are progressing in aspects of literacy and numeracy
- **80%** of staff **did not** find facilitating children's P1 assessments was easily manageable

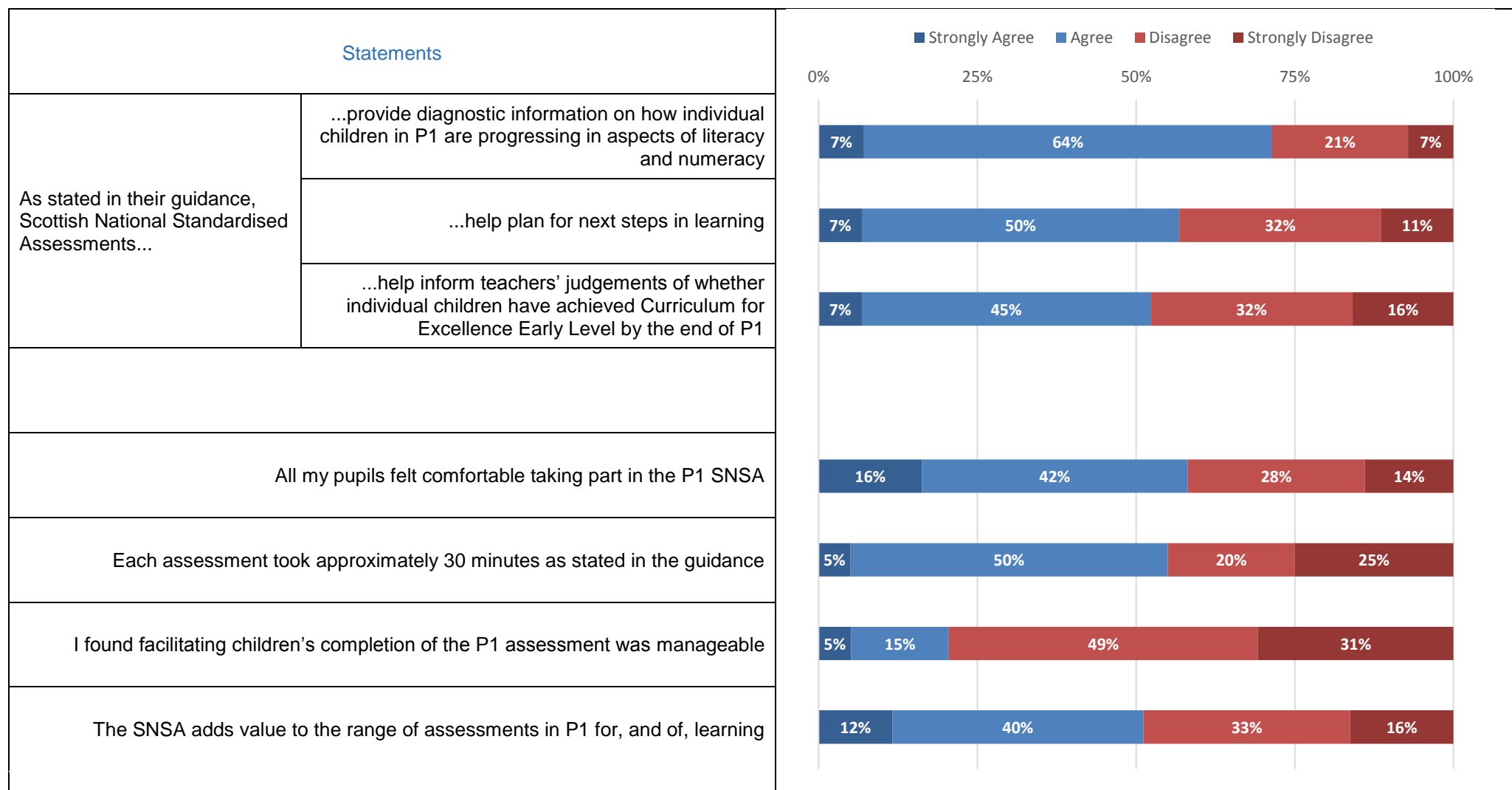
Staff were asked what other assessments they used in literacy and numeracy in P1. The responses included:

POLAAR, RWI, First Steps Number, BIG write criterion scale, In-house assessments, TCTL, TJ assessments, Mental Maths assessments, head start, HAM, Counting principals assessments, Heinemann active maths, Highland Council phonological awareness, Twinkle Early level maths, Scottish Criterion for Writing Assessments, Angus Numeracy assessments.

Table 1: Number of responses to staff survey by answer to each statement

Statements		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No answer
As stated in their guidance, Scottish National Standardised Assessments...	...provide diagnostic information on how individual children in P1 are progressing in aspects of literacy and numeracy	3	27	9	3	4	0
	...help plan for next steps in learning	3	22	14	5	2	0
	...help inform teachers' judgements of whether individual children have achieved Curriculum for Excellence Early Level by the end of P1	3	20	14	7	2	0
All my pupils felt comfortable taking part in the P1 SNSA		7	18	12	6	3	0
Each assessment took approximately 30 minutes as stated in the guidance		2	20	8	10	6	0
I found facilitating children's completion of the P1 assessment was manageable		2	6	19	12	6	1
The SNSA adds value to the range of assessments in P1 for, and of, learning		5	17	14	7	3	0

Table 2: Percentage agreement and disagreement with staff survey statements. ('Don't knows' and 'No answers' not included)



Parent/Carer Survey

We received **158** responses to this survey from a potential of approximately **3001** respondents

The responses came from parents or carers of pupils at 21 different primary schools. The number of responses per primary school varied from 1 to 23, as shown in Table 3. Care should be taken in drawing conclusions from these responses as they will be heavily weighted to the experience of pupils at a few schools.

Table 3: Number of responses per school. (NB one parent/carer indicated they were responding about their children's experience at two schools)

School	Responses
Downfield	23
Eastern	20
Mill Of Mains	15
St Ninian's RC	12
Claypotts Castle	11
St Pius X RC	11
Longhagh	10
Blackness	9
Craigiebarns	9
Camperdown	8
St Fergus' RC	7
Ss Peter and Paul RC School	6
Glebelands	4
St Mary's RC	4
Ardler	3
Ballumbie	2
St Joseph's RC	2
Ancrum Road	1
Rowantree	1
Sidlaw View	1
St Francis RC	1

Parents/carers indicated which year their children had been in P1. (See Table 4. NB 5 parent/carers did not provide this information). The results of the survey will be weighted towards the experience of P1 pupils in this academic year, 2018/19.

Table 4: Number of response by when child was in P1

P1 Academic Year	Responses
2017/18	56
2018/19	93
Both	4

Parent/Carers were asked their opinions on five statements. The results are shown in Table 5 and Table 6.

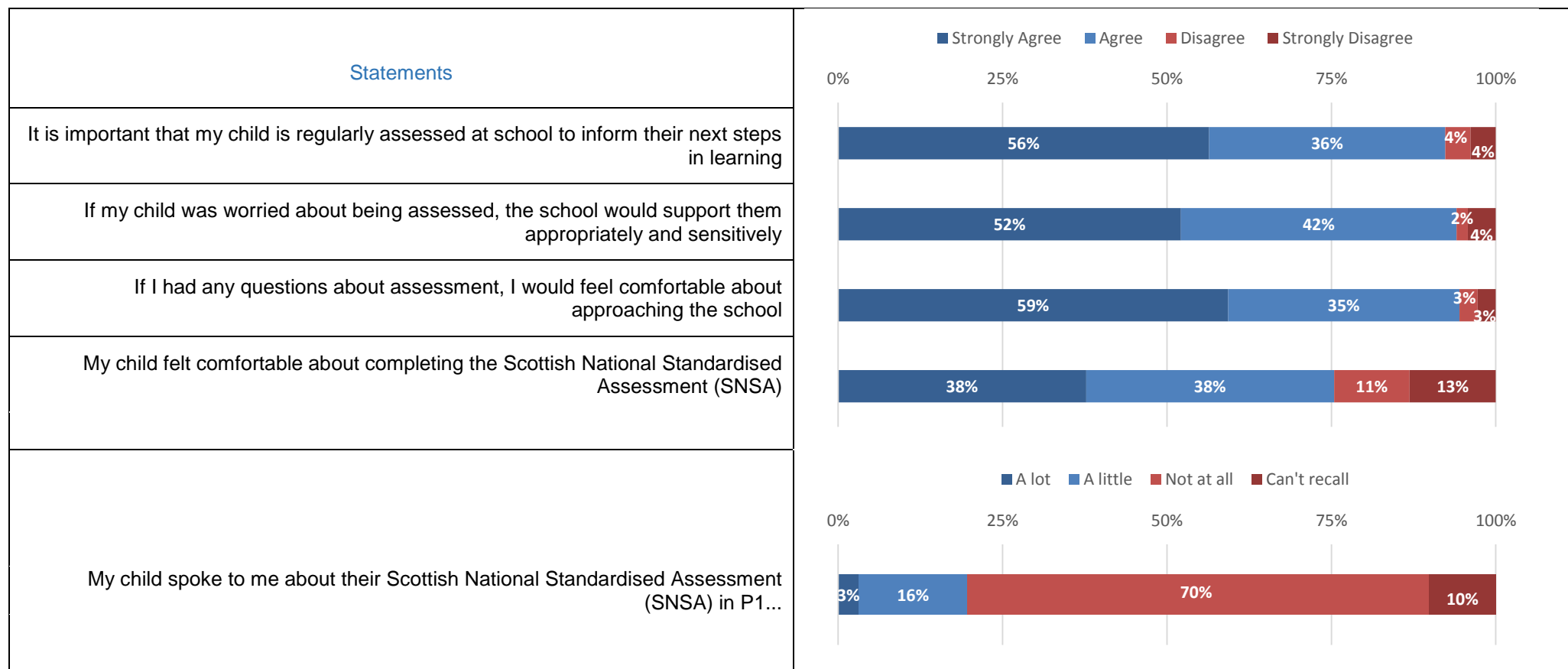
61% of parent/carers (97 out of 158) did not know or could not remember if their child had felt comfortable completing SNSAs. Only 15 parents out of the 158 expressed that their child was not comfortable being involved in the assessment.

The majority of pupils, 70% did not speak to their parents about the SNSA.

Table 5: Number of responses to parent/carer survey statements

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	no answer
It is important that my child is regularly assessed at school to inform their next steps in learning	88	56	6	6	2	0
If my child was worried about being assessed, the school would support them appropriately and sensitively	61	49	2	5	37	4
If I had any questions about assessment, I would feel comfortable about approaching the school	86	51	4	4	8	5
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know /can't recall	no answer
My child felt comfortable about completing the Scottish National Standardised Assessment (SNSA)	23	23	7	8	97	0
	A lot	A little	Not at all	Can't recall		no answer
My child spoke to me about their Scottish National Standardised Assessment (SNSA) in P1...	5	26	111	16		0

Table 6: Percentage agreement and disagreement with staff survey statements. ('Don't knows' and 'No answers' not included)



ST FERGUS RC PRIMARY SCHOOL – CASE STUDY

St Fergus RC Primary school is a denominational school situated which serves the Ardler area of Dundee. Our school roll is currently 176 across P1-7 with an Enhanced Support Area for those with complex learning needs. We have 75% of our children living in deciles 1 and 2.

Standardised assessments have been used over a number of years within St Fergus as part of our assessment approaches. All staff were receptive in using SNSA and have welcomed the detailed report provided to target next steps in learning at individualised and class level. Over the past 2 academic sessions, no parents have requested that their children be withdrawn from SNSAs and those who attended a focus group were happy with them and confirmed that none of their children had shown signs of distress or worry around the SNSAs.

How have we used SNSAs in Primary 1?

- They are administered by PT on a 1-1 basis and are completed at the child's pace
- Children are only presented to complete when the class teacher feels they are ready to do so. This is discussed at the November tracking meeting to identify when the child is demonstrating work at the appropriate level. This session only 21 out of 24 children were presented for literacy and numeracy assessments and these were administered from February onwards.
- The assessments were not administered by the class teacher due to cover arrangements but also someone who doesn't work with the children on a day to day basis to remove any teacher/pupil unintentional bias
- The PT has positive relationship with the children
- During the administration of the SNSA all children presented calm and not flustered, upset or worried about the assessments.
- They enjoyed working on the laptops.
- On average the children took 40-45 minutes to complete each Literacy and Numeracy Assessment

How do SNSAs add value to the assessment approaches already used in school?

- The results from the SNSAs are scrutinised by SMT and discussed with the class teacher at tracking meeting. Following questions considered:
 - Are there emerging patterns across all pupils?
 - Are there any surprises from the results?
 - Child with higher results - Has the child guessed answers? Or are they more able than first thought from the evidence of work in class/previous teacher formative assessments used?
 - Child with lower results than expected – How engaged were they during the assessment?
- Targeted groups are established following scrutiny. Specific targets relating to SNSA results and the teacher's professional judgements are identified. These groups are planned for by PT, in consultation with the class teacher and progress monitored. These group interventions (Numeracy and Writing) are administered by an LCA and PEYSA both in class and extracted small group sessions.
- Whole class input on any areas that have been highlighted by patterns across all pupils
- Supports moderation around teacher's professional judgement of a level and also allows us to reflect and compare with national and comparator schools

DOWNFIELD PRIMARY SCHOOL – CASE STUDY - USE OF SNSA, PARTICULARLY WITH P1

Downfield Primary school is a large school in the north-west of Dundee, serving the catchment areas of Downfield and Kirkton. Our school roll is a growing roll, with 411 P1-7 pupils and around 95 2-4 year old children attending our Early Years Centre. The profile of our school is broad and mixed, with almost 60 % of our children living within SIMD deciles 1 and 2.

How do we use and administer SNSAs, particularly with our P1 pupils?

- They are administered by staff the children know, primarily their own teachers, teachers with an SFL role, members of the leadership team or RCT staff. This is dependent of staff cover and who can be freed up of class teaching commitment at the time.
- Children are only presented to complete the assessment if it is felt they will be able to interact with the assessment. This year 43/43 children were presented for the test.
- No parents have requested their child not take part in the assessment. No child has refused to engage with the assessment.
- In P1, children are taken individually or in pairs to complete the assessment with an adult. Children work in a space within our EY area, close to their classroom. Further up the school, children are taken in small groups or large groups to our digital learning suite to complete the assessment. At times P4 or P7 pupils can complete them individually if it is felt this would be best for the pupil. Our children use laptops or desktop computers to complete the test. We now have iPads and will try some children using these next session. Test time is approx. 45 minutes per pupil and can be broken up, not taken in one sitting.
- We generally test within a window of dates for each cohort, although some pupils have been tested earlier than the window if it is felt we needed additional assessment information or a child is making exceptional progress.
- Children have commented positively on the assessment, commenting on enjoying the extra time with the adult or due to getting extra time on a computer.

How do SNSAs add value to the assessment approaches we already have?

As a school, we have been pulling together a coherent picture of our assessment approaches and making improvements. Our staff were used to using standardised assessments previously in order to support professional judgements and when SNSAs were introduced, we met no resistance from staff, pupils or parents as a result. The number of tests are less than when previously using PIPS and this is welcomed. Using the SNSA data at our regular Attainment Meetings with teachers has supported moderation within our school but also allows us to compare locally and nationally with comparator schools. It supports us to plan next steps for individual pupils and groups, but also scrutinise results to identify school trends to inform school improvement planning. The SNSAs are a key component of a whole suite of assessment that happens in our school over the course of a school session.

- Gives additional information when creating individual action planning for identified pupils and helping to target interventions to the correct pupils.
- Supports moderation around professional judgement with staff team – there are always some ‘aha’ moments where children or cohorts perform better or worse than predicted leading to some helpful professional dialogue.
- Added in to the data sent from David Matthews’s team, the assessment information is helpful and supports discussion as a team around where we sit within the city in comparison to other schools and whether our performance or moderation is good enough. It can sometimes affirm that we are getting things right.
- Helps identify school trends, highlighting or confirming areas requiring school improvement activity.
- Children have not been upset or perturbed by the assessments, in fact sometimes need to be reminded of the importance of the assessments and to do their best and focus well, as the results need to accurately reflect what the children know and can do. The reports generated are useful to share with secondary colleagues at points of transition and verbally with parents during contact.

ST NINIAN'S RC PRIMARY SCHOOL – CASE STUDY

Information Gathered from Pupil Voice

- 24 P1 learners sat the 2019 SNSA in literacy and numeracy.
- Testing occurred in March and was used as part of a bigger picture towards helping inform teacher judgment, planning for learning and teaching and Achievement of a Level decisions.
- Children were assessed with a known adult (class teachers) so as normal support could be given to ensure testing was inclusive and learners were comfortable. Also, this was hoped to provide consistency of resulting data.
- Children informed testing was a special computer game where they could show all their learning so far.
- Each child's testing was completed on different days to help ensure pupil wellbeing and validity of results.
- All children were asked to rate their own sense of wellbeing immediately pre and post testing (using agreed 5 point feelings scale with 5 being feeling great down to 1 being very sad) and results were recorded and monitored. A summary of these are detailed below. This was done as part of a short 'check in' conversation and any issues arising discussed, explored and noted.
- Pupil voice in the form of the feelings scale results were:
 - Prior to literacy testing 75% of learners rated in the happy end of the scale (score of 4 or 5) and for numeracy this was 79%. A further 16% in literacy and 13% in numeracy rated their feelings as a 3 on the scale (ok). Lastly, 8% for literacy and 4% for numeracy rated in the sad or upset areas of the scale.
 - When comparing learner feeling from post to pre assessment, 71% for literacy and 63% for numeracy recorded zero change.
 - A further 21% for literacy and 33% for numeracy recorded a feelings shift of 1 on the scale. Within this, all but one child in literacy and more than half in numeracy rating themselves as higher (happier) than when they had started.
 - In literacy, a further 2 learners recorded a positive shift of 2 points on the scale. Similarly, for numeracy a further 1 learner recorded a positive shift of 3 point on the scale.
 - Numeracy saw a total of 3 learners show a negative shift (all by 1 point on the scale) compared to only 1 learner for literacy.
 - Only 1 learner recorded as a negative shift for both assessments (both by 1 on the scale)
- Therefore, our setting noted no significant effect on pupil sense of wellbeing resulting from participation in the SNSA.

Information Gathered from Parental Survey

- A random sample of approximately one quarter of our P1 and our P2 parents were surveyed around their feelings towards SNSA.
- Surveys were conducted informally in the setting of parents evening, where we normally conduct parental feedback exercises of a similar nature.
- The questions agreed by the Review Group were used and transferred into the survey monkey format later circulated. This was due to our setting deciding this evening was the best opportunity to gather parental feedback and this being slightly prior to the survey monkey available. This has no real effect however as questioning identical.
- P1 parents were asked during our testing time of their children and P2 parents from their memory of their child's testing the prior year.
- Results from the P1 parental survey were:
 - Two thirds 'strongly agreed' and the further third 'agreed' that regular assessment of learning in school for their child was important to inform their next steps.
 - Two thirds stated their child did not speak to them about their SNSA experience at all and the remainder reported their children spoke 'a little' about it.
 - All P1 parents surveyed decided their child was comfortable completing the SNSA and 'strongly agreed' that the school would support their child appropriately and sensitively if their child was in any way worried about the assessment.
 - All 'strongly agreed' they felt confident approaching the school with any questions, with one noting they might like to have had more information given to them before the assessment just to better understand the process. (this was noted for future planning)
 - No parents chose to comment further.

- Results from the P2 parental survey were:
 - 83% 'strongly agreed' and the remainder 'agreed' that regular assessment of learning in school for their child was important to inform their next steps.
 - Half of the parents recalled their child discussing their SNSA experience with them at home, 33% said their child did not speak to them about it 'at all' and the remainder could not recall.
 - All parents of P2 felt their child was 'a lot' comfortable about completing the SNSA at the time and all 'strongly agreed' that the school would support their child appropriately and sensitively if their child was in any way worried about the assessment.
 - Lastly, all 'strongly agreed' they felt confident approaching the school with any questions with one parent choosing to comment further stating, 'my daughter wasn't phased by this assessment at all, it's just another part of school life'.