

**ANGUS COUNCIL**

**CHILDREN AND LEARNING COMMITTEE – 19 SEPTEMBER 2017**

**SCOTTISH NATIONAL STANDARDISED ASSESSMENTS**

**1.0 BACKGROUND**

- 1.1 Angus Council is committed to achieving excellence through raising attainment and achieving equity for the children and young people of Angus. This is consistent with the vision for Scottish Education set out in the [2017 Scottish National Improvement Framework](#).
- 1.2 Currently children's attainment in listening and talking, reading, writing and mathematics is gathered at key stages of the broad general education within Curriculum for Excellence - P1, P4, P7 and S3. This data is based on teachers' professional judgements, from a range of assessment information, on children and young people's progress. Declarations of this attainment data to Scottish Government will continue to be published nationally with the next publication date in December 2017.
- 1.3 To further inform teachers' assessments of children's progress, Scottish Government as part of the National Improvement Framework implementation plan, are introducing national assessments which will be known as Scottish National Standardised Assessments (SNSAs). These will be introduced from August 2017.

**2.0 SCOTTISH NATIONAL STANDARDISED ASSESSMENTS (SNSAS).**

- 2.1 SNSAs are a unique standardised assessment tool which are directly linked to the Scottish Curriculum for Excellence. SNSAs will report children and young people's progress in learning in the subject areas of numeracy, reading and writing at the key stages of P1, P4, P7 and S3. Teachers are best placed to know how the children in their class are doing, so teacher professional judgements will remain the key measure of children's progress. SNSAs will simply provide additional information to inform teachers' judgements of progress.
- 2.2 Assessments will be in a digital online format. Although there are no time limits, as a guide, assessments will take 20/25 minutes for P1 children and 40/45 minutes to complete at other stages. Questions will start at the child's level. If the child/ young person is achieving success the questions will become steadily more challenging. This is known as adaptive testing.
- 2.3 Assessments will provide diagnostic reports for a child or young person detailing their strengths and development needs for the assessed subject areas. This will help teachers plan the next steps in learning for individual children and young people. The on-line SNSAs platform will provide tools to help teachers and school leaders to interrogate the data.
- 2.4 School leaders and teachers will be provided with training to support the implementation of the assessments and the interrogation of the assessment data. All teachers implementing the assessments will complete online training in August 2017. School leaders will be provided with training in January 2018. This training will be refreshed on an annual basis.

### **3.0 TIMING OF ASSESSMENTS**

3.1 There is no national guidance on when assessments should be undertaken. Work is on-going to agree assessment windows with Pan-Tayside partners. Proposed assessment windows are:

- **P1 - May/June.** This will support overall teacher judgement of children's progress in P1 and inform early to first level transition and planning for P2.
- **P4 - November.** This will support overall teacher judgement of first level and inform planning for the remainder of P4. The P4 teacher has time to plan and deliver interventions based on diagnostic assessment in advance of transition into second level and P5.
- **P7- November .** This will support overall teacher judgement of second level and inform planning for the remainder of P7. The P7 teacher has time to plan and deliver interventions based on diagnostic assessment in advance of transition into third level and S1.
- **S3 – September.** This will support overall teacher judgement of a young person's progress throughout S1 and S2. It also provides a full session to deliver interventions in preparation for subject choice and senior phase.

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