**Primary 1 Scottish National Standardised Assessments Case Studies: A Summary**

A number of local authorities were approached and gave permission for headteachers and primary 1 teachers to be interviewed on their recent experience of delivering SNSAs to primary 1 classes. Case studies were compiled reflecting the strengths and challenges of delivery, as well as giving some examples of how the data gathered from the process was informing future learning, teaching and assessment to support improvement.

Full versions of the case studies can be found here:

<https://education.gov.scot/improvement/self-evaluation/primary-1-snsa-case-studies>

**Here are the main pieces of advice from these case studies:**

Before administering the SNSAS

* treat the SNSAs as just another part of learning and teaching
* keep the experience relaxed and low key; do not treat it like a test
* it is helpful to ensure pupils are used to using a computer and a mouse beforehand
* let parents/carers know via letter/school newsletter/normal means of contact
* make sure the adult supporting the pupils through the assessments knows them well
* younger pupils will probably need to be supported individually or in small groups of three or so
* use experience of commercial standardised assessments (eg GL) to inform the management of SNSAs
* there is no one single way for SNSAs to be delivered; schools have done it in a variety of effective ways
* schools can decide when the SNSAs will take place; most schools went for May for all year groups, though it is appropriate to use them as a diagnostic tool too

During the administration of the SNSAs

* provide whatever support you would usually offer to a pupil, depending on their individual learning needs – this may mean re-reading the passages, clicking the mouse, getting them back on task…
* the assessments can be saved and stopped if pupils need to take a break; they don’t need to be completed in one sitting, though most pupils did so
* tests took around 30 minutes on average, though there was variety here
* most pupils seemed to enjoy the experience

After administering the SNSAs

* data can be used to identify:
	+ individual pupil needs
	+ areas of the curriculum that need to be worked on more
	+ patterns in certain groups of pupils
* data consistently matched the expectations of teachers and thus has raised staff confidence

This information comes from the experience of the following schools:

* Tarbolton Primary School – South Ayrshire (200 pupils; two P1 classes)
* Corpus Christie Primary School – Glasgow City (400 pupils; 30% EAL; 60 children in P1)
* Fettercairn Primary School – Aberdeenshire (rural; 65 pupils; P1/2 class of 22)
* East Craigs Primary School – Edinburgh City (426; 45 P1s)
* Peel Primary School – West Lothian (400 pupils; three P1 classes)